ABORIGINAL ADVISORY CIRCLE (AAC)

STRATEGIC PLAN (2015-2020)

Working together, strengthening our relationships
Aboriginal Advisory Circle Members (2014-15):¹

Wendy Whitebear (Chair), David Garneau, Jason Bird, Jocelyn Crivea, Delephine Gall, Pam Sparvier, Dustin Brass (FNUniv), Shauneen Pete (Executive Lead: Indigenization), JoLee Sasakamoose, Randy Lundy, Jo-Ann Episknew, Cassandra Wajuntah, Jeannine St. Jacques, H. Monty Montgomery, Spy Denommie-Welch and Sean Lessard.

Former Members include:
Joyce Green, Rachel Janze, John McArthur, Maureen Johns.

¹ In the fall of 2015 the Aboriginal Advisory Council was changed to the Indigenous Advisory Council, at the time this document was made the IAC was still using the former name.
## Contents

Aboriginal Advisory Circle Members ................................................................. 2

Working Together: The Aboriginal Advisory Circle .............................................. 4

The Strategic Planning Day ............................................................................... 5

Our Vision ......................................................................................................... 7

Strategic Priority: Governance & Administration ............................................... 9

Strategic Priority: Academic Indigenization ...................................................... 11

Strategic Priority: Indigenous Research ........................................................... 12

Strategic Priority: Student Support ................................................................. 14

Strategic Priority: Community Engagement .................................................... 15

Appendix A, Looking Back: Highlights of the 2013-14 Work Plan ..................... 16

Appendix B, Selected activities aimed at Indigenizing Canadian Universities ........ 20
Working Together: The Aboriginal Advisory Circle

The Aboriginal Advisory Circle (AAC) was established in 2011 by President Timmons. AAC members are First Nations and Métis peoples employed at the University of Regina. We are all volunteers. The AAC works with the Executive Lead: Indigenization who animates their vision.

The members of the AAC are committed to enhancing opportunities for Indigenous learners at the University of Regina. The work of the AAC is guided by the following definition:

[Indigenization]...refers to the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students, and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students, staff and faculty, for the benefit of our academic integrity and our social viability.

The work of the AAC is guided by the following:

- We understand that our role is to provide advice to the President
- The AAC meets quarterly with the President and/or the Provost
- The AAC works in conjunction with federated partners at FNUniv and with GDI through the SUNTEP program
- Our work initially was aligned with mâmawohkamâtowin, the UR Strategic Plan 2009-2014
- Our work going forward will be aligned with Peyak Aski Kikawinaw the new UR Strategic Plan (2015-2020)
- Our work is organized in the AAC Strategic Plan (2013)
- Our work is guided by the AAC Terms of Reference (2014)
- We will aim to gain consensus in our decisions
The Strategic Planning Day:
The members of the Aboriginal Advisory Circle (AAC) recognized that strategic planning allows us the opportunity to discuss what the AAC is, what it does and why it does it. We recognize that the strategic plan is a visionary document. It is future oriented. Through our strategic plan we understand that we communicate “the big picture” of what we were trying to achieve over the next 3-5 years. From this visionary plan we understand that we can begin to chart our work plan, our decision-making processes and resource allocation decisions.

The AAC Chair agreed that The Executive Lead: Indigenization (“The Lead”) would develop the strategic planning process, as she was also serving on the University Strategic Planning Facilitation Team. The Lead prepared the agenda for the day. AAC members were provided with the agenda and several supportive documents two days prior to the strategic planning event. The one-day event was held off-campus (Science Centre boardroom). Elder Noel Starblanket was offered tobacco to begin the day with us in prayer.

The University Strategic Plan Facilitation Team Leader, Joe Piwowar, was invited to join the AAC Strategic Planning opening prayer. He offered Noel Starblanket tobacco and asked for advice on whether it would be appropriate to utilize an Indigenous language to communicate the theme of our latest University of Regina Strategic Plan (much the same way as our last strategic plan, mâmawohkamâtowin, was titled). Joe asked that suggested strategic plan names/titles or additional feedback be presented to the Strategic Planning Facilitation Team as soon as possible.

The planning process was briefly described and the intended outcomes were clarified. Members were informed that by the end of the day they would identify the way forward for our collective work. We would base the way forward through an examination of accomplishments from our last plan, a review of activities and actions from other Canadian institutions, and a thorough examination of the draft UR Strategic Plan.

