



Saskatchewan Indigenous Post-Secondary Education

Success Stories and Profiles

September 2019

Indigenous Post-Secondary Education Success Stories and Profiles

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Appendix A

Briercrest Alumnus Mervin Cheechoo Elected Chief of Moose Cree First Nation



Mervin Cheechoo graduated with a Master of Arts in Marriage and Family Therapy from Briercrest Seminary this April.

Briercrest is very pleased to announce that on July 27, 2019 Mervin Cheechoo took his Oath of Office as the newly elected Chief of the Moose Cree First Nations headquartered in Moose Factory, Ontario. The Nation was party to Treaty 9 of August 1905 and consists of two reserves west of James Bay with a total population of approximately 4500 people.

Mervin and his wife Carol Anne have served steadily in their church and community while raising three remarkable children: Jonathan (Ashley), Kari (Paul), Jordan (Katarina).

The Cheechoo name is well-known in the hockey world as Jonathan had an excellent seven-season NHL career with the San Jose Sharks and the Ottawa Senators.

Nonetheless, in Moose Factory the Cheechoo family has a long history of service and leadership, with many extended family members taking on significant positions in the community.

Mervin first attended Briercrest in the 1980's earning a Bachelor of Religious Education – Pastoral Studies degree in 1988. Carol Anne also graduated from Briercrest in 1988 with a two-year diploma and she recently graduated from Yorkville University with an MA in Counselling Psychology.

Since that time, Mervin has been active in his church, serving as Associate Pastor of the Sudbury First Nations Church since 2001. Mervin has also been President of the Rising Above Christian Counselling Agency since 1996. He and Carol Anne also present seminars on "Parenting with Confidence."



Mervin's son Jonathan #14 with the San Jose Sharks.

This couple have devoted themselves to education and community engagement and have passed that same ethos on to their children.

Briercrest College Caronport, SK



Mervin's son Jordan and his wife Katarina on her graduation, receiving a Bachelor of Arts in Biblical Studies.

It was especially heart-warming for our Briercrest community to see Mervin and his daughter-in-law Katarina graduate together at the same ceremony on April 18, 2019. Katarina received her Bachelor of Arts in Biblical Studies and we applaud her ongoing commitment to education as she has regularly served as a teacher on her home reserve amidst her studies.

Katarina's husband, Jordan, also graduated from Briercrest with a Bachelor of Arts in Business Administration, and like his father is undertaking graduate studies in Marriage and Family Therapy. Jordan has also taken on the role of Head Coach of the Midget Varsity team at Prairie Hockey Academy in Caronport, Saskatchewan. Jordan's sister, Kari, has a BA in Business from Tyndale University.

We congratulate Chief Mervin on this achievement and pray for wisdom, courage, and strength in his new leadership role. We are proud of all our graduates but want to acknowledge the way Mervin and his family exemplify the mission of Briercrest—"to equip the church and engage the world."

**Briercrest College
Caronport, SK**



Cheechoo family photo at Mervin's Oath of Office Ceremony (Jonathan and Ashley were unable to attend).

Contacts: Don Taylor, Dean of the College, dtaylor@briercrest.ca

Institution	Briercrest College and Seminary	
Leading Practices/Success Story	See attached intergenerational story that is quite common in our context. With Briercrest having education from kindergarten to graduate allows entire families to come and go from our institution with education for the entire family and allows students to come and go at various stages in their life.	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<p>Annually the Office of Indigenous Affairs works with the standing Faculty Committee to determine the most suitable activities for our community. Main considerations and objectives are as follows:</p> <ol style="list-style-type: none"> 1. To welcome and support Indigenous students into our community. On an individual level, this means building a relationship with each student and determining what, if any, specific supports would be helpful in making the student successful—socially and academically. On a group level, we want to provide opportunities for the Indigenous students to meet together to gain mutual encouragement and group cohesion. We want to do this in a culturally healthy manner so as not to isolate the group but allow for sharing and expressions of their culture and experience. 2. To educate our student body on Indigenous history and colonialism to expand their understanding of Canada’s obligation to maintain Treaty agreements, the recommendations of the Truth and Reconciliation Commission, and the Canadian Charter of Rights and Freedoms. 3. To showcase Indigenous leaders on our main stage and in our classrooms as positive role models and influencers who will inspire all our students. 4. To encourage the culture of our whole student body to be welcoming to diverse others through engagement, educational opportunities, and exposure to Indigenous leaders and history.
	Indigenous Knowledge Keepers/Elders/Advisory Council	
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • Dean of the College – Don Taylor (Seneca Nation) • Board Member – Larry Wilson (Director of First Nations Community Church of Winnipeg)
	Internal Indigenous cultural awareness training, Treaty, and	<ul style="list-style-type: none"> • Aboriginal Awareness Week activities in the past have included: a public Teepee raising with an Elder providing the symbolism, educational sessions Indigenous culture, blanket exercises,

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	reconciliation education, anti-racism strategy	presentations on topics from Indigenous leaders and topical experts, main chapel sessions delivered by Indigenous leaders, and a concert showcasing student talents.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> Development officers meet with donor to obtain financial support and scholarships for our Indigenous efforts and our students.
	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> We played an important role in local Indigenous events such as The Atamiskākēwak National Gathering from April 23rd to April 28th, 2018 held in Moose Jaw. Our Indigenous Director was a frontline organizer and many students and staff attended.
Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> In recent years our Director of Indigenous Affairs has traveled to reserves meeting Chiefs, Elders, and leaders to build relationships.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> Core Course Option for our college – ING Introduction to Canadian Indigenous Studies Elective course options offered occasionally: INDG 356 Indigenous Literature INDG 430 Indigenous-Newcomer Relations in Canada INDG 450 Indigenous Epistemology and Pedagogy
	Educate teachers/instructors on how to integrate Indigenous knowledge and teaching methods into classrooms	
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	
Structure and Indigenous Student Success	Student success initiatives	For over 50 years Briercrest has welcomed Indigenous students to our community and sought to provide support and care as needed for each person's unique journey. We recognize that there is a wide-range of Indigenous experience(s) and not every person has the same needs. Being a smaller school, we are able work with individual students to best support them with services such

Indigenous Post-Secondary Education Profile

		as: community engagement, academic coaching, tutoring, financial advising and advocacy, fundraising, counselling, and more recently, driver training, animal therapy and personal care.
	Indigenous cultural spaces and access to Elders and cultural activities	The students have continuous access to The Indigenous Centre as a designated area for informal social gatherings and meetings.
	Innovative delivery models for teaching	
	Aboriginal scholarships and bursaries	Indigenous students are welcome to apply for all of our scholarships and bursaries but there are three that are set aside for Indigenous students only: The Hi Bar Acres Award, the Jolly Family Bursary, and the Marie Oman Memorial Bursary.
	Distance learning technology platforms for rural/on-reserve	“Canvas” is utilized by our Online Education Department to provide off-site course delivery.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community –driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	We do track “self-identifying” Indigenous Student upon application but later learn that there are others who did not identify but later wish to joint into the activities. Usually we have between 30-50 Indigenous students amongst our three schools: Briercrest Christian Academy, Briercrest College and Seminary.
Challenges/Potential Areas for Collaboration		

Engaged Learning with the Sâkêwêwak Storytellers Festival

When I took Classical Mythology (Classics 200), we were told that we could use Engaged Learning with the Sâkêwêwak Storytellers Festival for one of our course assignments. I was born in South Africa and moved to Canada when I was eleven. Because we moved to a small rural town, my interaction with Indigenous culture was limited and I felt that the opportunity to take part in the Festival was too good to pass up. I do a lot of creative writing in my free time and I was fascinated by the idea that we could compare the storytelling of the Ancient Greeks to the storytelling of the Indigenous people of Saskatchewan.

I was pretty nervous heading to my first Storytellers event; I didn't know how I would – or if I even could – compare and contrast the stories that were being told by the Metis author and artist Leah

Dorian. I shouldn't have worried; I was swept away immediately into a conversation of pride, heritage and the importance of storytelling. I spent an hour captivated, listening to her speak about the things that were important to her, explaining the importance of certain items and symbols.

When I walked out of the room after she had finished, I couldn't wait to start drawing connections between the stories she had told us and those of Greek mythology. Both the second and the third event moved me in the same way. One was an art exhibition ranging from paintings to fashion, while the other was meant to introduce the general public to the workings of the Powwow. During the final event, I realized just how thankful I was that I had the opportunity to be part of the Engaged Learning program and

the Sâkêwêwak Storytellers Festival.

I had been skeptical and nervous at first, especially since I knew so little about Indigenous cultures. After attending though, I could not be more grateful and inspired.

**Campion College
University of Regina**

I learned so much about Indigenous storytelling, but my interest in Indigenous fiction and authors has also been sparked. For those on the fence about Engaged Learning: just do it. You never know what you may find or what great wonders you will experience.

*By Anil Roets
Campion's Brag; Volume 25, Fall 2018
p.12*

“Indigenous to The Land”



“I linked the epic Trojan War to the Indigenous peoples from our past. I connected the Greeks that invaded and took over Troy from the Trojan people to the Europeans that invaded and took over Canada from the Indigenous peoples.”

~Alessandra Nagel

“Worshipping of the Sacred Beast”



“I linked the character Medusa to the sacred beasts of the Indigenous culture by involving the most sacred and important beings such as Medusa and the buffalo, the whale, and the bear to name a few.” ~ Manuela Nagel

Other Engaged Learning Projects: Alessandra and Manuela Nagel used the opportunity to create these art pieces about their experience.

Contact:

 Dr. Sami Helewa, President, Sami.Helewa@uregina.ca

Institution	Campion College	
Leading Practices/Success Story	<ul style="list-style-type: none"> Campion has a good working relationship with First Nations University of Canada (FNUUniv) also located at the University of Regina (U of R) campus. Likewise, there have been amiable relations with the Indigenous Student Centre at the U of R. Recently we have made contacts with some Indigenous Elders for consultations on Indigenous relations with Campion. Campion continues its Engaged Learning program which connects some of our students with Indigenous community organizations as part of their practical experiences related to their field of study. CLAS 200 professor incorporated relating Greek Mythology to the Indigenous historical experience. http://campioncollege.ca/alumni/the-brag - see Fall 2018 edition 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> Currently Campion is preparing its new strategic plan which includes initiatives for lasting and mutual relations with the Indigenous communities. Scholarship funding for Indigenous students is to be marginally increased to meet the rising cost of tuition.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> Campion has an Indigenous Advisory Circle comprised of five members, three of which are Indigenous.
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> Campion staff has one Indigenous member who is involved in Indigenization efforts at the college. The Indigenous Advisory Council has three Indigenous members.
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> A professor from FNUUniv gave a talk to the Campion community about the ways to improve the knowledge of Indigenous topics at Campion. The Advisory Council is still developing some events to increase awareness of Indigenous issues and relations amongst the members of the whole college.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> Campion is involved with the Office of Indigenization to sponsor National Indigenous Peoples Day (2019) [two staff members are sitting on the organizing committee].
	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> Some Jesuits in Regina who work at Campion have served at some Indigenous reserves as needed. Some Campion staff were involved in the “Project of Heart” initiative to commemorate and protect the Regina Indian Industrial School Cemetery. This is in response to the Truth and Reconciliation Commission of Canada’s (TRC) Call to Action 75. The President meets regularly with the President of FNUUniv.

Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> Campion has drafted its response to the TRC Calls to Action; this document is on the Campion website.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> None at this time.
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> There are no mandated Indigenous courses or mandatory courses with Indigenous content. However, there is a growing interest among some faculty members to include Indigenous content in their courses – Film, Religious Studies, Classics (CLAS 200) had an Engaged Learning component that connected students to an Indigenous story-telling festival.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> Three members of Campion, two professors and one staff, pursued a certificate on Academic Indigenization which was offered in Winter 2019 at U of R.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	<ul style="list-style-type: none"> Inclusion of Indigenous spirituality in Religious Studies 100. This is in response to TRC Call to Action 64. Strong and growing relationship with Mother Teresa Middle School of Regina. Monthly the students of Mother Teresa Middle School (mostly Indigenous students) attend Catholic Mass at Campion Chapel. Campion continues its supports to Friends on the Outside which is an ecumenical body helping ex-inmates, some of whom are Indigenous, to re-integrate into society.
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> Alpha Sigma Nu (a Jesuit Honors Society for high achieving students who capture Jesuit ideals) works with high risk youth, mostly Indigenous, through the Street Culture Project. Through Engaged Learning, some students helped at Carmichael Outreach to collect needed garments for the poor. http://campioncollege.ca/alumni/the-brag - See Spring 2019 edition
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> At the advice of the Advisory Council, the creation of intentional space that highlight Jesuit relations with Indigenous peoples is postponed to a future date. It was advised that Campion secures first stronger relations with Indigenous peoples and culture.
	Innovative delivery models for teaching	<ul style="list-style-type: none"> Campion offers some courses by distance education.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> Established a scholarship fund in 2017-18 of \$100,000 during the College's 100th anniversary to provide four Entrance Scholarships (of \$1000 each) annually for self-declared Indigenous students. Campion continues offering this scholarship.

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		<ul style="list-style-type: none"> ➤ Campion College Centennial Indigenous Entrance Award (\$1000): This scholarship is awarded to the self-declared Indigenous student with the highest Grade 12 early-conditional average, who applies for high school admission into an undergraduate program at Campion College. ➤ St. Kateri Tekakwitha Entrance Award for an Indigenous Student (\$1000): These three scholarships are awarded to self-declared Indigenous students applying for admission into an undergraduate program through Campion College and are awarded on the basis of their Grade 12 early-conditional grade average. Preference is given to graduates of Mother Teresa Middle School. ➤ Campion Knights Bursary (\$1000): to aid alumni of Mother Teresa Middle School in Regina: http://campioncollege.ca/scholarships/entrance; ➤ http://campioncollege.ca/scholarships/continuing-scholarships ➤ http://campioncollege.ca/scholarships/gradprizes
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> • None at this time other than our standard distance education course offerings.
Research Activities	Indigenous Research Chair positions	<ul style="list-style-type: none"> • None at this time.
	Indigenous community – driven research projects or research projects led by Indigenous scholars	<ul style="list-style-type: none"> • There are no such projects at Campion at this time.
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • 4.3 % of our registered student body during Winter 2019 was Indigenous.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> • There is a Jesuit statement of Reconciliation (2013) in response to the requirement of the TRC. • Possible collaboration with Jesuit archives (Montreal) continues on revitalization of Indigenous languages (TRC Call to Action 61). 	

Framing Success

Strategic Partnership Celebrates 10 Years

For several months of the year, student voices can be heard drifting out of Punnichy's curling rink. But students are not meeting there to play; instead, they are engaged in an innovative career transition initiative that improves student success by offering credits towards high school and post-secondary programs, while imparting lifelong employability skills.

This is experiential learning at its core.

Launched in 2009, government, educational providers, industry representatives and local leadership – including the Touchwood Agency Tribal Council and the Day Star, Muskowekwan and George Gordon First Nation communities – sought to address student retention issues by creating a strategic partnership focused on student success. The partnership agreed to pilot a unique opportunity for at-risk youth to participate in programs that would permit them to earn credits required for high school completion, while also earning credits towards certified, post-secondary programs to increase future employment opportunities.

Carlton Trail College has been proudly involved in this initiative since its inception.

Programs such as Construction Worker Preparation and Framing are brokered via the Saskatchewan Indian Institute of Technology (SIIT) and Saskatchewan Polytechnic, delivered by Carlton Trail College, with coordination and support

provided by Horizon School Division. A blend of classroom learning and hands-on training takes place at Punnichy Community High School and in the village's recently converted curling rink, now a top-quality construction facility. Students learn about math operations, personal and site safety, the use of tools, the basics of the construction industry as well as effective communication, problem-solving and teamwork skills.

Students also typically participate in a work placement, gaining valuable, on-the-job training and experience. Hours spent in the program may also provide students with a head-start towards apprenticeship.

"I dropped out in Grade Nine," said a former student. "After legal troubles and seeing guys in the program, I went back to school so I

could get into the program, too – it kept me in school."

With over 70% of students engaged in further education or employment after program completion, the initiative is achieving its aims. Thanks to the commitment of funders, learning

Carlton Trail College

partners, instructors, staff and the communities-at-large, the supports that students receive often goes well beyond classroom walls. With continued collaboration and hard work, the partnership wouldn't have it any other way.



Photo Provided by Carlton Trail College

Contacts:

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Rachel Trann, ABE & Student Services Manager, trannr@carltontrailcollege.com

Institution	Carlton Trail College	
Leading Practices/Success Story	<ul style="list-style-type: none"> • Carlton Trail College (CTC) is strengthening First Nations student participation and achievement in a number of ways including increasing ABE (Adult Basic Education) graduation/success rates, increasing institute program graduation/success rates, increasing industry credit graduation/success rates. • Our Four Winds Learning Centre in Punnichy offers greater accessibility and enhanced program efficiency for on-reserve students. Since opening the Centre in 2017 we have seen increased program offerings due to the equitable accessibility and centralized location. In partnership with the Saskatchewan Health Authority, the College also offers space to Mental Health and Addictions Services so that local clients have the same accessibility for necessary supports. • In partnership with Prince Albert Regional KidsFirst we have been able to bring in a Community Wellness Worker to present culturally focused workshops including mental health, additions, healthy relationships, etc. to our One Arrow First Nation/Wakaw and Punnichy ABE programs. • Punnichy Career Transition Program – For the past 10 years, in partnership with Punnichy High School and Horizon School Division, we have provided two post-secondary carpentry programs per year to Indigenous high school students. These students receive high school credit, post-secondary credit, hours towards apprenticeship and safety tickets. 	
Governance and Building Capacity to Indigenous and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • Indigenous Strategy is currently actionable but is not yet formalized. Indigenous community engagement, inclusive environments, First Nations partnerships, culturally responsive student support, and transition to employment services remain key actions of our Balanced Scorecard.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> • The College works closely with Indigenous communities to ensure that Elders play a visible role in our classrooms and program celebrations/graduations. The College also works with the Cultural Advisor from the Touchwood Agency Tribal Council (TATC) to present on and advise on Indigenous initiatives for staff and students.
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • Seeking Indigenous representation on the Board of Directors.
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> • Indigenous Cultural Awareness Training is encouraged and College staff participate in various trainings/education through our Professional Development Policy, College Sponsored events and annual In-services (ex: Wicihitowin Conference, Making Treaty 4, Reconciliation Through Indigenous Education, Tipi Teachings, Blanket Exercise, etc.). The College will be reviewing Saskatchewan Polytechnic’s (Sask Polytech) “Introduction to Indigenous Studies” as a potential training to be made available to all staff.

Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> • The College has working relationships, as well as several formal partnership agreements, with One Arrow, George Gordon, Kawacatoose, Day Star, Muskowekwan, Yellow Quill, and Fishing Lake First Nations as well as TATC and Saskatoon Tribal Council. In partnership, these communities help to support students in a variety of ways including training, transportation, meals, childcare, income assistance and spiritual/cultural supports. • The geographical location of Punnichy provides easily accessible College facilities for the delivery of programming for four First Nations communities in the area. The College engages with these First Nation communities, as well as with TATC, on a regular basis to ensure that the training provided meets local needs. Strong partnerships and a collaborative approach are key factors in the successful delivery of programs. • Similarly, we have a formal partnership with KDM Training and Employment Association • The College has working relationships with First Nation industry representatives and suppliers, Indigenous organizations, and departments within industry that promote building an Indigenous workforce.
	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> • Some recent examples of the ongoing engagement work we do are: resume workshops with Saskatoon Tribal Council and One Arrow First Nation, tours of Batoche and Wanuskewin, Horizon School Division and TATC Career Fair, Fishing Lake First Nation Aboriginal Youth Conference, George Gordon First Nation Wellness Day, etc. • We also often partner to provide services to Elders, help to plan and volunteer at community feasts, etc.
Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> • As part of the Truth and Reconciliation Commission (TRC): Calls to Action, we are taking steps to honor Indigenous people. • Continually working to make training spaces inclusive and representative of the student population we serve (Punnichy mural and art work, 7 Sacred Teachings displayed at all locations, Treaty Map displays, etc.) • The College maintains a seat on the Indigenous Inclusion Training Development Committee through the Mining Industry Human Resources Council whose purpose is to provide guidance and subject matter expertise to validate the common learning outcomes that mining companies should strive to achieve in their employee training programs relating to Indigenous inclusiveness.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> • Although we do not specifically offer courses or programs that solely focus on Indigenous languages, we incorporate, whenever appropriate, the tools, referrals and support necessary for students and staff who wish to access or make connections with language resources.
	Mandated Indigenous courses or courses with	<ul style="list-style-type: none"> • We do not have mandated Indigenous content in our programs; however, all of our ABE and Skills Training programs incorporate Indigenous cultural awareness.

	mandatory Indigenous content	<ul style="list-style-type: none"> As Sask Polytech goes through major program revisions, they are including courses like Canadian Indigenous History, Culture and Diversity in Canadian Society, etc. This content will be required for CTC students as it becomes embedded in the Sask Polytech programs we deliver.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> Instructional staff are provided referrals/information to professional development opportunities (formal and informal) through EdX, Saskatchewan Teachers Federation, Sask Polytech, and a huge platform of online resources and webinars.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> Cultural components are built into the ABE and essential skills and training. Student advisors provide services directly on reserve to ensure all current and potential students have the support and guidance necessary to access College course offerings. In partnership with Saskatchewan Indian Gaming Authority (SIGA), the College offers four Adult Basic Education Indigenous Determination Awards which highlight the perseverance and resilience shown by Indigenous students.
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> Elders – for programs in partnership with the First Nation communities, the College ensures that Elders play a visible role in the classroom and are accessible to students. Referrals to Elders are made for students in all College programs as requested. The College’s Student Services team supports Indigenous students by offering academic and personal advising as well as working closely with First Nations communities, Elders, and supports to holistically reduce barriers. While there is currently not an Elders program, the College supports individual and group requests as required. Experiential learning opportunities for Indigenous students including things such as tours of Batoche, Wanuskewin, Fishing Lake First Nation Cultural Camp, SIGA Casino Tours, Tipi Teachings, etc. The College ensures that all Indigenous students have the opportunity to participate in and celebrate local feasts, Pow Wows, community events, Treaty Days, National Indigenous People’s Day and other cultural events significant to students.

	Innovative delivery models for teaching	<ul style="list-style-type: none"> Transition to Work Programs - the College continues to be involved in transition-to-work programs with Punnichy area First Nations and One Arrow First Nation. The goal of these programs is to work with a variety of partners, such as the Saskatoon Tribal Council, the Bands, and regional employers to transition students who are ready, willing and able to engage in long-term employment that is consistent with their employment goals. One Arrow Transition Team in partnership with One Arrow First Nation, Saskatoon Tribal Council, Almightyvoice Education Centre and CTC focuses on a collaborative, client-centered approach to ensure services and supports are in place for band members seeking to transition to post-secondary or employment. The College will be seeking to implement similar transition teams with the First Nation communities in the Punnichy area. The Saskatoon Tribal Council is also looking to model this approach with other Bands in their Tribal Council.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> Dedicated Indigenous Determination Award for ABE students (4 awards) https://www.carltontrailcollege.com/succeed/scholarships,-awards-and-bursaries/indigenous-determination-award Administrator of First Nation Youth Scholarship program for industry. https://www.carltontrailcollege.com/succeed/scholarships,-awards-and-bursaries/bhp-high-school-and-first-nations-youth-scholarships
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> The College is currently in the process of moving to the Blackboard Open LMS in partnership with Ministry of Education. Although this platform will increase our ability to provide distance learning to our rural and on-reserve locations, this option is only as successful as the ability to access strong and reliable internet services, which remains a huge barrier to providing equitable services.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	<ul style="list-style-type: none"> We currently collect data on Indigenous students including enrolment, location of residence, male/female, age and Band membership. However, students may choose not to self-identify as being Indigenous or provide Band affiliation upon application.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> Through engagement processes such as Sector Planning, ABE Reference Group, SAO Council, program specific Coordinator meetings and Ministry hosted events, best practices, programming ideas, collaboration and partnerships are born and shared. These formal and informal gatherings are imperative to our ability to build relationships and learn from other institutions. 	



Joseph Neapetung

ADULT BASIC EDUCATION

"My favorite memory was seeing microscopic life in action for the first time. The experience was utterly fascinating, profound, and humbling. "

Congratulations to Joe for recently receiving the Pre-Medicine Award for Aboriginal Students from the University of Saskatchewan. This award is valued at \$3500 and is based on possessing a strong academic standing. We love to see our former students excelling and working towards their dreams!

Joseph is a member of Yellow Quill First Nation. When he was 18 years old he had the opportunity to volunteer at an orphanage in Mexico. This led to several extended volunteering periods that lasted the better part of 5 years and developed a passion for helping others. Joseph said, "In 2013, I became a father and I decided it was time to complete my education and follow my dream so I began my journey with Cumberland College."

Joseph enrolled in the Adult Basic Education program fall of 2014 and graduated with a high school diploma in May 2015. His dedication to his studies contributed to the highest academic standing in his class, the Adult Basic Education Achievement Award and acceptance into Pre-Medicine at the University of Saskatchewan. Joseph did all of this while raising a young family and commuting one hour daily from his home on Yellow Quill First Nation to Tisdale.

In September 2016 Joseph embarked in his first year of university studies at Cumberland College taking classes on both Tisdale and Melfort campuses. Joseph said, "I chose Cumberland College because of the convenience of starting my first year of University at the U of S without having to move to Saskatoon right away." Joseph's plans to obtain a bachelor's degree in Pharmacology and then continue to his ultimate goal of entering the College of Medicine to become a physician.

Joseph says, "My career goal is to work with disenfranchised Aboriginal communities or environments where the presence of a doctor from a familiar culture is rarely seen and most required. While I will not turn away any patient, there is a definite need for a strong health strategy among First Nations communities because issues are rapidly increasing due to detrimental health problems."

Joseph said his experience at Cumberland was positive because of the smaller class sizes and friendly staff. "I believe the relaxed yet professional environment is conducive to increased academic success. The expertise of the advisors and support staff always comes to mind first." He also credits Cumberland's scholarship program to helping him and his family throughout the two years there. Joseph received a \$2000 Alex Prytula

Entrance Scholarship to use toward his university tuition.

Cumberland College Tisdale and Melfort Campuses

"Your choice to finish school is yours to see through to the end. Not only do you need to believe yourself, you also need to be able to humble yourself and be ready to accept change. You are responsible for your endeavours and, as such, you will forever deserve the reward you seek should you choose to accept your own choices," advises Joseph.

In May 2016, Joseph relocated, with his family, to Saskatoon to begin summer classes and complete the rest of his degree. Today Joe is well into his third year of Physiology and Pharmacology. He and his partner Jocelyn are Peer Mentors in the Aboriginal Student Achievement Program where they facilitate weekly sessions for first year Aboriginal students. Joseph is a shining example of quality students who will continue to make a difference in our province. We are confident that one day Joseph's story will be updated to include the title of Doctor.

Joseph took University, Adult Basic Education classes while attending Cumberland College.

Cumberland College Website

Contacts: Bobbi Gray, Director of Programs and Services, bgray@cumberlandcollege.sk.ca

Institution	Cumberland College	
Leading Practices/Success Story	Success story. Joe Neapetung. https://www.cumberlandcollege.sk.ca/index.php?id=268&a_id=84	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<p>Status of Strategic Plan 2017-2022: currently in year two of a five- year plan. Objectives of Strategic Directive # 5—Lead the Conversation around Inclusion (formerly Indigenizing the College).</p> <ul style="list-style-type: none"> • Build capacity to support equitable, diverse, and inclusive organizational structure. <ul style="list-style-type: none"> ➤ Build institutional capacity and culture to recruit diverse students and support their success. ➤ Build institutional capacity and culture to recruit diverse staff and support their success. ➤ Build institutional capacity and culture to integrate equity, diversity and inclusion considerations in research, teaching, and learning. • Increase availability of results from equity, diversity and, inclusion initiatives to inform college practices and policy development. <ul style="list-style-type: none"> ➤ Develop/adopt <i>Inclusion Excellence Principles</i> and have Cumberland College, on an annual basis, re-affirm its commitment to the <i>Inclusion Excellence Principles</i>. • Increase engagement in policy conversations to provide thought leadership on equity, diversity and inclusion. <ul style="list-style-type: none"> ➤ Position higher education experts/knowledge keepers as thought leaders in Cumberland College regional and provincial conversations on equity, diversity and inclusion. ➤ Raise awareness among government, private and community sector stakeholders of the <i>Inclusive Excellence Principles</i> and collaborate on activities to implement them. ➤ Recognize successful higher education leaders and traditional knowledge keepers. • Increase regional and provincial support to advance equity, diversity and inclusion at Cumberland College, Saskatchewan regional colleges and institutes. • Promote investments in K-12 system, in learner supports, mobility and work integrated learning opportunities, scholarships, research grants, and programming to enhance and scale –up progress in achieving Inclusive Excellence at Cumberland College.

	<p>Indigenous Knowledge Keepers/Elders/Advisory Council</p>	<ul style="list-style-type: none"> • Cumberland College is one of six Saskatchewan institutions that signed the College and Institutes Canada Indigenous Education Protocol (December 2014): https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/ • First Nations and Métis Advisory Council —The College established a First Nations and Métis Advisory Council (FNMAC) to oversee the process of Indigenizing the College as well as the College’s engagement with First Nations and Métis communities. The FNMAC, through relationship building with non-Indigenous communities, will help the College identify the long-term goals of its Indigenous communities and serve as an advocate to best serve these needs. In addition, FNMAC will assist in the development of Indigenous curriculum in College courses and programs. The Council interacts directly with the College President and includes representation as listed below: <ul style="list-style-type: none"> ➢ Elder-in-Residence Elder; ➢ East side LIMB; ➢ Six Indigenous communities; ➢ Four Métis Nations in the region; ➢ One member from the College’s Board of Directors (Board Chair); ➢ NESD’s FNMI Coordinator for the K-12 schools; and, ➢ Five members from Cumberland College. • Elder-in-Residence —knowledge keepers/Elders—Cumberland College currently has access to a First Nation and a Métis Elder at each of its three main campuses. In-community Elders have been accessed for in-community/ on-reserve programs. In 2016, we hosted an Elders Gathering in Tisdale that resulted in a list of 21 Elders from across the region (Métis and First Nation) who could be accessed for a variety of different presentations/teachings.
	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • Executive—1 Métis and 1 Status (Nakoda) First Nation. • Board of Governors – 1 First Nation (Shoal Lake). • Faculty and staff – Self declared Métis 8%, First Nation 3%, of Indigenous descent 2%
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • Decolonization (facilitated by Tom Weegar)—All Staff • Blanket Exercise (facilitated by Sharon Meyer)—All Staff • Office of the Treaty Commissioner presented to leaders (mayors, councilors, First Nation leadership, board)—Lyndon Linklater, Harry Lafond. • Medicine Wheel Teachings (Sharon Meyer)—All Staff

		<ul style="list-style-type: none"> • Indigenous Resource List—Cumberland College continues to build its Indigenous Resource List as a support to staff when looking for Indigenous content and perspective resources to integrate into their classrooms. • Lunch and Learns open to all staff and students (history of First Nations (FN)/Métis, Missing and Murdered Indigenous Women and Girls [MMIWG], Residential Schools and the 60’s Scoop, importance of the Treaties, reconciliation—what does it mean?, traditional teachings, Mock Trial of Louis Riel, traditional artwork/crafts (beading, sash weaving), bannock making, Métis dance, storytelling from place, traditional medicines etc.). • Holistic Lifelong Learning Models (FN/Métis)—September 16, 2019 an all staff meeting facilitated by Marie Battiste and Rita Bouvier. (see attachment of the Elder in Residence report) • 2019-20—adopt/implement the University of Canada’s <i>Inclusion Excellence Principles</i>.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • In September and October 2018, Cumberland College signed an Memo Of Understanding (MOU) with Kinistin Saulteaux Nation (September 19, 2018, also have a working group) and James Smith Cree Nation (October 10, 2018). • Cumberland College also has partnerships with Little Red, Muskoday (working group, formal contract), and Shoal Lake. • We are running in-community programs in Shoal Lake and Red Earth next year (2019-20). • Discussions are underway with Yellow Quill First Nation regarding a working group (note that Yellow Quill is located in 3 college regions).
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • Indigenizing the College – Cumberland College has embarked on an Indigenizing the College initiative that is now in its 5th year. This initiative is significant in that it encourages a system-wide approach to improving participation and success of Indigenous students. • Elder in Residence Program – Through a generous grant over three years (2016-19) from the Royal Bank of Canada (RBC) Foundation, Cumberland College has established an Elders-in-Residence initiative that is thriving and is connecting well with students (Indigenous and non-Indigenous). In 2017-18, an Elder provided in-house Elder services to students two days per week, at all three of the main campuses, rotating between the Métis Elder and First Nation Elder. The Elders also worked with faculty to Indigenize curriculum, arrange guest speakers, field trips and large and small events (e.g. over 40 lunch and learns on various Indigenous topics). In 2018-19, RBC generously agreed to

		<p>fund the Elder in Residence program for one last year while we looked for additional funding. Due to the decrease in RBC funding, Elder in Residence programming consisted of Staff Meetings, 4 Major Events (Orange Shirt Day, Mock Trial of Louis Riel, Family Literacy Day (focus on Storytelling) and International Women’s Day (focus on MMIWG). Additionally, Elders continue to receive requests to present in the University classes and are present at each of the FNMAC meetings (beginning in 2018-19). Without funding to support the Elder in Residence program, Cumberland College is facing the possibility of losing Elder support. In February/March of 2019, we received confirmation of Cumberland College’s success in receiving the New Horizons Seniors Grant and, the National Indian Brotherhood Grant. These two grants will allow us to continue with our Elder-in-Residence program as per the 2018-19 year with the addition of a part time (June 2019 to March 2020) Cultural Events Coordinator who will join the team in June 17, 2019.</p>
	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • Acknowledgement Treaties Territories and Homeland of Métis statement has been embedded into Cumberland College (meetings, major events, graduation, email signature statement). • Late Elder Evelyn Burns (passed on in April 2019) sparked the conversation of reconciliation after an article called ‘When Will It End’, written by a journalist from one of our local papers went viral (2015). The President, SAO and Elder Burns met with the Ministerial association at one of Melfort’s local churches to discuss ways to engage in reconciliation in our community/communities. • IATEC students successfully asked the President to comment on the Gerald Stanley trial (Colten Boushie death) through the President’s online blog. • With the guidance and support of the Elders and FNMAC, Cumberland has built four key events into its academic year: Orange Shirt Day (fall—September), Mock Trial of Louis Riel (November), Family Literacy Day (winter—January) and International Women’s Day/MMIWG (spring—March). In addition, Cumberland College acknowledges Indigenous Day (summer—June) and Indigenous Veteran’s Day (November), all as part of Cumberland College’s response to the Truth and Reconciliation Commission (TRC) Calls to Action. • Continued partnerships with Marguerite Riel Centre (Melfort). E.G., Cumberland College wrote a letter of support for the Homelessness Event hosted at the Kerry Vickar Centre in Melfort (2018). Instructors and students from Cumberland College were invited to

		<p>take part in the Blanket Exercise and left with a package to include the TRC Calls to Action.</p> <ul style="list-style-type: none"> • Cumberland College hosts an annual event on International Women’s Day with a focus on MMIWG. On March 8, 2019, we sent our students from James Smith, Tisdale and Melfort to the Marguerite Riel Centre event at the Kerry Vickar Centre, focus of presentations was on MMIWG. • Cumberland College students and staff continue to attend Marguerite Riel Centre events (e.g. parenting classes, FASD workshop, truth and reconciliation events etc.) • In April 2019, under the guidance of the Elders and FNMAC, a vision graphic of the medicine wheel surrounded by the College’s vision statement is prominently placed in each of our three main campuses with plans to incorporate the vision graphic into the College (website, decals at each campus, college vehicles etc.). • Cumberland College has College representation on community interagency committees and the Nipawin Reconciliation Committee. The Nipawin Blanket Exercise was open to the public. • The FNMAC strategic plan is blended into Cumberland College’s 5-year strategic plan with the FNMAC taking part in the strategic planning sessions. • A Position Paper on the TRC Call to Action was written to present to the FNMAC and Leadership Council to show the Calls to Actions that are in alignment/being addressed in the existing strategic planning initiatives. • The Strategic Directive # 5: Lead the Conversation Around Inclusion (formerly Indigenizing the College) committee meets four times a year to ensure that Cumberland College is meeting the LCAI objectives and is continuing to strategically plan forward. With the increase in international students, the name of the directive changed from ‘Indigenizing the College’ to Lead the Conversation around Inclusion. Indigenizing the College continues to be a major focus. • Business Education art show featuring work from their Indigenous art class (at Kerry Vickar Centre). • Promote public dialogue around reconciliation—Cumberland College sits on the Nipawin reconciliation committee, Mayors of Nipawin and Melfort declared Sept. 28, 2018 Orange Shirt Day in their town/city. • 2019-20—Language ‘Welcome’ words to go up on campus inclusive of all languages present at Cumberland College (international, First Nation—Cree, Nakawe/Saulteaux, Métis, English, French)
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		<ul style="list-style-type: none"> Flags to include Treaty 4, 5, 6, the Métis flag, the Saskatchewan, the Canadian and, the treaty medal to go up on each of our three main campuses (2020). Additionally we are posting the Rainbow Flag showing we are LGBTQ2S Allies.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> Cree 100 and Cree 101 (First Nation University of Canada [FNUniv], University of Regina [U of R]). Cree class as part of the IATEC program (U of R, FNUniv) 2018-19 posting for a Cree speaking language tutor (could be student), Nipawin campus.
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> University students working towards social work, education, health, justice and law. U of S is leaning towards having the requirement of an Indigenous course for most degrees. We offer the Indigenous Studies 107 from the U of S face-to-face. Through IATEC (U of R, FNUniv) we offer Indigenous Studies as well. Sask. Polytechnic program offerings—Sask. Polytechnic is working towards indigenizing 150 programs by 2023. Invitations from staff for Indigenous presenters in the classrooms has increased (Elder requests, Office of the Treaty Commissioner [OTC] requests). Social Studies 10 curriculum speaks to acculturation, historical information that we look at now with a difference lens (Indigenous worldview, different perspectives).
	Educate teachers/instructors on how to integrate Indigenous knowledge and teaching methods into classrooms	<ul style="list-style-type: none"> OTC (Director Brenda Ahenakew) presentation to 2nd year Bachelor of Education students on Treaty Education and the OTC. Artist Leah Dorion, integrating Indigenous artwork into the classroom, students created their own artwork for the aforementioned art show at the Kerry Vickar Centre in Melfort. Elder/student Elder-in-training presentations in the classroom. Topics included traditional medicines, traditional storytelling, importance of culture and language, history of FN/Métis people, ‘we are all treaty people’. Embedding Indigenous Content and Perspectives—Instructors continue to embed Indigenous content and perspectives into their classroom teaching. E.G., James Smith program (2018) learned how to harvest their own tobacco in ABE (Adult Basic Education). Elders and Knowledge Keepers continue to be invited into all program area classrooms to share their traditional knowledge. E.G., Circle of Courage (Belonging, Generosity, Interdependence, Mastery) is showcased on the Continuing Care Assistant (CCA)

		<p>classroom door to include all the students/instructor (building a sense of belonging/inclusion/connection to the Wellness Wheel/Medicine Wheel) and continues to engage students in the 'Personal Competency' unit through the student presentations of different cultures (international, Indigenous, Canadian).</p>
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	<ul style="list-style-type: none"> • Elders invited into the classrooms to present on Aboriginal spiritual beliefs and practices. • In 2019, the Business Education students invited a guest speaker into the classroom to speak on traditional medicines. The presenter was an ABE student/Elder in training. • Smudging—ABE and CCA classrooms. Requests for smudging seen in the student/staff surveys. • Embedded into the CCA program for all students. E.g. Aboriginal Health, First Nation's Home Care structure as well as in the Social Work, LPN (Sociology) and Education programs. • Full time CCA instructor incorporated the Medicine Wheel into Wellness/Holistic health.
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> • Transitions to Post-secondary or Employment Program - Cumberland College continues to collaborate with First Nation partners to deliver work essential skills programs in community. The Start SMART with work essentials skills is a program developed by Cumberland College to support learners who have multiple barriers affecting employment. The first partnership program was piloted in Kinistin Saulteaux Nation in 2016. In 2017, the program was brought to Yellow Quill First Nation and in 2018 to Muskoday First Nation along with a GED preparation component. In 2019, Start SMART will again be offered in partnership with Yellow Quill First Nation. • The first cohort of the Indigenous Access and Transition Education Certificate with FNUniv/U of R completed in August 2018. Plans are underway to offer a second IATEC program in the fall of 2019 at our Nipawin campus. • College staff sit on community-based committees, such as transition teams with Indigenous communities (Kinistin Saulteaux Nation, Muskoday First Nation and initial stages of starting a Yellow Quill First Nation committee), to improve the understanding of the community's needs, retention rates and support learner success. • The College also added Outreach Worker positions in 2017-18 to build partnerships with Indigenous communities and external support agencies with a focus on increased student retention. Outreach Workers continued to support our Indigenous communities in 2018-19 and, have been added as the Learner Services representative on the FNMAC.