Members reviewed selected accomplishments from the strategic priorities we had established in the prior year (Appendix A). Participants were offered an opportunity to add or correct the list of accomplishments.

Over the course of last year the Lead reviewed Indigenization efforts at other Canadian universities. The Lead provided AAC members with written summaries for the University of Toronto and Trent University. Participants also had the opportunity to review selected activities from Capilano University, University of Lethbridge, University of Calgary, and University of Manitoba (Appendix B).
AAC members were then provided with an opportunity to review the latest draft version of the University of Regina Strategic Plan (Oct. 2 version). In pairs, members provided feedback to the group based on their review. Both the Chair and the Lead collected this feedback. Members were then asked to brainstorm in two groups. They would respond to the following questions:

- What did you like from our last plan that we want to keep doing?
- What activities/actions do we want to adapt/adopt form other university plans?
- Given the University’s draft Strategic Plan emphasis on Indigenization and sustainability, what activities and actions should we include in our work plan?

A volunteer in each group offered to serve as note taker. The two lists of responses were then compared, and members were asked to identify patterns/theme clusters. These theme clusters form the strategic priorities that we present in the next section.

Following the strategic planning day, The Lead developed a draft Strategic Plan. The draft was presented to the members of the AAC at their next meeting. Members were tasked with drafting a Vision Statement and reviewing the suggested clusters and activities to ensure that it was in line with their vision.
Our Vision:
A vision statement encourages the hopes and dreams of the creators. It organizes and communicates a clear purpose and direction; by nature it is ambitious. It aims to communicate a shared purpose. We work with the aim of ensuring:

*The University of Regina will be the national leader in Indigenization in Canada.*

We, the members of the AAC agree our vision is lofty, and we agree that the University of Regina is ideally positioned to fulfill this vision. We recognize that one of our greatest strengths is our long-term federated relationship with First Nations University of Canada (FNUniv) as well as with Campion and Luther Colleges. Additionally, we have had long-term relationships with the Gabriel Dumont Institute through the Saskatchewan Urban Native Teacher Education Program (SUNTEP); and with the Northern Teacher Education Program (NORTEP) and Yukon Northern Teacher Education Program (YNTEP). Additionally, we have long-standing relationships with Saskatchewan Polytechnic (formerly known as SIAST). These relationships allow for a visible presence closer in proximity to First Nations and Métis communities, peoples and organizations.

Connections between vision and strategic priorities and actions:
Our vision statement serves to communicate our shared purpose. Through the strategic planning process the AAC members were able to identify a number of tasks and actions that they felt were essential to ensure that we achieve our vision. These tasks and actions were grouped into themed bundles. We call these bundles strategic priorities.

We assert that in order to achieve the strategic priorities of the UR Strategic Plan particular to Indigenization all the AAC strategic priorities must be resourced and implemented. We present our strategic priorities in the following visual:
Our Strategic Priorities:

In our view, the five strategic priorities are complimentary and inter-dependent. In particular, broadening the scope of Student Support by coupling this with faculty development for the purposes of Academic Indigenization holds the potential to transform how we educate at the U of R. Likewise, through enhancing Governance and Leadership, we believe we can enhance Community Engagement and ultimately Research. Each priority reinforces the actions that are detailed in the next section.
Strategic Priority: Governance & Administration

Objective: Establish an Office of Indigenization

Actions:
• Secure core funding to operate and staff the Office of Indigenization
• Identify and secure office space appropriate for the expansion of the Office of Indigenization over the next 3-5 years
• Hire an Administrative Assistant to support not only the Lead but also the AAC
• Hire a Community Engagement Officer and an Academic Indigenization Officer
• Change “branding” from Aboriginal to Indigenous to reflect Indigenizing actions

Objective: Enhance Relationships with First Nations University of Canada

Actions:
• As FNUniv achieves autonomy, ensure that the U of R is a partner of choice on research and academic matters
• Increase the number of research partnerships to meet Indigenous community identified need and interest
• Increase academic programming partnerships; while reducing or avoiding duplication
• Increase the number of adjunct or joint hires between FNUniv and U of R

Objective: Establish Indigenized Spaces for Teaching and Research

Actions:
• Secure permanent space for IPHRC
• Establish a space supportive of community engagement, community-initiated/based research, and learning opportunities (including a kitchen)
• Ensure that this space supports ceremony as an integral part of the teaching and research process
• Seek appropriate off campus learning spaces that support land-based, experiential, and ceremonial learning
Objective: Ensure Indigenous Peoples’ are in Key Leadership Roles Throughout the University

Actions:
- Confirm Indigenous representation on the University Senate
- Post and fill the Executive Lead: Indigenization position
- Develop a senior administrator recruitment, retention and promotion plan
- Request HR review senior administrative hiring practices
- Increase the number of permanent, self-declared Indigenous faculty and staff
- Continue to promote the Indigenous Alumni Association
- Explore the development of an Indigenous Elders/Community senate

Objective: Achieve a Representative Workforce in the University

Actions:
- Develop a recruitment strategy for Indigenous staff and faculty
- Recommend the development of a mentorship program for new Indigenous faculty/staff

Objective: Develop an Indigenization Communications Strategy

Actions:
- Hire a Indigenous Communications Officer
- Complete website development
- Increase the visibility of the Aboriginal Advisory Circle
- Report on UR Indigenization efforts to regional Tribal Councils and Bands as well as local and provincial Métis organizations

Objective: Increase the Visibility and Frequency of Indigenous Events and Activities on Campus

Actions:
- Continue to organize a fall “Indigenous Staff and Faculty Meet n Greet”
- Continue to offer RED/Talk on a yearly basis
- Continue to offer the UR Indigenization Speaker Series
- Shift responsibility of developing and offering the UR Indigenizing our Teaching Speaker Series to the Centre for Teaching and Learning
- Continue to organize the First Nations, Métis & Inuit Research Showcase as a bi-annual event
Strategic Priority: Academic Indigenization

Objective: Increase the Number of Indigenous Scholars Working on Campus

Actions:
• Develop a recruitment strategy aimed at increasing our numbers of Indigenous scholars
• Pursue joint hiring between FNUniv & U of R
• Increase the number of adjunct professorships with Indigenous scholars from across Canada
• Explore the development of a cohort program for Indigenous graduate students
• Establish a general scholarship fund for Indigenous graduate students
• Establish the Visiting Indigenous Scholars Program

Objective: Increase Course Offerings which Explore Indigenous Worldviews, Experiences, and Aspirations

Actions:
• Provide leadership through CTL on the development of workshops and professional development tools to support course Indigenization
• Increase the number of new courses developed
• Develop experiential, hands-on cultural learning opportunities
• Consider developing an on-line certificate or graduate program for individuals leading Indigenization efforts in Canadian Universities
• Establish an Indigenous Math & Science Symposium

Objective: Reduce the Barriers to Working with Elders and Traditional Knowledge Keepers in the Academic Programming that we Offer and Create

Actions:
• Develop policy for respectful engagement with Elders and Traditional Knowledge Keepers
• Establish a fund to support working with Elders and Traditional Knowledge Keepers to collaborate on course review, revision and design
Strategic Priority: Indigenous Research

Objective: Create an Indigenous Peoples Research Centre (IPRC)

Actions:

- Develop a data base of Indigenous researchers and researchers engaged in Indigenous research
- Pursue the rebranding of IPHRC to the Indigenous Peoples Research Centre thus expanding the mandate beyond health
- Provide core funding for the newly established IPRC
- Establish the Research Officer position – this position would be responsible for connecting Indigenous communities and organizations with appropriate researchers and research centres on campus
- Aim for revenue generation by developing a contract and consulting arm of the IPRC
- Establish workshops and professional development sessions for graduate students and faculty on Indigenous research methods
- Increase the number of secured Tri-Council grant applications
- Develop community identified research priorities and partnerships

Objective: Increase Research Partnerships and Projects with First Nations & Métis Peoples, Communities, and Organizations, including FNUniv

Actions:

- Develop a strategy to enhance Indigenous research in partnership with FNUniv and GDI and other partners
- Establish a research fund to support new Indigenous research partnerships
- Establish joint and adjunct appointments to support graduate student experience

Objective: Strengthen Support for Indigenous Graduate and Faculty Research

Actions:

- Begin a fundraising campaign to secure funds for Indigenous research
- Reduce the barriers to access to Indigenous methods courses for Indigenous graduate students across campus – increase transferability between Faculties for these courses.
- Develop a visiting Indigenous scholars programs with a focus on Indigenous research methods to build capacity across our university
Objective: Celebrate Indigenous Research

Actions:
- Every two years host the FNMI Research Showcase with FNUniv and GDI
- Develop a strategic communications plan showcasing Indigenous Research

Objective: Celebrate Indigenous Peoples Accomplishments

Actions:
- Annual Indigenous graduation ceremonies to coincide with convocation (tea, blanket ceremony, - with families; small and more intimate)
- From the data base of Indigenous researchers and researchers engaged in Indigenous research target feature stories in our internal and external media releases; i.e. “role models” on campus feature on the website
- Develop recognition ceremonies to honour Indigenous researchers and contributions to Indigenous community-based research endeavours
Strategic Priority: Student Support

Objective: Increase the Numbers of Indigenous Learners we Recruit and Retain

Actions:
- Develop a recruitment plan in conjunction with FNUniv
- Develop a plan to recruit mature learners and second career learners

Objective: Reduce Housing and Daycare Needs for Indigenous Learners

Actions:
- Establish subsidized, designated housing on campus
- Establish subsidized, designated day care spaces on campus

Objective: Provide Appropriate Ceremonial Spaces and Elder Supports

Actions:
- Consider the physical location and appropriateness of an on campus sweat lodge
- Identify Indigenizing spaces both within and external to campus that support and encourage respectful ceremonial participation for our learners
- Establish a policy and procedure to remove barriers to working with traditional knowledge keepers
- Offer a range of cultural activities throughout the year such as a focus on hands-on experiential learning – i.e.: teachings for fire keepers (U of S offering)

Objective: Increase Mentorship and Leadership Opportunities for Learners

Actions:
- Entrench HART programming and services through facilities, budget and staff
- Expand Neekaneewak Youth Leadership Program
- Embed both HART and Neekaneewak into our proposed Indigenous student recruitment plan
- Offer academic and financial mentorship to greater numbers of self-declared learners
- Increase the number of students who participate in the Full Circle Summer Internship Program
Strategic Priority: Community Engagement

Objective: Increase the Visibility of Indigenization Efforts at the U of R

Actions:
- Develop a Community Engagement and Communications Strategy targeted at telling our story within Treaty 4 territory; with Métis organizations and locals; through Indigenous media
- Increase the number of events and activities that focus on Indigenous themes, ideas and priorities as a means of engaging with the community
- Continue to offer community cultural events like: The Tipi Raising Competition, Orientations, Feast and Round Dance,

Objective: Increase Collaboration with Other Provincial Institutions

Actions:
- Establish regular communications with FNUniv, U of S, SIAST, GDI and SIIT
- Consistently invite collaborations on teaching and research pursuits
- Reduce the duplication and competitiveness of program offerings in order to better utilize provincial resources (ie: U of R adopting the U of S Indigenous Voices Program)
- Co-organize a province-wide symposium on Indigenizing our Teaching for adult educators

Objective: Increase Research Collaborations within Treaty 4

Actions:
- Through the proposed IPRC, develop a contract and consulting arm that would develop relationships with Treaty 4 leaders for the purpose of aligning community identified need with our research endeavours
- Develop a structure which encourages community based partnerships and acknowledges this work in tenure and review processes
Looking Back: Highlights of the 2013-14 Work Plan

Background:
The AAC initiated their strategic plan, *Strong Voice, Strong Plan* in the spring of 2013. The plan was guided by two goals: to build a *shared understanding* and work towards a *shared responsibility* for Indigenization. The Executive Lead was directed to implement the plan on behalf of the AAC. The plan had four priorities; selected highlights are identified below:

Communications Strategy (selected highlights)
- The Lead delivered 34 presentations from July - December 2013 to introduce our definition of Indigenization to the university and introduced some strategies aimed at supporting Indigenization undertaken in other Canadian universities. Sessions were offered to HR, Luther College, ESL and UR International, FNUniv, and several Faculties.
- The Lead is a member of University Leadership Team (ULT) and Deans Council; she reports on our efforts at these meetings.
- The Lead introduces Indigenization at both the New Faculty and New Staff Orientations.
- The Lead spoke to Indigenization efforts during interviews with CBC radio, CTV news, and our own UR radio program on CJTR; she contributes articles to Education News and RezX Magazine.
- The Lead was asked to speak at the Liberal Arts Forum.
- The Lead met with Tribal Chair Edmund Bellegarde as one approach to extending the conversation about Indigenization beyond the campus community.