- In addition, Cumberland College offered Incubator projects (ABE Level 3), providing opportunities for the learner to engage in job skill development via the planning and delivery of a one-day Family Literacy Day event.
- **Applied Research** – Cumberland adopted an applied research protocol (adopted from Yukon College). This protocol provides a guide for engaging in research with First Nations communities. During the 2018-19 academic year, Applied Research (Breastfeeding, Honey Production) ceased and was moved to the parking lot.
- **All Staff Meeting**—Elders attend the All Staff meetings and, were involved in the creation of the new strategic plan (2017-2022). Additionally, Elders and FNMAC were consulted concerning the College’s new Vision and Mission statements. Over the course of the last two years (2017-19), the Fall All Staff meeting has included breakout sessions and a keynote speaker with a focus on indigenous content and perspectives. Additionally, the event has worked to balance the day’s sessions to reflect the Medicine Wheel (mental, emotional, physical, spiritual).
- **Holistic Lifelong Learning Model**—initial planning is taking place regarding the 2019 Fall All Staff Meeting to include a key note address on the Holistic Lifelong Learning Model. An additional break out session will focus on cultural competency.
- **OTC**—Director of Education, Brenda Ahenakew presented to the 2nd year Bachelor of Education students on implementing treaties into the classroom. Plans are underway to have the OTC come out to expand on her presentation in September 2019.
- **Graduation Ceremonies**—Elders are a part of the Scholarship Tea and the Graduation Ceremonies. Local drum groups are given tobacco to honor our students prior to and at the end of the ceremony. In addition to ‘O’ Canada’, the Métis National Anthem has been added to the program, along with the acknowledgement of where Cumberland College is situated (Treaties/Métis Homeland).
- **Inclusion of Indigenous Leadership**—Indigenous Leaders continue to be invited to engage in meetings with local Mayors and MLA’s (in the past, Friendship Forums were held in Nipawin—OTC presented and in Melfort (Tisdale travelled to Melfort)—Presentation by Lyndon Linklater re: Creation of Treaties). In Dec. 2018, Indigenous Leaders were invited to meet with the Cumberland College board for an update on Cumberland College and Parkland College shared coalition pilot.
- **Indigenous Resource List**—Cumberland College continues to build its Indigenous Resource List as a support to staff when looking for Indigenous content and perspective resources to integrate into their classrooms.

		<ul style="list-style-type: none"> • Embedding Indigenous Content and Perspectives—Instructors continue to embed Indigenous content and perspectives into their classroom teaching. E.g., James Smith program (2018) learned how to harvest their own tobacco in ABE. Elders and Knowledge Keepers continue to be invited into all program area classrooms to share their traditional knowledge. E.G., Circle of Courage (Belonging, Generosity, Interdependence, Mastery) is showcased on the CCA classroom door to include all the students/instructor (building a sense of belonging/inclusion) and continues to engage students through the ‘Personal Competency’ unit through the student presentations of different cultures (international, Indigenous).
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • Elder-in-Residence, Elder availability for students and staff for in-classroom requests, support and guidance.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> • Distance learning—courses accessible to students in rural areas/from home. • Land-based learning—Invitation to and attendance at pipe ceremonies (Kinistin Saulteaux Nation). Invitation for Board, Executive, staff and students to take part in a sweat (Kinistin Saulteaux Nation). James Smith ABE learned how to grow their own tobacco as land based education tied to the curriculum. • Invitation to attend the Nakawe Language Festival (Kinistin Saulteaux Nation). Attending in-community events builds a sense of pride in our rural/in community students and provides an opportunity for students/staff/executive to learn from place. • We are looking at the possibility of an ABE block schedule at the Nipawin Campus in 2019-20. When we have blocked in the past, we found that it helps students; they have less to focus on at any given time. Blocking also helped with multiple exit point. We have used blocking in the past (modified block e.g. blocking the afternoon—resulting in higher rates of student success). Students report they like blocking more because they feel less pressure. Many students in ABE are not good at time management/multi-tasking, fewer things to focus on at one time works better for their set coping skills. Students also have difficulty switching from task to task (switching to a new class) in a regular schedule. In a block system, they do not have to switch from task to task resulting in students feeling more successful.
	<p>Aboriginal scholarships and bursaries</p>	<ul style="list-style-type: none"> • Scholarships and bursaries—10 in total, 5 entrance and 5 are general for Indigenous students in University. Advisors also make students aware of additional scholarships that are available (INAC site).

	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> • Distance Learning Technology—we use Skype and Zoom. We also use the Remind app. University programs use Blackboard so our University students and instructors use Blackboard as well. The Polycom is used provincially and rurally. Broadband width continues to be a concern that comes up depending on location. University technology is working much better with regards to distance learning technology.
	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • Student Data—overall Cumberland College has 142/456 = 31.1% of Aboriginal students graduate or (137+142)/456 = 61.2% of Aboriginal student completed or graduated. <ul style="list-style-type: none"> ➢ In ABE 81% of student were Aboriginal and there was a 25.6% graduation rate. ➢ In Institute Credit 33% of students were Aboriginal and 10.9% graduated. ➢ In University 38.7% of students were Aboriginal.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> • Challenges—Finding housing, daycare and transportation. Many of our students are at-risk adults with many suffering from mental health issues, addictions, violence/abuse in the homes, poverty and all that comes with low socio-economic status. Negative experience in the K-12 system resulting in dropping out at a young age. Dependents at home, lack of learners or driver’s license. • Areas for collaboration—meeting the needs of at-risk adults, mental health supports, culturally responsive learning environment, how to measure soft skills attainment (e.g. assess for all areas of the medicine wheel—academic, physical, mental and spiritual; using the circle of courage as a supportive practice for at-risk students regarding independence, belonging, mastery, generosity). 	

Alumni FNUniv's Greatest Success Story

FNUniv's greatest success story is our alumni. Our students are working in and for First Nations communities, achieving the mission and vision of the First Nations University of Canada (FNUniv).



Thomas Benjoe

One of our FNUniv alumnus, Thomas Benjoe, is the President & CEO for FHQ Developments. Thomas is from the Muscowpetung First Nation. He is a founding Board of Director's member for FHQ

Developments and served 6 years on the Board. FHQ Developments is the Economic Development Corporation for the File Hill's Qu'Appelle Tribal Council that manages Partnerships and new Business Ventures on behalf of its

Limited Partners, the 11 First Nations of FHQTC. FHQ Developments also provides services to its Limited Partners through Community Economic Development and Employment & Retention Services. Thomas currently serves on a number of committees and boards including the First Nations Power Authority, First Nations University of Canada Spring Celebration Powwow Committee, Member of Leaders Council

at the Hill & Levene Schools of Business, University of Regina, Council for Entrepreneurship Growth (Economic Development Regina), the FNUniv Aboriginal Youth Entrepreneurship Camp Steering Committee and is the 2nd Vice Chair on the Saskatchewan

Chamber of Commerce. Thomas has played a significant leadership role in the Aboriginal Youth Entrepreneurship Camp at the First Nations University of Canada. Thomas has recently been awarded the Crowning Achievement Young Alumni Award from the University

First Nations University of Canada (FNUC)

of Regina and has been recognized by CBC's "Future 40" (2013), the Red Cross' "Young Humanitarian of the Year" (2009), RBC's "Diversity Leadership Award" (2014), "Regional President's Award" (2015) and a "Top Performer" Convention Winner which recognizes the top 1% of RBC employees (2015). Treaty 4 News recently acknowledged Thomas as a Top 10 Most Influential Economic Developers for the important contributions he has made to enhancing the lives of Indigenous people and Saskatchewan's economy through business.



**First Nations University
of Canada (FNUC)**

Chief Cadmus Delorme Photo credit: Michael Dubois

On April 27, 2016, FNUUniv’s alumnus, Cadmus Delorme, became Chief Delorme of the Cowessess First Nation and has been successfully leading his people ever since. The Cowessess First Nation is Saskatchewan’s largest Nation in Treaty 4 and has been leading the way in the renewable energy sector, particularly in wind and solar. Cowessess’s cultural values related to stewardship for the land, leadership, and land holdings for development have all supported renewable energy development. According to KAIROS Canada (2019), “Chief Cadmus Delorme describes their solar and wind project as living proof that First Nations in Canada are willing and ready to play a significant role in the transition towards clean energy.”

Chief Delorme also was chosen for CBC’s “Future 40”(2015) and currently sits on the Board of Directors for the Saskatchewan Gaming Corporation.

In 2012, Jennifer Dubois was one of the prize-winners in CBC’s Boom Box Indigenous business competition with her pitch to open a First Nations hair salon. Since then, Jennifer graduated from FNUUniv and opened Regina’s first Indigenous hair salon, the Miyosiwin Salon Spa (pronounced may-yoh-sih-win). Jennifer,

originally from the George Gordon First Nation, said her community was extremely supportive of the venture. While the salon is open to everyone, it is particularly designed to be sensitive and respectful of First Nations styling needs. Jennifer was also chosen for CBC’s “Future 40”(2017).



Jennifer Dubois

Contacts:

Dr. Bettina Schneider, Associate Vice-President of Academics, bschneider@fnuniv.ca

Institution	First Nations University of Canada	
Leading Practices/Success Story	<ul style="list-style-type: none"> • Our FNUUniv Alumni • Dene Teacher Education Program- Inspiring Future Generations through Education/our Teachings: http://fnuniv.ca/engagement • https://www.universityaffairs.ca/news/news-article/first-nations-university-of-canada-now-sits-on-reserve-land/ • Certificate of Reconciliation Studies 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • FNUUniv is an Indigenous academic institution where Indigenous worldview permeates every aspect of operations. • Accountable to and founded by the Federation of Sovereign Indigenous Nations (the representative body of Saskatchewan’s seventy-four First Nations). FSIN appoints the Board and FNUUniv reports on a quarterly basis to their Education and Training Commission. FNUUniv also maintains a working relationship with the Assembly of First Nations. • FNUUniv’s mission is to enhance the quality of life, and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations. The institution has a strong mandate from First Nations communities to provide educational opportunities rooted in Indigenous culture and values to both Indigenous and non-Indigenous students. • First Nations University of Canada’s 2019-2024 Strategic Plan: ôtê nîkân “in the future” charts the University’s course of action over the next five years. • FNUUniv’s Strategic Plan is underpinned by the wisdom and strength of its Elders, the vision and leadership of its communities, the promise of its students, the commitment and experience of its faculty and staff, and the continued support of its many stakeholders. The importance of Indigenous knowledge, worldview, and FNUUniv’s close connections to Indigenous communities echoes throughout the plan.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> • Guidance of Elders is integral to the FNUUniv’s operations: official formation of the kêhtë-ayak (Old Ones) council in 2015. The kêhtë-ayak (Old Ones) council meets quarterly with senior management, faculty and staff.
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • Indigenous expertise of all faculty and a high percentage of Indigenous staff and board members.

	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • As an expert in Aboriginal Cultural Awareness Training, the FNUUniv and its Elders Advisory Council assisted in the online 4 Seasons of Reconciliation modules for high school, post-secondary and professional development. • FNUUniv recently launched a new Certificate of Reconciliation Studies. • Treaty education is taught in a number of academic programs at FNUUniv.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • University of Regina (MOU in progress) • Verna J. Kirkness Science and Engineering Education Program • Prince's Trust Canada: http://www.princetrust.ca/initiatives/indigenous-languages/ • Community-Based programs/partnerships with numerous Indigenous communities and organizations
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • FNUUniv and the National Centre for Collaboration on Indigenous Education (NCCIE) held an Indigenous Languages Symposium on January 10, 2019, an Indigenous Education Forum with teachers on June 6, 2019, and will hold its National Gathering on August 15 and 16, 2019 in Ottawa. • Elders' Gatherings were held in Saskatoon, Regina and Prince Albert in the winter of 2019. • Career awareness sessions were held in Saskatoon, Regina and Prince Albert throughout the winter of 2019. • Many cultural events occur on campus such as monthly pipe ceremonies, feasts, round dances, Aboriginal Veteran's Day ceremony, lectures, book launches, and information sessions for students. All events involve the Indigenous community. • FNUUniv hosts camps each summer to serve Indigenous youth and communities. FNUUniv regularly hosts science camps and an Indigenous Youth Entrepreneurship Camp each summer. • Wiseman Mathematics Contest
<p>Response to Truth and Reconciliation Commissions' Calls to Action</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • FNUUniv has a 40+ year history of advancing and sharing Indigenous knowledge with people of all backgrounds. Its unique scholarship includes everything from Indigenous language courses to a new Certificate of Reconciliation Studies which was approved in October of 2017. • FNUUniv is also developing an online course in Indigenous spirituality aimed at teachers in the K-12 system. • FNUUniv is host to a federally funded National Centre for Collaboration in Indigenous Education, an online portal for educators and communities across the country to share leading practices on Indigenous lifelong learning and practical examples that respond to the TRC Calls to Action. Over 35 Indigenous educational initiatives in Saskatchewan are highlighted. • FNUUniv is in the fundraising stage of developing Reconciliation Park.

	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<ul style="list-style-type: none"> • Currently, FNUUniv offers a full B.A. degree programs in Cree and Saulteaux (Ojibwe) Language Studies. • Currently FNUUniv offers minor programs in the five First Nations Languages of Saskatchewan. Developing more First Nations Language minor and certificate programs. For the past five years, FNUUniv has offered a Cree 150 Immersion class. • FNUUniv’s Linguistics program is geared specifically to the study of Indigenous Languages. • The FNUUniv has a variety of Language Education programs which address the need for language instructors: <ul style="list-style-type: none"> ➤ A newly launched Master of Indigenous Language Education; and, ➤ First Nations Language Instructor Certificate (NFLIC) trains speakers as language instructors; ➤ Certificate of Extended Studies in First Nations Languages (CESFNL) provides language instructor training to those having already completed a B.Ed., and it is also possible to minor in Language Instruction as part of the regular Secondary Teacher B.Ed. • In September 2016, FNUUniv announced a partnership with the federal government’s Prince’s Charities Canada (now Prince’s Trust Canada) to promote and encourage students to learn in their own [Indigenous] languages. • In 2016, the FNUUniv began to offer a new Dené Teacher Education Program for up to 30 students over four years in La Loche.
	<p>Mandated Indigenous courses or courses with mandatory Indigenous content</p>	<ul style="list-style-type: none"> • As a fully Indigenous post-secondary institution, FNUUniv fully integrates Indigenous knowledge and pedagogy into classrooms. • http://fnuniv.ca/a-programs • Indigenous Education and Indigenous Social Work offer culture camps through their programs as well as courses with significant cultural content. • Three examples of new courses that have been developed or enhanced this last year through the incorporation of Indigenous knowledge are the Chemistry of Food and Cooking, Buffalo and Indigenous Peoples of Saskatchewan, and Financial Empowerment. The Chemistry of Food and Cooking examines the chemistry behind traditional, Indigenous foods as well as other types of food. The Buffalo and Indigenous Peoples of Saskatchewan course focuses on exposing students to the historic and modern economic, cultural and spiritual significance of the bison for Indigenous peoples of the plains. This is a particularly meaningful course for First Nations University students as many of them are Cree, Saulteaux, Dakota and Nakota - peoples for whom the buffalo was of paramount spiritual and economic importance. Financial Empowerment focuses on making financial literacy and personal finance more relevant to

		<p>Indigenous students in Saskatchewan, and to also teach non-Indigenous students about Indigenous histories, perspectives, and realities.</p> <ul style="list-style-type: none"> • FNUUniv provides certificate and degree programs through its School of Indigenous Social Work. Its mission is to provide social work knowledge and develop skills founded upon First Nations culture, values and philosophy and to enhance the strengths of First Nations individuals, families, groups and communities, supporting self-determination. • FNUUniv delivers an online Certificate in Administration (Indigenous Management) to serve a First Nations organizations, band administrators and other Indigenous learners. Different from other online business certificates, FNUUniv’s Certificate in Administration (Indigenous Management) is designed from an Indigenous worldview, with content and methodologies drawn from First Nations cultures and experiences in Canada. • The FNUUniv’s Indian Communication Arts (INCA) Program was first established in 1982 and provides students with a two-year diploma that provides academic training and professional experience to support the entry of Indigenous people into all areas of the communication industry, including Indigenous and mainstream media and public relations. • In 2017, FNUUniv began offering a Certificate of Reconciliation Studies which is intended for non-degree seeking individuals who may apply for this certificate for career advancements, as well as students enrolled in degree programs in Social Work, Education and Health. • The FNUUniv, in partnership with the University of Regina’s (UoR) Faculty of Kinesiology and Health Studies, offers a Certificate in Indigenous Health Practice and a Bachelor of Health Studies. The certificate examines the health issues that shape the health of Indigenous communities today and assists students gain the knowledge and skills they need to provide the best care to Indigenous patients. A key feature of the degree program is the emphasis on understanding basic Indigenous health needs as a foundation for addressing inequities in health. • In 2017-18, the FNUUniv created courses that improve FNUUniv students’ access to international studies: INDG 395 AA-ZZ. This course provides a summer study abroad opportunity for students. The course consists of a one-week lecture followed by a 7 to 10-day study abroad experience to directly experience and learn of Indigenous peoples’ histories, cultures and current social milieu. This was the first year INDG 395 was offered. • In May 2018, FNUUniv students traveled to Guatemala. This course was co-taught by the University of Regina’s International Studies program who also sent students from their program. By cross-listing our courses, FNUUniv was able to provide Indigenous and non-Indigenous students with interdisciplinary experience and a prolonged opportunity to get to
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		<p>form friendships with each other. Over the course of the experience, students visited Indigenous community organizers to learn about local approaches to community economic development and compare these initiatives with international mining and agricultural initiatives. We visited Mayan ruins and sites associated with the recent Guatemalan Civil War.</p>
	<p>Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms</p>	<ul style="list-style-type: none"> • As a fully Indigenous post-secondary institution, a majority of instructors are Indigenous.
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	<ul style="list-style-type: none"> • Elders, spirituality and ceremonial practices are integral to the operations and programming at the FNUniv.
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> • Academic Advisors are available to assist students in the area of academic development. Referrals to community resources and support services are also available. • Advisors are involved in a variety of information sessions, workshops and seminars. These include orientation and information sessions for new and returning students. Workshops in assertiveness, exam anxiety, stress, study skills, being a successful student, career development and effective leadership are offered throughout the academic year. • Student Success Services manages FNUniv’s Student Ambassadors. • Each FNUniv campus has a Student Association. • Group and individual tutoring are available to all students registered through FNUniv. • The Writing Centre offers assistance for students at any stage of the writing process. The centre helps students build an understanding of the writing process and develop the skills they need to complete their writing assignments. • In order to better assist students with career planning, the institution has developed a career path resource to assist high school students in deciding to seek post-secondary education at any institution in Saskatchewan, to assist university students in building their portfolios for career planning, and to assist First Nations and Métis students entering the Saskatchewan labour market by filling the gap in the economy, and meeting their desired outcome of employment. Career awareness sessions, showcasing our alumni, were held at three locations in the Province this past year.

	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • FNUUniv offers students an opportunity to pursue post-secondary education in an environment that supports holistic learning. Each campus offers the presence of Elders. The knowledge of the Elders in First Nations’ traditions, culture and spirituality, creates a unique support service for students. Their presence, wisdom, and traditional counsel provide a strong foundation for learning. • The Elders’ offices work closely with the academic departments to provide students with an overview of First Nations customs, traditions and teachings as they relate to the classes. The University also facilitates workshops/guest lectures on various topics such as the use of tobacco, sweat lodges, etc. • Elders participate in FNUUniv’s annual Fall and Winter orientations for new students. Indigenous knowledge and culture are the foundation of FNUUniv’s Academic programming. • The k̄ht̄-ayak (Old Ones) council meets quarterly with senior management, faculty and staff. • FNUUniv’s Medicine room is utilized regularly through FNUUniv’s courses. • Indigenous spirituality is integrated into operations: prayers and tobacco are offered before meetings and celebrations; ceremonies are integrated into student and employee engagement (Feasts, smudging, sweats, etc.). • Significance of the design by architect Douglas Cardinal of our Regina Campus into a thunderbird/eagle. • FNUUniv’s Regina and Saskatoon campuses are currently located on reserve. • The FNUUniv celebrated its 40th Anniversary Pow Wow in the spring of 2018. The FNUUniv Pow Wow is hosted in Regina every spring. • FNUUniv’s traditional campus, outside of Prince Albert, provides a space for its culture camps and other cultural activities.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> • Land-based education courses • Culture camps • Community-Based Programs delivered in First Nations communities • Workshop in collaboration with Firelight Group that will offer training and theoretical background to Saskatchewan First Nations community participants for digital mapping of resources, cultural values and historic engagements with the land. (Reconnecting Language Land and People Grant) • Video-conference and online courses are increasingly helping to meet the demand for courses in more remote locations.
	<p>Aboriginal scholarships and bursaries</p>	<ul style="list-style-type: none"> • 22 Scholarships are available on the FNUUniv website: http://fnuniv.ca/scholarships

		<ul style="list-style-type: none"> • Indigenous Bursaries Search Tool: https://www.aadnc-aandc.gc.ca/eng/1351185180120/1351685455328 • http://www.fnuniv.ca/img/uploads/about/Deloitte_Indigenous_Student_Award.pdf
Research Activities	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> • FNUUniv uses Lifesize video conferencing and web conferencing technology to reach students on reserve and in more remote locations. FNUUniv is also currently working to better support students and instructors in distance courses by developing a Technology-Enhanced Learning Strategy for the 2019-20 academic year. Numerous trainings are offered throughout the year to enhance the experience of both students and instructors with regard to distance learning.
	<p>Indigenous Research Chair positions</p> <p>Indigenous community – driven research projects or research projects led by Indigenous scholars</p>	<p>N/A</p> <ul style="list-style-type: none"> • Applications of Indigenous spirituality (Dr. Blair Stonechild). • SSHRC Indigenous Social Entrepreneurship Research Project. • Algonquian Atlas and Dictionaries Project (www.atlas-ling.ca) (SSHRC). • 21st Century Tools for Indigenous Languages (e.g.: http://altlab.ualberta.ca/itwewina/) (SSHRC). • NEȪOLNEW: ‘one mind, one people’ (SSHRC). • National Science Laboratory Video Lessons for Aboriginal Youth (FNUUniv, Saskatchewan Rivers Public School Division); supported by Natural Sciences and Engineering Research Council (NSERC) and Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC). • Cree Dictionary of Mathematical Terms for K-12. • Use of Indigenous Elements in Teaching Introductory Statistics Courses (U of R, FNUUniv); supported by U of R President’s Teaching and Learning Scholar Award. • Quantitative Analysis of Saskatchewan Prairie Medicinal Plant Secondary Metabolites • Studies of physical parameters of Indigenous artefacts; collecting and preserving the relating oral stories (First Nations University of Canada (FNUUniv), University of Regina (U of R), University of Saskatchewan (U of S), Royal Saskatchewan Museum (RSM); supported by Department of Canadian Heritage. • Jesse Archibald Barber has co-edited forthcoming book this fall: Performing Turtle Island. • Manuscript being developed on the History of Indigenous Media in Canada. • SSHRC Insight Development grant through June 2020 entitled “Reconnecting Language, Land, and People in an Indigenous Cultural Landscape.” Collaboration with Touchwood Agency Tribal Council and SK Indigenous Cultural Center to document Indigenous histories and relationships to lands for the purpose of creating teaching tools meeting SK provincial curriculum guidelines. (faculty and students from Indigenous Studies, Indigenous Languages, and Indigenous Education are participating).

		<ul style="list-style-type: none"> • Addressing Homelessness in Prince Albert and Surrounding Community: A Multidisciplinary, Inter-sectoral Approach (U of S, Saskatchewan Polytechnic, FNUUniv, U of R); supported by Social Sciences and Humanities Research Council (SSHRC), Mitacs and Saskatchewan Health Research Foundation (SHRF). • Studies of the Influence of Environmental Factors on Seasonal Oscillations of Human Birth (FNUUniv, U of R, U of A). • Synthetic Organic Chemistry Methodology and Medicinal Plant Privileged Structures. • Chemistry of Food and Cooking: Recipes Development and Analysis: Research into Traditional Indigenous recipes, sustainability/food sovereignty, food chemistry and CHEM 101: Chemistry of Food and Cooking pedagogies and curricula. • Indigenous Birth Network Cultural Birth Research. • Financial Empowerment: Personal Finance for Indigenous and non-Indigenous Peoples.
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • FNUUniv regularly collects the following student data: registered student numbers by gender, students who identify as Indigenous, students registered by campus and programs, part-time and full-time students, the number of face-to-face and web classes offered, total enrollments, total credit hours taught, the breakdown of the FNUUniv's students (947) by faculties and programs.
Challenges/Potential Areas for Collaboration		



Dumont Technical Institute and GDI Training and Employment

A pilot program at Dumont Technical Institute helps students become more employable by getting a driver's licence.

Driver Training Empowers Métis Clients for Success

“That’s one thing I tell the clients once they start in the classroom. Employers really need employees who are licensed drivers,” says Philip Bear, a driver training instructor with Dumont Technical Institute (DTI) in La Ronge.

Driver training has been incorporated into DTI’s Adult Basic Education (ABE) as part of multi-year pilot partnership with Gabriel Dumont Institute (GDI) Training and Employment. The purpose is to increase the employability of students and to remove the barriers not having a licence creates in northern and remote communities.

“I thought it was a good correlation with the ABE program because we find that’s a barrier for people when they are seeking employment,” says Chelsie Rodriguez, Employment Services Manager with GDI Training and Employment.

Having a driver’s licence can also be a matter of basic personal safety. Bear says it’s a particularly valuable program in a place like La Ronge.

“Well, it’s a big difference, especially around here up north; a lot of people walk in wintertime,” says Bear. “But once they get their licence, they drive around in their vehicle.”

Driver training and testing can be expensive. Classroom and in-car training typically costs more than \$750. And that’s before students take any tests.

For some, it’s a significant barrier. Christopher Sheffield is 43 years old. He says he should have gotten his licence years ago but never did. Eventually, he says, it became too expensive.

Then he heard about the DTI program, which is delivered at no cost to Métis students.

“When they told me they had the program, that they would pay for it

and everything, I was like 'yes, let's get this done,'" says Sheffield.

Sheffield says he narrowly missed on his first road test, but he's confident he'll get it next time. DTI continues to support him, even providing access to a car for his road test.

"They are wonderful. They are there to help you as much as they can."

Program staff work with low-income non-Métis students to find other sources of funding, so they too can get licensed.

The program has been offered in La Ronge, Saskatoon, Meadow Lake, and Fort Qu'Appelle. Rodriguez says she receives calls from all over Saskatchewan from people asking if the program might be offered in their community.

Brian Frykland taught a group of 13 students last spring in Fort Qu'Appelle.

"It's a great program," says Frykland. "I enjoyed it; it's great and hopefully it keeps going."

Frykland says what he enjoys most is the interaction with the students. Each is unique. He's worked with people of all ages, something he finds satisfying.

Frykland adds getting a driver's licence is one of the signposts on a life's journey, along with things like graduation, getting married, and having a family.

"It's an accomplishment. It's one of the major goals of a person's life," says Frykland.

"It's very satisfying and rewarding to see them. Like how happy they are with themselves once they

accomplish that," adds Rodriguez.

A total of 27 Indigenous men and women have gone through the Driver Training Program since it started in 2017. DTI is looking to expand the program due to high demand. It is recruiting an instructor to lead more training in the north, including Buffalo Narrows, La Loche, and Pinehouse Lake.

DTI is the Adult Basic Education and skills training branch of Gabriel

Dumont Technical Institute and GDI Training and Employment

Dumont Institute, a Métis-owned educational and cultural Institute with program delivery centres across Saskatchewan. For more information, visit www.gdins.org.

Saskatchewan.ca Website



Indigenous Post-Secondary Education Profile

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Institution	Gabriel Dumont Institute/Dumont Technical Institute	
Leading Practices/Success Story	<p>∞ Student Success Stories can be found on the Gabriel Dumont Institute's website and in the 2017-18 Annual Report. The Our Stories page on Saskatchewan.ca is currently featuring a story about the Institute's driver training program for Métis students.</p>	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<p>∞ Gabriel Dumont Institute (GDI) is an Indigenous institution that is committed to ensuring a strong Métis voice as a post-secondary education provider, employment trainer, and a cultural resource producer. The Institute's mission is: <i>To promote the renewal and development of Métis culture through research; materials development, collection, and distribution; and the design, development, and delivery of Métis-specific educational programs and services.</i></p> <p>∞ Five of the six priorities identified in the Gabriel Dumont Institute's 2018-2021 Strategic Plan, The Path Home; The Path Forward, are Métis-specific or focuses on governance and capacity building to Indigenize and foster mutual respect:</p> <ul style="list-style-type: none"> ➤ <i>Strategic Priority: Managing Human Resources</i> - with the objectives of 1) enhancing access to programs and services that support (Métis) student and client success; and 2) attracting and retaining qualified Indigenous staff. ➤ <i>Strategic Priority: Enhancing Métis Culture</i> – with the objectives of 1) preserving and promoting Métis culture, and 2) revitalizing and promoting the Michif language. ➤ <i>Strategic Priority: Governance and Leadership</i> – aimed at attracting and retaining talented management staff and Board to enable the Institute to meet its vision, mission and mandate. ➤ <i>Strategic Priority: A Métis Centre of Excellence</i> – To create a space of pride for all Métis as well as a place to educate the public on issues important to the Métis. ➤ <i>Strategic Priority: Communications and Marketing</i> – is intended to help cultivate a strong understanding and connection to the Gabriel Dumont Institute brand as an Indigenous cultural and educational institution.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<p>∞ Visits by Indigenous Knowledge Keepers and Elders from the community are incorporated into all Gabriel Dumont Institute and Dumont Technical Institute programs.</p>



Indigenous Post-Secondary Education Profile

	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> ∞ The Métis Nation-Saskatchewan’s Minister of Education serves as Chair of Gabriel Dumont Institute Board of Governors. In addition, the Board has 12 members who represent the 12 Métis Nation-Saskatchewan regions. The Board members are nominated by the Métis Nation and appointed by the Saskatchewan Minister of Advanced Education. ∞ Six of the seven (or 86%) current senior managers (Directors and Executive Director) at Gabriel Dumont Institute are self-declared Métis. ∞ More than one half (54%) of the Institute’s 204 employees are Métis.
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute recently renamed its GDI Publishing Department Métis Culture and Heritage Department to better reflect its work on cultural awareness training and resource production. The Department provides training both internally within the Institute and externally (in schools, and at community cultural events such as ‘Back to Batoche,’ Aboriginal Storytelling Month, Louis Riel Day, Métis Veterans’ Appreciation, etc) to enhance Métis history, culture, and ways of life. ∞ The Métis Culture and Heritage Department / Gabriel Dumont Institute Press have produced resources - and often give presentations that are aimed at advancing reconciliation and renewing the relationship with Indigenous peoples, and disrupting racism.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute has been building and nurturing mutually beneficial partnerships with various stakeholders that are aimed at empowering Indigenous peoples. Examples include: <ul style="list-style-type: none"> ➤ A collaboration with the Village of Pinehouse and Pinehouse Business North to offer the Security Officer Applied Certificate Program and Business Certificate Program. The partners provided administrative assistance in student recruitment, and helped the students with funding applications. ➤ Gabriel Dumont Institute offers a number of its training programs at Friendship/Community Centres across the province including in Air Ronge, North Battleford, and Lloydminster. ➤ The Institute has recently partnered with the Lac La Ronge Indian Band to offer a new Northern Indigenous Teacher Education Program in La Ronge.
	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute is a community-owned organization. Over the years, we have been holding community engagement sessions to help determine training programs that are needed in the communities. ∞ As an arms-length affiliate of the Métis Nation-Saskatchewan, the Institute was tasked with delivering the three-year federally-funded Urban Programming for Indigenous Peoples in Saskatchewan across the province. ∞ Gabriel Dumont Institute operates a museum and has a rich collection of Métis arts and artefacts. The Institute also oversees the Virtual Museum of Métis History and Culture (www.metismuseum.ca). These involve close working relations and engagement with Indigenous communities and organizations (including schools, Heritage Saskatchewan, and other museums). ∞ The Institute is planning an (Indigenous) education and cultural conference in February 2020 to coincide with



Indigenous Post-Secondary Education Profile

Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<p>its 40th anniversary (1980-2020).</p> <ul style="list-style-type: none"> ∞ In July 2018, the federal government and the Métis Nation–Saskatchewan signed a framework agreement on reconciliation. Gabriel Dumont Institute is involved in discussions regarding Métis rights, education, self-governance and preservation of culture. ∞ As well, the Institute produces curriculum materials and other resources that have enhanced reconciliation efforts.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> ∞ At the core of the Gabriel Dumont Institute mission statement is <i>“To promote the renewal and development of Métis culture....”</i> To this end, all our programs include Métis perspectives. Gabriel Dumont Institute staff also work closely with school divisions across the province to give presentations and in-service training to classroom teachers on how to incorporate Métis perspectives and ways of knowing in their lessons. ∞ The Institute’s Métis Culture and Heritage Department, in partnership with the Métis Nation-Saskatchewan, Métis National Council, and Department of Canadian Heritage, is playing a key role in the revitalization and promotion of Michif language. These include the production of Michif To Go app (see https://www.cbc.ca/news/canada/saskatchewan/michif-app-aims-to-inspire-1.5089019), Métis Cultural Program at Westmount School in Saskatoon (https://www.spsd.sk.ca/school/westmount/ProgramsServices/metis%20cultural%20program/Pages/default.aspx).
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> ∞ All Gabriel Dumont Institute courses and programs incorporate Métis content.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute Métis Culture and Heritage Department offers cultural workshops and provides expertise to the Saskatchewan K-12 system on incorporating Indigenous knowledge and pedagogy into classrooms. The program is also available internally to the Institute’s academic staff. ∞ The Saskatchewan Urban Native Teacher Education Program (SUNTEP) offers Indigenous studies courses and also enables its preservice student teachers to acquire the knowledge and skills they need to be able to incorporate Métis/Indigenous content in the curriculum.
	Denominational	N/A



Indigenous Post-Secondary Education Profile

	<p>post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> ∞ All Gabriel Dumont Institute students have access to a comprehensive support system that includes academic tutoring, student advising, and non-academic supports (such as Elders, and financial assistance).
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute facilities (including ones that are leased) provide small classes in an environment that affirms Indigenous cultures and identities. Our students always have access to Elders.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute employs models of teaching that are informed by research and include Indigenous pedagogies that are culturally responsive; builds trusting relationships; draws on local resources and individual and community experiences and strengths; and involves action learning. ∞ While Gabriel Dumont Institute employs a continuum of technology-based learning, face-to-face teaching – which is often cohort-based – seems to be the most popular model at the Institute.
	<p>Aboriginal scholarships and bursaries</p>	<ul style="list-style-type: none"> ∞ On July 19, 2019, the Métis Nation–Saskatchewan President Glen McCallum and Education Minister Dr. Earl Cook announced \$89 million in new post-secondary education funding for Métis students in Saskatchewan. The funding is part of a national Métis Nation 10-Year Education Strategy. <ul style="list-style-type: none"> ➤ The Strategy identifies two critical areas for federal investments in Métis post-secondary education to be delivered by Gabriel Dumont Institute: 1) direct financial support for Métis post-secondary education students; and 2) support for post-secondary education student services. Gabriel Dumont Institute is the Métis Nation–Saskatchewan’s post-secondary educational institution.



Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> ∞ The Institute’s Gabriel Dumont Scholarship Foundation (GDSF) operates with an endowment of \$5 million and a host of industry partnerships that offer hundreds of student awards each year. Métis students who are enrolled Saskatchewan’s post-secondary institutions are eligible for financial assistance from Gabriel Dumont Institute whether they attend Gabriel Dumont Institute or other institutions. ∞ In 2017-2018, Gabriel Dumont Institute awarded 386 scholarships and six graduate student bursaries worth over \$429,000 – the largest amount in the Institute’s 40 year history. ∞ https://gdins.org/student-services/scholarships-bursaries/
	<p>Distance learning technology platforms for rural/on-reserve</p>	<ul style="list-style-type: none"> ∞ While Gabriel Dumont Institute uses technology to deliver its programs, it has prioritized face-to-face program delivery. This is informed by research and experience over the years. Last year, the Institute delivered its programs at 14 locations across Saskatchewan. ∞ The use of technology has increased efficiencies and helped reduce time and cost needed to travel from the central office in Saskatoon to centres across the province. Video conferencing and use of H5P by the Human Resources unit have made it easier to communicate across various locations in Saskatchewan at minimal cost.
<p>Research Activities</p>	<p>Indigenous Research Chair positions</p>	<ul style="list-style-type: none"> ∞ In 2018, Gabriel Dumont Institute partnered with the University of Saskatchewan to introduce a Métis Research Chair position at the College of Arts & Science. Both parties are currently involved in the recruitment and hiring process for the position.
	<p>Indigenous community – driven research projects or research projects led by Indigenous scholars</p>	<ul style="list-style-type: none"> ∞ See Indigenous Research Chair above. ∞ Gabriel Dumont Institute offers bursaries of up to \$50,000 annually to graduate students who are conducting research in a Métis-related area of study. ∞ The Institute encourages its staff to engage in research and to publish their work. Examples include: <ul style="list-style-type: none"> ➤ Bird-Wilson, L. (2011). <i>An institute of our own: A history of the Gabriel Dumont institute</i>. Saskatoon, SK: GDI Press, ➤ Oloo, J., & Kiramba, L. (2019). A narrative inquiry into experiences of Indigenous teachers during and after teacher preparation. <i>Race Ethnicity and Education</i>. https://doi.org/10.1080/13613324.2019.1604507 ➤ Howe, E. (2017). <i>SUNTEP: An investment in Saskatchewan’s prosperity</i>. Saskatoon, SK: GDI Press. ➤ Sterzuk, A., & Fayant, R. (2016). Towards reconciliation through language planning for Indigenous languages in Canadian universities. <i>Current Issues in Language Planning</i>, 17(3-4), 332-350. ➤ Préfontaine, D. R. (2014). Owning ourselves: The research activities of the Gabriel Dumont institute, Saskatchewan’s Métis educational and cultural Institution. <i>Aboriginal Policy Studies</i>, 3(1-2). ➤ Dorion, J., & Yang, K. R. (2000). Métis postsecondary education: A case study of the Gabriel Dumont Institute. In M. B. Castellano, L. Davis, & L. Lahache (Eds.), <i>Aboriginal education: Fulfilling the promise</i> (pp. 176-189). Vancouver: UBC Press. ➤ Howe, E. (2000). <i>Bridging the Aboriginal education gap in Saskatchewan</i>. Saskatoon, SK: GDI Press.



Indigenous Post-Secondary Education Profile

Data Collection	Indigenous student data	<ul style="list-style-type: none"> ∞ Gabriel Dumont Institute collects and maintains Indigenous student data. This data is usually shared with the Ministry of Advanced Education and is also used on the Institute’s annual reports and business plans.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> ∞ With new changes in technology, there is always the possibility of challenging experiences. However Gabriel Dumont Institute has been doing fairly well in meeting its mandate of delivering quality programs and enabling the success of our Indigenous students. ∞ With four decades of experience, Gabriel Dumont Institute is often called up on to play a leadership role in including Métis perspectives in the curriculum. ∞ To better serve our students, we have been partnering with Saskatchewan’s school divisions, post-secondary institutions, communities, and the industries. We always welcome collaboration that are beneficial to our students and clients. 	

Great Plains College Celebrates Another Year of Student Success

Thursday, May 30, 2019



2019 Grade 12 graduate,
Terence Alexson

MAPLE CREEK, SK – Great Plains College was proud to celebrate its Maple Creek Program Centre students at a year-end celebration on May 23. The annual event is planned by staff in celebration of the many personal and academic accomplishments of the Adult Basic Education students who've chosen to come back to school, despite the challenges they may be facing.

This year's event celebrated 15 students who completed Adult 10, GED and Grade 12 programs, along with many others who took big steps in their academic journey. In addition to many academic successes, students also had a chance to focus on personal and career development and 18 students completed courses in Driver's Training, WHMIS, First Aid, H2S Alive, Mental

Health First Aid, Serve it Right, Naloxone administration, Ground Disturbance, Speechcraft and Microsoft Office basics.

"One of the most rewarding parts of our Adult Basic Education program is watching how much our students grow throughout the year, both as students and as people," said Kim Wellings, program coordinator at Great Plains College. "I'm incredibly proud of the obstacles they've overcome throughout their journeys at the college, and we are thrilled to see so many achievements celebrated this year."

A special address was also delivered to students from a fellow classmate and 2019 Grade 12 graduate, Terence Alexson. Terence first began as a Pre-12 student in 2015 and encountered many bumps along the path to his Grade 12 diploma, including the challenge of raising five children, battling addictions and leaving (and returning) to school twice.

"My whole life was filled with people who told me all the things I wasn't, and all the bad that I would be," Alexson started. "Eventually I realized I was living up to all the words I was told my whole life and I knew it was time to make a change...so I did. The negatives are always in the back of my mind and I made mistakes along the way, but my spirit pushed me not to fail. Take it step by step, keep your chin up and it can be done."

His story was one of hope, perseverance and encouragement for everyone in the room, no matter what journey they are on.

"I'm proud to be from Great Plains College. The academic and

Great Plains College Maple Creek Campus

emotional support from teachers and staff is like none other and I will never forget it," he added. "I'm not done on my learning journey, I'll never be done. I am proud."

Alexson completed his Grade 12 this spring and has been accepted into the Architectural Technologies program at Saskatchewan Polytechnic beginning this fall.

"Terence has persevered through all the trials and tribulations of school and life, and it has been an honor getting to know him over the past four years as he worked his way through the Adult 10 program to the full completion of his Grade 12 diploma. We wish him the absolute best as he takes the next step in his journey and we look forward to seeing all the successes that are yet to come," said Wellings.

The next Grade 12 program begins in September and the Pre-12 and Essential Skills programs will begin in October. For more information, visit greatplainscollege.ca/abe.

Contact: Carrie Voysey, Director of Communications & Development, carriev@greatplainscollege.ca

Institution	Great Plains College	
Leading Practices/Success Story	<ul style="list-style-type: none"> • USE FOR COVER PROFILE ALONG WITH PHOTO: May 30, 2019 - Great Plains College celebrates another year of student success: https://www.greatplainscollege.ca/news-and-events/great-plains-college-celebrates-another-year-student-success • May 6 & 8, 2019 - Prairie Rivers Reconciliation Committee receives Reconciliation Award from SK Economic Development Alliance (SEDA), SK First Nations Economic Development Network (SFNEDN) and Affinity Credit Union - https://ccgazette.ca/2019/05/06/prairie-rivers-reconciliation-committee-wins-2019-award/ https://www.eaglefeathernews.com/education/awards-highlight-economic-development-as-a-bridge-to-reconciliation • April 18, 2019 - Truth and Reconciliation Committee set to host third event with focus on Missing and Murdered Indigenous Women and Girls: https://www.greatplainscollege.ca/news-and-events/truth-and-reconciliation-committee-set-host-third-event-focus-missing-and-murdered • April 16, 2019 - Prairie Rivers Reconciliation Committee hosts free educational opportunities with support of Dakota Dunes Community Development Corporation: https://www.greatplainscollege.ca/news-and-events/prairie-rivers-reconciliation-committee-hosts-free-educational-opportunities • March 14, 2019 – 2019 Warman Martensville Business Excellence Award Finalists Announced: Great Plains College, Warman Campus, was nominated in the community involvement category for their work in reconciliation. https://www.prairieskychamber.ca/your-2019-wmbexa-finalists-are/ https://martensvillemessenger.ca/2019-warman-martensville-business-excellence-award-finalists-announced/ • February 22, 2019 - Second Saskatchewan Regional Economic Development Authority Indigenous Economic Development Scholarship awarded: https://www.greatplainscollege.ca/news-and-events/second-sreda-indigenous-economic-development-scholarship-awarded • November 6, 2018 – Communities Working Together on Rural Reconciliation: https://www.cjwwradio.com/2018/11/06/rural-reconciliation/ 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • The Great Plains College’s Indigenous Engagement Committee and regional sub-committees collectively are charged with: <ul style="list-style-type: none"> ➤ engaging Indigenous students in order to support them in pursuit of success, vocationally, intellectually and culturally; ➤ engaging the college community in educational opportunities and conversations regarding Indigenous history, culture and world views; and, ➤ engaging our broader communities on shared matters of Indigenous/non-Indigenous concern. • In Oct, 2018, the following Truth and Reconciliation Commission: Calls to Action were agreed to be a focus of the Indigenous strategic planning of the committee:

Indigenous Post-Secondary Education Profile

		<ol style="list-style-type: none"> 1) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. 2) Building Student capacity for intercultural understanding, empathy, and mutual respect. 3) Identifying teacher-training needs relating to the above. <ul style="list-style-type: none"> • Further to this, three staff training sessions were conducted which were facilitated by the Office of the Treaty Commissioner (OTC). This was composed of applicable curriculum on Indigenous history and strategies to embed history in the classroom. • To honor our Indigenous partners and land we are occupying, Great Plains College has committed to recognizing Treaty Land and homelands of the Metis in its college communications and event openings.
	<p>Indigenous Knowledge Keepers/Elders/Advisory Council</p>	<ul style="list-style-type: none"> • Great Plains College has established an Indigenous Engagement Committee comprised of both Indigenous and non-Indigenous individuals, including community representatives. This committee operates as an advisory board for the benefit of administration, faculty and students, and in support of the strategic mission of the institution. • Two subcommittees have been established. One in Kindersley comprised of staff, two Métis community partners and one student. The Prairie Rivers Reconciliation committee was established by Great Plains College, the OTC and the City of Warman. It now comprises over 50 members—10 towns, cities and First Nations, 13 elected representatives and many organizations. • Great Plains College also has designated a staff member to sit on the Southwest Multicultural Association Truth and Reconciliation Committee. • Prairie Rivers Reconciliation Committee has an Elder/Knowledge Keeper present at each meeting to provide an opening/closing blessing, teachings, feedback on committee initiatives and protocol for ceremony.
	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • One Métis Great Plains College employee is fulfilling role as a tri-chair on the Prairie Rivers Regional Reconciliation Committee and strives toward reconciliation in post-secondary education and bringing a greater awareness of Indigenous history and culture to our communities. • The Warman Campus works with a cultural advisor. He attends student orientation and graduation, leading them with a blessing and teachings. He visits the classrooms to share teachings and history and provides one-on-one support.
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • The college has moved forward on training for staff, facilitated by the OTC. The first session was offered at the all-staff gathering in December 2018. The following two sessions were offered at both the Warman and Kindersley Campuses and will be offered at the other locations in the upcoming academic year.

		<ul style="list-style-type: none"> • Kindersley students and staff received a presentation from the OTC on Residential Schools and viewed Reserve 107, followed by a discussion. • The Biggar Program Centre created a display for the Red Dress Campaign to honor Murdered and Missing Indigenous Women and Girls.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • The college, through its Indigenous Engagement Committee, has a strategic alliance with the OTC. Representatives from the OTC have provided staff and student training. • The Prairie Rivers Reconciliation Committee is a larger partnership between 10 communities (Warman, Osler, One Arrow First Nation, Martensville, Dalmeny, Mistawasis First Nation, Corman Park, Duck Lake and Aberdeen) and many organizations. • Great Plains College has good working relationships with Nekaneet First Nation, Whitecap Dakota First Nation and Living Skies Casino which operates under the Saskatchewan Indian Gaming Authority. • Great Plains College is current working towards building stronger partnerships with Gabriel Dumont Institute. • Thanks to a grant through Dakota Dunes Community Development Corporation, events and educational opportunities have been provided, including a conference called ‘Rural Reconciliation: An Educational Gathering’ in Warman on Nov 7, 2018, and a presentation from the Musqua sisters in Osler. The grant also enables meetings of the Prairie Rivers Reconciliation Committee to be hosted in different communities, which provides opportunities to invite additional community members and organizations. An internal educational opportunity is organized each meeting and has included everything from Elder teachings and ways to measure the impacts of the reconciliation group, to anti-racist education and creating an inclusion and diversity strategy. • Reconciliation committees/coalitions across SK work together to share ideas and resources, facilitated by OTC. • Great Plains College also has designated a staff member to sit on the Southwest Multicultural Association Truth and Reconciliation Committee.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • Great Plains College, the Warman High School and the City of Warman partnered to honor Orange Shirt Day with a presentation and round dance with students and staff. Great Plains College also collaborated with the Prairie Spirit School District and RCMP to participate in a session on protocol for a sweat lodge ceremony. • The Prairie Rivers Reconciliation Committee hosted a conference, “Rural Reconciliation: An Educational Gathering,” that was free and open to the community, with 220 attendees. Great Plains College students from Warman (Youth Care Worker Program, Business Program and

Indigenous Post-Secondary Education Profile

		<p>Adult Basic Education), Saskatoon (Open Door Society Early Childhood Education Program) and Kindersley (Adult Basic Education Program) attended, as well as many staff.</p> <ul style="list-style-type: none"> • Four Great Plains College staff sit on the Prairie Rivers Reconciliation Committee. Each meeting includes an educational component. For example, members participated in a tour at Batoche National Historic Site, heard teachings from an Elder on a pipe ceremony, had a presentation on anti-racist education and more.
<p>Response to Truth and Reconciliation Commissions’ Calls to Action</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • Great Plains College has adopted three Calls to Action for their Strategic Plan. The Indigenous Engagement Committee works to carry out the Calls to Action as well as to ensure we have inviting, respectful and inclusive classrooms. • The Prairie Rivers Reconciliation Committee first met when Great Plains College, OTC and the City of Warman sent out an email asking for interested individuals, organizations and communities to join them to establish a committee focused on reconciliation. The main focus of the committee is building strong relationships and education, for long-term reconciliation. Monthly meetings are hosted in a different community and include an educational component. The committee also plans educational events that are free and open to the community, including an annual conference. • Red Dress Campaign- Biggar Program Centre • In partnership with the Southwest Multicultural Association, Great Plains College hosted the “Truth and Reconciliation: Missing and Murdered Indigenous Women and Girls” event on May 14, 2019 in Swift Current. This event brought attention to the Calls to Action, with two educational sessions and a walk for Truth and Reconciliation through the downtown core. Approximately 325 high school students, community members and Great Plains College staff attended the educational session and walk during the day, and about 45 individuals attended the evening event.
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<ul style="list-style-type: none"> • INDG 100 had nine students enrolled in the 2018-19 academic year at Swift Current Campus. Seven students registered in CREE 100, but unfortunately, the University of Regina could not find an instructor for the course.
	<p>Mandated Indigenous courses or courses with mandatory Indigenous content</p>	<ul style="list-style-type: none"> • The Youth Care Worker Program has an Indigenous Awareness course that covers the history of Canada and the impacts of trauma, significance or ceremony and current issues. Students are required to learn about/participate in two traditional practices. The Adult Basic Education history course includes Canada’s history from the 1800s to present. • OTC delivered three staff training sessions, with one session being mandatory for Great Plains College Staff at our Staff Gathering.

	<p>Educate teachers/instructors on how to integrate Indigenous knowledge and teaching methods into classrooms</p>	<ul style="list-style-type: none"> • The staff training from OTC provides traditional knowledge and treaty education. Staff understand their responsibility as treaty partners and build their capacity in how to integrate this knowledge in the classroom. <ul style="list-style-type: none"> ➤ Session One: Introduction to the Training Sessions – <i>Traditional Knowledge and Treaty Education in the Classroom</i> ➤ Session Two: <i>Understanding the Treaties – Reconciliation through Education and Awareness</i> ➤ Session Three: <i>Understanding Reconciliation – Fulfilling Treaty Responsibilities through Education</i>
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	<p>N/A</p>
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> • Students’ education goals are met through the provision of programs and services at the college that are culturally responsive, and create a positive learning environment. • The Warman Campus works with a cultural advisor. He attends student orientation and graduation, leading them with a blessing and teachings. He visits the classrooms to share teachings and history and provides one-on-one support.
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • The Warman campus has created office space where staff and students are able to smudge if they wish. They are able to book classes or one-on-one sessions with the cultural advisor and request additional Indigenous Awareness activities through their programs.
	<p>Innovative delivery models for teaching</p>	
	<p>Aboriginal scholarships and bursaries</p>	<ul style="list-style-type: none"> • The SREDA Indigenous Economic Development Scholarship for an Indigenous student enrolled in the Master of Business Administration in Community Economic Development at Great Plains College Warman Campus. • Living Sky Casino Indigenous Adult Basic Education Persistence Award – designed to recognize the perseverance of individuals in the Indigenous community by offering monetary awards to students who have demonstrated their dedication to pursuing further education at Great Plains College.
	<p>Distance learning technology platforms for rural/on-reserve</p>	

Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community –driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	<ul style="list-style-type: none"> Equity participation enrolments by program groups. Equity participation completes and graduates by program groups.
Challenges/Potential Areas for Collaboration	<p>Challenges:</p> <ul style="list-style-type: none"> Indigenous learners do often not self-identify on application forms. Within our regions we often see learners self-identify when they are in the program and feel the environment is safe to do so. Therefore, the numbers may be underrepresented. Provision of safe spaces - a place (as on a college campus) intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas, or conversations. <p>Areas for collaborating:</p> <ul style="list-style-type: none"> Continued effort in creation and maintenance of partnerships to ensure success. Working closely with current and potential funders to enhance success. 	

Lakeland College Signs MOA with Onion Lake Social Development

December 21, 2018



Lakeland College and Onion Lake Social Development (OLSD) are increasing employability and educational opportunities for social assistance individuals under a new Memorandum of Agreement (MOA).

Lakeland will deliver a 21-week program, Digital Literacy for Employment, for 12 OLSD income assistance (IA) clients starting Jan. 7, 2019. The program is designed to build foundational technology and digital skills.

“Lakeland College recognizes the important role it has in providing educational opportunities for underrepresented communities and we are pleased to partner with OLSD. We think this program

will serve the students well,” says Michael Crowe, Lakeland College vice president, academic and research.

OLSD recognized a need for their clients to strengthen their understanding of technology. Vivian Chief, OLSD social assistance employment training caseworker, says the organization is excited to offer this program with Lakeland.

“This digital literacy program will get our clients job ready. They will learn to communicate

information on many digital platforms, and gain confidence to find work or transition to other Lakeland programs,” Chief says.

OLSD Director Glenda Littlewolfe added, “Together, we’re providing our clients with a key to open the door, to find future employment opportunities. We have about 900 clients and a many have never left home. With Lakeland’s support we can work together to build their confidence, introduce them to new experiences and give them the tools to experience success.”

Program delivery will rotate between Onion Lake Cree Nation and Lakeland College Lloydminster campus, with transportation to and from Onion Lake by OLSD. OLSD

will use the funding they received from Indigenous and Northern Affairs Canada to support the program, says Littlewolfe.

Students learn on devices such as computers, cell phones and tablets,

Lakeland College Lloydminster Campus

and have access to the resources they require to build on their skills.

This is the first time OLSD collaborated with Lakeland to bring programming to their clients. The organization has plans to continue working with Lakeland to expand its programming into the heavy oil and gas sector, as well as others.

About Onion Lake Social Development

OLSD supports members of the Onion Lake Cree Nation facing tough times and hardships. OLSD helps and guides clients to learn the basic skills and training to find employment, and offers tickets into trades. OLSD programming includes basic life skills, basic computer skills, beginner aesthetics, G.E.D. prep, resume writing, budgeting and more.

Photo: Raelean Hickson (left) and Cathy Wilson (right) of Lakeland’s continuing education department with Vivian Chief and Glenda Littlewolfe of Onion Lake Social Development (centre). They signed a Memorandum of Agreement that will bring new educational opportunities to OLSD clients.

Indigenous Post-Secondary Education Profile

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Cathy Wilson, Program Coordinator – Continuing Education, Cathy.Wilson@lakelandcollege.ca

Institution	Lakeland College	
Leading Practices/Success Story	<ul style="list-style-type: none"> Digital Literacy for Employment Program and MOA with Onion Lake Social Development: https://www.lakelandcollege.ca/news-events/news/2018/2018-MOA-Onion-Lake.aspx 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> In development for fall 2019.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> Lakeland has established the President’s Aboriginal Advisory Committee/Students, The President meets directly with students to share ideas and gather input on ways to make the campus friendlier, more accepting, and to lead on a number of cultural activities and events.
	Indigenous representation on Executive, Board of Governors, faculty and staff	
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> No formal training events have been established, rather awareness and education for the College Community is being addressed through regular cultural events and speakers/guests as the College community continues to build capacity in understanding the Truth and Reconciliation journey.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> Following a successful pilot project, Lakeland College and Onion Lake Social Development are entering into a new MOA to further increase employable skills and other educational opportunities for Indigenous learners. Energy advisory committees, industry sectors, and Aboriginal communities have approached the College regarding collaboration towards significant training in the area of for-credit and for-profit industry training. Members from First Nations Community sit on ESE Advisory Committee. Maintain collaborations with Dumont Technical Institute and Native Friendship Centre to facilitate successful learner pathways.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • Clint Chocan, Manager of Indigenous Support Services, was the Co-Chair of the Indigenous Economic Partnership Summit Committee. Lakeland College has maintained consistent participation in the Committee.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • College members have taken a leading role in Heart of Treaty Six (HOT6) reconciliation committee consisting of representation from local bands, City of Lloydminster, local school jurisdictions, business partners, and the Office of the Treaty Commissioner. • Ceremonial prayers and honour songs continue to be an integral component of convocation ceremonies. • Meeting regularly with Onion Lake Cree Nation Post-secondary, Employment Training and Careers, and Social Development personnel to explore partnered approaches to meeting future labour market demands within the Cree Nation (e.g. health care, accounting, business ownership, education, management, financial planning, trades etc.). • Developing relationships with Onion Lake Cree Nation Health and Wellness and Child and Family Service departments. • Host annual sponsor engagement session to meet and collaborate with sponsors in an effort to maximize student success. • Partnered in hosting HOT6 Gala, headline by Senator Murray Sinclair. • Inform regional First Nations Communities of Saskatchewan programming and specific skills training through a variety of means, including recruiting visits, website advertising, social media, open house, high school career counsellors, panel discussion, ABE (Adult Basic Education) programming, etc.
<p>Response to Truth and Reconciliation Commissions' Calls to Action</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • Continue to host annual speaker series, including Harold Johnson and Senator Murray Sinclair. • Continue to provide for Elder in Resident program. • ABE programming directly addresses Truth and Reconciliation within program content. • Several Aboriginal Events are scheduled each year at Lakeland, including the Annual Teepee Raising, Bannock and Tea Day, pow-wow performances, craft displays, Aboriginal Athletic Awareness Night, Blanket Exercises, Aboriginal guest speakers, Aboriginal business guest speakers, visits from Elders, Aboriginal Artists and others.
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<ul style="list-style-type: none"> • Lakeland is offering lessons on Cree language and culture in spring 2019. This introductory course will teach structure, phonics, conversational Cree including Cree culture and will be offered at the Lloydminster campus. • University Transfer (UT) department is currently developing a six credit introductory Cree language course to be offered beginning in Fall 2020.

Indigenous Post-Secondary Education Profile

	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> • Native Studies – University Transfer
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> • Pre-service teachers and instructors participated in a three-day land based symposium, hosted at Vermilion campus, in which participants had opportunity to gain an appreciation for Inuit culture and incorporating Indigenous ways of knowing into classroom instruction.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> • Ongoing supports from the Industry Liaison/Career Advisor from Onion Lake to the students in the Employment Skills Enhancement program and the Heavy Oil and Gas program. • The Aboriginal facilitator at Lakeland College and the industry/liaison staff from Onion Lake provide support (financial, personal, transportation, housing) to students while attending these programs. • Opened Indigenous Student Lounge in September 2018 and continue to provide for an Indigenous Student Council. • Aboriginal Facilitator in the College’s Centre of Corporate and Continuing Education department provides supports to Aboriginal students through the Digital Literacy for Employment Program through ABE-ESWP and will be completed in June 2019. • Mobile computer/iPad lab allows for face-to-face facilitation and flexible access to support increased digital literacy. • Working to secure more funding for a digital literacy agriculture program. • Encourage student submissions to local newspapers and in particular <i>Eagle Feather News</i>. • Transitional Programming for Indigenous Students is being offered as six credit course starting fall 2019 that will build capacity and confidence within students in four areas: academics; culture; career planning; and community involvement. • Collaborating with local high schools to target specific transition programming to support learners entering post-secondary.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • ABE learners teach community members how to navigate Lakeland College website to explore further education and career planning options. • “Fresh Start” program offered in the second semester for UT students who are on probation. • Indigenous Awareness Week. • Development of a bursary by the Indigenous Student Committee.
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • Lakeland College officially opened an Indigenous Student Lounge at the Lloydminster campus in 2018. The new student space provides a place for Indigenous students to share and learn more about their identity, culture, history and practice spiritual customs. • Elder-in-Residence Program held at the Lloydminster campus. Students and faculty have the opportunity to interact with a First Nations or Métis Elder on a rotating basis every week. • Aboriginal Events are offered through a partnership with Lakeland College, Lloydminster Public School Division, Lloydminster Catholic School Division and the Lloydminster Native Friendship Centre.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> • Practicum placements via Beretta, Onion Lake Cree Nation. • Oilfield Truck Operator Program – 12-week program offered to unemployed First Nations or Métis people and under-represented people, which concludes with a work placement component that often quickly leads to employment in the oil and gas industry. Funding is provided by Saskatchewan Ministry of the Immigration and Career Training, Essential Skills for the Workplace grant, to qualified applicants/candidates. • Employment Skills Enhancement Program – 22-week program where students will acquire a broad range of personal, career-planning, academic and job-related skills empowering them to make positive life changes. The program will enhance an individual’s potential to enter employment or to proceed with further educational pursuits and be successful. • Heavy Oil and Gas Program – 21-week program was created so that individuals can continue their education in the Heavy Oil Operations Technician program to become a Fourth Class Power Engineer or immediately enter the oilfield workforce with entry level operator education. Funding is provided by Onion Lake Cree Nation and from “on-reserve” funding the SK Ministry of Immigration and Career Training. • Employment Skills for the Work Place – 24 month program to support the development of essential employability skills in the context of office operation and the role of administrative professional.

Indigenous Post-Secondary Education Profile

	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> The College added specific awards for First Nations and Métis and Inuit (FNMI) groups and with that, Lakeland has seen a correlated increase in the number of enrolled students who self-identify as FNMI. The Métis Education Foundation (of Rupertsland Institute) has provided funds to Lakeland College for \$130,000 to provide bursaries and awards to be distributed each year in the form of two to four awards worth \$2,500 - \$3,500 to students of Métis heritage. The funds are to help students who need student loans or have to work part-time to cover the cost of their education. The agreement went into effect in the fall of 2015 and is expected to last 15 years. Cenovus Energy established an award for Aboriginal students enrolled full-time in the 1st or 2nd year of the following program areas: Agricultural Sciences, Business Administration, Environmental Sciences, Heavy Oil Power Engineering, Human Services, and University Transfer. Indigenous Student Committee raised funds to introduce new bursary award to recognize leadership, cultural awareness, and academic achievement for Indigenous students.
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> Variety of credit and non-credit programs available online through the D2L platform. Access to high speed internet is observed to be an issue for some.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	<ul style="list-style-type: none"> Continue to see year over year growth in the number of self-declared Indigenous students in for credit programs <ul style="list-style-type: none"> ➤ 2015-2016 – 133 ➤ 2017-2018 – 216 ➤ 2018-2019 - 233 The college added specific awards for FNMI groups and with that, Lakeland has seen a correlated increase in the number of enrolled students who self-identify as FNMI.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> There is limited access for FNMI students at Lakeland College and within the community to a modular approach to funded academic upgrading. Aboriginal Awareness Training for staff and students, including FNMI learners who often know very little about their own factual history and community. 	

Indigenous Post-Secondary Education Profile

- Addressing “urban indigenous” population barriers to education: housing, transportation, childcare.
- Affordable housing for sponsored students where funding does not provide for residence costs.
- More support and education directed towards successful transitions from High school/work/reserve.
- Education and access to supports for Mental Health Challenges.

Canadian Roots Exchange



Luther College
University of Regina

Canadian Roots Exchange (CRE) is a national organization that trains Indigenous and non-Indigenous youth to form Reconciliation Teams with a two-fold purpose: to teach about the effects of colonialism on Indigenous and non-Indigenous communities in Canada, and to encourage visioning and participation in creating a different kind of Canada. There are six tenets to CRE's philosophy:

- » creating networks of solidarity
- » practicing what they preach
- » creating safe spaces for dialogue
- » centering Indigenous worldviews
- » discovering positive realities
- » having fun

These align with Luther College's commitment to the Truth and Reconciliation's 94 Calls to Action. Since 2014, Luther's commitment to CRE is to provide financial and mentoring support to the Regina team. Numerous events are held throughout the year by the team, focusing on what the youth

determine are issues closest to their hearts.

Youth between the ages of 18-29 are selected by the national CRE office, receive training with all the teams across Canada, have opportunities to attend the annual national CRE conference as well as a provincial gathering and, most importantly, form relationships and alliances with other youth seeking to redress colonialism in its past and present forms. The learnings and relationships can be a transformative moment in a person's life:

"Canadian Roots Exchange has given me the unique opportunity to join forces with Indigenous and Non-Indigenous youth from all over Canada who strive to bring about positive change in their respective communities.... Working with students from Elsie Mironuck School and seeing how their teacher is teaching Indigenous history in the classroom gives us

hope for the future. We want to hear the thoughts and ideas of youth, give them a voice.... By working with teachers, students, Elders, and professors, we are building a larger community within our own community. I am extremely grateful for Canadian Roots Exchange. Having taken a minor in Indigenous Studies in University and having a strong understanding of Indigenous ways of knowing, I feel I can share my knowledge with others and strengthen minds and worldviews for the better.... I strongly encourage youth to join Canadian Roots Exchange and become involved with one of the best volunteer organizations in Canada."

Austin Josephson, alumnus of Luther College's High School and University campuses (Luther College website)

To learn more about Canadian Roots Exchange, please visit their website at <http://canadianroots.ca/>. Applications to become part of this team are due at the end of May of each year.

Contacts:

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Dr. Brenda Anderson, Associate Professor, Brenda.Anderson@uregina.ca

Pastor Sean Bell, Sean.Bell@uregina.ca

Institution	Luther College	
Leading Practices/Success Story	<ul style="list-style-type: none"> “Project Teaches Residential School History”: http://www.jschool.ca/index-php-option-com-content-view-categories-id-9/campus/1785-project-of-heart-teaches-history-of-residential-schools-for-the-third-year Justice For Indigenous Women: http://j4iw.ca/2017/11/19/this-is-where-the-true-magic-happens/ 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> Luther College’s 2014-19 Strategic Plan and our 2019-2021 Strategic Plan has intentional funding and programming for deepening our understanding of and support for Indigenous students. This represents our overall focus of building a diverse community as well as being our sincere response to the Truth and Reconciliation’s (TRC) 94 Calls to Action. Luther’s Student Program Implementation Team has received money from Luther College’s annual budgets for each year of the Strategic Plan. These monies have been used to support the Canadian Roots Exchange, Project of Heart, to build an Indigenous Scholarship and Awards fund, and to create a term position for an Indigenous Educator whose report will help shape our future Strategic Plans. Our next strategic plan, still in development, calls for our faculty and staff to complete the “4 Seasons of Reconciliation” Certificate developed by First Nations University of Canada and provided by the U of R; the plan also calls for greater involvement of our students, faculty and staff in Treaty 4 days (also see below).
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> A goal is to form relationships with Elders and Knowledge Keepers so we can build relationships between them and our students, faculty and staff. We are working with the U of R’s Office of Indigenization as well as our Indigenous Educator (see below) to ascertain the process and individuals to move this forward into the next Strategic Plan. There is a budget line for this work in the 2019-2020 budget. Our President has also met with Kallie Wood, Acting Executive Lead for Indigenization with the University of Regina’s (U of R) Office of Indigenization to discuss ways in which Luther College might better cooperate with the U of R in this area. President Hillis also attended an Elders’ lunch sponsored by the U of R Office of Indigenization and made many helpful connections there.
	Indigenous representation on Executive, Board of	<ul style="list-style-type: none"> The College has employed an Indigenous Educator, Jenna Tickell who leads the <i>Project of Hope</i> (POH) initiative in a six-month term appointment. Her task has been to assess Luther College’s efforts and attitudes on Indigenization, which she has accomplished through surveys, one-on-one interviews and attendance at all key levels of administration, staff and faculty meetings, including strategic vision

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	<p>Governors, faculty and staff</p>	<p>committees. This assessment concludes with a final report and recommendations due July 31, 2019. Jenna has also functioned in an advisory capacity on Indigenization processes with faculty and staff, as well as student issues that have arisen in the residence. Her work includes connecting us at all levels at Luther with Indigenous communities and individuals and to help us begin to form lasting relationships.</p>
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • The focus of our 2017 All College Retreat was on Indigenization. The focus of our 2019 All College Retreat will be receiving the Indigenous Educator’s report and recommendations to continue with our planning strategies and considering how these recommendations might be coordinated with the Office of Indigenization at the U of R. • As mentioned above, the Indigenous Educator’s job description relates directly to our own reconciliation education and cultural understanding.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • Luther College supports RESOLVE, a tri-provincial research and action committee addressing violence against women and girls with specific research on Indigenous and Northern Saskatchewan women, sexual assault and abuse issues, and missing and murdered Indigenous women. The former director of the Saskatchewan arm was Dr. Mary Hampton, faculty member Dr. Brenda Anderson currently sits on the steering committee, and the RESOLVE office continues to be housed at Luther College. Elder Betty McKenna is employed as a guiding Elder with RESOLVE and has formed relationships with numerous faculty and students at Luther during this work.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • Numerous courses invite Indigenous guest speakers who speak on issues ranging from residential schools, Indigenous policing, activism like the Idle No More movement, land-based education, Treaty rights, missing and murdered Indigenous women, culturally relevant gender-based analysis, Indigenous philosophy, Indigenous spirituality, Indigenous parenting, etc. Talking circles and ceremonies are held in certain classes. Community engaged work, with students working in Indigenous communities, include the Albert Scott School with their Cree community program, North Central projects at Scott Collegiate and other places such as daycare centres, etc. The following two sections further illustrate how Indigenous communities and organizations are brought in for events that are held inside and outside of class time and that intentionally includes the whole community of students, faculty, staff and community members of all ages. All of these rely on Indigenous expertise and ceremonial leadership. • Luther College’s Chaplain has included Indigenous teachings in weekly chapel times, the chaplain has taken a course on Indigenous spirituality and practices from Dr. Stonechild, the multi-faith peer chaplaincy has partnered with Canadian Roots Exchange for different student events such as Cards Against Colonialism, etc.

Indigenous Post-Secondary Education Profile

<p>Response to Truth and Reconciliation Commissions' Calls to Action</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • Under the co-ordination of the Luther Chaplain, Luther will participate for the first time in Treaty 4 Days at Fort Qu'Appelle. • Canadian Roots Exchange – For the past five years, Luther has funded, as well as provided space and leadership, for a national program called the Canadian Roots Exchange (CRE): https://www.luthercollege.edu/university/about-luther/indigenous-initiatives/canadian-roots-exchange. CRE is a national organization that trains FNM (First Nations and Métis) and non-FNM youth to form Reconciliation Teams whose purpose is to teach about the effects of colonialism in Canada on FNM and non-FNM communities alike. Luther mentors and supplies funding for CRE members to attend two training sessions in places like Sudbury, Winnipeg, Toronto and Montreal. Luther actively recruits new members for the CRE teams each spring and summer. CRE recently received a significant grant from the federal government which will enable them to increase the number of teams they have across Canada in addition to increasing the number of existing team members from 3-4 to 5-8. As a long-term supporter of this initiative, Luther College is pleased to be part of this success and to continue its relationship with new teams. Of particular significance to Saskatchewan is the federal government's recognition of CRE's work on rural education programs; one of the team members of our most recent team has been hired by CRE to work on this program. As many of our students come from rural and reserve areas, Luther will maintain close connections to this work and facilitate networking with local congregations and organizations where possible. • Students participate in national workshops where the work of reconciliation is taught both academically and with practical application. • CRE teams have taught about Canada's colonialism and its impact on all Treaty people. The 2018-2019 team held a two-evening workshop featuring three generations of women impacted by residential school and intergenerational trauma. The workshops were open to the public, and NDP MLA Carla Beck subsequently invited the team to the Saskatchewan Legislature where they were formally welcomed and recognized by all parties. • Over the past years, the work of teams has included work inside and outside the campus, including being the keynote workshop at STOPS to Violence 25th anniversary (2018), numerous blanket exercises for the public (many churches and schools) as well as in university classrooms, holding well-attended events on FNM Storytelling Worldwide, holding movie nights with talking circles, and contributing to a National Story Blanket that toured across Canada, including the U of R, with blanket panels visually describing the issues being worked on by youth across the nation. Our team chose the theme of water and women, tying in the connection between environmental devastation and violence against women in contrast to the traditional Cree understandings about the connection between women and water.
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		<ul style="list-style-type: none"> • CRE members participated in a panel for a conference hosted at Luther College entitled “Going Beyond Words: Honouring Our Children and Youth”, a community engaged program featuring POH creator, Sylvia Smith. • CRE initiatives are increasingly interacting with our Chaplaincy program and our multi-faith peer chaplaincy program, in areas such as holding Cards against Colonialism evenings, speaking to Lutheran clergy on the perspectives of young FNM people. • Luther College has continued its support of CRE in its 2019-2020 budget. • POH - In an interactive, inter-generational, cross-cultural, art activism and ceremonial model, students learn about the Canadian residential school system and specifically the Regina Indian Industrial School. Elders begin and end the ceremonial honouring of the students that attended the school. POH has been held for four years at Luther as eight-week workshops with over 120 participants from the university and larger communities, and one workshop on Missing and Murdered Indigenous Women and Girls (MMIWG). https://www.luthercollege.edu/university/about-luther/aboriginal-initiatives/project-of-heart • The workshop on MMIWG included art activism and raised money for incarcerated FNM women, and included 20 participants ranging in age from 9-75. • University students were part of all of these workshops, and Jenna Tickell, who identifies as Métis and is the facilitator, is a WGST graduate student who has been mentored into this leadership role. POH participants were instrumental in encouraging and supporting the provincial government in naming the Regina Indian Industrial School a heritage site. • There was a Leader Post article on Jenna and the winter POH workshop that provides insights on the work of this initiative: http://www.jschool.ca/index.php?option=com-content-view-categories-id-9/campus/1785-project-of-heart-teaches-history-of-residential-schools-for-the-third-year • There has been second stage planning for POH relating to the TRC’s 94 Calls to Action, as well as some work around teacher training for POH. POH is in the next strategic plan for 2019-2021 and the College has allotted financial resources towards POR in the next budget year (2019-2020). • As evidence of the popularity of these workshops, the workshops have been filled to capacity of 40 participants each year. • Luther College has contributed close to \$40,000 towards this project of education in real terms in addition to the administrative, faculty training, physical plant and other supports that contributed towards the running of these workshops.
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		<ul style="list-style-type: none"> • POH has also been effective in raising awareness of the Regina Indian Industrial school (RIIS). One of the activist projects was partnering with the RIIS Heritage Project which was successful in its petition to the city to name the RIIS cemetery as a heritage site. • To note the completion of the four-year cycle common to many Indigenous traditions, participants of the past four years are developing a piece of art to commemorate the children who have been ceremonially remembered. This art exhibit will be hung in a highly visible place at Luther College. • Dr. Brenda Anderson has been appointed to the U of R's Reconciliation Action committee whose mandate is to deepen university responses to the TRC's 94 Calls to Action. • Dr. Brenda Anderson works with Regina Multi-faith Forum (on the executive) and Multi-faith Saskatchewan (as a strategic planning consultant), both of which are responding to the calls to action pertinent to multi-faith work. • Many courses at Luther incorporate students working on the TRC's 94 Calls to Action (including graduate students working on international TRC initiatives), enabling students to learn, contextualize and find how their own career path/passions can meet specific calls, e.g. IDS, RLST, WGST, PHIL, etc.
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<ul style="list-style-type: none"> • Interdisciplinary Studies 101 had numerous students doing community engaged work at Albert Scott School where 100 Days of Cree is used. In this team-taught course, IDS 101 addressed the issue of the preservation of culture through Indigenous languages as part of its component on TRC work and the calls to action regarding language and culture. • Dr. Franz Volker Greifenhagen took an introductory course on the Cree language during his sabbatical 2018-2019.
	<p>Mandated Indigenous courses or courses with mandatory Indigenous content</p>	<ul style="list-style-type: none"> • As part of the U of R, Luther College requires all Arts students to take an Indigenous course.
	<p>Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms</p>	<ul style="list-style-type: none"> • Luther College held a workshop for Indigenous Research Days in fall, 2018 which included numerous Luther faculty discussing how they integrate Indigenous content and pedagogy into the classroom. Plans are underway for participation in this year's Indigenous Research Days. • Three Luther faculty – Dr. Yvonne Harrison, Dr. Franz Volker Greifenhagen and Dr. Brenda Anderson participated in the online course provided by the U of R's Office of Indigenization, Enhancing Academic Indigenization. • Dr. Paul Simard helped organize the Academic Indigenization Forum in January, 2018, which was also attended by Dean Yvonne Petry, Dr. Yvonne Harrison (VSSN Director) and Jenna Tickell. • Luther faculty are being encouraged to participate in the online 4 Seasons of Reconciliation course.

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		<ul style="list-style-type: none"> • Dr. Yvonne Harrison, director of the Voluntary Sector Studies Network (VSSN) at Luther College, is developing Indigenous content and pedagogy in her work, including involving Indigenous leaders in the Advisory Committee, developing course material and Indigenous professors on the voluntary sector relating to Indigenous communities and issues, and intentionally connecting with Indigenous communities and individuals interested in working with VSSN, including the SNP Summit 2018 focusing on Indigenous, rural and Northern Saskatchewan not-for-profit agencies. All courses are online and are designed especially to reach Northern Saskatchewan students. • Philosophy sessional Dr. Paul Simard, RLST sessional Dr. Michelle Folk, RLST Dr. Franz Volker Greifenhagen and WGST/RLST Dr. Brenda Anderson include key components of Indigenous content and pedagogy, including analysis of colonialism and decolonization in all introductory courses as well as specific courses such as Philosophy of Law, Philosophy and Contemporary Moral issues, Missing and Murdered Indigenous Women, Feminisms and Activism, Multiculturalism and Religious Literacy, and so on. Efforts such as these are guided by research and work with Indigenous scholars. • Numerous Luther faculty and staff have responded to the invitations to participate in the U of R's Office of Indigenization courses on Indigenous ceremony, protocol, teachings and relationship building.
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	<ul style="list-style-type: none"> • Information about the importance of Indigenous spirituality and ceremonies is included in religious studies courses at Luther College. • Lenten services offered by Luther's chaplain focused on Indigenous spiritual teachings and practices and was led by an Indigenous Lutheran chaplain. • Dr. Franz Volker Greifenhagen and Dr. Brenda Anderson work with the Centre for Civic Religious Literacy, whose purpose is to build religious literacy courses in response to systemic racism, and which can be tailored to be delivered within classrooms, municipal and government bodies, churches/religious organizations and businesses. Teaching anti-racist responses to racism against Indigenous people in Canada as well as against newcomers is the key concern for this national body of researchers. Luther's connection to this work provides research and networking opportunities.
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> • CRE and POH are designed for mentoring youth, emphasizing partnerships between Indigenous and non-Indigenous students. • Luther continues to work and learn alongside the Aboriginal Student Centre in supporting the CRE students. The Student Centre's "Have a Heart" campaign is annually supported with student involvement in Dr. Anderson's classes as an activist/political piece on Jordan's Principle. • One of this year's CRE members, Kaitlyn Bitternose, comes from Punnichy and is working on building a relationship with her Punnichy school. Her interest is in having Indigenous students "see themselves at the university," and Luther is willing to work with her in establishing that relationship, perhaps

Indigenous Post-Secondary Education Profile

		bringing high school students onto campus to meet us, and identify what steps we would need to take to support the students throughout their entire university career (see information below regarding Indigenous scholarships)
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> Forming good relationships with key Elders has been a priority over the past several years. These Elders and advisors have been instrumental in teaching us about protocols for building relationships as well as for ceremonial purposes. Part of our Indigenous Educator’s report will include recommendations of how Luther can contribute to the presence and accessibility of Elders and Knowledge Keepers for students, alongside the efforts of the U of R’s Office of Indigenization. Additionally, the presence of Elders and Knowledge Keepers in classrooms continues to grow as faculty relationships with Elders and Knowledge Keepers grows. Luther’s multi-faith peer chaplaincy continues to grow in its learning and support of Indigenous students by offering opportunities for conversations (Cards Against Colonialism), supporting all Indigenous initiatives at Luther (CRE, POH), and seeking further collaborative initiatives. We seek further collaboration between Elders and Knowledge Keepers and our chaplain, and in addition, understand the unique place we hold on campus for Christian Indigenous and Métis students. The 12-piece work by Ovid Bigetty of Pukatawagan First Nation in Manitoba entitled “Steps Along the Red Road” remains a focal point on our second floor. The Project of Heart art installation being created will add to our Indigenous artwork. A Luther College board member has approached Luther with a desire to donate some Indigenous artwork.
	Innovative delivery models for teaching	<ul style="list-style-type: none"> The Non-Profit and VSSN offers online delivery of all of its courses with the use of Shindig. A growing emphasis and expertise is being developed on the accessibility and relevancy to northern Saskatchewan and Indigenous needs and concerns.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> Luther College has raised close to \$70,000 for Indigenous Scholarships, including residence scholarships and scholarships for single parents. These will be rolled out by 2020. Luther students are also eligible for U of R scholarships and bursaries. Over fifty scholarships and awards set aside for Aboriginal students attending the U of R: https://banner.uregina.ca/prod_apex/f?p=128:900:4402703702817:QUICK_RUN:::RPT_QUERY_CD,RP_T_DEF_GRP_ID:EXECUTE,4060&cs=34C6C6765BA2BAC10FFF380CD07A051F1
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> The Non-Profit and Voluntary Sector Studies Network offers online delivery of all of its courses with the use of Shindig. A growing emphasis and expertise is being developed on the accessibility and relevancy to northern Saskatchewan and Indigenous needs and concerns.
Research Activities	Indigenous Research Chair positions	N/A

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	<p>Indigenous community – driven research projects or research projects led by Indigenous scholars</p>	<ul style="list-style-type: none"> • As an excellent example of partnership between Luther College and Indigenous researchers and community organizers, Dr. Roger Petry, co-chair of the United Nations Regional Centre of Expertise, Saskatchewan held a conference in May, 2018 on Responsible Consumption and Production. Presentation 10.3 specifically looked at improving the quality of housing on First Nations Reserves through a project that put in place in-wall heating in a basement at Star Blanket Cree Nation (the project involved U of R Engineering Students, Star Blanket Cree Nation, and MacPherson Engineering). This project subsequently won an award at the RCE Saskatchewan Recognition Event on May 8. • At the United Nations Sustainable Initiatives Awards in May 2019, Indigenous leaders, Elders and drummers were key to the ceremony. Again, under the leadership of Dr. Roger Petry, the partnerships between Luther College and Indigenous communities was underscored. • Conference Presentations: Dr. Brenda Anderson presented a paper at the North American Interfaith Network, Edmonton, Alta in July 2018, entitled “Hopeful Dissonance,” examining the intersections of storytelling and resiliency of leader Sylvia McAdam in the Idle No More Movement and Muslim journalist/activist, Sheema Khan. Women’s leadership in decolonization was emphasized.
<p>Data Collection</p>	<p>Indigenous student data</p>	<ul style="list-style-type: none"> • No data of this nature is collected at Luther; however, our data of students, including Indigenous students, is recorded at the U of R.
<p>Challenges/Potential Areas for Collaboration</p>	<ul style="list-style-type: none"> • \$10,000 was allocated in this year’s budget to our Indigenous Educator, and we are eager to see her report and meet the challenges we have with good spirit and energy. We see this as foundational to our next steps, particularly regarding further work with Elders and Knowledge Keepers, Indigenous researchers, the U of R’s Office of Indigenization and further programming for Indigenous students. 	

Northlands College Adult Basic Education Success Story



Northlands College
La Ronge

Susan Moosewaypayo, a member of Lac La Ronge Indian Band, began her journey with Northlands College in August of 2013 when she registered for ABE Level 3 (Adult 10) in La Ronge. Susan was working two full-time jobs and one-part time job to support her three young boys. Her youngest child was not even a year old when she started, but Susan knew that going back to school would help her avoid the need to hold down multiple minimum wage jobs. In January of 2014, she graduated from ABE Level 3 (Adult 10) and began ABE Level 4 (Adult 12) in February of 2014. Susan went on to complete an ABE summer school session in July and August of 2014. Susan returned to

ABE Level 4 (Adult 12) in September of 2014 until January of 2015 when she officially graduated from Adult 12. She achieved excellent marks throughout her time in ABE. In September of 2015, Susan began the journey to her Bachelor of Science in Nursing degree through Northlands College. In September of 2016 her family of five moved into Northlands College student housing in La Ronge, where they have been model tenants. Susan has now officially completed all the coursework for the Bachelor of Science in Nursing degree. All she has left to do is write the National Council Licensure Examination (NCLEX) in order to practice as a registered nurse.

Susan has worked hard, sacrificed time with friends and family, and stayed focused on her dream to be a nurse. Susan Moosewaypayo is an example of what Adult Basic Education can do to help a person achieve their goals. She has managed to do it all – she is a wife, mother, successful student, and soon-to-be nurse. Susan’s positive attitude and perseverance have served her well, and will continue to do so as she starts her nursing career. Northlands College is incredibly proud of her accomplishments and proud to have been part of her experience.



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Contact: Cherise Chrispen; Vice President, Student Affairs; chrispen.cherise@northlandscollege.sk.ca

Institution	Northlands College	
Leading Practices/Success Story	<ul style="list-style-type: none"> • There are some aspects of our organization that have evolved outside of the Indigenization of our institution simply because the vast majority of our students self-identify as Indigenous and we work hard to meet our students’ needs. 2018-19 stats for the percentage of self-declared Indigenous enrolments are: ABE credit - 96.3%; ABE non-credit – 97.5%; Institute credit – 98.7%; Industry credit – 99.4%; Industry non-credit – 96%; and, University – 92.9%. Total average is 96.8%. • Northlands College provides wrap around services including proactive advising through admissions and student supports (e.g. application processes, program readiness, student check-ins, job readiness). Many Northlands staff speak Indigenous languages and come from a variety of different Indigenous groups (i.e. Métis, Dené and Cree). We support students as they transition from life on-reserve to off (e.g. tenant education, ID support). • Attached is a student success story for Susan Moosewaypayo who was selected by the Ministry of Immigration and Career Training (ICT) as one of their highlighted stories for this upcoming year. The filming and interview will be occurring here in La Ronge on July 23, 2019. We are incredibly proud of Susan. 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • Development of an Indigenous Strategic Plan has been put on hold for this year. Northlands hopes to reset this initiative in the near future.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> • On June 14, 2019, Northlands Board approved the formation of a new Elders’ Advisory Council. Previously, the Council was made up of staff members from a variety of backgrounds including our on-staff Elder. A proposal will be developed for discussion and approval at our September 2019 Board of Directors meeting. We currently have one Elder on staff and are hoping to expand that next year with most likely shorter contracts. This was the model we used for a portion of this year as well, allowing us to bring in a variety of Elders with different backgrounds and knowledge.
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • Current information for 2018-19: <ul style="list-style-type: none"> ➤ Administration 62.3% ➤ Instructor 51.47% ➤ Out of Scope 45.45 % ➤ Overall for staff 55.71% ➤ Board of Directors 66.67% (not included in overall staff numbers)
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> • This year Northlands College held a welcome back Pow-Wow which staff and students attended. Teachings are a part of these gatherings. The College had a 1.5-day staff in-service which included tipi teachings, beadwork, medicines and reconciliation. A traditional feast was also held including neck bones and fish. The College released its reconciliation statement, along with the teachings, and asked that land acknowledgements be included in all meetings, gatherings and emails.



Indigenous Post-Secondary Education Profile

Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> Many of our partnerships are with Indigenous organizations and communities. This year we had programming agreements with Lac La Ronge Indian Band, Peter Ballantyne Cree Nation, Meadow Lake Tribal Council, Hatchet Lake Cree Nation, Montreal Lake Cree Nation, Black Lake First Nation, and Prince Albert Grand Council. We also brokered programming through the Saskatchewan Indian Institute of Technologies (SIIT) and are excited to do more with them in the future.
	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> La Ronge staff made approximately 50 community visits across the north for recruitment only. Staff often travel into these communities for other reasons besides just recruitment (e.g. application support, testing for admissions, program start-up, and program support). The College also invites communities into our campuses through our open houses and by request.
Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> The next phase of the College's reconciliation efforts is to codify and develop a plan for moving forward. The College has already received board approval to 1) designate a cultural room and the dollars to set it up properly; 2) direction on an Elders' Advisory Council and what is seen as their role within governance; and, 3) permission to proudly raise the reconciliation flag at campus locations and direction on processes to support that action. Moving forward, the College will continue with becoming more student centric and bringing in cultural and Elder supports for students, staff and community engagements.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> This summer the College is developing videos to be uploaded on Northland's YouTube channel and that will help explain the admissions processes (e.g. FQFA, program readiness) and focus on student success (e.g. study skills, social media and employment). These will be done in English, Cree and Dené. These resources will be built over time.
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> Although Northlands College is not an accrediting institution, the College has integrated Indigenous course material in as many programs as possible. The ABE program offers the Native Studies stream. The on-staff Elder has provided knowledge sharing on different subjects and in a variety of classrooms upon request.
	Educate teachers/instructors on how to integrate Indigenous knowledge and teaching methods into classrooms	<ul style="list-style-type: none"> This is an area that requires improvement.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A



Indigenous Post-Secondary Education Profile

Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> Every year the College develops a Student Engagement Strategy to help with student persistence and retention. This year the College had the opportunity to integrate Indigenization with the Student Engagement Strategy. In the previous model, Indigenization was handled separately from Student Affairs and the student engagement piece; they are now linked and the College looks forward to seeing a more streamlined and broader reach with this integration.
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> Northlands has an on-staff Elder who has regular hours at various campus locations. The College also has a dedicated spot for its Cultural Centre and a variety of Knowledge Keepers are brought in to help meet students' needs (e.g. an Elder from Jeannie Bird Clinic came in to discuss sexual wellness with students during sexual wellness month).
	Innovative delivery models for teaching	<ul style="list-style-type: none"> Distance learning is something that Northlands College is very good at. The College has successfully brought full degree programming into small towns/villages such as Ile a la Crosse, Buffalo Narrows, La Ronge and La Loche. The College is hoping to bring the first year of university into Sandy Bay this fall. Northlands distance model includes televised or online instruction with onsite tutorial support. Northlands College is also a large supporter of the Masinahikana Online School which brings an alternative for students in northern Saskatchewan who cannot access certain classes within their community or if it does not fit into the regular school model. Northern Saskatchewan struggles to prepare students for post-secondary success with many schools not offering the Foundations Math stream, Chemistry or Physics 30. Students graduate with 20 level math and science and then struggle to gain acceptance into their desired program. They then end up as our students, so our primary focus has been providing access to quality pre-requisites at the ABE level that students have not been able to access in their home schools. The College is moving towards offering some of these ABE courses through our university distance delivery model to try to broaden our scope and ensure Indigenous secondary level students have what they need to have the straightest learner pathway to post-secondary success as possible. Land based education is an area that Northlands College could potentially implement more of. At the ABE level we have been hyper focused on helping northern Saskatchewan students gain access to post-secondary pre-requisites. There may be some options at integration of land based education within our post-secondary programs (certificates and diplomas) through a non-credit model.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> With most of Northland's student population being Indigenous, we have never earmarked scholarships or bursaries in this way. There are some First Nations groups that provide money to Northlands and so Northlands ensures it is their band members who receive the funding.
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> The College has been moving to Office 365 this past year and for the first time will be unrolling it to all our students, which will be fantastic for student communication. The College



Indigenous Post-Secondary Education Profile

		has an app that is a big part of the student engagement piece and allows the College to get information about events (both internal and community based) out to our students along with providing them a communication tool with each other and their instructor. This allows the College to expand the campus beyond campus locations and provide a virtual experience - at least partially.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community –driven research projects or research projects led by Indigenous scholars	<ul style="list-style-type: none"> Northlands volunteered over a year ago to participate with the National Centre for Collaboration in Indigenous Education (NCCIE); however, we have yet to be successful in actually connecting with them in any other way besides email. The College will continue to try to partner with NCCIE as it is important for Northlands College to have a voice and to share its success in Indigenous Education.
Data Collection	Indigenous student data	<ul style="list-style-type: none"> Student data is collected. However, other than the self-identified status the difference between data collected on Indigenous students and non-Indigenous is non-existent. The greatest way to pinpoint on what the College should be collecting is to find out what questions need to be answered and what performance measures need to be gathered.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> It is important to remember that most of our student population (96.8% this year) is Indigenous which means most of our applicants are as well. The work we do in all areas is about Indigenous students regardless if we use that terminology or not. I would say that our greatest challenge (and potential for collaboration) is around ensuring that Indigenous students in northern Saskatchewan have access to quality education in a manner that makes sense. The College hears over and over that students choose Northlands because they want to stay close to family (this includes the land generally once you speak to them). The College sees two areas for collaboration: <ol style="list-style-type: none"> ensuring that Northlands is properly supporting those who wish to move elsewhere for schooling; and, ensuring that Northlands is doing its best to work with our education partners to bring as much quality opportunities to the north as we possibly can. Northlands is trying to support potential students by working with partners to ensure that the correct information is available and anyone who comes to the College receives support no matter if they are applying to Northlands or not. The College has also been advocating with partners for free application days and services/incentives that are offered on campuses down south, but not available to residents in the north. This work benefits northern Saskatchewan residents and southern institutions as they work to increase their Indigenous student populations. Another area of collaboration includes continuing to work with and compliment northern Saskatchewan school divisions and First Nations at the secondary (10-12) level to ensure students have what they need to access post-secondary programs when they leave our northern schools. This can also include advocating and educating different groups on the impacts of utilizing too many locally developed courses as electives to gain a Grade 12 certification. Generally, locally developed electives are NOT considered applicable when applying at post-secondary institutions. 	



Indigenous Post-Secondary Education Profile

- The College also needs to continue to work with its post-secondary partners to bridge certain gaps with distance delivery. For example, U of R and U of S on-campus policies can cause problems off-campus because we sometimes need both institutions to successfully offer a certain degree.
- We will continue to partner with Indigenous credit granting institutions such as SIIT as much as possible as their programs are generally developed with an Indigenous view.
- Northlands College will need to work out how the Elders' Advisory Council will work in conjunction with the Board of Directors. This will require collaboration with our Indigenous partners. We need to continue to advocate with the Ministry of ICT on the importance of Elders and culture within our programs.
- We need to continue to advocate for family student housing so that more residents can access post-secondary education here in La Ronge where our class sizes are smaller, more one on one supports are available, and a move to a city is not required. There may be room to partner with local First Nations as housing shortages are an issue all over the north.
- The College hopes that the journey that is taken over the next year, is one that allows the College to set goals and focus our energies on Indigenization and reconciliation, so that we are moving forward in a meaningful, holistic manner.

North West Success Stories



North West College
Meadow Lake Campus

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Jarvis Dillon of the Welding Applied Certificate program at our Meadow Lake Campus. Jarvis benefited from our robust scholarship program. He is also from Onion Lake Cree Nation.



Jodie Starlight, one of our Business Certificate graduates, displaying her beaded graduation stole. One example of how we work with our proudly diverse student population (55% FNIM) to ensure that their cultures and traditional are represented in the material culture of our institution. Jodie is a member of the Tsuu Tina Nation. Jodie studied at our Battlefords Campus.

**North West College
Battlefords Campus**

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Garth Swiftwolfe and his classmate/partner, Tanisha Littlewolfe who plan to open a hairdressing salon specializing in Indigenous styles. Tanisha won gold medal at the Provincial Skills Canada competition this April for her hairstyling. She is a member of Onion Lake Cree Nation. Garth is also an Indigenous learner but has not disclosed his nation. Both Garth and Tanisha studied at our Battlefords Campus.



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Institution	North West College	
<p>Leading Practices/Success Story</p>	<ul style="list-style-type: none"> North West College (NWC) is one of the largest providers of ABE (Adult Basic Education) (over 16% of provincial enrollments in 2017-18), approximately 76% of its ABE students self-declare Indigenous ancestry. In the past six-year period (2012-18), NWC has graduated 443 Level 4 (Adult 12) Indigenous students, higher than Dumont Technical Institute (DTI) with 428 graduates in the same period. Unfortunately, Saskatchewan Indian Institute of Technology (SIIT) has not publically disclosed their graduation numbers since 2014-15, but for reported years, (2012-2014 - 264 Graduates) NWC has a comparable number of Indigenous Adult 12 graduates as that as an Indigenous institution. Three NWC hairstylists participated in the Provincial Skills Canada competition on April 12, 2019. Tanisha Swiftwolfe from Onion Lake Cree Nation won gold and Megan Wright won silver. Unfortunately, Tanisha was unable to attend the National Skills Canada competition in Halifax in May 2019 so Megan was offered the opportunity. With great trepidation, Meagan accepted the challenge of preparing for a national competition, taking her first flight and attending the event without a coach on site. Megan rose to the occasion and won gold at nationals. https://battlefordsnow.com/2019/06/03/nw-college-offers-free-haircut-day-students-shine-in-competitions/?fbclid=IwAR2WAY9Zn8d4dYyHy36LPkvyNPnqcl8E_DUeQJA-TaPGXUtgzskpiySmfNQ 	
<p>Governance and Building Capacity to Indigenize and Foster Mutual Respect</p>	<p>Indigenous Strategic Plan</p>	<ul style="list-style-type: none"> NWC is one of six Saskatchewan institutions to sign the Colleges and Institutes Canada Indigenous Education Protocol: https://www.collegesinstitutes.ca/policyfocus/Indigenous-learners/protocol/ The College’s 2018/21 Strategic Plan reaffirms the College’s commitment to Indigenous student success through key performance indicators, i.e., tracking the graduation gap between Indigenous and non-Indigenous students to ensure it continues to close, with the goal to have a representative labour force in its region. The new plan also tracks students served through partnerships which include student sponsorships and contract programming. These students may not have been able to attend school if not for the partnerships fostered by NWC with local Indigenous leaders and communities.
	<p>Indigenous Knowledge Keepers/Elders/Advisory Council</p>	<ul style="list-style-type: none"> Ray Fox – Cultural Advisor - Former Executive Director, Battlefords Indian Métis Friendship Centre. President of the provincial association (AFCS) and National vice-president of the national association (NAFC). Numerous local Elders also support programs delivered on-reserve. In 2018-19, NWC offered 23 programs on 12 First Nations.

Indigenous Post-Secondary Education Profile

	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • The Native Studies 30 programs have Elders participate in classroom discussions on many aspects of the curriculum tying in cultural traditions and components. • The College is implementing strategies to increase the diversity of its workforce to align in proportion to the demographics of the region it serves, with a continued focus on Indigenous recruitment and retention. The self-declared Indigenous employment rate at the College is currently 17.3%. • Board Chair, Byron Merkosky also works as Assistant Program Manager for the First Nations Student Success Program coordinated by the Battlefords Agency Tribal Chiefs (BATC) and Treaty Six Education Council. He brings his training, connections and experience to his work as Board Chair. • In 2018-19, NWC delivered the KAIROS Blanket Exercise at the student orientation at most program locations for the benefit of both students and staff. The largest exercise included 200 students and staff. • Also in 2018-19, the College was invited as a community leader to sit on the Battlefords Reconciliation Working Group. This ongoing committee explores the implementation of Truth and Reconciliation activities at the local level. The Committee is organized by the Office of the Treaty Commission.
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • The College secured a \$76,000 Employment and Social Development Grant from Canada Service Corp – Youth Branch to implement a program focussing on reconciliation. This program will run in the 2019-20 academic year and is designed to equip, train and mentor 25 youth leaders in the delivery of the KAIROS Blanket Exercise. Once trained, these students will be able to lead exercises in their home communities and schools, facilitating youth to teach youth about understanding, acceptance and reconciliation. • In 2018-19, our leadership is attempting to meet with all Chief and Councils for all of the First Nation communities we serve. The intent of these meetings is to identify their vision of ensuring their respective communities will be sustainable over time, and the College’s role to partner with them to achieve that vision. This is a concentrated strategy to address systemic racism through a collaborative approach. • Many staff have engaged in professional development such as Wichitowin, AWASIS, and culturally responsive student evaluation.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • With 38% of its region being of Indigenous descent and nearly 1/3 of Saskatchewan’s First Nations being within the area, NWC’s integrated Indigenization is the result of well-established relationships with Indigenous communities within the region. Committed to cultural inclusion and cognizant of the critical role community supports play to student success, the College