Events and Activities (selected)
- Dr. Lloyd Barber Summit on Aboriginal Post-secondary Education.
- Dr. Sasakamoose organized a Feast and Round dance.
- Inaugural Indigenizing our Teaching Speaker Series (5 sessions) which was later adopted by SIAST Wascana campus.
- 100 Years of Loss – residential schools installation on campus for 3 weeks.
- Dr. Joe Graham (NMSU), *Resistance to Indigenization efforts in Higher Education*.
- Dr. Lynne-Harata Te Aika & Dr. Richard Manning, Treaty Education in New Zealand.
- Dr. Shawn Wilson presented to faculty on Indigenous Research.
- The Lead and Jason Bird co-hosted the inaugural RED/Talk Event.
- Hosted the inaugural *First Nations, Métis and Inuit Research Showcase (SSHRC funded)*.
• Dr. Sasakamoose initiated the Health Advocacy and Research Training Program (HART) that provided 5 Aboriginal mentors with Level 1 Training and 40 hour practicum. The mentors have since worked with 147 youth/people.
• The Lead hosted Dr. Chris Anderson (U of A) and Dr. Rob Innes (U of S) for a presentation on histories and identities (Sept 2014)

**Academic Indigenization (selected)**

• The Lead continues to accept invitations to speak in courses across campus. She has been a guest lecturer in Political Studies, Women’s and Gender Studies, Sociology, Education and Kinesiology and Business courses at FNUuniv.
• The Lead was invited to present to Faculty meetings in Kinesiology, Social Work, UR International, Luther and Campion as well as FNUuniv.
• The Lead collaborated with Kinesiology and Education to refine their Faculty Criteria Document to better reflect the goals of Indigenization
• The Lead is a member of the Transitions Committee with regional school divisions, the Ministry of Education and selected Deans. We implemented changes to the dual credit offerings that have now been accepted by the Ministry.
• The Lead has met with the Deans of Science and Engineering to address Indigenous student recruitment and retention. Selected actions included:
  o Dean of Engineering is working with Bryce Jardine (Métis Engineer) who is providing guidance on recruitment initiatives including planning for a scholarship program for grade 10-12 self-declared students who choose to enter into science and math courses at the senior level
  o Both the Dean of Science and the Dean of Engineering has approved a proposal submitted by Jeannine St. Jacques (Research Associate) to host a series of lunches with self-declared Aboriginal students in science, engineering, math and health related fields.
• Some AAC members met with the Lead to begin to explore the development of a conceptual framework on Academic Indigenization (ongoing)
• The Department of Philosophy developed a new course: *Comparative Aboriginal and European Philosophy*
• The Fine Arts Department developed a new course: *From Powwow to Proscenium*
• The AAC developed the *Neekaneewak Aboriginal Youth Leadership Initiative*
• The Faculty of Kinesiology and Health Studies changed the name of their Aboriginal youth leadership and wellness program to the Fred Sasakamoose Aboriginal Youth Leadership Program
• Dr. Sasakamoose developed the Indigenous Education Institute in spring 2014
• The Faculty of Nursing graduated 3 self-declared Aboriginal students in their fast-track nursing program in the spring of 2014
• UR International and UR Indigenization have worked closely to ensure the inclusion of community reflective and culturally appropriate activities when hosting faculty and students from Mexico
• Luther College will be implementing a new program based on the Canadian Roots program that aims to build relationships with First Nation peoples for the purposes of reconciliation.

Community Engagement Activities (selected)
• The Lead’s office undertook data collection with undergraduate students about how better to serve their needs as Indigenous learners on our campus
• Inaugural Fall Meet n Greet (2013) for self-declared Aboriginal employees
• Hosted an inaugural U of R Indigenous Alumni Association gathering
• The Lead met with Candace Pete (U of S) about the community engagement strategy she undertook and some of her findings
• The Lead participated in the Community Connections tour to La Ronge, Stanley Mission, Buffalo Narrows, Pinehouse and Prince Albert (fall 2014)
• The Lead has participated in two Canada- Mexico Round tables. We have 14 MOU’s with the Intercultural Universities of Mexico. Two groups of students from Mexico spent one month at the U of R. They took part in ESL and were offered various cultural programs to compliment their studies. Indigenous content was included in the workshops that were offered to two groups of faculty from Mexico.
• The Lead participated in discussions concerning Indigenizing Educational Spaces. This consultation will lead to an international Architectural competition and towards ongoing discussions to indigenized spaces on campus

Administrative accomplishments (selected)
• The President offers 74 First Nations communities a $1000.00 scholarship to a single band member who is a student
• The Lead has met with the last two Presidents at FNUniv to discuss and clarify the relationships going forward (Acting President Tupone and President Dockstator)
• The AAC extended invitations to new members from SUNTEP and FNUniv
• The AAC revised the Terms of Reference
• The AAC approved the budget to accompany the work plan for the 2013 Strategic Plan
• The AAC developed a draft funding policy
• AAC advocated for representation on the UR Strategic Plan Facilitation Team
• The Lead served as a member of the UR Strategic Planning Facilitation Team
• The Lead recommended to URFA’s Equity Committee that the **CAUT Bargaining Inclusivity for Aboriginal Academic Staff** be taken up by URFA
• The Lead completed policy reform (smudging & pipe ceremony; feasting)
• The AAC initiated a review of access to emergency bursary processes (undergraduate/graduate)
• The Lead participated in the CAUT Aboriginal Academics and Activism conference
• The Lead was invited to be a member of the SSHRC Aboriginal Advisory Circle
• The Lead was invited to be a member of the Paul Martin Aboriginal Education Initiative – Expert Panel
• The Lead was invited to speak at the Indigenous Issues in Post-Secondary Education: Transition to the Workforce conference
• The Lead was invited to speak at the Indigenizing the Academy symposium at U of Manitoba
• The Lead is working with the VP Research to develop research clusters included those that would support Indigenization
• The Lead and Dr. Sasakamoose presented a paper on our policy reform efforts during the Wahkotowin Conference held at the U of S (Sept 2014)
• Tribal Chair Edmund Bellegarde, The Lead and Facilities Management to begin a conversation about a potential partnership with the Tribal Council for a 70-townhouse unit student housing facility.

**Administrative recommendations to the President**
• Recommended the creation of an Office of Indigenization with support staff
  o The recommendation to create an office was explained at University Leadership Team (ULT) in the spring of 2014 during a Strategic Planning discussion
  o The President included a request for $100,000 in the latest operations forecast (provincial government funding process)
• Requested a review of the qualifications for the Executive Lead job description (incomplete)
• Suggested that the Lead’s position be posted and a new search be undertaken for a permanent lead (declined)
• Requested that both the Treaty 4 and Métis flags fly on campus (incomplete)
APPENDIX B

Selected Activities Aimed at Indigenizing Canadian Universities

University of Toronto
In 2005 the U of T developed a plan for a Centre for Aboriginal Initiatives. It was designed to provide a hub for teaching, research and community collaborations. The plan called for the hiring of two faculty members (Social Justice and Aboriginal Communities and Aboriginal Healing). The Centre was intended to expand the First Nations House that offered students services to Aboriginal learners. The Centre was intended to:

- Develop innovative participatory research with urban Aboriginal populations and support research partnerships on critical issues facing Aboriginal communities
- Develop collaborations with Aboriginal communities and community organizations
- Develop pedagogy and research that focuses on Aboriginal peoples as cultural workers, social change agents, leaders and thinkers rather than as social problems or victims
- Develop research and pedagogy on Aboriginal methodologies and epistemology
- Support the recruitment and retention of Aboriginal graduate and undergraduate students and enhance the visibility of the Aboriginal presence at the U of T

Selected activities included:

- Distinguished Lecture Series
- Scholars and Artists in Residence
- Community/University Collaborative workshops
- First Nations House library
- Development of the Pathways to Aboriginal Worldviews and Support in the Sciences (PAWSS)
- Revisions to the Ojibwe language courses
- Joint appointments between ABS and English, Geography, Political Sciences
- New ABS courses on politics and process of reconciliation (though they continue to try to have Aboriginal Studies made a required course for the undergraduate A&S program

Administration:

The Centre was designed to have dedicated staff to lead and administer programs. The plan included a new Director and Associate Director as well as administrative support staff. The Director and Associate Director work with an Executive Committee that included six faculty, Elders and the Director for First Nations House. The Centre was opened in 2007.
The Centre was funded through the University of Toronto Academic Initiatives Fund (AIF). It also received external support from the Miziwe Biik (Aboriginal Employment Agency - $130,000) as well as an individual donation to support research efforts. Individual faculty received external and Tri-Council funding for specific projects.