Indigenous Post-Secondary Education Profile

		<p>continues to invest resources in a dispersed programming model to ensure accessibility. In 2018-19, 23 distinct programs were delivered in 12 separate First Nation communities in partnership with each community.</p> <ul style="list-style-type: none"> • The College has an agreement with BATC to work together to establish training strategies connecting First Nation students to employment. • In May 2015, NWC, SIIT and SaskPolytech entered into an Indigenous Education protocol in an effort to provide a coordinated vision on how to better serve Indigenous peoples. • Many of the college's training partners such as SIIT and DTI choose to deliver their programs and services on the College's campuses. Staff and students of these training partners access many NWC services including the northern residence in Meadow Lake, student service events, career counselling, and welcome day activities. Meadow Lake campus houses the SIIT (Process Operator Technician) program and they are looking to rent more shop and classroom space from NWC for other skills training programs. • NWC has agreement with Gabriel Dumont Institute (GDI) Training and Employment where we host their employment office on the Battlefords Campus. • The College is currently conducting the needs assessment to run a driver's education program targeted at rural learners in partnership with GDI. • The College has a partnership with RobWel Constructors Ltd, an Aboriginal business in Meadow Lake, where the Plumbing & Pipefitting Applied Certificate is offered onsite. Students receive hands-on apprenticeship training in a prospective work environment, matching learners with industry both during training and after graduation. • NWC's MOU with Mistawasis First Nation formalizes collaborative planning, program identification and delivery. This MOU forges strong ties with industry partners to create unique learning opportunities for the community. • In 2018-19, NWC delivered the Community Safety Officer program at Little Pine First Nation to support their community strategy of peace and protection. We will be offering this program at Mistawasis First Nation over both the 2018-19 and 2019-20 academic years. https://www.newsoptimist.ca/news/northwest-region/cso-program-graduates-local-participants-1.23520375 • In March 2019, the College is actively supported Indigenous entrepreneurship at the micro-level by partnering with ABE student, Vicki Thunderchild, and her beaded lanyards start-up. In the last two months our initial order has nearly sold out and Vicki is currently filling a second order. These lanyards are available at both campuses bookstores.
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Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • In 2018-19, the College has worked in partnership with First Nations communities in the region, outfitters, businesses and government agencies to develop a new program for delivery in the fall of 2019. The Forest to Fork program is a land-based learning program that focuses on respect for the environment, food security and skill development. • North Battleford Level 3 students participated in collaboration with the City of North Battleford Safety Office to survey households in the Battlefords on several issues related to community safety.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • A student leadership conference held at the Meadow Lake Campus on April 9, 2019 included keynote addresses from Indigenous speakers Willie Sellars and Zoey Roy. • A student leadership conference held at the Battlefords Campus on April 12, 2019, included a keynote address from Janelle Meechance regarding the Neeched Up Games. • Representatives from the College leadership and student body actively participated in the Exoneration Ceremony of Chief Poundmaker. The College supported several staff and board members to attend the Exoneration Ceremony as a way to further educate all regarding the background and importance of this event from a regional and national perspective. • Annually, the College welcomes educational counsellors from local bands and councils to an engagement session to discuss upcoming programs and how to support Indigenous learners. • In the fall and spring of 2018-19, the leadership team actively engaged local Indigenous leaders regarding the needs assessment for a new campus build in the Battlefords. • The College continuously engages individual First Nation community leaders to understand their training needs and work collaboratively on solutions. • In 2018-19, the College engaged with Indigenous author Richard Van Camp to visit each of our ABE Level 3 & 4 program sites. He worked with students in understanding their culture and how to express their identity. He also engaged with students through creative writing workshops. • The College also hosted cultural week to celebrate the diversity of our students. Several different events were held that showcased food, dance, art and traditions of many cultures represented on our campuses. • NWC partnered with Women Entrepreneurs Saskatchewan and BATC to bring the Matchstik: Spark for Indigenous Entrepreneurs program to the Battlefords. • NWC partnered with MLTC in 2018-19 in hosting two professional development events that were catered by our Professional Cooking students. We have also hosted MLTC for their meetings on five different occasions in 2018-19.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> The College is an active member of the Steering Committee for the SIIT Industrial Career Centre in both North Battleford and Meadow Lake. NWC is able to share information and resources through these meetings that happen three times a year.
<p>Response to Truth and Reconciliation Commissions' Calls to Action</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> NWC is committed to focusing on initiatives to align with the Truth & Reconciliation commission. The College currently has a number of initiatives involving partnerships with First Nation communities and institutions. These partnerships range from providing educational opportunities to Indigenous students, classroom, lab, and office space, as well as employment opportunities for summer students and work placements. The College has various initiatives that align with a number of the calls to action including but not limited to #7, 10, 14, 16, 23, 57. One project undertaken by the Community Builders leadership group in the spring of 2017 was the creation of a Truth and Reconciliation Monument at the Meadow Lake Campus. With a frame prepared by the Meadow Lake Welding Class, students, staff and community members were invited to paint a small tile that exemplified healing and their feelings regarding TRC. The 5' x 3' x 3' structure is on permanent display in the campus lobby and stands as a meeting place of discussion and contemplation for the community. A smaller monument at the Battlefords Campus was created by all staff at the 2017-18 All Staff In-Service event. Many students were involved in initiatives that supported community and family murdered and missing women events; including a dedicated piece of student created art work for the cause. In 2018, the College was awarded at \$10,000 Artist in Schools grant from the Saskatchewan Arts Board to paint two murals by Visual Arts 30 students from NWC Debden site and the Debden Public School. The murals depicted feelings about reconciliation and the process included cultural guidance from Thunderchild First Nation Elder, Gladys Wapass-Greyeyes and Métis artist, Leah Marie Dorion.
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<ul style="list-style-type: none"> The College will be offering a free, weekly, Conversational Cree class in 2019-2020.
	<p>Mandated Indigenous courses and courses with mandatory Indigenous content</p>	<ul style="list-style-type: none"> Indigenous art, culture and worldviews are built into curriculum delivery through art projects, outdoor activities and author/topic selection in class assignments. University students are all mandated to take introductory Indigenous studies program – delivered on campus.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> In Adult 12, students are required to take a social science in order to meet graduation eligibility. At NWC we do not offer a choice it must be Native Studies 30.
	<p>Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms</p>	<ul style="list-style-type: none"> Indigenous worldview is embedded in all services, actions and initiatives undertaken in NWC classrooms. Art, culture, food, family structures, social morays, religious beliefs, and economic structures inform all lesson planning. Senior staff offer guidance and supports to ensure new instructors understand these curricular expectations.
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	<p>N/A</p>
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> Student Services Support assists students with developing resumes, job coaching, mock interviews, and exposure to the work world to prepare for transition to employment. The College supports students by assisting to break down barriers in a good way and maximize success. Education Programs – Meadow Lake – In partnership with the University of Saskatchewan, NWC offers a Bachelor of Education (approximately 15 students per cohort). This program allows the predominantly First Nations student body to become qualified teachers while remaining in the north - retaining these Indigenous professionals and role models in their home communities. Significant investments were made in 2017-18 to ensure mental health supports for students and the wider community. As part of student retention and success supports, the College invested in Applied Suicide Intervention Skills Training (ASIST) for a number of the Student Services team, to provide suicide awareness discussions to students and staff. The student services team developed a pocket guide titled the “Be Well” guide and created a new tile on the NWC app entitled Mental Health. Both of these initiatives provide students and staff the ability to create a safe plan and provide a number of resources relating to mental health. Throughout the year several initiatives and activities took place to promote mental wellness and encourage the notion that every life matters. In 2018-19, we trained our student services staff to better support students who are survivors of sexual violence/assault.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • The College hosted the inaugural Indigenous Professional Networking Dinner in November 2017, with the objective to assist Indigenous college graduates achieve better labour market attachment. • The College believes that public education and community presentations are critical to encourage labour market attachment for its Indigenous graduates. The College has requested government funding to directly engage employers and help change the systemic racism in the labour market. This could include: <ul style="list-style-type: none"> ➤ An Indigenous Employment Workshop in partnership with local Chambers to inform employers on the benefits of hiring Indigenous employees; ➤ Host a Chamber on Tap event regarding Indigenous employment; and ➤ Provide four free business-centered evening presentations with nationally recognized leaders in the business community discussing successful partnerships between Indigenous and non-Indigenous enterprises. • Leadership Initiative – As part of the 2018-2021 Strategic Plan, student leadership remains a priority for the College. An attempt to build leadership skills and aptitude through education, hands on learning and volunteerism was developed in 2018-19. The rubric of assessment is robust and if successful a student receives recognition through a leadership award.
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • All programs, student services, and cultural events are predicated on the principles of Indigenous inclusion and respect. Nearly 1/3 of all Saskatchewan First Nation communities are located in the NWC region. • The College believes that the lack of cultural space is problematic and will have a growing negative impact on student success. Unfortunately, due to spatial constraints, there is no room in our current facility even with the attempt to partner with our neighbouring/adjoining high school. The College wants every student to feel welcome and that the College itself must be a safe learning space that demonstrates respect for all. • NWC also has visiting Elders and regular smudging ceremonies to create a culture of inclusion. Indigenous culture is also reflected in graduation ceremonies that involve Elders and drumming in honour of Indigenous graduates.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> • On-reserve programs represent approximately 35% of NWC’s annual ABE seat capacity. It is a significant piece of the College’s overall program plan and service model. • Trimester Academic Year for ABE – a pilot initiative in 2017-18 was the introduction of a trimester academic year for ABE Levels 3 & 4 at the Battlefords Campus. The goal of this initiative is to allow students to take fewer courses at one time in a more concentrated model to

Indigenous Post-Secondary Education Profile

		<p>allow for intensive supports, contributing to a higher level of student credit attainment and lower attrition rate.</p> <ul style="list-style-type: none"> • Work Integrated Learning Initiative – with over 60% of its ABE and Institute Credit programs including workplace exposure, primarily in the form of a work placement or practicum experience longer than 12 hours, over 1,000 students have been exposed to work in the past three years. • Waterhen Lake First Nation(WLFN) Office Administration – we are training nine individuals at WLFN after work hours to get their Office Administration Certificate. This program is part-time and will take parts of three years to complete.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> • Summary of NWC Scholarships: https://northwestcollege.ca/support.html#funding • In addition to scholarships available at the College, student services supports students in applying for other scholarships available provincially and nationally and in accessing third party funding for tuition, books and living allowance.
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> • CNET • Internet accessibility, heat and even power are sometimes unreliable at our First Nations delivery sites. This poses significant challenges for the delivery of distance learning technology platforms.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • In total, roughly 55% of NWC’s student body self-identify as Indigenous (2017-18). • 2017-18 Indigenous student success rate: <ul style="list-style-type: none"> ➢ University: 93% ➢ Institute credit: 77% ➢ Adult 12 (Level 4): 67% • Robust demographic information is collected as well as: <ul style="list-style-type: none"> ➢ program enrolment; ➢ completion status (by course and program); ➢ history as a student with NWC since 2002 is available; and, ➢ follow-up information regarding what they are doing 60-90 days after completion as well first and second years after graduation (often difficult to contact students for any of these follow-up time periods).

<p>Challenges/Potential Areas for Collaboration</p>	<ul style="list-style-type: none"> • On-reserve programming – is challenging when the band does not provide supports (daycare and transportation) or incentives to students. Often facilities appropriate for learning are difficult to find. • Student follow-through and completion – many students accepted into programming cancel before they enroll, or withdraw from the program prior to completion. • Often communities have access to resources, but timing and resource mandates don't allow for strategic planning to maximize resources available. • NWC serves 23 First Nation communities, where the educational needs and demands are significant. The College does not have enough resources to address the training needs, and communities that have access to resources are often unable to maximize these each year, and are forced to rotate programs/services usually every two years in order to reach/serve all of the communities in our region. • Barriers to getting students their driver's license often includes previous fines. It is difficult to attach students to the labour market without reliable transportation particularly for rural students. • Reliability of internet is a challenge as it doesn't always work in First Nations communities. • Obtaining an audience with all Chiefs (at a minimum) and Council for all FN communities in our region. Requests have been made on repeated basis, without much active response in accepting our requests to meet.
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Students Complete Tiny House Project at Cote First Nation



Parkland College
Kamsack Training Centre

A 350-square-foot tiny home was unveiled June 19 to dozens of supporters and community members at Cote First Nation, marking the completion of the Tiny House Project, an Essential Skills partnership between Parkland College, Yorkton Tribal Council, and Cote First Nation.

The Tiny House Project was launched at the end of January, said a release from Parkland College. Eight students gained hands-on construction skills as well as life and employability skills as they built the house from the ground up.

The tiny house features one bedroom, an open-concept living area and kitchen, full bathroom, and attached deck. Many of the building materials, tools, and appliances were donated by

businesses in the area. Home Hardware in Yorkton outfitted the students with tools and safety gear, while solar panels from Living Skies Solar were installed on the roof to reduce the carbon footprint of the house.

The Tiny House project was supported by the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) and Indigenous Services Canada. SATCC announced at the wrap-up celebration that another Yorkton Tribal Council tiny house project has been approved for 2020 and will be constructed at Ocean Man First Nation.

At a reception at Chief Gabriel Cote Education Complex on June 19, Elder Francis Bird said a prayer and welcome and a drum group played

an honour song. Jonas Cote, the emcee said it had been an honour for students of the school to have been offered the project.

The students learned responsibility, trades and life skills as they prepare to step into the working world which needs building skills, Cote said. "I'm proud of our students. They made history."

Saying it is an exciting day for Cote First Nation and the students of the school, Cote Chief George Cote said the students had "shown us a success, from the foundation to the last nail."

Cote said the project gives youth hope and stimulates a desire for them to obtain a career in the trades.

Isabel O'Soup, chief of the Yorkton Tribal Council, called the students involved as role models and said she had been proud to see that women were involved in the trades.

The trend is to smaller homes, the global community needs that, she said, congratulating the students and everyone else involved in the project.

Speaking on behalf of Chief Calvin Straightnose, the YTC Chair of Commission, Robbie Stevenson of Keeseekoose First Nation, said the project provided a wealth of work experience and showcases a project that can help alleviate the housing shortage being experienced in all First Nation communities.

Such a project cannot happen without support, Stevenson said, terming it to have been "a shining example."

On behalf of the Cote First Nation schoolboard, Richard Fiddler, the chairperson, said the project helped to build character and strength at a time when people need hope in the youth. He thanked the project's leaders on behalf of the schoolboard.

Byron Langan of the YTC Enhanced Service Delivery, thanked the tribal

chief and said that the project has taught plumbing, electrical and carpentry skills to the students.

"This is a good project," Langan said, thanking the sponsors. "We hope this is a start."

Brent Hill, who with Desiree Kelly represented the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) encouraged the students to be proud of themselves.

Anita Vincent recognized the sponsors which included: Cote First Nation, Home Hardware, Yorkton Tribal Council, Chief Gabriel Cote Education Complex, Parkland College, Indigenous Services Canada, SATCC, Living Skies Solar, and Kamsack businesses Matt's Furniture and P&J Plumbing and Heating.

This has been a life-changing experience, said Emma Keshane, a student of Kamsack Comprehensive Institute, who was one of the eight students involved in the project. "Now I can shingle and do siding and am closer to my dream of being a carpenter."

Darryl Turner, another student involved thanked Sheldon Fichtner of

Springside, the instructor, for his "deadly skills," and commended his fellow students.

The other students who helped construct the tiny house were: Xavier Brass, Alexandra Cote, Clayton Whitehawk, Zachary Whitehawk and Drazedin Badger-Cote.

Kami DePape, the interim CEO of Parkland College, said it had been a privilege to have been a part of the project.

Parkland College Kamsack Training Centre

"When we work together we can accomplish great things," DePape said, thanking the partners and sponsors.

"I'm proud of the students for having persevered," she said. "Now, take the skills you've learned and build a future for yourselves."

*Kamsack Times, July 8, 2019
Photos provided by Parkland College*



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Institution	Parkland College	
Leading Practices/Success Story	<ul style="list-style-type: none"> • “Parkland College, First Nations University of Canada Expand Partnership”: http://www.parklandcollege.sk.ca/media/news/2698 • Parkland College was the only Saskatchewan institution among this year's recipients of the Colleges and Institutes Canada (CICan) Awards of Excellence. The College was selected for the Silver Award in the category of Indigenous Education Excellence. • Parkland College Essential Skills team presented at the CICan National Conference, as well as the Indigenous Education CICan conference regarding Indigenous centered programming and building capacity within First Nation communities. • Students Complete Tiny House Project at Cote First Nation: https://www.kamsacktimes.com/news/students-complete-tiny-house-project-at-cote-first-nation-1.23876412 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • Parkland is one of six Saskatchewan institutions signed on to the Colleges and Institutes Canada’s (CICan) Indigenous Education Protocol. The College also presented at CiCan’s national conference in the spring of 2018 on its work with First Nations. • Parkland College identified Indigenization as a key priority in its 2016-2020 strategic plan. The work will be directed in part by Parkland College’s Indigenous Advisory Council (10 members made up of staff and students, Elders, Knowledge Keepers and Indigenous Community Members). • The incorporation of the traditional colors of the medicine wheel into our strategic plans’ visual representation symbolizes the central role Indigenization will play in achieving our strategic priorities. The movement to embed Indigenization within the strategic framework and operations of Parkland College will be guided by the input of Parkland College’s inaugural “Indigenous Advisory Council”. The council advises the College’s Executive team on the approaches to be adopted to better serve and meet the education and training needs of Indigenous people. • As part of its Indigenizing initiative, the college identified a list of priorities for 2018-19: <ol style="list-style-type: none"> 1. Place – ensure the visibility of Indigenous culture, history, language and art throughout Parkland College. This includes visual displays of culturally significant artifacts, placing Indigenous art throughout college locations, utilizing Indigenous languages and names to identify spaces/classrooms, raising the Treaty 4 flag at college locations, displaying a plaque at all locations honouring Treaty 4, public acknowledgement of Treaty 4 territory

Indigenous Post-Secondary Education Profile

		<p>during events (informed by the University of Regina’s approach) and incorporating Indigenous culture into major events.</p> <ol style="list-style-type: none"> 2. People – celebrate and acknowledge the success of Indigenous students, alumni, staff and communities. This includes having Indigenous alumni come back and speak to current students, utilizing Indigenous resource people when seeking external experts to support curriculum outcomes, incorporating the use of Indigenous spokespersons/role models into major events, promoting a representative work force, developing ways to highlight and promoting the Indigenous successes at the College through a variety of media. Students were instrumental in promoting this as a priority. There is also a desire to become more involved in work with First Nations communities. 3. Presence – embed the College as a visible, trusted and familiar partner within Indigenous communities. This includes arranging for College attendance and participation at important community events, actively seeking opportunities to meet both formally and informally with Indigenous governance bodies and organizations, connecting with First Nation’s schools in our area, building upon the existing partnerships with Indigenous communities and organizations and determining methods to formally acknowledge Parkland College’s partnerships with Indigenous communities and organizations. 4. Programming – develop and deliver programming that meets the needs of Indigenous learners and communities. This includes creating structures and devoting personnel to work collaboratively with Indigenous communities to identify specific programming needs, bringing in Indigenous individuals as content experts to support curriculum outcomes, preparing staff to infuse Indigenous ways of teaching/learning in their instruction and utilizing Indigenous instructional resources to support curriculum outcomes. 5. Perception – cultivate awareness and understanding of Indigenous cultures. This includes providing opportunities for staff and students to experience Indigenous culture, providing opportunities for staff and students to become familiar with Indigenous history within Canada, creating student and staff awareness of appropriate ceremonial protocols and utilizing the supports and resources provided by the Office of the Treaty Commissioner.
	<p>Indigenous Knowledge Keepers/Elders/Advisory Council</p>	<ul style="list-style-type: none"> • Parkland College has an Indigenous Advisory Council that provides advice on its Indigenization Plan. • Parkland College has developed a database of local Elders and knowledge keepers. • Parkland College works closely with Tribal Councils and the First Nation Communities we serve. Elders are invited to teach the traditional view on subject matter for the day. Tribal Councils and Elders provide guidance and curriculum input.

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	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • Parkland College embraces a welcoming, inclusive working and learning environment. As of 2018, Parkland College has a 19% Indigenous staff compliment. • Our Board of Governors has a 17% Indigenous membership. From 2014-2018, our Board Chair was a First Nation woman who strengthened our connection to the needs and views of our Indigenous population. • The College employs a Business and Training representative that works exclusively with area First Nations. This individual meets with our local Tribal Councils and communities to conduct needs assessments. Parkland College staff then arrange face to face meetings to establish and develop programming, determine monetary and non-monetary supports in order to provide wrap around services to enhance student success, including meals, transportation, childcare, etc.
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • Parkland College Indigenous Advisory Committee will be holding a Tipi Raising Ceremony. A Traditional Knowledge Keeper will provide Tipi Teachings on National Indigenous People’s Day. This event focuses on staff awareness. • Staff and students in our Adult Basic Education (ABE) programs have participated in the Kairos Blanket Activity. • Staff members attended the annual CICan Indigenous Education conference. Upon their return, a presentation was given to our Indigenous Advisory Committee regarding Indigenous Education best practices and strategies amongst other Colleges and Institutes. • An Aboriginal Awareness Lunch and Learn session was held for interested staff. • Students from the Fort Qu’Appelle campus led a smudge walk for the first time this year. The ceremony was an opportunity for staff and student engagement, fellowship and learning.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • The College’s Indigenous Advisory Council (IAC) identified this as an area of focus. • Indigenous Collaborative Projects - a partnership has been established with the File Hills Qu’Appelle and Yorkton Tribal Councils to develop a “Four Nations Pilot Project” and part-time Saskatchewan Polytechnic programs with the Tribal Councils. The Four Nations Project was designed to provide individualized personal development training and support with program delivery completed in the 2018-19 academic year. • Two successful Heavy Equipment Operator Courses were completed in 2018. Notably, the first was held at Standing Buffalo Dakota First Nation. It was part of a three-year agreement between Parkland College, CP Rail, and several First Nations bands in the Parkland region. Twelve students are enrolled from seven different First Nations. By the end of the program, the students earned several safety tickets, Assiniboine Community College accredited operator training, and employment readiness skills. As part of their training, the students prepared grounds behind the community’s school to start the development of an outdoor track.

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		<ul style="list-style-type: none"> • In 2018, Parkland College delivered ECE Diploma (2) and Certificate (3) level classes in partnership with File Hills Qu’Appelle Tribal Council at the Fort Qu’Appelle Campus with more planned for fall 2019. • Parkland College offered a Housing Maintenance program on Star Blanket First Nation to teach Housing Maintenance Skills and provide an Introduction to Carpentry. Within the program, students renovated their old daycare so they now have a training centre for future programs. This program was also provided on the Standing Buffalo Dakota First Nation, Peepeekisis First Nation and Pasqua First Nation. The program is three-fold as it gives back to the community, builds capacity within students and enhances our partnership within the community. • Parkland College’s Essential Skills Team coordinated and developed over 25 Essential skills program in the 2018/19 academic year and served 10 different First Nation communities. A good portion of the programming was shared expenses showing financial accountability and partnership. • Over the past five years, Parkland College has dedicated approximately 40% of the yearly ABE Funding (High School Completion and Essential Skills) to programming on Treaty 4 land and First Nation Communities.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • Parkland College held an Indigenous recruitment day which attracted 60 students from five area First Nation schools. • Parkland College held focus groups in several areas within our service boundaries. Business and local community representatives including the local Tribal Council attended our corporate training focus group. It was a valuable discussion about trends and skills needed in the world of work now and in the future. • Kairos Blanket Exercises were held in our ABE programs and led by Elders and coordinators from Yorkton Tribal Council. • In 2018, the Treaty 4 flag was raised at our new Trades and Technology building to symbolize our commitment to our First Nation partners and students. Under the guidance of our Indigenous Advisory Committee, we will raise a Treaty 4 and Métis Nation flag yearly on National Indigenous People day until each of our six campus have flags raised. • Each year Parkland College student and staff take part in Treaty 4 Activities. The event draws in students from the southern Saskatchewan and Treaty 4 bands. There are over 50 tipis raised each with cultural and educational based engagement activities. Parkland College students host and lead student activities within this event. • College students and staff participate in the Stepping Stones career fair in Regina.
<p>Response to Truth and Reconciliation</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • In 2017, we held a Truth and Reconciliation Fair in conjunction with University of Saskatchewan’s College of Nursing.

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Commissions' Calls to Action		<ul style="list-style-type: none"> • Parkland College staff members are active members of the Office of the Treaty Commissioner, Yorkton Reconciliation and Community Partnerships Committee. Staff take part in Elder teachings and take part in community conversations with regards to Truth and Reconciliation.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> • As part of the Bachelor of Indigenous Education program offered at Parkland College, every student must have at least one class in an Indigenous language so we offer Saulteaux 100, which is also available to all university students at Parkland. We also offer Saulteaux 101. In addition, students have access to Cree 100 and 101 online from the First Nations University of Canada.
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> • In partnership with the First Nations University of Canada, Parkland offers a Bachelor of Indigenous Education, with a special emphasis on the development and integration of First Nations content into the curriculum. Other university programs include mandated Indigenous content including: Bachelor of Social Work, Bachelor of Science in Nursing, and pre-pharmacy.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> • Our Indigenous Advisory Committee provides guidance and recommendations on how to integrate traditional knowledge and ceremony into the classroom. Our committee consists of Elders and knowledge keepers, Indigenous organizations and leaders, staff and students. • We use several assessments and resources to work with our Indigenous students. In most of our entry-level employment programs, the majority of resources used to develop lesson plans and exercises come from our Indigenous library. A few examples are: Aboriginal Student Transition Handbook, Self-Management and A Dream that Walks, An Aboriginal Essential Skills Journey: Planting Seeds for Growth. • Parkland College has integrated the Cree Language into some of our classrooms. Staff who are from Indigenous decent and speak their language often teach their language throughout their programs.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> • Our student led Advisory councils have 88% First Nation Representation. • Parkland College also works to provide specific supports to ensure student success, including day care, Elder services in Yorkton, transportation for students within project programs, driver training, career fairs and career counselling.

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		<ul style="list-style-type: none"> • The College works with students on developing education/career plans including Employability Skills Assessment. Students receive help selecting classes and applying for financial sponsorship, and are made aware of community resources and supports for transition to employment. • Other supports include job-finding clubs offered on First Nations communities upon request, as well as a learning support center called the EDGE and school-to-work transition programs. • We offer a Bridging to STEM program for University students aimed primarily at First Nations students who are unable to take senior sciences at their high schools (because the band administered schools in this area often do not offer these classes).
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • An in-house Elder is available at each campus to support learners. • We start many of our programs with a traditional feast and Elder teachings. Although we do not have a specific area for cultural teachings, we welcome this into each of our classrooms. When Parkland College built the new Trades and Technology Centre in 2015, we asked for First Nations guidance to build a cultural practice centre; however, the Elders and Tribal Councils asked that we do not create a separate area because they felt it was segregating rather than inclusive. Instead, they asked for Indigenous knowledge and practice to be embedded in all that we do. • The College has bought some art and posters on Treaties and is working on getting it set-up at every campus. • Students have the opportunity to smudge during programming in order for them to connect with themselves spiritually.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> • The College, in partnership with the Pasqua First Nation developed the <i>Buffalo Pathway Initiative</i> that focuses on life-skills that will assist students in furthering their education or post-secondary training. Four First Nations (Standing Buffalo, Muscowpetung, Pasqua, Piapot) participated in piloting the initiative. Students took ABE and essential skills over a 12-week period. Elders were brought in three times a week in the afternoons to teach First Nations perspective related to culture and ceremonies. Family attended every second Friday to provide support to the student, which was successful. Then the College implemented a second phase to support transition from the classroom to employment (safety training, work clothes, work placement) or post-secondary training. • The Tiny House Project was launched on January 28, 2018, a partnership between Yorkton Tribal Council and Cote First Nation and Saskatchewan Aboriginal Trades Commission. The finished tiny house will be donated to an Elder at the Band. It's a pre-trade program where students learn basic skills in carpentry, plumbing and electrical. Students receive 90 hours towards the Apprenticeship Program, as well as a high school credit.

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		<ul style="list-style-type: none"> • Policing and Essential Skills for Emergency Services was provided to File Hills Qu’Appelle Tribal Council. Students learned what is required to get into emergency services and received training in First Aid, ASIST, Mediation and Conflict Resolution training etc. 80% of student were able to move on to employment or further training (security, firefighting, ambulance, care home). • Annually, Parkland College delivers up to 50% of its ABE funded programming on reserve, bringing customized employment-based programming to the First Nation communities and eliminating travel barriers. • Parkland College offers the First Nations University Bachelor of Indigenous Education, this program is delivered at two sites by video conference, and approximately half of the classes originate at the Fort Qu’Appelle campus of Parkland College and the other half originate at the Yorkton campus. This program includes two culture camps as a required part of the curriculum, one in fall and one in winter. These include land-based education, cultural ceremonies and traditional food preparation.
	<p>Aboriginal scholarships and bursaries</p>	<ul style="list-style-type: none"> • The Parkland College Scholarship Fund (entrance and internal scholarships) now has over \$100K in scholarship opportunities for Parkland College students: http://www.parklandcollege.sk.ca/current/scholarships/overview.html • In 2013, Parkland College and Yorkton Tribal Council signed an innovative studentship agreement. Yorkton Tribal Council (YTC) donated \$150,000 for post-secondary scholarships at Parkland College. The funds were supplemented by the provincial government’s Saskatchewan Innovation and Opportunity Scholarship program. Awards were to be presented to applicants from the Yorkton Tribal Council’s six member First Nations (Cote, Key, Keeseekoose, Ocean Man, Sakimay, and Kahkewistahaw). Parkland College began awarding the YTC scholarships in 2013-14. They continued through 2018-19 (six academic years). 16 students from six communities received funding over the course of this agreement. • Parkland College recently signed an agreement with File Hills Qu’Appelle Developments to distribute bursaries focused on Aboriginal women in the trades.
	<p>Distance learning technology platforms for rural/on-reserve</p>	<ul style="list-style-type: none"> • The Bachelor of Indigenous Education program is offered at two campus’ of Parkland College by video conference, half of the classes originate at the Fort Qu’Appelle campus and half at the Yorkton campus so all students have experience at being on the ‘sending’ and ‘receiving’ end of the experience. This is the first time this program has ever been offered in this manner. For the most part the process works very well, the platform is improving each year and the stability of the video conference has increased significantly. The primary advantage is one of access as there are not enough students at the Fort Qu’Appelle location to sustain the four-year program

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		<p>alone. The video conference means that these students have access to a program that would not be cost effective without the video conference.</p> <ul style="list-style-type: none"> • Academic advisors in the post-secondary area utilize Skype and Face Time for advising appointments when face-to-face meetings are not possible. At times of bad winter weather, we have been able to video conference classes to students living remotely from campus at very short notice, depending on the availability of video conferencing equipment. • Parkland College delivered part-time Business Certificate classes on Keeseekoose First Nation.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	<ul style="list-style-type: none"> • Parkland College was a partner with Yorkton Tribal Council (and Good Spirit School Division) on a three year SSHRC grant to study “Bonding and Attachment in Middle Years in East Central Saskatchewan” this project concluded in June 2018. Currently, we are waiting for a funding decision on a project on Youth Homelessness in which Yorkton Tribal Council is a partner.
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • This data is collected from students on their application forms. Students are asked to self-identify as Aboriginal, Metis, Status and non-status Indians but this question is voluntary. • Aboriginal participation, graduation and employment rates are tracked annually.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> • In-community facility challenges are inconsistent learning environments and frequent facility closures. • On-reserve access to technology is limited and internet connectivity is often minimal. • Increased collaboration on curriculum content will be initiated to incorporate more traditional knowledge across program areas. 	

Saskatchewan Polytechnic Receives Indigenous Education Excellence Award



Saskatchewan Polytechnic

Colleges and Institutes Canada Awards of Excellence Program recognizes and promotes excellence within colleges, institutes, cégeps, and polytechnics in Canada.

May 9, 2018 - Saskatchewan Polytechnic received bronze for the Colleges and Institutes Canada (CICan) Indigenous Education Excellence Award. These awards recognize a college or institute that has a demonstrated commitment to Indigenous education through innovative approaches and dedicated structures, services and community partnerships.

Situated on Treaty 4 and Treaty 6 Territories and the Homeland of the Métis people, and with 19

per cent of learners identifying as Indigenous, Sask Polytech believes strongly in and adheres to our commitment to support Indigenous students and indigenize the institution. This commitment has included being a signatory of the CICan Indigenous Education Protocol, creating an indigenization declaration and using the Truth and Reconciliation Commission of Canada: Calls to Action as a guide to assist Sask Polytech on the path ahead.

“We are very honoured to be recognized as a leader in Indigenous education. Indigenous students find success at Sask Polytech. Our faculty and staff are wholly committed to

our students’ success, and for them this honour is most appropriate,” says Dr. Larry Rosia, president and CEO. “Sask Polytech’s Indigenous Student Success Strategy builds on efforts that trace their beginnings to more than a decade ago. We are heartened by all that has been accomplished since we began implementation of those very first recommendations of the then SIAST Aboriginal Council.”

Guided by the principles of reconciliation, Sask Polytech continuously creates long-term positive change by putting students’ needs first. Services offered to Indigenous students include: summer transition programs, access

to Indigenous Students' centres and Elders, Indigenous student advisors and financial support through a number of scholarships and bursaries. Sask Polytech has also been celebrating Indigenous student success for over 25 years with annual Honour Ceremonies and other events. Each ceremony includes a dinner, an opportunity to hear student success stories and honour song performances.

"As a member of CIGan, it is humbling to receive an Indigenous Education Excellence Award," says Jason Seright, Indigenous Strategy director. "Indigenous students are an important and valued part of Sask Polytech's community. I'd like to thank everyone who is making a difference in the lives of Sask Polytech's Indigenous students."

Saskatchewan Polytechnic serves 28,000 distinct students through applied learning opportunities at campuses in Moose Jaw, Prince Albert, Regina and Saskatoon, and through extensive distance education opportunities. Programs serve every economic and public service sector. As a polytechnic, the organization provides the depth of learning appropriate to employer and student need, including certificate, diploma and degree programs, and apprenticeship training. Saskatchewan Polytechnic engages in applied research, drawing on faculty expertise to support innovation by employers, and providing students the opportunity to develop critical thinking skills.

May 9, 2018

Saskatchewan Polytechnic Website

Saskatchewan Polytechnic



Indigenous Post-Secondary Education Profile

Contact:

Jason Seright, Director, Indigenous Strategy, Jason.Seright@saskpolytech.ca

Institution	Saskatchewan Polytechnic	
Leading Practices/Success Story	<ul style="list-style-type: none"> May 9, 2018 - Saskatchewan Polytechnic (Sask Polytech) received bronze for the Colleges and Institutes Canada Indigenous Education Excellence Award. These awards recognize a college or institute that has a demonstrated commitment to Indigenous education through innovative approaches and dedicated structures, services and community partnerships. https://saskpolytech.ca/news/posts/2018/indigenous-education-excellence-award.aspx 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> Sask Polytech released the miyo wahkohtowin: Indigenous Student Success Strategy (https://saskpolytech.ca/student-services/support/indigenous/documents/AS-18-004-indigenous-student-success-strategy-2018-2013.pdf) in June 2018 (a refresh of the former Aboriginal Student Achievement Plan). Sask Polytech’s updated Indigenous Student Success strategy 2018-2023 focuses on Indigenous student success. The strategy has four goals: <ul style="list-style-type: none"> ➤ Welcome – ensure Indigenous students attending Sask Polytech are well prepared for post-secondary life and set up for success; ➤ Inspire – help Indigenous students thrive at Sask Polytech ; ➤ Empower – celebrate Indigenous student success and prepare Indigenous grads for successful careers; and, ➤ Belong – create inclusive, respectful and welcoming campuses where Indigenous students have a sense of belonging. Prioritized actions for year one and year two include: <ul style="list-style-type: none"> ➤ Provide personalized support through transition coaches for Indigenous students as they start out, move through and leave Sask Polytech <ul style="list-style-type: none"> – Research best practices, socialize concept and identify resourcing requirements with a view to having coaches in place by end of 2020 if business case/resourcing allows. ➤ Help prepare Indigenous students for post-secondary by developing post-secondary transition programs for Indigenous students based on a clear understanding of educational needs <ul style="list-style-type: none"> – Assess needs and identify programming and resourcing requirements with a view to having programs in place by end of 2020 if business case/resourcing allows. ➤ Integrate Indigenous knowledge and ways of learning in programs and curricula

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		<ul style="list-style-type: none"> - Provide opportunities for all students to learn about the history and culture of Indigenous peoples. ➤ Build supportive business and industry networks so that Indigenous students have connections to the world of work. ➤ Foster an Indigenous alumni network so Sask Polytech Indigenous graduates truly feel part of the Sask Polytech family. ➤ Develop close and trusted relationship with Indigenous communities in Saskatchewan so Sask Polytech can respond to their specific educational concerns and needs <ul style="list-style-type: none"> - Look at program offerings to better understand how Sask Polytech programs may be a good fit for Indigenous students . • Develop Indigenous procurement strategy.
	<p>Indigenous Knowledge Keepers/Elders/Advisory Council</p>	<ul style="list-style-type: none"> • Access to Elders at each campus.
	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • Sask Polytech has a Director, Indigenous Strategy position focused on Indigenous Student Success Strategy. • Indigenous Strategy Advisory Committee. Advisory Committee Members include: <ul style="list-style-type: none"> ➤ Director, Indigenous Strategy (Co-Chair) (ex officio); ➤ Deans (2) (one serving as Co-Chair) (appointed by Provost and Vice-President Academic); ➤ Vice-President, Strategy and Business Development (ex officio); ➤ Director, Strategic Enrolment and International Education (ex officio); ➤ Indigenous Strategy Coordinator (ex officio); ➤ Associate Vice-President, Human Resources (ex officio); ➤ Associate Vice-President, Student Services (ex officio); ➤ Director, Student Development (ex officio); ➤ External Métis and First Nations (2); ➤ Attending Student Voice, typically attending from the campus where the meeting is being held (2); and, ➤ Internal Indigenous Reps (2).
	<p>Internal Indigenous cultural awareness training, Treaty, and</p>	<ul style="list-style-type: none"> • In 2017-18, Sask Polytech conducted 19 Indigenous Awareness Sessions for faculty and staff across all four campuses. Sask Polytech will continue to mandate this training for all employees. This one-day training provides basic information to address misinformation and foster behavioral and

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	<p>reconciliation education, anti-racism strategy</p>	<p>attitudinal change towards Indigenous people in and outside of the workplace. Cultural Awareness Training is mandatory for all staff.</p> <ul style="list-style-type: none"> • Purchased the <i>4 Seasons of Reconciliation</i> online PD resource. • Online Indigenous MOOC is live. 1-credit Introduction to Indigenous Studies with a focus on Saskatchewan First Nations.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • May 3, 2019 – Sask Polytech signed a Memorandum of Understanding with Southern Alberta Institute of Technology to pave the way for future collaborations. Under the agreement, we will share our expertise and best practices to enhance programs in areas of technical training and education, curriculum development, SEM, and Indigenous Strategies. • February 12, 2019 – Mistawasis Nêhiyawak and Sask Polytech signed an agreement for the delivery of the Sask Polytech Continuing Care Assistant program at the Iron Buffalo Centre, located at Mistawasis Nêhiyawak. This partnership will help meet the need for more continuing care assistants to support Mistawasis Nêhiyawak. It will enable students to access post-secondary educational programming close to home. • November 28, 2018 – Sask Polytech is partnering with Your Choice Homes (YCHomes) to provide training opportunities for Indigenous high school students. Sask Polytech’s School of Construction is providing online training materials for Indigenous youth as part of YCHomes high school practical arts program. Through this program, students earn high school credit and hours towards their apprenticeship training should they choose to continue. • November 26, 2018 – Through a Sask Polytech applied research grant, Cowessess First Nation and Sask Polytech Geomatics and Surveying Engineering Technology faculty members have created a mapping procedure that will help 911 responders locate Cowessess First Nation emergencies quicker. • Future discussions are in progress, e.g., James Smith Cree Nation.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • The refresh of the miyo wahkohtowin: Indigenous Student Success Strategy included participation and engagement with various Indigenous and non-Indigenous businesses, students, staff and Elders. During this process Sask Polytech consulted with over 700 individuals. • Saskatchewan Indigenous Storytelling - Presented by the Sask Polytech Library - Throughout February 2019 First Nations and Métis storytelling events are held in schools, libraries, and community organizations throughout Saskatchewan. • Celebrate National Aboriginal Day – National Aboriginal Day honours the culture and contributions of First Nations, Métis and Inuit people across Canada. The day traditionally falls on June 21.