The Centre developed an Academic Plan (2010-2015) to share some of its accomplishments. They also identified the following plans if funding were to remain the same:

- Hold an Orientation Week for Aboriginal Students
- Promote writing labs through First Nations House
- Continue to meet with Aboriginal students and faculty each quarter
- Create a Mural Wall advertising events and activities of FNH and ABS
- Create a collection of essays of undergraduate experiences – accessible by new students
- Develop ethics protocols for faculty and students about Aboriginal research and Aboriginal students
- Make a case for required courses in ABS and distribute a list of suggested readings from Aboriginal scholars, worldviews to enhance course design across Faculties
- Seek funding to build the Aboriginal post-doc numbers in ABS
- Continue to seek outside funding to support initiatives

They identified the following plans if funding should see a moderate increase:

- One more FTE faculty position (joint appointment between ABS and Political Science)
- Funds for space/renovations

Note: In September 2014 they received a donation for $5 million from a single donor to further enhance their research efforts.

**Trent University (A New Plan for Indigenous Education 2014)**

Trent has offered an Indigenous Studies Program for many years. In 1991 the university established the Aboriginal Education Council (AEC) with a mission to enhance and improve Aboriginal Education at Trent. The Council meets at least twice yearly and reports annually to the University Senate and Board of Governors. Today the council is comprised of 13 members from Trent University (5 members from INDG, the Director and 3 members from the First Peoples House of Learning, 1 member from the Board of Governors and 3 senior administrators). The council also has representation from 4 First Nations, a Tribal Council and the Métis Nation of Ontario as well as a member from the local Friendship Centre and a member at large.

Trent established the First Peoples House of Learning in 2004, with a new building in 2010. FPHL offers student success supports, including access to Elders. A Director and staff operate
the FPHL. The FPHL was initially funded through the Ontario Ministry of Training, College and Universities – Aboriginal Education and Training Success fund ($650,000). However this funding framework changed in 2013.

With the funding changes already announced, Trent University President Steven Franklin struck the University’s Presidential Task Force on Indigenous Education in the fall of 2013 to consider the path forward. The Task Force members were tasked with reviewing and highlighting the accomplishments in the existing comprehensive plan for Indigenous Education (2002); they were asked to develop a new plan to address Indigenous student recruitment, transition, retention and graduation; and to make recommendations on academic programming, current funding situations and budget planning. Lastly, the Task Force was asked to develop an overall mission with strategic objectives in Indigenous Education; to develop an overarching strategy to achieve the mission and strategic objectives; and to develop appropriate metrics to evaluate the effectiveness of all implemented actions.

The Draft Plan identifies the need for Indigenization to be enacted as a University wide initiative – including with the sharing of resources with FPHL and INDG in order that these two units can continue to provide transformative leadership across the university. They task force aims to answer the following questions: Can Trent University appropriately fund Indigenous recruitment, transition, retention and graduation? What are the relationships and roles and responsibilities between the Aboriginal Education Council, the First Peoples House of Learning and the members of the Indigenous Studies department?

Some additional recommendations include:

- INDG explore the possibilities of establishing a Centre for the Preservation and Dissemination of Indigenous Knowledges and Indigenous Languages
- Review the way in which the roles of Elders can be optimized
- Establish either a new senior administrative position overseeing Indigenous Issues at Trent or a regularized series of meetings between the Traditional Council and representatives of Senate, Board and University senior leadership team.
- Begin to gather evidence on what Indigenous students expect and, what Indigenous communities expect from Trent University
- VP Research begin to review the research portfolio with the aim of developing incremental steps to raise awareness of, and respect for, Indigenous peoples
- Governance – that an academic member of the AEC should be chosen to sit on Senate and that a member of the local Indigenous community should be chosen to sit on the Board.

The timelines for addressing these recommendations is Winter/Spring 2015.
Summary of initiatives from:

University of Calgary

- Leadership – Director of Indigenous Education
- Hire 5 new FNMI professors in Education
- List of researchers involved in Indigenous research on the website
- Graduation powwow and banquet
- Statement on Indigenous Research and Ethics
- They hosted a “Weaving INDG perspectives” series in the Werklund School of Education
- Have a NAPI – Ambassador Program. This Aboriginal youth outreach program provides information on post-secondary education and leadership training to school boards, technical institutes and First Nations communities
- Offer the Cree8 Program – 3-day drum making workshop; and other cultural arts programming
- Courses include: Indigenous Research Methods; Indigenous Literature; Indigenous Law; and Indigenous Ways of Knowing
- They host an Indigenous Research Seminar Series
- They have an Aboriginal Advisory Circle for the Faculty of Medicine – provide guidance on recruitment and retention

University of Lethbridge

- Aboriginal Education Committee is governed by the ABED Policy, they abide by the Blackfoot & FNMI Protocol Handbook; “They provide university activities that encourage personal, social, intellectual and cultural interactions between Blackfoot and other FNMI peoples, the University, the city and surrounding communities”. They will realize an overarching strategy that includes:
  - The Centre for Urban Aboriginal Research
  - Host – Aboriginal Awareness Week
  - Encourage Appropriate research and creative activities related to and with FNMI peoples
  - Develop and communicate an Experts Data Base
  - Provide quality support services for FNMI learners
  - Establish and maintain a Gathering Place...that includes an active Elders Program
  - Develop an Aboriginal Speakers Forum
  - Continue to promote the teaching of Blackfoot and other FNMI perspectives and content in courses and programs...
  - Host an FNMI Film Festival
• Courses – Aboriginal Financial Officers Association of Canada Program; Council for the Advancement of Native Development Officers Certificate; and first Nations Governance program

Capilano University
• Create a workshop on Indigenizing curriculum and classrooms
• Suggest that an Elder provide a welcome during orientation
• Create professional development opportunities for all members of the university community to learn about Aboriginal peoples, cultures and perspectives
• Continue to increase the visibility of Aboriginal culture, and language throughout the campus
• Create emergency funds account so students can access money as needed
• The Truth and Reconciliation events needs to be held annually
• Offer more community based evening courses
• Instructors could acknowledge the territory of the people – at the beginning of term in each class
• Hire a researcher to undertake policy development, do research and write grant applications for the Office of Indigenization
• Increase Aboriginal course offerings
• Advocate for more Aboriginal hires
• Create a certification program with a concentration of Aboriginal studies...set up this certificate like a module component that could fit into several different degrees
• Develop an Aboriginal speaker series
• Ensure sufficient scholarships and financial supports
• Support curriculum development and content integration of Aboriginal perspectives and cultures across the academy
• Ensure representation on the Board of Governors

University of Manitoba
• Traditional Peoples Advisory Committee (TPAC) established protocols for smudging and pipe ceremony, feasting, tobacco use and Elders
• Indigenous Circle of Empowerment Program – public speaking and networking skill development for learners
• Teaching from an Aboriginal Perspective Pamphlet Series (5 – part)
• National Research Centre for TRC
• Host Traditional Knowledge Keepers Forum
• PhD Studies for Aboriginal Scholars Program (interdisciplinary) offers financial and academic supports
• Traditional Graduation powwow
• Host the Indigenous Math and Science Symposium
• Courses: Issues in Colonization; Indigenization and Globalization;
• Program: Engineering Access Program (EAP)
• Aboriginal Student Centre – provides academic, cultural, personal and physical supports including peer support, access to Elders, Teaching Lodge Program, Tutoring, course selection supports
• Pathways to Indigenous Achievement program (supporting students, sharing Indigenous knowledge and research, building partnerships and supporting communities, and celebrating FNMI success)
• 25 Alumni in 25 Days event – alumni showcase
• Bald Eagle Lodge (Migizii Agamik) Indigenized spaces on campus
• “Migizii Award” given to a University staff or faculty member for going above and beyond for Aboriginal students on campus