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		<ul style="list-style-type: none"> Invited to engage with Saskatoon Regional Economic Development Association on the development of an Indigenous economic plan for Saskatoon.
Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> The Indigenous Student Success Strategy contributes to Sask Polytech's efforts to meet the Truth and Reconciliation Commission of Canada's Calls to Action and live up to its commitments under the Colleges and Institutes Canada's Indigenous Education Protocol.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> Sask Polytech updated signage to Indigenous languages at each Campus, this process was completed in June 2016.
	Mandated Indigenous courses and courses with mandatory indigenous content	<ul style="list-style-type: none"> Sask Polytech is working to have Indigenous content in all programs by 2023 as part of its new Indigenous strategy. Purchased the <i>4 Seasons of Reconciliation</i> online PD resource. Online Indigenous MOOC is live. 1-credit Introduction to Indigenous Studies with a focus on Saskatchewan First Nations.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> Academic Model Project 1.5 Incorporating Indigenization of Curriculum and Instruction. In November 2018, Sask Polytech Regina Campus hosted <i>Red Talks Education – Creating Space for Indigenous Student Success</i> presented by Think Indigenous. The free one-day conference was open to anyone working with Indigenous and non-Indigenous students to inspire the incorporation of Indigenous knowledge pedagogy into their everyday practice. A live-stream of the event was also provided by Sask Polytech.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A

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Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> • Sask Polytech’s updated Indigenous Student Success strategy 2018-2023 focuses on Indigenous student success. Indigenous students should feel welcome, inspired and empowered, but most of all they should feel like Sask Polytech is a place where they belong. • Indigenous programs and initiatives: Indigenous Student Success Strategy, Activity Book, Indigenous Role Models Calendar, Indigenous Fall Gathering, Student Success Stories, Summer Transition Program, Honour Ceremonies, Soup Day, Elder Services, Events etc. • Increasing Indigenous student enrolment and the Indigenous cohort graduation rate are cornerstones of the Indigenous Student Success Strategy.
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> • In March 2019, Sask Polytech launched a new policy and procedure for <i>Smudging, Pipe Ceremonies and other Indigenous Ceremonial Use of Smoke</i>. The policy identifies designated sites that may be used for smudging without prior notice, and the ability to smudge at non-designated sites with two days’ notification. Smudging spaces honour Indigenous culture, and the new policy promotes cultural safety and a welcoming, nurturing and empowering environment for our Indigenous colleagues and students. • Indigenous Student Centres provide students with cultural activities, ceremonies and events including space to connect with Elders. • Indigenous Services at Sask Polytech offer access to Indigenous Students’ Centres and Elders, as well as smudging ceremonies and soup and bannock lunches. The student centres at all four campuses provide a safe space for students to connect with Elders, Knowledge Keepers or cultural advisors who provide support on both school and personal matters, help students cultivate success in their lives. • Indigenous student advisors support Indigenous students by providing a friendly face, helpful connections to services and support, assistance organizing study groups and informational, social and cultural events, connections to outside resources and networks and other services.
	Innovative delivery models for teaching	<ul style="list-style-type: none"> • Online Indigenous MOOC is live. 1-credit Introduction to Indigenous Studies with a focus on Saskatchewan First Nations.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> • In 2017-18, 478 awards totaling \$522,685 were distributed to Indigenous students. In 2017-18, Sask Polytech allocated \$50,000 for Indigenous Student Emergency Bursaries - \$50,000 was disbursed. These bursaries are intended to provide short-term financial assistance to students of Indigenous ancestry and are values at up to \$500. • In 2017-18 a total dollar value of student awards distributed to Indigenous students was \$522,685.06.

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	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> • Online Indigenous MOOC is live. 1-credit Introduction to Indigenous Studies with a focus on Saskatchewan First Nations.
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	<ul style="list-style-type: none"> • September 1, 2017 – Sask Polytech and Saskatoon Tribal Council signed a five-year Memorandum of Understanding that will enhance training and applied research for Indigenous food sovereignty, research the potential for new horticulture programs, and identify key industrial and funding partners to support the initiative.
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • Sask Polytech measures outcomes and success through the Indigenous Balanced Scorecard. In 2017-18: <ul style="list-style-type: none"> ➢ Sask Polytech had 3,578 Indigenous students, making up 19 per cent of the student population. ➢ Indigenous student graduate rate increased to 60%, an increase of 3% from the previous year. ➢ Sask Polytech had 791 Indigenous graduates. ➢ Indigenous graduate employment rate was 88%. (2017 Graduate Follow Up Study). • Data for the 2018 – 2019 Academic Year will be available in October 2019.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> • Sask Polytech looks forward to continuing our work with the Province on new initiatives. As we move towards Indigenization with our curriculum we need to look at education for reconciliation. It is important to note Call to Action 62-ii: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with survivors, Indigenous peoples, and educators to: Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. (<i>Truth and Reconciliation Commission of Canada: Calls to Action, 2015</i>) • Areas for collaboration include: <ul style="list-style-type: none"> ➢ Letter of Intent signed with Confederation College. ➢ Visit and collaboration with Yukon College. • Visit and collaboration with Otago Polytechnic. 	

Louise, Mental Health & Wellness

Before I committed to take the two-year Mental Health and Wellness program with SIIT, I was working with the Yorkton Tribal Council education department. My position was Community Liaison and the purpose of my position was to help increase attendance and graduation rates with our First Nation students. I found this very challenging as not only are our students parenting themselves and struggling to make school a place of success, but our parents and grandparents were also suffering the effects of inter-generational trauma from experiences that came by attending residential schools. I felt that my own personal knowledge and prior training was not enough to help our First Nation families, so I made the decision to attend the course.

During my two years, I have learned so much in terms of our history with colonization and residential school and the inter-generational trauma and how it still affects our people. Learning to use the holistic approach to help start the process of healing for our First Nations has been so profound while applying our traditional knowledge. This program has given me great insight and tools to continue in the human services field and it certainly has opened my own understanding to the plight of our people over the years and it has also brought healing to myself.

I did my third practicum with the Yorkton Regional High School and the Assistant CEO/Director of the Good Spirit School Division asked me how to engage the Indigenous population in the school. I shared some of my knowledge with her that I gained while in the Mental Health and Wellness program and made some suggestions that could be utilized with the Indigenous students in the school. She was so pleased with our meeting that she came to sit and talk with me a second time to ask my opinion on some ideas she wanted to use that I had given her. During our conversation she told me that she was talking with her colleges and said she would like to hire me and that the knowledge that I shared with her really impacted her. She also asked me how she can bridge the gap with the First Nation communities that help to make up part of the Good Spirit School Division. I was able to

give her some advice and help to set up a meeting with the Chief and Council from my own First Nation. I am now on my fourth practicum in the same place and I was approached by her once again to forward my resume to her as she is trying to locate within her budget to hire me to begin some ground work immediately after my practicum is done.

Saskatchewan Indian Institute of Technologies

I truly believe that this opportunity is a result of the knowledge that I have gained in the Mental Health & Wellness course.



Photo Provided by Saskatchewan Indian Institute of Technologies



Indigenous Post-Secondary Education Profile

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Institution	Saskatchewan Indian Institute of Technologies	
Leading Practices/Success Story	<ul style="list-style-type: none"> The Learning Services (Academics) and Client Services (EDCS/ Career Centres) models combine together in a foundational learning support framework to give SIIT the lead in student-client support. Recognizing that differing levels of support are needed is critical for success in building confidence, learning, developing essential skills for employment, finding employment, and laddering into further training. SIIT's decentralized delivery model includes three principal campuses with learning sites across the province to make programs accessible to underserved and remote communities. Community based programming is available in all four academic streams: Adult Basic Education (ABE), Business Administration and Information Technology (IT), Health and Community Studies, and Trades and Industrial Training. Almost two-thirds of programming in ABE and half of training in trades and safety programs are delivered in non-urban areas. 40% of business and IT program locations are in First Nation Communities. 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> SIIT is one of six Saskatchewan institutions signed on to Colleges and Institutes Canada's Indigenous Education Protocol: https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/ SIIT's Strategic Plan (http://siit.ca/~siit/wp-content/uploads/2018/10/SIIT_Strategic_Plan_2014-19.pdf) 2014-19 profiles the institution's vision to create work-ready achievers and role models who appreciate the value of learning now and into the future, through student-focused, market-relevant programs and services in a First Nations learning environment.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> The Elders Advisory Circles in Regina, Saskatoon and Prince Albert provide guidance and ceremonial support to learners and staff in an effort to increase student success and institutional effectiveness at SIIT. By engaging Elders from their communities, SIIT is able to leverage the support and expertise of local communities in providing effective supports for students and staff. The Cultural Coordinator works collaboratively with SIIT's Elders to develop and enhance cultural services at SIIT. The Coordinator plans capacity building activities, coordinates projects, events and programs as well as develop and facilitate educational sessions.



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	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • SIIT is Saskatchewan’s only credit-granting First Nations-governed post-secondary institution; it is overseen by a Board of Governors composed of First Nation appointees from all Tribal Councils and independent First Nations across the province of Saskatchewan as well as the Federation of Sovereign Indigenous Nations (FSIN) and its Senate. Board members represent the interests of their First Nation communities and members across the province - including urban, on-reserve and those in the north. • SIIT is an Indigenous institution. 70% of SIIT staff self-identify as Indigenous.
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • SIIT staff participate in a variety of training sessions, including the internally developed Truth and Reconciliation (TRC) workshop. Lunch and Learn Sessions are available to staff, students, and faculty throughout the year: <ul style="list-style-type: none"> ➤ Treaty Talks - working with the Office of the Treaty Commissioner's Speakers Bureau. ➤ Feast Protocol Session: This is a lunch n learn facilitated by our Campus Elders who will present on the traditional protocols for those choosing to participate in the Spring Feasts. ➤ Traditional Knowledge and Cultural Capacity Building sessions within the programs included: <ul style="list-style-type: none"> ○ Traditional Worldview (SIIT Campus Elder) ; ○ Indigenous Language Presentation (Depending on Treaty area languages, and accessibility of local community human resources); ○ Resiliency - Colonization to Decolonization (SIIT Cultural Coordinator); and, ○ Multicultural Inclusion Education - Anti-Racism Awareness (SIIT Cultural Coordinator). • Development of a cultural resource manual was undertaken in 2018-19. • Many staff members participate in cultural activities and ceremonies in home communities throughout the year- ceremonial leave is granted by departments. • SIIT staff function as committee members on regional, provincial, and federal groups committed to Indigenous issues and reconciliation.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • Project based learning opportunities within community-based training – students participate in various projects that benefit the community, such as renovation to current housing stock or public buildings, or participation in new construction. Students in health and community studies programs complete practicums in community and with organizations serving Indigenous people. • Community consultations on future programming needs – Needs assessments will address labour market requirements of First Nations communities and industries, as well as vet



Indigenous Post-Secondary Education Profile

		<p>curriculum content. For example, consultations with community have shaped pilot programs such as IT Support Specialist and Indigenous Practical Nursing.</p> <ul style="list-style-type: none"> • MOU's and partnerships exist with federal and provincial government departments, Saskatchewan Indian Training Assessment Group, First Nations and Tribal Councils, Corporate and Community partners, apprenticeship partners, and the education sector. • Partners engage with SIIT as a part of their Indigenous engagement strategies.
Response to Truth and Reconciliation Commissions' Calls to Action	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> • Students are encouraged to participate in various feasts and ceremonies throughout the year at campus and community locations. • Staff, faculty, and students are encouraged to attend treaty days, feasts, and celebrations in their home communities and celebrate Indigenous holidays as observed by FSIN.
	Overview of reconciliation efforts	<ul style="list-style-type: none"> • SIIT continues to deliver TRC Workshops. More than 120 participants have attended since the pilot, sharing the history and legacy of the residential school system in Saskatchewan. • SIIT participates in provincial and federal reconciliation initiatives.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> • "Learn, Speak Teach" Lunch and Learn Series teaches several distinct Indigenous languages (Cree, Dakota, Dene, Saulteaux, Lakota, Nakota). This series focuses on familiarizing students with the different languages (kinship terms, basic commands, and general awareness).
	Mandated Indigenous courses and courses with mandatory indigenous content	<ul style="list-style-type: none"> • The provision of diploma level post-secondary options with specialized Indigenous content respond to the TRC Calls to Action on several fronts - including increasing Indigenous health outcomes through the education of a culturally competent and representative workforce. • For all new programs, a cultural coordinator is engaged to introduce Indigenous content and perspectives in the development of curriculum. The same approach will be taken in the curriculum renewal of existing programs. The Cultural Coordinator reviews the curriculum and provides feedback. • The Mental Health and Wellness Diploma program (formerly addictions) is rooted in Indigenous approaches to counselling and Indigenous pedagogy. • The Indigenous Practical Nursing is a pilot program that includes basic components of Indigenous medicine and healing. It also includes community-based preceptorships, responding to regional requirements for practical nurses and increasing capacity at the community level.
Educate teachers/instructors on how to integrate	<ul style="list-style-type: none"> • SIIT developed a two-day course/workshop on the history of residential schools in Saskatchewan, the legacy of this experience and the education direction proposed in the TRC report. 	



Indigenous Post-Secondary Education Profile

	<p>Indigenous knowledge and pedagogy into classrooms</p>	<ul style="list-style-type: none"> • Internal professional development opportunities are available in class throughout the year or as a self-paced instructor development course. • Professional development is available to staff and faculty throughout the year.
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders</p>	<ul style="list-style-type: none"> • N/A
<p>Structure and Indigenous Student Success</p>	<p>Student Success Initiatives</p>	<ul style="list-style-type: none"> • The Wrap Around Student Support Model was created to support students through the many transitions and barriers faced throughout the academic lifecycle. This focus on wrap-around services and case management to enhance student retention and success continues. The Student Services staff offers a broad range of expertise, actively fostering an environment in which students can achieve personal and academic growth. Right from initial interest, applicants begin working one-on-one with an SIIT staff member. Admission advisors support transitions to becoming a student, referring applicants to housing and support agencies, assisting funding requests, and facilitating access to essential services based on individual needs. • A specialized team of Learning Specialists, Registered Psychologists, Academic Coaches, and the Academic Advisor provide the services that focus on academic success. Student Counsellors provides emotional support while the Student Support Officer offers a bridge between the student and urban services- assisting in a positive transition from home communities to urban campus settings. To ensure a culturally responsive and encouraging environment, Student Services looks to Elders and a Cultural Coordinator to provide appropriate leadership and support. • Academics and Learning Services follow a kinship model and meet regularly to discuss any challenges that students might be experiencing so that wrap around services can be proactively provided to students, preventing discontinuation. During this process, community supports are leveraged to provide support from recruitment to employment. • Under Employment Development and Career Services is a Client Services model that supports students as well as clients of employment and community projects. It consists of four



Indigenous Post-Secondary Education Profile

		<p>identifiable components: ASETS network, Career Centres, JobConnections All Seasons Mobile Career Services and JobSeries.</p> <ul style="list-style-type: none"> • ASETS Network - Many SIIT learners are case-managed by ASETS delivery agencies; these agencies help to ensure that learners are making a sound program choice and have transitional and mobility supports and measures in place. Post-training, the ASETS agencies provide employment services to support job search and the transition to employment. • Career Centres – SIIT’s Career Centres provide essential skill development, links to employment, and access to training and trade certification. The Centres serve as planning hubs that bring together labour market development partners, local industry and employers, and other community organizations. Job coaching is a principal feature of the Career Centres; all SIIT Job Coaches are Indigenous individuals with Red Seal or other industry designations who are able to support students and clients to find and maintain employment and career paths. • Mental Health – psycho-educational assessments are available to students experiencing academic difficulty through the Mental Health and Wellness project
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • Culture rooms are available on each campus, as are male and female Elders and Knowledge Keepers. Cultural ceremonies, events and sessions are held year round.
	<p>Innovative delivery models for teaching</p>	<ul style="list-style-type: none"> • The Wellness and Community Development Unit delivers accredited skill development programming to those working in support positions at the community level, on various topics essential to counselling, Indigenous health and healing. • ABE Department, Trades & Industrial, and Post-Secondary Studies deliver a range of programs in community. • Most programs include opportunities for work integrated learning- practicums, co-ops, or return to apprenticeship .
	<p>Aboriginal scholarships and bursaries</p>	<ul style="list-style-type: none"> • Through government and corporate investment, SIIT manages a robust fund of scholarships and bursaries available to students enrolled in a wide range of programming. Awards are disbursed based on financial need, community involvement, and academic excellence. In 2017-18, more than \$400,000 scholarships and bursaries were awarded to SIIT students. • External award opportunities are communicated to students throughout the year. • Corporate donations are matched by the Government of Saskatchewan’s Saskatchewan Innovation and Opportunity Scholarship Program.
	<p>Distance learning technology platforms for rural/on-reserve</p>	<ul style="list-style-type: none"> • Videoconferencing and Skype are used by academics and student services to enhance communication and extend service such as tutoring and counselling to community sites



Indigenous Post-Secondary Education Profile

Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community-driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous Student Data	<ul style="list-style-type: none"> • More than 100 SIIT programs offered. • Programs are delivered to ensure balance between campus and community locations. • More than 2,500 students registered in 2018-2019 in foundational, applied certificate, certificate and diploma programs. • More than 95% of SIIT on-campus students self-identify as Indigenous, and 100% of students in community programs are Indigenous - representing students from all 74 First Nations in Saskatchewan. • More than 6,500 clients worked with job coaches last year in one of eight SIIT career centres in Saskatchewan.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> • Pathways to degree programs • Co-location 	

Success Story: Piapot Urban

At the end of 2017, I began to think about my future and going back to school. I began the process at that time and in the beginning of January 2018, I was accepted and started attending the Piapot Urban ABE program at First Nations University of Canada with Southeast College.

As a person of Aboriginal ancestry and thirty-seven years of age, I wanted to make a difference in other peoples' lives. However, in order to do that, I needed to help myself. The ways I helped myself involved "getting clean" or "sober".

I have been in recovery since October 28th, 2016, and by recovery I mean off drugs and alcohol. I wanted to be a role model or mentor for others and show them that it's possible to better your life. You can have what you want if you put your mind to it!

I am a father of seven children and I wanted to show my children that it's never too late to go after your dreams. I am from Gordon's First Nation and I believe that without my culture I would not have accomplished what I have

accomplished over these past few years. I had tremendous support from my instructors and close friends, and without their caring and support I do not know if I would have accomplished this at all. There were times I felt frustrated, stressed, and at times felt like giving up, but the motivation to show others that you can choose to be a better version of yourself and do the impossible ultimately kept me on my road to success.

My goal was to help or mentor others in becoming a bigger and better version of themselves. I will continue to strive for success. I take pride in my culture and my support systems. As I move onto bigger and brighter things for myself, and by brighter I mean attending university. As I reminisce about my life, I can honestly say I have done a great job. And as a result of my continued growth and success, I have been accepted into the University of Regina Indigenous Social Work - four year program this fall of 2019.

I cannot express the amount of gratitude and respect I have for all the people who helped me in

accomplishing my goals I set for myself. All I can say is a heartfelt thank you to Southeast College staff and to the Piapot Urban ABE staff and students, where I made awesome friends and memories! Wishing all the future students attending the Piapot Urban ABE program continued success in their future endeavors.

Southeast College

*Trevor Cyr
Piapot Urban ABE Graduate
May 2019*

Contact:

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Institution	Southeast College	
Leading Practices/Success Story	Southeast College’s Adult Basic Education Success story will feature the story of our Piapot Urban First Nation Valedictorian.	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • Southeast College is committed to improving education and employment outcomes for First Nations and Métis people. • A goal in the College’s 2018-23 Strategic Plan is to enhance First Nations and Métis partnerships and educational participation by identifying potential partnership opportunities.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> • Southeast College is committed to setting up an Advisory Council with our First Nation partners to better plan for College offerings and classes needed to support our First Nation communities.
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • The Board of Governors is comprised of six members. One of the members is from the Kahkewistahaw First Nation.
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> • Southeast College’s executive is setting up cultural awareness training for staff.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> • In 2016-2017, Southeast College had partnerships with eleven First Nations and Métis communities. Examples include: <ul style="list-style-type: none"> ➤ Southeast College delivered Level 3 and/or Level 4 Adult Basic Education programs to serve five First Nations in the region; ➤ Plans to offer the two-year Business Diploma beginning in 2018-19 at the Kahkewistahaw First Nation; ➤ Enhance First Nation Partnerships: work with Kahkewistahaw First Nation, Cowessess First Nation, and Sakimay First Nation on a shared delivery of the Education Assistant Program at Cowessess for 2020-21;

		<ul style="list-style-type: none"> ➤ In partnership with Assiniboine CC, delivered a Heavy Equipment Operator program in October 2017 at the Kahkewistahaw First Nation; ➤ A condensed Education Assistant three-day certificate workshop was developed and delivered in partnership with Ocean Man First Nation; ➤ The College has secured membership in the File Hills Working Group (Piapot and Carry the Kettle First Nations) to develop employment and training opportunities for the File Hills Qu'Appelle Tribal Council; ➤ The Food Service Worker program was delivered in 2017-18 in partnership with the Cowessess First Nation; and, ➤ Piapot Urban ABE – created a 3-way partnership with Piapot First Nation, FNUniv and the College to improve the learning environment for the program by co-locating within FNUniv in January 2017. To date, the program has had a 70% increase in Level 4 enrolments. The learners are now learning within a post-secondary institution and are being exposed to new learning pathways. <ul style="list-style-type: none"> – Will Offer Full-time ECE on Ochapowace First Nation in 2019 – Will offer Full-time CCA on Carry the Kettle First Nation in 2018 and 2019 – Working with Zagime (Sakimay) to identify Full time training program – Developed and implemented a program request process for First Nations
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • Celebration of Learning events were hosted at Cowessess First Nation and Kahkewistahaw First Nation in which Southeast College set up barbeque events to celebrate our partnership in educational accomplishments. The events also encouraged new students to suggest courses needed and to have advisors on hand to assist in the registering into educational courses.
<p>Response to Truth and Reconciliation Commissions' Calls to Action</p>	<p>Overview of reconciliation efforts</p>	
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	
	<p>Mandated Indigenous courses or courses with mandatory Indigenous content</p>	<ul style="list-style-type: none"> • Southeast College Adult Basic Education offers Native Studies 30 and has purchased English Language Arts resources that are focused on the First Nations culture.

	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> Southeast College is setting up meetings between our Adult Basic Education teachers and our First Nations Education coordinators to better establish Indigenous ways and means of knowledge and pedagogy into our classrooms.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	N/A
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> Southeast College is working to provide different programs to First Nations communities to support the needs and educational goals of First Nations people. Facilities team has assisted First Nations to assure on-reserve learning centers are clean, safe, and favorable for learning. Aided move from hazardous building to more suitable location.
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> Southeast College is implementing Food Studies in the Adult Basic Education courses and are working with our First Nations communities to educate our students, through access to Elders to bring the history and significance of the preparation of events such as preparing a traditional feast.
	Innovative delivery models for teaching	<ul style="list-style-type: none"> Southeast College is working at implementing block scheduling on one First Nations community and will monitor this pilot to see if the scheduling brings more completed and successful courses for our Adult Basic Education. Utilized Skype to enable the Business Certificate program to run on Kahkewistahaw First Nation in 2018/2019
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> First Nation and Métis Scholarships are offered in partnership with company donors. Entrance awards, scholarships and bursaries are available to Southeast College students including other external scholarships and bursaries: https://www.southeastcollege.org/students/scholarships-financial-aid/
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> Southeast College is using Skype to transmit our first year university courses to our campuses across our region to allow our students to take first year university close to home. We have had talks to offer our courses on reserve, however, internet access and signal strength are issues yet to be resolved.

		<ul style="list-style-type: none"> Utilized Skype to enable the Business Certificate program to run on Kahkewistahaw First Nation in 2018/2019
Research Activities	Indigenous Research Chair positions	N/A
	Indigenous community – driven research projects or research projects led by Indigenous scholars	N/A
Data Collection	Indigenous student data	<ul style="list-style-type: none"> Indigenous enrolment as a percentage of total students was 76% in Adult Basic Education credit programs, with 71% of students graduating.
Challenges/Potential Areas for Collaboration	<ul style="list-style-type: none"> The College would like to offer more programming on First Nations; however, finding facilities with equipment that are adequate and that would meet the approval of Saskatchewan Polytechnic is often problematic. Addressing this issue requires long-term planning. Locating and securing instructors for full-time vocational instructors for on reserve programs is a two-pronged challenge. The pool of potential instructors from or nearby to a First Nation is often narrow which means relocation or a lengthy commute. 	



Indigenous Post-Secondary Education Profile

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Institution	St. Peter's College	
Leading Practices/Success Story	N/A	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> The strategic plan sets forth focus on identifying means for increasing awareness of the College for Indigenous students. A pillar of this plan continues to be a focus on ways to improve Aboriginal education and employment rates, through academic excellence and direct student supports.
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> Board Chair and President have met with First Nations Elders (3) to dialogue about the best ways to build capacity within the system for future Indigenous students. It is our hope that this practice will continue and that we can rely on these individuals' expertise;
	Indigenous representation on Executive, Board of Governors, faculty and staff	
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> Treaty resources are made available to all stakeholders through our library resource centre.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	
	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> We continue our consultation process with regional Indigenous community schools to assess needs and requirements that will support academic success. We anticipate some minor successes in making St. Peter's a destination for some students from these communities in 2019, and to continue the discussions for specific programs or supports that might encourage stronger relationships.



Indigenous Post-Secondary Education Profile

Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> • A growing library collection of Indigenous authors and materials to promote intercultural understanding, empathy and respect. • Prominently posted signage (wall decals) recognizing Treaty lands and our respect for the relationship. • Senior Administrator and Governors meetings with Elders to build capacity for understanding and the potential for new initiatives that would benefit students, but also encourage learning for all stakeholders (faculty, staff, etc.).
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> • Cree 110.3 language course, with five students registered in its first year offered.
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> • A central element of formulating our response to the TRC involves the Indigenization of some of the curriculum. There are ongoing plans to introduce a greater amount of Indigenous content into the curriculum and many faculties have interest in developing ways to do so.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	<ul style="list-style-type: none"> • Promoting 2 specific courses annually: <ul style="list-style-type: none"> ➢ RLST 112 with a comparative focus on Indigenous Knowledge, beliefs and practices; and, ➢ RLST 210 – Religion and Ecology – exploring the interplay between a number of religious traditions and ecology (land based) through a cross-disciplinary approach.
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> • St. Peter's offers non-credit training and skills development courses (Math, Chemistry, Biology and Literature) to better equip students entering University. There is also an interdisciplinary studies credit-course in development to further assist in these areas. Time management, test preparation,



Indigenous Post-Secondary Education Profile

		<p>and focused literacy and numeracy skills development coaching is available. While these courses are designed to assist any students in need, they are of particular value in assisting First Nations and International students as they transition into university-level requirements.</p> <ul style="list-style-type: none"> Academic Centres of Excellence offer supports to all students, and provide additional support to Indigenous students to encourage academic success.
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> Host multiple readers' events throughout the year for students and the local community that feature Indigenous and non-Indigenous poets/writers/storytellers with Indigenous cultural relevance. Our annual publication of student/writer work – <i>The Society</i> – features Indigenous writers and content. Facilitate a Lunch with Benedict program that has an annual visit with a First Nations Elder to speak with students, staff and faculty.
	Innovative delivery models for teaching	
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> Scholarships and bursaries valued over \$70,000 available to all student applicants, along with five full tuition bursaries (value of \$30,000) for Indigenous students: https://www.stpeterscollege.ca/documents/scholarships%20and%20awards%20descriptions%202019-20%20complete.pdf
	Distance learning technology platforms for rural/on-reserve	
Research Activities	Indigenous Research Chair positions	
	Indigenous community – driven research projects or research projects led by Indigenous scholars	
Data Collection	Indigenous student data	<ul style="list-style-type: none"> St. Peter's students are registered through the University of Saskatchewan, with data being managed through that system. St. Peter's College does not currently collect separate demographic data regarding ethnicity.
Challenges/Potential Areas for Collaboration		<ul style="list-style-type: none"> St. Peter's College welcomes the opportunity to collaborate with other institutions on initiatives of mutual interest and appreciates the work being done by our colleagues within the post-secondary education sector. Our rural campus setting and east-central location in Saskatchewan is an opportunity to experience post-secondary education away from the larger urban environments. This does present a modest challenge for Indigenous student engagement given our proximity to communities, but the smaller community setting is seen by many as advantageous for focusing on academic success.

Creating a Place to Talk about Indigenous Spirituality



St. Thomas More College
University of Saskatchewan

St. Thomas More College (STM) strategic plan identified Indigenous Engagement as one of five strategic priorities. As part of their journey of Reconciliation the college has created a Chair in Indigenous Spirituality and Reconciliation. The Office of the Treaty Commissioner sat down with STM president, Dr. Terrence Downey to learn more about their reconciliation plans.

How did the chair come about?

The idea of a chair came out because we said what we should do is have a forum here, where people can start to communicate and dialogue with people in the First Nations and Métis communities. We thought one of the ways we can help people to understand [each other] is to understand their spiritual traditions and spiritualities. We are a Catholic College here, we are comfortable talking about spiritual matters.

We decided to get an advisory circle together because it's not something we all have expertise in. If we are going to do this properly we have to communicate with Indigenous Peoples in the community who know the spiritualities, which we don't, so we set up an advisory committee. We met with them and told them what we were trying to do and agreed on the purpose, activities and the principals.

What is the chair's role?

Until there is the funding to have someone in the chair position full time, the college is going to host conferences, events, and bring people in to speak and to provide a forum so people can gain an understanding of Indigenous spirituality. When we approached elders about this, they were quite keen, saying you know this is the way to understand. In my own view, I don't really think we can

understand other traditions or other cultures unless we have a sense of their spiritual traditions, where they are from. I think it's a great way for us to address racism, a great way for us to address people who fear different spiritual traditions than their own and this is the appropriate way of going about it.

What is the purpose of the chair?

To ardently explore with humility, respect and courage the history, cultures and traditions that have shaped the intricate nature of Indigenous spiritualities in Canada; to interact with and listen thoughtfully to Elders and community leaders who have preserved, protected and communicated this fertile spiritual heritage down through the generations; to consider and

analyze the complexities of the interaction between Indigenous spirituality and Christian traditions historically and currently and to advance reconciliation.

What are the guiding principles?

Wisdom listens, and understands, values and respects diversity of experiences and ways of knowing, and appreciates that profound learning is of necessity multicultural, multidisciplinary, multidimensional and relational. Divine revelation is not confined to any culture or faith tradition; to be spiritual is to be reconciled with nature and with others, and amenable to honoring diverse beliefs.

Is everyone at the college engaged with the process?

The faculty and staff are very enthusiastic and very onside with this. The faculty have their own organization to promote this -- Academic Working Group on Indigenous Engagement.

Do you have advice for others starting on the path of Reconciliation?

I think you have to look at your own organization and say, "what can we do, what steps can we take to promote reconciliation, or promote understanding or to address racism, which we see in our society." What is it we can do to advance understanding of the other because when we know people and we understand them then we don't fear them and that's how to address racism. This is where the idea of the Indigenous Spirituality Chair came about. We are a Catholic Institution, it is a place where if you are comfortable and want to talk about faiths you can do that. We thought this is a strength of ours, this is something we can do that maybe a lot of other institutions can't do.

Office of the Treaty Commissioner

**St. Thomas More College
University of Saskatchewan**

Contacts:

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Dr. Gertrude Rompré, Director of Mission and Ministry, grompre@stmcollege.ca

Institution	St. Thomas More College	
Leading Practices/Success Story	<ul style="list-style-type: none"> • https://aboriginal.usask.ca/documents/program/Building%20Reconciliation%20at%20St.%20Thomas%20More%20College.pdf • http://www.otc.ca/reconciliations/details/creating_a_place_to_talk_about_indigenous_spirituality.html • http://www.prairiemessenger.ca/16_05_25/dnews_16_05_25_2.html • http://www.prairiemessenger.ca/16_12_14/dnews_16_12_14_4.html • http://www.prairiemessenger.ca/16_12_14/dnews_16_12_14_1.html • http://www.prairiemessenger.ca/18_05_09/dnews_18_05_09_7.html 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • The St. Thomas More College (STM) 2015-2020 Strategic Plan has Indigenous Engagement as one of its five strategic priorities. Within Indigenous Engagement, three key actions have been identified: <ul style="list-style-type: none"> ➤ Building capacity to develop Indigenous content in courses, including: <ul style="list-style-type: none"> - Curriculum development - Hiring Indigenous staff/faculty - Pedagogy - Engaged learning ➤ Building mutually beneficial relationships with Indigenous communities and organizations, including: <ul style="list-style-type: none"> - Educating STM faculty and staff - Reconciliation - Networking ➤ Fostering a welcoming and supportive community for Indigenous students
	Indigenous Knowledge Keepers/Elders/Advisory Council	<ul style="list-style-type: none"> • STM continues to develop positive and enriching relationships with Indigenous Elders, leaders, communities, and groups in Saskatchewan. For example, STM has established an Indigenous Advisory Circle that includes Elders and community leaders. The Circle advises the College on the shape of the endowed Basilian Chair in Indigenous Spirituality and Reconciliation that was launched in May 2016. This Chair is unique in the history of Western Canada. • STM has invited Treaty Elders to speak at conferences and panels, working closely with the Office of the Treaty Commissioner (OTC) in this regard. • Members of STM's faculty, staff, and leadership have participated for two consecutive years in the Indigenous Voices program (https://teaching.usask.ca/curriculum/indigenization.php#IndigenousVoicesProgram) to expand their understanding of Indigenous Ways of Knowing.

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	<p>Indigenous representation on Executive, Board of Governors, faculty and staff</p>	<ul style="list-style-type: none"> • Brenda Ahenakew, Director of Educational Programming for the Office of the Treaty Commissioner, was appointed as a member of the Board of Governors for a three-year term, effective January 1, 2018. This is the second Indigenous member to serve on our board. The previous Indigenous board member, Georgina Jolibois, was elected a federal MP in the 2015 federal election. • STM has increased the number of qualified Indigenous staff and spiritual advisors (e.g. Elders, Elder Helpers, etc.) with whom we work. In addition to hosting Elder Maria Campbell and other Elders who are members of the STM Advisory Circle, STM works closely with the OTC to stay connected to Treaty Elders in our province. STM has also hired a full-time Indigenous senior staff member in the president’s office. • Working with our Faculty Union, STM has made its first tenure-track Indigenous faculty appointment effective July 1, 2016. Hiring of Indigenous faculty members is a priority for all upcoming full-time faculty appointments. • STM has named Mr. Harry Lafond as an STM Scholar in Indigenous Education. Mr. Lafond is a well-established Indigenous community leader who will serve as a special advisor on curriculum and cultural practices, beginning in the 2019-20 academic year.
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> • It is now common practice to integrate Indigenous perspectives into our conference planning. Indigenous Elders and scholars were involved in the following conferences held at STM: <ul style="list-style-type: none"> ➤ Beyond Silos: Prairie Views on Caring for our Common Home (11 March 2016); ➤ Integral Ecology Conference (22-23 March 2018); and, ➤ Our Place in the Cosmos: Humanity, Spirituality and the Awesome Universe (co-sponsored with the Saskatchewan Centre for Science and Religion on August 13-14, 2018). • Members of the STM community, including senior administration, have participated in a Sweat Lodge Ceremony and STM has been host to Pipe and Smudge Ceremonies to recognize the centrality of ceremony in Indigenous epistemologies and worldviews. • We continue to offer workshops to faculty in the area of Indigenous research and research collaborations. • STM creates opportunities for faculty and staff to become familiar with First Nations and Métis cultures and increase their confidence in cross-cultural settings. For example, we regularly travel to Wanuskewin for our Faculty/Staff Retreat where we often engage with local Indigenous leaders and traditions. The Student Experience Team also held its annual retreat at Wanuskewin. • In 2017, we invited Dr. Stryker Calvez, Manager of Indigenous Education Initiatives at the University of Saskatchewan (U of S), to speak to faculty and staff about Métis history and culture.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> • STM has developed partnerships with on-campus communities including Gordon Oakes Red Bear Student Centre, Trish Monture Centre for Student Success, and Aboriginal student associations.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • We have developed partnerships with off campus communities including St. Maria Goretti Community School, St. Frances School (English Language/Cree Bilingual), White Buffalo Youth Lodge, and Oskayak High School. • We support and participate in programs offered by the Canadian Roots Exchange (http://canadianroots.ca). In 2018, we sent five students to the Canadian Roots Exchange National Youth Conference. • STM has partnered with Gabriel Dumont Institute to advertise for and reach out to qualified Indigenous students and graduates seeking employment with STM.
	<p>Engagement sessions, events or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • STM has been intentional in reaching out to Elders from various parts of Saskatchewan and has hosted two major conferences to provide a forum for Indigenous Elders and scholars to voice their perspectives: <i>The Respect, Reconciliation and Renewal Conference</i>, and the <i>Restorative Justice: Building a Culture of Hope Conference</i>. • STM faculty has established the Academic Working Group on Indigenous Engagement composed of faculty members who are committed to Indigenization. The Working Group launched <i>Indigenous Voices</i> Program at STM in 2017. <i>Indigenous Voices</i> sponsored teachings by Elder Maria Campbell for members of the faculty and staff to become educated about the meaning of reconciliation, through understanding of Indigenous cultures, spiritualities and histories. • Indigenous engagement is a priority for STM and it works closely and learns alongside U of S under its programming. The <i>Indigenous Voices Program</i>, with a focus on building intercultural competencies and Indigenous engagement and collaboration projects among faculty/staff continues in the 2018-19 academic year. • STM staff volunteer at and support the Graduation Powwow held each year at U of S. • We are developing more service-learning opportunities that engage with Saskatoon's Indigenous community. • We have developed appropriate informational materials regarding STM courses and programs for distribution to local Indigenous communities. • STM Just Youth Group facilitated a Service and Justice Project Community supper at the Gordon Oakes Red Bear Centre. • STM sponsored and participated in orientation activities for Indigenous students. • STM sponsors the welcome BBQ at the Gordon Oakes Red Bear Centre. • Engaged Learning sponsored the Forgotten Moccasins exhibit and workshop. • We regularly welcome visiting Indigenous students from Saskatchewan Indigenous communities for lunch and a tour of the College. • Members of the Campus Ministry Team attended the Healing Circle hosted at the White Buffalo Lodge following the verdict in the Stanley Case. • A member of the Campus Ministry Team attends Monday Morning Smudges on campus.

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		<ul style="list-style-type: none"> • An STM staff person participates in the committee that organizes Aboriginal Student Achievement Week. • We are engaging with local Indigenous scholars and teachers to create among faculty a better understanding of Indigenous student experience and expectations. • The President, Manager of Human Resources and Director of Mission and Ministry participated in the Dialogue workshop hosted by the Indigenous Engagement personnel at the Gwenna Teaching and Learning Centre. STM will host a follow-up dialogue session in September 2019.
<p>Response to Truth and Reconciliation Commissions' Calls to Action</p>	<p>Overview of reconciliation efforts</p>	<ul style="list-style-type: none"> • Reconciliation was an area identified in the 2015-2020 strategic plan, where STM has identified a need to “address in a respectful, sensitive way the troubled history that exists between Indigenous communities and the institutional church.” https://aboriginal.usask.ca/documents/program/Building%20Reconciliation%20at%20St.%20Thomas%20More%20College.pdf • STM is committed to closing the post-secondary education gap between Aboriginal and non-Aboriginal students, as articulated in the November 2016 Building Reconciliation Forum, hosted by the U of S. STM continues to participate in the Building Reconciliation Forums hosted by Universities Canada. • STM has developed a course that addresses the relationship between Catholicism and Indigenous peoples. • The Director of Mission and Ministry participates in the Diocesan Council for Truth and Reconciliation (Roman Catholic Diocese of Saskatoon). • The Shannon Library hosted an exhibition of Aboriginal art which also featured government, scholarly and First Nations documents related to the Truth and Reconciliation Commission, books of history, art and social issues, as well as materials related to Indigenous languages, particularly Cree. • We showcase art by Indigenous artists in the College hallways. • Our website indicates that: “We acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We respect and reaffirm our relationship with one another.” This acknowledgement now precedes all our public events. • On November 30, 2016, STM unveiled a replica of the Treaty Six Medal and an explanatory plaque which was introduced to the community by a Smudge Ceremony led by Elders AJ and Patricia Felix, and members of the STM Advisory Circle. The medal has now been mounted at the entrance of our new facility where it is readily visible to faculty, staff and students.
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<ul style="list-style-type: none"> • STM has developed and will offer a second-year level course on Dené Language and Culture in the Winter term of 2019-20 academic year. This course will be taught by a Dené Elder.

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	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> • STM is preparing to renew a certain number of courses so that they may be offered as Indigenous-content courses. These can be added to the list of courses that fulfill this mandatory requirement.
	Educate teachers/instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> • This goal is primarily being achieved by our participation in the <i>Indigenous Voices</i> program. • Plans are being drawn up to bring Indigenous educators and Elders to talk to our faculty about Indigenous ways of knowing and Indigenous methodologies. • U of S is in the process of revamping the policies on tenure and promotion to accommodate Indigenous research methodologies. STM will follow the University's lead in the matter.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	<ul style="list-style-type: none"> • Institutional learning regarding the centrality of ceremony – which aligns well with our own Catholic heritage – has resulted in major initiatives and events integrating aspects of Indigenous prayer and ritual as guided by Elders AJ and Patricia Felix from the Sturgeon Lake First Nation. • We already have a course designed on the history of Christian and Indigenous relations in Canada. This course will be offered within the next few years when we have the appropriate faculty to teach it. • More courses along these lines (e.g., incorporating Indigenous spirituality into Religious Studies courses) will be explored.
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> • STM is creating a climate where Indigenous students feel welcome in the College including an understanding of Indigenous ways of knowing, sponsoring cultural events focusing on Indigenous perspectives, and increasing the number of scholarships and bursaries offered to Indigenous students. • STM has enhanced pedagogical tools to support Indigenous students (e.g. tutoring, using appropriate texts). STM is an active member and plays a leading role in the U of S' Academic Student Achievement Program (ASAP). ASAP mentors Indigenous students and has significantly increased the level of success in post-secondary education for those who participate. It has been shown that the cohort approach leads to a greater retention rate. STM's retention rate is above average at 65%. • We are engaging Indigenous Students more directly in service-learning programs. • There are plans to provide foundations for Indigenous students to more easily access study abroad experiences. • On January 17, 2017, an Indigenous panel addressed the question, "What does a Catholic College need to know to be truly welcoming to Indigenous people?"
	Indigenous cultural spaces and access to	<ul style="list-style-type: none"> • STM continues to be intentional in reaching out to Elders from various parts of Saskatchewan. We seek to create an atmosphere at STM that is welcoming to Indigenous students and sensitive to the unique challenges they face in the post-secondary world.

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	Elders and cultural activities	
	Innovative delivery models for teaching	<ul style="list-style-type: none"> • A compilation of innovative delivery models for teaching is pending.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> • STM continues to increase the number of scholarships available to Indigenous students, including graduate scholarships (STM Aboriginal GTRF, Spring/Summer Session scholarships). • Over 20 Aboriginal student awards are available: https://stmcollege.ca/study-here/scholarships-bursaries/aboriginal-awards.php
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> • STM still has to develop opportunities for distance delivery of courses that will be relevant to Indigenous populations in the North or outside of the Saskatoon area. We are looking at initiatives launched by the College of Arts and Science, the College of Education, the College of Nursing, and the College of Law (all of whom are already doing some form of distance learning). Since the areas we teach are limited to liberal arts, we are a little behind these other colleges, whose distance education initiatives are in areas that are immediately important to Indigenous communities. But we are exploring possibilities.
Research Activities	Indigenous Research Chair positions	<ul style="list-style-type: none"> • The Basilian Chair in Indigenous Spirituality and Reconciliation has been directed to ardently explore with humility, respect and courage the history, cultures and traditions that have shaped the intricate nature of Indigenous spirituality in Canada; to interact with and listen thoughtfully to Elders and community leaders who have preserved, protected and communicated this fertile spiritual heritage down through the generations; to consider and analyze the complexities of the interaction between Indigenous spirituality and Christian traditions historically and currently and to advance reconciliation. • Fundraising continues to support the Basilian Chair in Indigenous Spirituality and Reconciliation. • The Chair sponsored the mounting of the Treaty Six Medal and hosted a public lecture by Phil Fontaine, the Former National Chief of the Assembly of First Nations, who spoke on reconciliation to a large audience.
	Indigenous community – driven research projects or research projects led by Indigenous scholars	<ul style="list-style-type: none"> • STM Faculty are currently involved in research that fosters reconciliation. • STM has established an annual \$18,000 fellowship for an Indigenous graduate student to support their research as they complete their advanced degree. The current fellowship holder is Danielle Bird. Ms. Bird is an outstanding scholar at the writing stage of her Master’s thesis and has completed her course work and research. Bird’s thesis <i>Negotiating Success, Resilience, and Perseverance: “Criminalized” Indigenous Women in Community</i> will make an important and singular contribution to Indigenous women who live in Canada and who have been imprisoned in Federal carceral facilities. Indigenous women who have successfully returned to community are the focus of Bird’s research. The central tenant of her thesis is that “success” must not be measured through the colonizer’s lens of desistance but through women’s own definition of success. This research is important not only because it makes Indigenous women’s experience the heart of its focus but also because it engages directly with them in

Indigenous Post-Secondary Education Profile

		a way that respects their wisdom. Through this form of engagement Bird seeks to empower and educate other women in similar circumstances. Thus, her project is both scholarly and transformative.
Data Collection	Indigenous student data	Only rudimentary data (e.g. number of Indigenous students who take STM classes) are being collected at the moment. There are plans afoot to expand the number of questions asked of our students so that we have a better picture of the student population, including Indigenous students.
Challenges/Potential Areas for Collaboration		<ul style="list-style-type: none"> • One of the major challenges is the lack of clear understanding about Indigenous cultures and their knowledge systems among our faculty. But this is being addressed by programs like <i>Indigenous Voices</i>. • Our Dean has made a visit to the First Nations University of Canada and discussed possible collaboration with them. As a first step, a few of their faculty might visit us and talk about Indigenizing our course content. • We are also closely following what the College of Arts and Science and the College of Education are doing with Indigenization. Since we are academically partnered with Arts and Science, their lead will be especially useful for us to follow. • We are in close collaboration with the Greater Saskatoon Catholic School Board, and we will work with them to improve Indigenous student enrolment and retention.

A Healing Journey Expressed through the Arts



In October 2018, the Faculty of Education's emerging Elder in Residence, Joseph Naytowhow, a Plains/Woodland Cree (nêhiyaw) singer, songwriter, storyteller, actor, and educator from the Sturgeon Lake First Nation in Saskatchewan, was recognized by the Saskatchewan Arts Board with an award for his contributions to arts and learning. Naytowhow says this award is significant to him, attributing the recognition to "the children and the people I work with, the teachers, and educators, and I share this award with them."

This isn't the first award for Naytowhow, whose work has been recognized by several awards: the 2006 Canadian Aboriginal Music Award's Keeper of the Tradition Award, a 2005 Commemorative Medal for the Saskatchewan Centennial, the 2009 Gemini Award for Best Individual or Ensemble

Performance in an Animated Program or Series for his role in Wapos Bay, the 2009 Best Emerging Male Actor at the Winnipeg Aboriginal Film Festival for his role in Run: Broken Yet Brave and the Best Traditional Male Dancer at the John Arcand Fiddle Fest.

Naytowhow says he appreciates the awards he receives from Saskatchewan, valuing them as "gifts that validate that I have needed both worlds. They're inseparable." He considers the awards, as "marking posts in my life that indicated to me that I was someone who had something to share, —I think it validated what I was doing in the spiritual and cultural worlds: nêhiyaw (Cree person) and nêhiyawêwin (speaking Cree), practicing nêhiyaw-isîhçikêwin (Cree culture and ceremony). All I was doing was Indigenous ceremony and culture

because that was my life force, my life source."

At the same time it is difficult to receive the awards because, for Naytowhow, art was never about recognition. He says, "Sometimes you don't believe it when you've

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been given an award because it's come from the place that you've suffered through and healed through...Everything that I did was about healing. Returning to balance. Everything was about that."

Naytowhow has invested a lifetime in healing from the trauma of being taken from his family and community at the age of 6, and placed in Indian residential schools for the next 13 years.

"What I went through is one thing, right, 13 years of residential school, is one thing, but you never really understood what you were experiencing academically in education. It didn't make sense. I didn't come from that world. I didn't come from Shakespeare; I didn't come from math, or from overseas, and yet I was totally immersed in that, and just totally struggled to get through it every step of the way."

When Naytowhow graduated from high school, it wasn't due to academic achievement: "It was like a bull dozer going through a big mud pile, just edging along. I finally

got pushed out of that system with a fifty average. I think they just wanted to get me finished. I was really a below average student according to my marks. I was really a very silent learner and you can't be a silent learner in this system; you have to speak, you have to present, you have to do it their way. And it never really resonated with me," he says.

After residential school, Naytowhow spent his youth in search of himself. His search for harmony and balance began with attempting to live in the colonial culture. Knowing that education was important to earn a living, Naytowhow, who enjoyed athletics, found a physical education program at a university in Calgary that would accept him with his grades. The program was more about physical performance than academics, and, Naytowhow says, "I did really well; it was all based on skill. I excelled and the first semester my marks were good so I immediately applied to the U of R." Naytowhow was accepted into the Faculty of Education, but struggled through the next three and a half years before withdrawing from the program. "I was still trying to make sense of this culture that was imposed on me and I sort of got it, but I sort of didn't. I just barely squeezed by. ... I would try to read and I would read for a while and I would fall asleep. I was reading some scientific theory and my mind wanted to write a poem," he says.

However, after withdrawing from the education program, and while he was working as an Education Liaison for the Friendship Centre, Naytowhow realized that without a degree he wasn't being taken seriously by the educational administrators, so he decided to finish his Education degree, but this time through ITEP (Indian



Teacher Education Program) at the University of Saskatchewan. His practicum took him north to Stanley Mission, to a federally funded school. Naytowhow graduated with a B.Ed., but he didn't stay in the teaching position he acquired due to a lack of support from the administration.

As Naytowhow continued his search for fulfillment and self, he drifted from job to job, moving from the North to the South, to the further north (NWT) and then back again, trying to fit into the protestant work ethic of 9 to 5 work: "There was something about my experience at residential school that affected my ability to, not so much retain jobs, but stay in a job for any longer than two years. For some reason it was the limit of my mind and body. So I would move; I would want to move: *miskâsowin* (finding oneself), and *opapâpâmacihôs*, (moving about in life), that searching for oneself. I wasn't really fulfilled in the position I was doing. So I would just resign and take off."

Having children made life a more serious affair and Naytowhow did what he could as a parent to try to

maintain stability. He says, "I started being a father and looking after my kids as much as I could within the kind of terrible child rearing that I got through residential school. Some was good, you know; it wasn't all bad, but it was basically being parented by surrogate parents who didn't—who couldn't really take the time to train you to be a young man, a responsible young male, or human being. They just didn't have time. There was no way they could raise me like a son. So I was trying to raise my own kids from a place of no parenting skills, not learning how to be intimate, not even knowing if I could maintain a job. But all along, I really was not feeling fulfilled as a human being, as a male, as a man. I wasn't being all that society requires for one's life to be in harmony and in balance, like having the 9 to 5 job, or having a steady income. It happened but it didn't really make any sense to me."

What did make sense, what always made sense to Naytowhow, was culture and ceremony: "Singing with the elders or praying with the elders, that was what made sense to me, of anything I was

experiencing. The Canadian culture, the protestant work ethic, just didn't make any sense to me."

All through his healing journey, Naytowhow was developing an awareness of his Indigenous roots, what he had left behind at the age of 6, the lost memories of loving relationships and experiences with family members and his community. It started first with a realization in his 20s that he was Indigenous (not Canadian as he had been taught), and then the gradual addition of Indigenous culture and ceremony to his life.

While attending the University of Regina, Naytowhow picked up a drum for the first time: "I had a strong urge to go to the drum. I never looked back, ever since I hit that drum." A visiting visual arts professor from the state of Washington, Leroy of the Yakama tribe, and a colleague, Tim of the Umatilla tribe, introduced him to the drum: "From there," Naytowhow says, "I went into powwow, into the Sundance, into all the other ceremonies connected through a drum. The drum moved me into the sacred music and songs, and that totally made sense for me to do."

Naytowhow explains: "My soul was calling out, was being called out, to the elders and ceremonies; that was where I was supposed to be; that was supposed to happen, and I absolutely totally trusted that intuitively."

"The gifts of music and song and stories that I got from the elders, those were the most critical and most important [awards] that I needed to keep this being alive on this planet. Cause when you've gone through residential school, you've got extreme trauma that you have to deal with and its always

going to be there. Even to this day I still experience pockets of anger and depression and just dark holes that I can't make sense of, but those stories, or ceremonies, or laughter, anything to do with that, I just had to be there, I had to go there."

The wisdom of age and experience has given Naytowhow the understanding that "what went wrong, when I went into the colonization culture, was that I tried to be a part of it 100%. I just had to be in and out of it. Had to find short term work and depend on that. That's probably why I became more a musician and storyteller, became an artist. It was far more flexible and fulfilling as a singer, as someone fascinated by story and fascinated by culture, and I slowly got into acting. For me, I could live there."

The first time Naytowhow began to consider himself a practicing artist was when he started a residency in Meadow Lake as a storyteller, between 1995 and 2000. He then thought, "Ok, now I can make a living being an artist, being a musician, putting out an album now and then, travelling to storytelling festivals, to music festivals." His healing journey became the source, he says, "whereby my art practice would flourish and my cultural and spiritual practice. Healing was more a spiritual and cultural journey, more that part, and the art kind of came out of it as a result."

The Saskatchewan Arts Board Award came with \$6000, which is something Naytowhow really



appreciates because it allows him to focus on his art: "As an artist, I just need to do the art. But I can't do it when I'm doing presentations in different areas and being pulled all over. What I need is just some financial support to pay bills and pay my rent. And then I can do songwriting...the things that I do anyway, but I've never really been focused as an artist."

Naytowhow's healing journey, reconnecting with Indigenous culture and ceremony, and expressed through the arts and education, keeps him connected to both worlds. His presentations begin with Cree concepts, and he relies on the wisdom of the old people to guide him as he educates students. The balance and harmony he has found reflects his Indigenous name, which means "guided by the spirit of the day."

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Institution	University of Regina	
Leading Practices/ Success Story	http://www2.uregina.ca/education/news/a-healing-journey-expressed-through-the-arts/ https://www.uregina.ca/external/communications/feature-stories/current/2019/04-022.html https://www.uregina.ca/external/communications/feature-stories/current/2019/03-28.html	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • Since 2009, the University of Regina (U of R) has focused on implementing specific initiatives to support the success of Indigenous students, faculty and staff on campus and Indigenizing the University. Efforts have been embedded and expanded in the 2015-2020 Strategic Plan, <i>peyak aski kikawinaw</i>, which includes goals, metrics and supporting actions. • In fall of 2019, the U of R will be mapping out the Strategic Plan for 2020-2025 with Indigenization again being one of the focal pillars. • The Indigenous Advisory Circle will be mapping out their Strategic Plan to align with new goals, metrics and supporting actions with the overall U of R Strategic Plan to provide advice and direction to the senior administration. The Indigenous Advisory Circle will be mapping out their Strategic Plan to align new goals, metrics and supporting actions with the overall U of R Strategic Plan.
	Indigenous Knowledge Keepers/Elders/ Advisory Council	<ul style="list-style-type: none"> • The Indigenous Advisory Circle to the President (IAC) was established to provide advice and direction the senior administration within five priority areas: Governance and Leadership; Academic Indigenization; Indigenous Research; Community Engagement and Student Support (IAC Strategic Plan, 2015). The IAC provides funding which has supported students, faculty and staff host activities in support of Indigenization. • In May of 2019, the Office of Indigenization is building and strengthening relationships with Indigenous Knowledge Keepers, Elders and Old Ones to broaden the scope of their expertise, knowledge and wisdom in the Academy. It is the desire of the Office of Indigenization to develop a strong Elder's Council to support and advise the journey of the University community as a whole through the Indigenous worldview lens. This will strengthen our education system, ways of knowing in educating our next generation of leaders as well as guide mutual respect.
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • The U of R established the position of Executive Lead - Indigenization, which leads the implementation of the University's strategic plan for Indigenization and currently is held by Kallie Wood, Carry the Kettle First Nation. • A new recruitment and retention policy for Indigenous faculty members has been established. • Arts is working to reform its hiring processes to ensure a greater likelihood of hiring Indigenous scholars, and to support Indigenous scholars already hired. • In 2018, Dr. Michelle Coupal joined the U of R as the Canada Research Chair in Truth, Reconciliation, and Indigenous Literatures. The research that is undergoing will help respond to the educative Calls to Action of the

Indigenous Post-Secondary Education Profile

		<p>Truth and Reconciliation Commission (TRC) of Canada by providing educators with both the theories and practical strategies for bringing Indigenous material in the classroom.</p> <ul style="list-style-type: none"> In 2018, Dr. Allyson Stevenson joined the U of R as the Tier 2 Canada Research Chair in Indigenous Peoples and Global Social Justice in a research effort to better understand Indigenous human rights in a global context.
	<p>Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy</p>	<ul style="list-style-type: none"> In fall 2015, the Office of Indigenization and the Teaching and Learning Centre launched a course for faculty entitled “Enhancing Academic Indigenization”. The pilot program is being developed into a self-directed 6-week course. In fall 2016, the U of R and First Nations University of Canada (FNU) launched a new Speaker’s Series in recognition of Canada 150 and the TRC’s Calls to Action. The series provides a platform for inspiring leaders to share their work in academia, the arts, media, and community-level. An anti-discrimination campaign, “You Belong Here. Racism Doesn’t”, was launched on March 21, 2019. The U of R secured a two-year license from Cazabon Productions to provide <i>the Four Seasons of Reconciliation</i>, an online multi-media professional development course in reconciliation education to their faculty and staff. U of R executives, faculties, staff and students attending and participating in the Treaty Four Gathering hosted in Fort Qu’Appelle to strengthen relationships and encourage post-secondary education to the youth. Office of Indigenization collaborating with all faculties and support areas of the University to educate and better equip executive, faculty, staff on culture and tradition awareness, reconciliation and best practices for supporting Indigenous students.
<p>Indigenous Engagement</p>	<p>MOUs, partnerships with Indigenous organizations and communities</p>	<ul style="list-style-type: none"> The U of R works hard to increase the participation of Indigenous students in higher education through multiple partnerships and initiatives: <ul style="list-style-type: none"> ➤ Fall 2017 Indigenous knowledge exchange between our partner teacher education programs; ➤ 2017-2018 community collaboration with the Yorkton Tribal Council around science education; ➤ Centre for Continuing Education is delivering a program in Pinehouse to Indigenous students under an MOU with Gabriel Dumont Institute; ➤ Community Connection Tours with President Timmons to Lac La Ronge Indian Band in fall of 2018 and scheduled Meadow Lake Tribal Council (MLTC) and its 9 communities in fall of 2019; ➤ June of 2019, hosting the Senior Education Leadership team of MLTC to develop, plan and implement educational priorities and high school to post-secondary transition best practices; and, ➤ Collaborating and building relationship with Federation of Sovereign Indigenous Nations (FSIN) and Chief Bobby Cameron on Indigenization and how best to support our First Nation communities in Saskatchewan. The Faculty of Education has the highest percentage of Indigenous graduate students at the University. The Faculty partners with the following teacher education programs: Yukon Native Teacher Education Program; SUNTEP; First Nations University Indigenous Education Program; and, Nunavut Teacher Education Program.
	<p>Engagement sessions, events</p>	<ul style="list-style-type: none"> A one-day Academic Indigenization Forum was held on January 11, 2019, at the U of R.

	<p>or activities involving Indigenous communities and organizations</p>	<ul style="list-style-type: none"> • Riding is Resistance Discussion Panel held on March 27, 2019: https://www.cbc.ca/news/canada/saskatchewan/riding-is-resistance-decolonization-skateboarding-1.5075604 • Elders Appreciation Luncheon, May 2019 to honour, acknowledge and gift the U of R Elder’s that journey alongside our Academy. This event included Presidents of U of R, Campion, Luther and FNUniv as well as the Ministry of Advanced Education. • The U of R is partnering with the FNUniv and will be submitting their bid to host the Building Reconciliation Forum in fall of 2020. This is a national conference on the role of universities in advancing reconciliation both in Canada and within their own institutions. These are important forums for Canada and the higher education sector to respond to the Truth and Reconciliation Commission’s calls to action. • In October of 2019, the Executive Lead of the Office of Indigenization will be attending the Building Reconciliation Forum 2019 in Sault Ste. Marie, Ontario. • August 2019, The Office of Indigenization and the U of R will be supporting and attending the YQR Summer Bash for the first time, assisting in providing a culturally appropriate event while providing authentic engagement with the community. One of the key pillars of the event is education and over 15,000 people attended the event in 2018 – with many of those being youth. The U of R has an opportunity to build and strengthen relationships within the City of Regina and potential future students. • In April 2019, The President, The Senior Government Advisor and the Executive Lead of Indigenization visited the All Nations Healing Hospital in Fort Qu’Appelle. A key relationship builder, particularly in moving the mid-wifery program forward in the Faculty of Nursing. • In May 2019, the U of R in partnership with the FNUniv hosted a “Discovering your Direction” conference for Indigenous Grade 9 students. 135 students visited our campus over a two-day period and experienced different faculties and campus life. • Coordinating and collaborating for the 2019-2020 academic year to host Treaty talks and speaker series for students, staff and faculty education. • Coordinating in partnership with FNUniv and Chief Cadmus Delorme an event that will host Saskatchewan Chiefs and their council to be hosted at the U of R. • For Fall of 2019, coordinating with Tasha Hubbard, producer of the Indigenous films <i>We will Stand Up; Birth of a Family</i> as well as <i>Two Worlds Collide</i> to share her journey and present her newest film to our Media, Arts and Performance students, staff and faculty. • In September 2019, the University will host an Indigenous Research Focus Week, collaborating with Researchers across the Nation and including FNUniv, Campion College and Luther College. • On September 27, 2019 the Aboriginal Student Centre will host the annual Glen Anequod Tipi Raising. This brings the campus together on the green and gets faculty, staff and students involved. • As part of the Indigenous Speakers Series, award winning poet Randy Lundy, author of <i>Blackbird Song</i>, provide a poetry reading and Q&A session at the Research and Innovation Centre.
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Indigenous Post-Secondary Education Profile

Response to Truth and Reconciliation Commissions' Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> • The Faculty of Social Work expressed its solidarity with the findings of the TRC. They added their voice to that of the Canadian Association for Social Work Education (CASWE) in supporting the following calls and calling on the Government of Canada to implement all of the calls to action: <ul style="list-style-type: none"> ➢ “Social workers are properly educated and trained about the history and impacts of residential schools.”; ➢ “Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide ... more appropriate solutions to family healing.”; ➢ That the governments “provide the necessary funding to post-secondary institutions educate teachers on how to integrate indigenous knowledge and teaching methods into classrooms.”; and, ➢ The creation of a public inquiry into missing and murdered Aboriginal women and girls. • As of fall 2013, the U of R, Faculty of Arts has required all students to complete a course on Indigenous focus studies. The Faculty of Social Work have similar course requirements of Indigenous studies. • In June of 2019, The Faculty of Nursing, Faculty of Science and Center of Continuing Education have begun collaborating with MLTC and communities in the north to better equip and prepare our First Nation youth for transitioning to post-secondary. This is in the preliminary stages and our team will be visiting their communities in September of 2019.
	Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages	<ul style="list-style-type: none"> • Education is developing an Indigenous Language Master’s program to attract Indigenous students. • Cree, Nakoda and in the near future Saulteaux will be offered at the U of R federated college; FNUniv for language preservation, revitalization and strengthening of Indigenous languages. • UR Press offers Cree through open access which is accessible on the U of R website.
	Mandated Indigenous courses or courses with mandatory Indigenous content	<ul style="list-style-type: none"> • As of fall 2013, the Faculty of Arts has required all students to complete a course on Indigenous-centred studies. The Faculty of Social Work, Nursing and Education have similar course requirements of Indigenous studies. • La Cité sponsors Indigenous studies in French through partnerships on campus. We have also had open conferences and talks on reconciliation as preliminary steps toward an outreach program to the Aboriginal community and students. • The Faculty of Education runs an annual Treaty Ed gathering, a mandatory two-day Treaty education workshop for all undergraduate students, and Treaty Ed Camp, a full-day professional development opportunity for teachers, pre-service teachers and the general public, and it is open to anyone interested in learning about legacy of residential schools, Treaty education, historical and contemporary implications of Treaty and possibilities for decolonization and reconciliation.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • The U of R’s School of Journalism bachelor program provides two courses related to Indigenous peoples related to Indigenous peoples. “Indigenous People and the Press” has students investigate the fairness, accuracy and inclusion of Indigenous representations in the media. “The Journalist’s Role in Reconciliation” course provides students with an understanding of the history of Indigenous peoples, the different forms of reconciliation and how the inclusion of Indigenous perspectives in all stories is essential. • Faculty of Business Administration is offering in fall of 2019 an Indigenous Entrepreneurship course for graduate students. This will weave Indigenous ways of knowing into areas of conflict resolution and leadership. • The U of R and Saskatchewan Polytechnic have collaborated and are offering the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program. Jointly offering the program to see students working with patients and clients in their first year. Indigenous Nursing Student Success (INSS) advisors provide academic services, cultural, and personal support. • The Faculty of Arts have designed an Indigenous Studies course that is a required part of the core curriculum. As of June 2019 the faculty has hired a professor whose main focus will be in teaching a course on prison writing that will bring many of our English majors into the local jails. This will be an Indigenous focused course to better understand today’s current reality and incarceration rates. Focus of proactive methodologies – not reactive.
	<p>Educate teachers/ instructors on how to integrate Indigenous knowledge and teaching methods into classrooms</p>	<ul style="list-style-type: none"> • The Faculty of Education is committed to ensuring its students are prepared and committed to building on their work in the development of culturally appropriate curriculum not only in K-12 schools, but also in teacher education. • UR Leading provides theory and practice sessions for UR staff and faculty and offers a session on Indigenization and what does it mean to you as staff and how do we incorporate Indigenous ways of knowing into our classrooms. This will be offered on October 30, 2019. • The faculties of Science, Social Work, UR International and Nursing will be participating in the Blanket Exercise at their staff and faculty retreats in summer of 2019. This is opportunity for safe space to learn and journey alongside the history that has brought us to our current reality in this country today. It allows open dialogue, Q & A on best practices for classrooms and how best to support our Indigenous students.
	<p>Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal</p>	<p>N/A</p>

	<p>spiritual beliefs and practices in collaboration with Elders</p>	
<p>Structure and Indigenous Student Success</p>	<p>Student success initiatives</p>	<ul style="list-style-type: none"> • The Aboriginal Student Centre provides student supports and programming throughout the academic year. The OMA Program (Nitôncipâmin Omâ Student Success Program) is designed to provide a supportive learning environment to first-year Aboriginal students. <ul style="list-style-type: none"> ➢ The 2016/17 OMA Program cohort retained 22/24 students from first to second year of study, a retention rate of 92%. Retention rate for the program over its 7-year history is 73%, far above past retention rates for Indigenous students. • The Centre for Continuing Education will be working more closely with the Regional colleges to address support needs for students in rural and particularly northern regions (primarily Indigenous students). Among planned initiatives are a transition / bridging / pathways programming, specifically designed for potential and current students in the north, and more intensive tutoring for students in the north. • Arts has undertaken a gap assessment of its existing Indigenization efforts and seeks to provide support for self-declared First Nations and Métis students enrolled in Arts classes. • The SCBScN program has 56 equity admission seats for Indigenous students (Regina, Saskatoon and Swift Current). Indigenous applicants who meet admission requirements compete within their own admission category, thereby increasing the likelihood of being offered a seat. <ul style="list-style-type: none"> ➢ Retention initiatives for 87 SCBScN students include: free tutoring, one-on-one academic counseling, cultural group events, and supportive actions arising from the Indigenous Advisory Council. Retention of Indigenous students is a priority for the SCBScN program. To date, 94 Indigenous students have graduated from the SCBScN. ➢ Science has established the Pathway Program, which will increase access for U of R Science programs to students who have been systemically disadvantaged in acquiring the necessary prerequisites to enter university.
	<p>Indigenous cultural spaces and access to Elders and cultural activities</p>	<ul style="list-style-type: none"> • The Aboriginal Student Centre provides a welcoming and respectful atmosphere that encourages student empowerment, identity, community connection and Indigenous ways of learning. In fall of 2019 the Aboriginal Student Centre will be changing its name to reflect the current day inclusiveness of Indigenization. • Elders-in-residence: The Faculty of Education invited a part-time emerging elder in residence to support faculty, staff, and students in their learning and their understanding of our shared histories with Indigenous peoples. The Aboriginal Student Centre also employs an Elder in residence part-time to provide cultural advice. • The Neekaneewak (“They are Leading”) Leadership Initiative is an Elder based leadership program that will enhance cultural awareness and develop leadership skills in student participants through traditional and current ways of knowing.

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> The Faculty of Education opened a new counselling space in fall of 2017. This space reflects First Nations ways of knowing and being. The U of R's Smudging Policy allows smudging to take place across campus.
	Innovative delivery models for teaching	<ul style="list-style-type: none"> Johnson Shoyama Graduate School (JSGS) will offer a new Master's Certificate in Indigenous Governance jointly with the FNUUniv. Master's certificates have proven to be very good recruitment tools. Certificate programs, consisting of three 3-credit hour courses, offer students an opportunity to sample programs before they apply for the full degree program. <ul style="list-style-type: none"> ➤ Statistics show that 25% of JSGS certificate students move on to complete a JSGS degree. Courses in this new certificate include Public Administration, Indigenous Governance, and Public Policy, and will be a mix of online courses and an in person residency, with a goal of 15 students in the first year, 25 in the second, and 35 students enrolled by year 3. The Aboriginal Career Centre provides programming that supports academic and career related success of Aboriginal students including a co-op program partnership with FNUUniv, Full Circle Summer Internship Program, job registry, professional development workshops for co-op and summer programs, resume and cover letter preparation and critiquing, employer luncheon series, and mock interview sessions. UR International has mobilized more than 10 Indigenous students to participate in fully funded initiatives with the Intercultural Universities of Mexico as well as receiving 10 students from the Intercultural Universities. Through mobility initiatives UR International has been able to provide international experiences to more Indigenous students from rural communities, and with young families who would have otherwise not been able to access this opportunity. UR International has also submitted a survey to the Government of Canada indicating our great interest in building more International initiatives for indigenous students with Australia and New Zealand.
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> A new graduate scholarship for Indigenous graduate students in Education. Over fifty scholarships and awards set aside for Aboriginal students attending the U of R: https://banner.uregina.ca/prod_apex/f?p=128:900:4402703702817:QUICK_RUN:::RPT_QUERY_CD,RPT_DEF_GRP_ID:EXECUTE,4060&cs=34C6C6765BA2BAC10FFF380CD07A051F1
	Distance learning technology platforms for rural/on-reserve	<ul style="list-style-type: none"> The Centre for Continuing Education works in partnership with the U of R's Faculties and Federated Colleges, including First Nations University of Canada, to deliver credit undergraduate and graduate courses and programs online, LIVE-streamed and through video-conference. These programs provide post-secondary access to students, many of whom are First Nations and Metis, who wish to remain based in their home community.
Research Activities	Indigenous Research Chair positions	<ul style="list-style-type: none"> Arts has hired a Métis scholar into a Canada Research Chair in Indigenous Peoples and Social Justice, assisting with the Faculty's progress toward Indigenization. Bradyn Parisian has been announced as the first Rawlinson Indigenous Entrepreneur Executive in Residence. Angela Snowshoe, Education

Indigenous Post-Secondary Education Profile

		<ul style="list-style-type: none"> • https://www.uregina.ca/external/communications/feature-stories/current/2019/06-20.html • Merelda Fiddler-Potter: Indigenous Studies https://www.uregina.ca/external/communications/feature-stories/current/2019/05-16.html • Dr. Michelle Coupal: Canada Research Chair (CRC) is in Truth and Reconciliation Education https://www.uregina.ca/external/communications/feature-stories/current/2018/12-6.html • David Garneau, Media, Art and Performance; Tawatina Bridge Project. https://tawatinabridgeartproject.ca
	<p>Indigenous community – driven research projects or research projects led by Indigenous scholars</p>	<p>N/A</p>
<p>Data Collection</p>	<p>Indigenous student data</p>	<ul style="list-style-type: none"> • The U of R is a part of the Indicators Project and collects data related to Indigenous student enrolment and credentials. • The University Registrar Office collects information on source of previous education, program enrolled, class registration, credential earned, as well as demographics pertaining to age, gender, and place of residence.
<p>Challenges/ Potential Areas for Collaboration</p>	<p>Challenges to Indigenous Student Success</p> <ul style="list-style-type: none"> • Post-Secondary Student Support Program (PSSSP) <ul style="list-style-type: none"> ➤ One clear and significant impediment to Indigenous students accessing post-secondary education is current funding models. Dedicated support to assist student navigation of funding, especially for common barriers that arise for federally-funded Indigenous students, would be beneficial. Such a support position would assist in the transition from high school to post-secondary by working with the Indigenous Advocates in the high schools, Post-secondary Coordinators in First Nations communities, and the Indigenous Recruiter at the University to bridge the transition gap. <ul style="list-style-type: none"> – PSSSP Funding and Experiential Learning Essentially the issue is one of credit hours. Indigenous students participating in the Co-operative Education/Internship Program are not being awarded credit hours for their semesters in the workplace, but rather being paid for their work. Experiential learning affords students the opportunity to develop career related networks prior to graduation. – There is an expectation that band-funded students, via the Federal Government's PSSSP, remain in "for credit" courses during the normal academic year (September - April). If a band funded student takes a "break" from "for credit" study they are moved down the priority list for funding and must reapply for consideration, given the growing shortfall in funding experienced from PSSSP. 	

	<ul style="list-style-type: none"> – The summer period (May - August) is considered a break in study, and thus is the focus for band-funded Indigenous students working in paid experiential learning opportunities. The Full Circle Summer Internship (FCSI) Program has been a huge success in spite of the above challenges with the PSSSP funding model, typically placing 80 students each summer. • Mentorship Initiative <ul style="list-style-type: none"> ➤ The Aboriginal Student Centre (ASC) attempted to create a Memorandum of Understanding to develop a mentorship partnership between Indigenous students at the U of R and the Aboriginal Government Employees Network (AGEN). The intention was to create a mentorship relationship with current professional Indigenous employees throughout Crown Corporations and the Provincial Government and current Indigenous students. In the final stages of formalizing the MOU, the partnership was halted by the Saskatchewan Public Service Commission in their review of employee networks in 2016. • Collaborations <ul style="list-style-type: none"> ➤ Post-Secondary Coordinator Gathering: <ul style="list-style-type: none"> – The ASC at the U of R, FNUniv, SK Polytechnic, Saskatchewan Indian Institution of Technologies, and – Gabriel Dumont Institute host an annual gathering for Saskatchewan Post-Secondary Coordinators (PSCs). This gathering is hosted with the intention of supporting current and future Status students in their transition and retention in post-secondary. The gathering allows the opportunity for the institutions to connect and build relationships with the PSCs and continue to find effective ways to support students. ➤ Potential Collaborations: <ul style="list-style-type: none"> – Formalized Bridging/Laddering Opportunities – There is significant potential to establish formalized bridging and laddering programs through Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, SK Polytechnic and the U of R for Indigenous learners.
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Peemahcheeowin (Nakawe) The Journey

Boundless Collaboration

The Vice-Provost Indigenous Engagement (VPIE) position was filled on October 1, 2017, adding the University of Saskatchewan to a small number of universities in Canada who have such a senior leadership position.

Indigenous.usask.ca

University of Saskatchewan

Campus VPIE Committees

OVPIE Committee on Anti-racist, Anti-oppression Education and Research

This committee is comprised of scholars, researchers, authors, instructors and practitioners from across the university. The OVPIE Committee on Anti-racist, Anti-oppression Education and Research will provide the OVPIE with wisdom, expertise and guidance to address and challenge racism, discrimination and oppression at a systems level. This committee will host the Anti-racist, Anti-oppression Teach-in on March 21, 2019.

OVPIE Committee on Land- and Place-based Education and Research

This committee is comprised of scholars, researchers, authors, instructors and practitioners from across the university. This committee will provide the OVPIE with wisdom, expertise and guidance on ways to respectfully engage in land- and place-based education and research with a university-wide scope. They will also provide suggestions on ways to share our stories of land- and

place-based education and research to the internal and external campus community.

Senior Leaders' Collaboration on Indigenization, Reconciliation and Decolonization

- This team is comprised of the vice-provost of Indigenous engagement, vice-provost teaching, learning and student experience, vice-president university relations and vice president research, and the mandate is to identify areas of intersectionality and collaborative opportunities.

OVPIE Indigenous Strategy Working Group

- At the functional level, this working group is comprised of college staff and faculty who are Indigenization champions. This group focuses on communication, the sharing of best practices and supporting the development of the Indigenous Strategy.

Indigenous Advisory Committees (in Development)

- Indigenous Advisory Committee on Space and Place (Campus Plan)

- Indigenous Engagement Advisory Committee (senior leaders, Elders, community members, students)

OVPIE in Action

Indigenous Strategy Evolution

This process began by seeking guidance and feedback from Indigenous communities on the development of an Indigenous Strategy.

- The Elders Summit was facilitated on November 1, 2018.
- The Indigenous Community Consultation Gathering took place November 2018.
- On-campus Indigenous student, staff and faculty consultation took place January 2019.

Indigenous Community Engagement

- The purpose of these proposed visits will be to create and sustain authentic relationships, communication, co-create ways to provide reciprocal support and spark innovation (OVPIE team and college participation). A series of meetings in First Nation and Métis communities and with Indigenous



organizations will be planned for the province of Saskatchewan.

Establishment of an Indigenous Task Force on Standards Transformation

The mandate for this task force is to inform the OVPIE and the university about university standard amendments that respectfully recognize Indigenous scholarship in tenure, promotion and merit processes. The task force was struck on December 2018, and consultations with Indigenous faculty were conducted in December 2018 and January 2019, resulting in the Delorme Report.

Partnerships and Collaborations

Memorandum of Understanding (MOU) with the Federation of Sovereign Indigenous Nations (FSIN)

In response to this MOU, the OVPIE team members are engaged in a regular dialogue to facilitate the achievement of shared initiatives. The first meeting with Chief Bobby Cameron was held on August 17, 2018.

This MOU highlights the following commitments:

“On an annual basis the president of the university will provide a presentation to the FSIN Chiefs to highlight strategies, programs and activities the university is undertaking to serve Indigenous students.”

This took place at the spring FSIN Assembly, February 20, 2019.

“On an annual basis the FSIN Chief will provide a presentation to Deans Council and/or University Councilor its committees, the principal deliberative and academic bodies of the University of Saskatchewan. The FSIN Chief will highlight strategies, programs and activities the FSIN is undertaking to serve Indigenous students.”

This is scheduled for June 2019.

“The university will engage with the FSIN Education Commission to

discuss shared priorities and on-going activities.”

This has been ongoing since November 2017.

“Engage in regular dialogue to facilitate the achievement of shared initiatives.”

The first meeting occurred on August 17, 2018.

Memorandum of Understanding (MOU) with the Saskatoon Tribal Council (STC)

The Saskatoon Tribal Council and the University of Saskatchewan recognize the long-term commitment that both parties have in improving educational successes and opportunities for First Nations and have agreed to the following:

- To ensure the First Nations people served by the Saskatoon Tribal Council and its member First Nations are aware of and engage in the opportunities at the University of Saskatchewan.
- To collaboratively identify, develop and invest in initiatives and events that benefit Saskatoon Tribal Council and its member First Nations and the University of Saskatchewan.
- To explore leadership and mentorship opportunities for Indigenous students.
- Reciprocal community engagement between the Saskatoon Tribal Council and University of Saskatchewan to explore opportunities, in particular, initiatives that are aimed at improving educational attainment and economic development of Saskatoon Tribal Council and its member First Nations.
- Recognize that the knowledge, histories, traditions, cultures, and ceremonies of First Nations peoples should be honoured and valued as sources that inform and guide University of Saskatchewan’s and Saskatoon Tribal Council and its member First Nations’ efforts to help prepare inclusive and diverse

workplaces, and regular dialogue on initiatives that benefit First Nations people.

This agreement was signed October 11, 2018.

Memorandum of Understanding (MOU) with Canadian Roots Exchange (CRE)

This is a community of Indigenous and non-Indigenous youth committed to building honest and equitable relationships through travel exchange experiences. Their vision is: “We believe in a Canada where youth stand in solidarity to promote respect, understanding and Reconciliation between Indigenous and non-Indigenous peoples.”

The University of Saskatchewan hosted the CRE Conference in November 2018, bringing nearly 300 Indigenous youth from across Canada to our campus.

Federation of Sovereign Indigenous Nations (FSIN) PostSecondary Forum

USask co-hosted the FSIN Post-Secondary Forum at the Ramada Hotel on September 25 and 26, 2018. The university’s Indigenous staff were on the FSIN Post-Secondary Forum Planning Committee, and helped to implement a new format for the forum with a focus on capacity development. By being involved in development of the agenda, post-secondary counselors developed knowledge in the following areas: the Treaty right to education, Treaty federalism and an overview of the duty to consult.

The forum extended invitations beyond the post-secondary portfolio and included invitations to Indigenous leadership and staff from First Nation Communities.

Thank you.

*Marsee (Michif) mar see
kinanāskomitin (Cree) ky kin oh mah woh
Mii gwetch (Nakawe) mee gwe tch
Mahsi cho (Denesuline) mah se cho
Pedámaya (Dakota) pee dah ma yah*

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Institution	University of Saskatchewan	
Leading Practices/Success Story	<ul style="list-style-type: none"> • Success Story to highlight: https://www.usask.ca/cmelearning/learning_resources/Annual_Report/28/ • Links to articles/success stories, this is not an all-inclusive listing, rather these links are highlights of various publications: • https://aboriginal.usask.ca/news.php • https://news.usask.ca/articles/colleges/2018/inuit-students-happy-to-have-usask-law-program.php • https://news.usask.ca/articles/general/2018/revised-usask-learning-charter-approved.php • https://news.usask.ca/articles/general/2018/online-course-promotes-indigenous-wellness.php • https://news.usask.ca/articles/people/2018/indigenous-youth-leader-steps-up-to-represent-usask-students.php • https://news.usask.ca/articles/general/2019/buffalo-circle-campaign-connects-non-indigenous-allies.php • https://news.usask.ca/articles/general/2018/indigenous-initiatives-help-shape-the-future-of-u-of-s.php • https://news.usask.ca/articles/people/2017/university-of-saskatchewan-names-vice-provost-of-indigenous-engagement.php • https://thestarphoenix.com/news/local-news/new-u-of-s-strategy-steeped-in-ideas-of-reconciliation • https://news.usask.ca/articles/general/2018/time-to-take-the-lead-in-indigenization.php • https://alumni.usask.ca/news/2019/the-college-of-engineering-opens-centre-that-offers-support-to-indigenous-students.php • https://news.usask.ca/articles/colleges/2018/usask-college-of-kinesiology-showcases-indigenous-athletes.php • https://news.usask.ca/articles/general/2017/reconciliation-forum-another-step-forward.php • https://twitter.com/usask/status/1050763524778184705 • https://news.usask.ca/articles/colleges/2017/sharing-knowledge-through-animals-and-art.php • For an overview of the University of Saskatchewan (USask) innovative and leading practices and services in teaching and learning please visit: https://teaching.usask.ca/curriculum/indigenization.php#IndigenizationandTheUniversityofSaskatchewan 	
Governance and Building Capacity to Indigenize and Foster Mutual Respect	Indigenous Strategic Plan	<ul style="list-style-type: none"> • The University Strategic Plan 2025 was released in October of 2018. Based on three strong commitments and 12 courageous goals, the University Plan is a forward-thinking, strategic document that guides aspirations for the next seven years to 2025. https://plan.usask.ca/

		<ul style="list-style-type: none"> • The University Plan 2025: Strategic Framework and Narrative has a commitment of “Courageous Curiosity” which includes a goal to “Uplift Indigenization”. The purpose of this goal is to expand the understanding and practice of Indigenous ways of knowing, being and doing. “Indigenization challenges USask to amplify the forces of decolonization. Decolonization practices contest divisive and demeaning actions, policies, programming, and frameworks.” • The following are the guideposts: <ul style="list-style-type: none"> ➢ Growth in the number of Indigenous policies, programs, curricula, and initiatives across colleges and schools developed with and validated by Indigenous people. ➢ Recognized Indigenous leadership at all levels of the academy, administration, and governance. ➢ Amplified Indigenous student, faculty and staff recruitment and retention efforts. ➢ Systems and structures—including tenure, promotion, and merit practices—that support and recognize Indigenization. ➢ A university community—Indigenous and non-Indigenous—increasingly empowered by active and ongoing system-wide learning that supports the growth and sustainability of Indigenization. ➢ nīkānītān manāchitowinihk ni manachīhitoonaan (“Let us lead with respect”) reflects the humility and boldness that inextricably define the USask’s spirit. Our university community aspires to lead “in a good way”. • An important part of this work includes ceremony. In the summer of 2018, the Indigenous community gifted a name to the plan; nīkānītān manāchitowinihk in Cree and ni manachīhitoonaan in Michif which translates as "Let us lead with respect." https://news.usask.ca/articles/general/2018/indigenous-initiatives-help-shape-the-future-of-u-of-s.php • Cree and Michif languages, along with all Indigenous languages, and concepts have brought depth, complexity and the unexpected to our understanding of the principles and commitments that will define our future. Our relationships with Indigenous communities have shaped and inspired our sense of identity, our conviction and our potential for impact.
	Indigenous Strategy	<ul style="list-style-type: none"> • The University has prioritized Indigenization which is expected to have a horizontal influence across every aspect of the institution. The development and implementation of accountability measures, and engagement for strategies and initiatives are a part of this work. • The Office of the Vice Provost Indigenous Engagement (OPVIE) is responsible for the development and implementation of a central Indigenous Strategy. • Strategic committee work to support the development of the Indigenous Strategy are as follows: <ul style="list-style-type: none"> ➢ Senior Leaders’ Collaboration on Indigenization, Reconciliation and Decolonization ➢ OVPIE Indigenous Strategy Working Group ➢ OVPIE Anti-Racism and Anti-Oppression Education and Research Committee

		<ul style="list-style-type: none"> ➤ OVPIE Land and Place Based Committee Education and Research Committee ➤ Indigenous Task Force supported the reform of University Standards (Tenure, Promotion and Merit) ➤ Indigenous Advisory Committees – to be developed <ul style="list-style-type: none"> – Indigenous Advisory Committee on Space and Place – Elder and Traditional Knowledge Keeper Advisory Committee – Indigenous Engagement Ambassador’s Circle • Critically important to the development of the Indigenous Strategy is meaningful and respectful engagement with Indigenous Elders, Traditional Knowledge Keepers, community, and organizational leaders and members. • Under the leadership of the Vice-Provost of Indigenous Engagement and the Vice-Provost Teaching, Learning, and Student Experience, the university is developing a northern strategy. While not completely focused on Indigenous academic and research pursuits, the northern strategy will contain aspirations and goals that will support the university’s broader strategic agenda in areas of Indigenization and reconciliation.
	Indigenous Knowledge Keepers/Elders/ Advisory Council	<ul style="list-style-type: none"> • Elder and Traditional Knowledge Keeper Advisory Committee/Indigenous Engagement Ambassador’s Circle <ul style="list-style-type: none"> ➤ Terms of reference are in development for an Elder’s advisory group to provide support and guidance to the University. ➤ Elders and Knowledge Keepers were involved in the development of the University Plan 2025, and will continue to be involved in the development of the Indigenous Strategy. • Elder and Traditional Knowledge Keeper Support – Gordon Oakes Red Bear Student Centre <ul style="list-style-type: none"> ➤ The Office of Indigenous Initiatives, housed within the Gordon Oakes Red Bear Student Centre, helps the university community achieve its goals in Indigenous engagement and Indigenous student success; e.g. by ensuring that elders support is in place. https://aboriginal.usask.ca/gordon-oakes-red-bear-student-centre.php • Indigenous Advisory Circle <ul style="list-style-type: none"> ➤ The Indigenous Advisory Circle exists to a) make recommendations to the Advising Council on issues related to the academic, social and cultural advising of Indigenous students; b) make recommendations to the Vice-Provost, Teaching, Learning and Student Experience and the Vice-Provost, Indigenous Engagement on matters related to the retention and success of Indigenous students; and c) support one another, distribute information and share best practices. https://aboriginal.usask.ca/about/Indigenous-Advisory-Circle.php • USask Students’ Union

		<ul style="list-style-type: none"> ➤ In January of 2019, USask Students' Union president proposal for hiring an Elder-in-Residence was approved. The project was set to run from January 24 to April 12 on a trial basis. https://thesheaf.com/2019/01/17/ussu-presidents-proposal-for-an-elder-in-residence-passed-unanimously/
	Indigenous representation on Executive, Board of Governors, faculty and staff	<ul style="list-style-type: none"> • The Vice-Provost of Indigenous Engagement position was filled on October 1, 2017, adding the USask to a small number of universities in Canada who have Indigenous senior leadership positions. https://news.usask.ca/articles/people/2017/university-of-saskatchewan-names-vice-provost-of-indigenous-engagement.php • Vision, mission and goals, see the 2018 OVPIE Progress report: https://www.usask.ca/cmelearning/learning_resources/Annual_Report/28/ • There are currently two Indigenous Board of Governor representatives. • The University is continuing to hire Indigenous faculty and staff, this includes the recent hire of an Indigenous woman into the senior leadership position of Associate Vice-President of Government Relations. https://news.usask.ca/articles/general/2019/daniels-appointed-to-government-relations-leadership-role.php • The College of Arts and Science Aboriginal Faculty Recruitment Strategy had a successful first year. Thirty-two self-declared Aboriginal scholars applied; five were interviewed and two were hired in the Department of History and the Department of Geological Sciences. • Indigenous Self-ID Statistics for faculty, sessionals and staff; these statistics are currently being refined, current numbers are reflected as 52 Indigenous faculty and sessionals, and 165 Indigenous staff. These numbers reflect those Indigenous faculty and staff that have provided self-identification of Indigenous heritage. • Facts and Figures. https://www.usask.ca/cmelearning/learning_resources/Annual_Report/26/
	Internal Indigenous cultural awareness training, Treaty, and reconciliation education, anti-racism strategy	<ul style="list-style-type: none"> • Indigenous Voices <ul style="list-style-type: none"> ➤ Indigenous Voices is comprised of a unique team of Indigenous leaders who are dedicated to creating a shared space for dialogue, learning, and collaborative action to catalyze individual and systemic change at the USask. ➤ Indigenous Voices offers tailored programming to colleges and departments in Indigenization, decolonization and reconciliation. This team has worked with several colleges and units across the institution in creating and facilitating programming for academic leaders, faculty and staff. Each college or unit dedicates over a year to engaging with this programming that culminates in work to change practices within the unit to further Indigenization and decolonization as appropriate for each context. https://teaching.usask.ca/curriculum/indigenization.php#IndigenizationandTheUniversityofSaskatchewan

		<ul style="list-style-type: none"> • The Buffalo Circle <ul style="list-style-type: none"> ➤ The Buffalo Circle has been created as a means to identify, support and strengthen allyship on campus. Programming has been offered to an initial group of 62 allies and will be expanded in future years. https://news.usask.ca/articles/general/2019/buffalo-circle-campaign-connects-non-indigenous-allies.php • Indigenous Wellness Program <ul style="list-style-type: none"> ➤ Both courses in the Indigenous Wellness program have been designed, developed and taught by Indigenous scholars, community members and health practitioners. The online module videos feature Elders, Knowledge Keepers, professors, and community members recounting personal stories and experiences, from intergenerational trauma and racism to micro-reconciliation. https://news.usask.ca/articles/general/2018/online-course-promotes-indigenous-wellness.php • USask Office of the Vice-Provost Indigenous Engagement Committee on Anti-racism and Anti-oppression Education and Research <ul style="list-style-type: none"> ➤ This committee will help develop a strategy that will provide guidance for university-wide policy, programs and initiatives.
Indigenous Engagement	MOUs, partnerships with Indigenous organizations and communities	<ul style="list-style-type: none"> • Memorandum of Understandings, between: <ul style="list-style-type: none"> ➤ Federation of Sovereign Indigenous Nations and the University of Saskatchewan, the parties commit to engage in regular dialogue to facilitate the achievement of shared initiatives in the area of Indigenous education. ➤ The Prince Albert Grand Council and the University of Saskatchewan, the parties agreed to support northern capacity building and improve the success and achievement of students from Prince Albert Grand Council communities; to ensure First Nations served by Prince Albert Grand Council (PAGC) have an opportunity to be meaningfully involved in northern Indigenization efforts that will have mutual benefits for both parties through collaborative projects that require expertise from both organizations; and to recognize and respect northern First Nations knowledge systems, worldviews, languages, ceremonies, values, cultural ways of life and histories as valued sources that will inform and guide the University of Saskatchewan’s northern strategy. ➤ The Saskatoon Tribal Council and the University of Saskatchewan, the parties agreed to ensure the First Nations people served by the Saskatoon Tribal Council and its member First Nations are aware of and engage in the opportunities at the University of Saskatchewan; to collaboratively identify, develop and invest in initiatives and events that benefit Saskatoon Tribal Council and its member First Nations and the University of Saskatchewan; and to explore leadership and mentorship opportunities for Indigenous students.

	Engagement sessions, events or activities involving Indigenous communities and organizations	<ul style="list-style-type: none"> • A number of Indigenous engagement sessions have taken place, the first starting with an Elder and Traditional Knowledge Keeper Gathering that took place on November 1, 2019. • The following Indigenous community engagement sessions took place, all critically important to the development of the Indigenous Strategy. <ul style="list-style-type: none"> ➢ Elder and Traditional Knowledge Keeper Gatherings, three in total. ➢ Indigenous Community Gathering, took place in November of 2019. ➢ Indigenous faculty, staff and student gatherings were hold over the time period of, December of 2018 to January of 2019. https://www.usask.ca/cmelearning/learning_resources/Annual_Report/28/ • Indigenous Engagement <ul style="list-style-type: none"> ➢ USask is dedicated to Indigenous student success, to fostering meaningful relationships with Indigenous communities and to promoting Indigenous knowledge and scholarship. Through collaboration, innovation, respect and humility, the university fosters a welcoming environment that is grounded in the principles of reconciliation and is able to respond to the TRC Calls to Action – an expectation for all people. https://aboriginal.usask.ca/
Response to Truth and Reconciliation Commissions’ Calls to Action	Overview of reconciliation efforts	<ul style="list-style-type: none"> • USask hosted the first national “Building Reconciliation Forum” in 2015, gathering participants together to address the question of how universities can respond to the TRC Calls to Action. <ul style="list-style-type: none"> ➢ One result of this national forum is that Universities Canada has taken over organizing/supporting this national forum and the fourth one was held last November in Victoria, BC. https://aboriginal.usask.ca/building-reconciliation/national-forum.php#GoingForwardattheUofS • USask has partnered with the National Centre for Truth and Reconciliation (NCTR) to provide researchers, students and members of the community with direct access to the NCTR database. They are trying to more effectively use the website to profile what is happening. https://www.cbc.ca/news/canada/saskatoon/u-of-s-partners-with-nctr-1.3441191 • Building Reconciliation Internal Forum (BRIF) – September 2018 <ul style="list-style-type: none"> ➢ BRIF is another step forward. In a continued commitment to supporting Indigenization and reconciliation on campus and beyond, USask brought together students, staff, faculty and Indigenous leaders to take part in its second annual “Building Reconciliation Internal Forum”. ➢ Over 200 university students, faculty and staff attended the interactive and dialogue focused event. The BRIF captured layers of thought through four talking circles focused on: <ul style="list-style-type: none"> – Meeting reconciliation through anti-racism, anti-oppression education; – Indigenous perspectives on research methodologies and deliverables; – Indigenous student experience; and, – Ally relationships: Building and sustaining ‘right relations’.

		<p>➤ Videos of the opening and closing sessions are available online at: https://aboriginal.usask.ca/building-reconciliation/internal-forum.php#2018ForumRecap</p>
	<p>Courses and programs that support the preservation, revitalization and strengthening of Indigenous languages</p>	<p>Please find below some examples, this is not an exclusive listing:</p> <ul style="list-style-type: none"> • Certificate in Indigenous Languages. https://programs.usask.ca/education/certificate-in-indigenous-languages/index.php#ProgramRequirements30creditunits • Michif Language Learning and Epistemology (ECUR 435.3) http://ocw.usask.ca/ED/ECUR/435/ • (CREE 101.6) Introductory Cree, (CREE 110.3) nehiyawetan, Let Us Speak Cree. http://ocw.usask.ca/AR/CREE/ • Conversational Languages Program - The Conversational Languages Program offers high quality instruction in seven languages. These classes are non-degree and open to anyone 16 years and older, unless specified. Late afternoon, evening, weekend or immersion courses. This includes, CREE 1, CREE 2, CREE 3. https://artsandscience.usask.ca/noncredit/languages/language-schedule.php • In 2016, the University of Victoria in partnership with USask offered the Master’s Degree in Indigenous Language Revitalization. It is the only graduate program in Indigenous language revitalization in Canada. https://www.uvic.ca/news/topics/2016+masters-degree-indigenous-language-revitalization-saskatoon+media-tip • Participatory art project celebrates Indigenous languages. https://artsandscience.usask.ca/news/articles/1880/Participatory_art_project_celebrates_Indigenous_languages • Staff Development and the revitalization of the Michif language. <ul style="list-style-type: none"> ➤ Non-credit, workshops that focus on Culture and language teachings for Michif faculty and staff are offered through the Gwenna Moss Centre for Teaching and Learning, led by Elder Norman Fleury.
	<p>Mandated Indigenous courses or courses with mandatory Indigenous content</p>	<ul style="list-style-type: none"> • USask supports the inclusion of Indigenous content in all degree programs, and has developed an inventory that characterizes the Indigenous curricular development activities across all colleges and schools as a way of sharing high-impact practices that may be adopted by different colleges and schools. • The University reviewed and amended its Learning Charter, approved in 2018. This document sets out the pursuits that all USask graduates will advance on during their degree program. These pursuits include several outcomes related to understanding of one’s subject area in relation to Indigenous worldviews, connections to and impacts on Indigenous and non-Indigenous communities, as well as intercultural awareness and competence. These pursuits act as a framework to which program level learning outcomes are mapped. • USask College of Medicine has an Aboriginal Health Committee that works to strengthen culturally-based linkages between Indigenous world views and the medical community. USask College of

Medicine and Continuing Physical Therapy Education deliver the course, “The Role of Practitioners in Indigenous Wellness”. It is designed from Indigenous worldviews and equips health practitioners with the knowledge and insights to employ an interdisciplinary approach in understanding and supporting Indigenous patients.

- In September 2017, USask offered an Indigenous Studies PhD program.
- The USask Native Law Centre promotes the development of the law and legal system in Canada in ways which better accommodate the advancement of Aboriginal peoples and communities, and to disseminate information concerning Aboriginal peoples and the law.
- The College of Law has altered the mandatory first-year curriculum for all students in the Juris Doctor Program to include a course in Aboriginal people and the law.
- The College of Law has partnered with Nunavut Arctic College and the Government of Nunavut to offer a law degree. The cohort of 25 officially began their studies in the fall of 2017.
<https://www.usask.ca/nativelaw/>
- Program of Legal Studies for Native People. <http://www.usask.ca/plsnp/>
- Kanawayihetaytan Askiy Certificate - "Let Us Take Care of the Land" translated from Plains Cree
 - The Kanawayihetaytan Askiy (KA) certificate is a program focused on providing a broad range of topic areas specific to the management of lands and resources. The program examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities. Students will have an opportunity to learn more about Aboriginal rights, strategic planning, land use planning, traditional knowledge, resource management, intellectual property law and project management. <https://agbio.usask.ca/programs/kanawayhetaytan-askiy-ka-program.php#DeadlinetoapplyMarch152019>
- Please also see links below for examples of programs that focus on incorporating Indigenous ways of doing into programming:
 - <https://artsandscience.usask.ca/drama/department/theatre-program.php>
 - <https://www.usask.ca/programs/colleges-schools/arts-science/sociology/index.php>
 - <https://www.usask.ca/programs/colleges-schools/arts-science/indigenous-governance-and-politics-certificate/index.php>
 - <https://www.usask.ca/programs/colleges-schools/arts-science/indigenous-studies/index.php>
 - <https://www.usask.ca/programs/colleges-schools/arts-science/sociology/index.php>
 - <https://agbio.usask.ca/programs/kanawayhetaytan-askiy-ka-program.php>
 - <http://explore.usask.ca/programs/colleges/education/suntep/index.php>
 - <http://explore.usask.ca/programs/colleges/education/itep/index.php>
 - <http://www.edwards.usask.ca/programs/abac/>

		<ul style="list-style-type: none"> • Kinesiology – KIN 306.3 Introduction to Indigenous Wellness – is offered as required for a B Sc. in Kinesiology. http://ocw.usask.ca/KI/KIN/306/ • See Appendix A.
	Educate teachers/ instructors on how to integrate Indigenous knowledge and pedagogy into classrooms	<ul style="list-style-type: none"> • The Indigenous Voices team within the Gwenna Moss Centre for Teaching and Learning provide workshops for teachers/instructors who are interested in indigenizing their courses, both through pedagogic shifts and with appropriate Indigenous content. These workshops are either stand-alone for anyone to attend or tailored for a specific department or college as part of a long-term indigenization initiative (see Indigenous cultural awareness training section above). • See: https://teaching.usask.ca/articles/indigenizing-academia.php for more information on our model for decolonizing and Indigenizing courses.
	Denominational post-secondary institutions provide education on comparative religious studies that include a segment on Aboriginal spiritual beliefs and practices in collaboration with Elders	<ul style="list-style-type: none"> • N/A
Structure and Indigenous Student Success	Student success initiatives	<ul style="list-style-type: none"> • The USask Aboriginal Student Centre (ASC) has partnered with the Undergraduate Admissions Office on a pilot initiative to support Aboriginal applicants to the University. An Aboriginal Applicant Liaison will offer each applicant personalized assistance with questions about the application process, required documents, as well as referrals to academic and support services around campus. • The College of Arts and Science launched a new STEM stream as part of their already successful Indigenous Student Achievement Pathways program. This new STEM programming for Indigenous students is housed inside Arts and Science but connects students to pathways in other colleges including Pharmacy and Nutrition, Nursing, Engineering, and Agriculture and Bioresources. • Indigenous Peoples Initiatives Community (IPIC) Engineering Access Program <ul style="list-style-type: none"> ➤ The IPIC Engineering access program supports prospective and current Indigenous engineering students in three specific ways:

		<ul style="list-style-type: none"> ➤ Pathways to Engineering – A year of academic upgrading for students that do not have the required pre-requisites to apply to the College of Engineering. Available through USask College of Arts & Science or Northlands College in northern Saskatchewan. ➤ Summer Bridging Program – Students spend several days on and around campus, in sessions focusing on academic preparation, navigating campus and transitioning to life in Saskatoon. Summer Bridging is required for students entering the College of Engineering through Pathways to Engineering and is available to all Indigenous students entering Engineering. ➤ Student Success Program – Social, academic and financial supports are available for Indigenous students in the college. For first-year students, this includes meeting regularly with an academic advisor and attending first-year facilitated study sessions to help ensure their success as engineering students. https://news.usask.ca/articles/colleges/2019/usask-creating-pathways-to-help-indigenous-students-enter-engineering-and-succeed.php • The University of Saskatchewan Community of Aboriginal Nursing (UCAN), formerly known as the Native Access Program to Nursing (NAPN) was conceived in 1984 with an ultimate goal of increasing the number of Aboriginal people in healing careers, working towards balanced healthy communities. It has been operating within the College of Nursing at the University of Saskatchewan since 1985 and has played an instrumental role towards its success in recruiting and retaining Aboriginal students. https://nursing.usask.ca/aboriginalinitiatives/ucan.php
	Indigenous cultural spaces and access to Elders and cultural activities	<ul style="list-style-type: none"> • As an intercultural gathering place, the Gordon Oakes Red Bear Student Centre brings together the teachings, traditions and cultures of the people of Saskatchewan. Grounded in the teachings of collaboration, cooperation, humility, reciprocity and sharing, the centre aims to enhance First Nations, Métis and Inuit student success. • The centre's purpose is to facilitate the coordination of effective student services for Métis, First Nations and Inuit students and build relationships within and outside the university with Indigenous people. The centre provides a home for Indigenous undergraduate and graduate student leadership and allows for mutual learning opportunities between students, faculty, Elders and Traditional Knowledge keepers. The centre also functions as the university's hub for on-campus Indigenous engagement and initiatives. https://aboriginal.usask.ca/gordon-oakes-red-bear-student-centre.php#About • With Elders for Elders by Elders – Maria Campbell is working with local Elders to develop guidelines and resources to Indigenize course curricula. • Gwenna Moss Centre for Teaching and Learning has had an Elder in the role of cultural advisor for five years – advising and guiding programming in a good way.

		<ul style="list-style-type: none"> • A traditional garden teaching and learning space and accompanying resources have been created on campus in partnership between the Native Law Centre and the Gwenna Moss Centre for Teaching and Learning. The intent is to provide opportunity for learning to take place on campus both through the creation and maintenance of the garden and through the provision of other learning opportunities in the space. • The College of Medicine is committed towards establishing an Indigenous space. • The Native Law Centre provides a beautiful cultural space for ceremony and intimate gatherings. https://news.usask.ca/articles/colleges/2018/college-of-law-implementing--innovative-indigenous-initiatives.php
	Innovative delivery models for teaching	<ul style="list-style-type: none"> • Kanawayihetaytan Askiy Certificate - "Let Us Take Care of the Land" <ul style="list-style-type: none"> ➢ This certificate was designed to benefit: land managers, land and economic development staff, executive and leadership (chief and council), urban and rural youth, Federal and Provincial government staff, and individuals interested in working with Indigenous communities. ➢ The certificate program offers blended learning opportunities. Travel to Saskatoon is three (3) times a year, where students participate in a two-week classroom-based experience comprised of lectures, labs and field trips. https://admissions.usask.ca/kanawayihetaytan-askiy.php#About
	Aboriginal scholarships and bursaries	<ul style="list-style-type: none"> • Twenty-five Aboriginal student Scholarships, bursaries and awards can be found at this link: https://admissions.usask.ca/money/search-awards.php#myScholarships • Graduate student scholarships of \$20,000 over five years will be awarded annually to Métis students. • Scholarships, bursaries and awards for undergraduate (entering and continuing) and graduate Aboriginal scholars, searchable at the links below using the keywords "Indigenous" and/or "Aboriginal": <ul style="list-style-type: none"> ➢ 22 graduate awards: https://students.usask.ca/money/awards/graduate-awards.php#myScholarships ➢ 27 undergraduate entrance awards: https://admissions.usask.ca/money/search-awards.php#myScholarships ➢ 96 continuing undergraduate awards: https://students.usask.ca/money/awards/undergraduate-awards.php#myScholarships • Collaboration between USask and Indspire to access federal matching funding for some awards, in particular, for Indigenous students with dependent children, who face more financial barriers than most.
	Distance learning technology	<ul style="list-style-type: none"> • Many USask programs and classes offered using technology (Blackboard, live-streamed, video-conference), are available to students studying on reserve and/or in a rural setting. Bandwidth

	platforms for rural/on-reserve	<p>issues and access to computers often pose challenges to students wanting to take classes online. Bandwidth in particular can vary widely based on student location. Increasing access to better bandwidth, cell phones and cell phone infrastructure are gradually increasing accessibility via technology.</p> <ul style="list-style-type: none"> • Colleges of Education and Arts and Science have offered on-reserve cohort-based programs, usually using face-to-face instruction as use of technology can be unreliable (see above). • College of Nursing uses distributed learning (video and web conferencing, blackboard online, and lecture capture) at sites in Île-à-la-Crosse, La Ronge and Yorkton.
Research Activities	Indigenous Research Chair positions	<ul style="list-style-type: none"> • Gabriel Dumont Research Chair in Métis Studies and the Gabriel Dumont Graduate Scholarships for Métis Students were announced on April 26, 2018. Recruitment of the chair is in process. https://news.usask.ca/media-release-pages/2018/gabriel-dumont-research-chair-in-m%C3%A9tis-studies-and-new-graduate-scholarships-established-at-u-of-s-.php • Indigenous Research Co-Creation. <ul style="list-style-type: none"> ➢ Global Water Futures researchers and Indigenous communities across Canada are working together on a research strategy that can help address the challenging water issues experienced by Indigenous communities. https://gwf.usask.ca/outreach-km/km/co-creation.php
	Indigenous community –driven research projects or research projects led by Indigenous scholars	<ul style="list-style-type: none"> • There are over 100 Indigenous community-driven and Indigenous led research projects, please see below for examples. • Indigenous-led research centre to address HIV among First Nations, Inuit and Métis. <ul style="list-style-type: none"> ➢ The rise in HIV and other sexually transmitted infections among Indigenous people in Saskatchewan and Manitoba is to be addressed by a new \$2.9-million Indigenous-led research centre to close gaps in prevention and care. https://news.usask.ca/articles/research/2019/indigenous-led-research-centre-to-address-hiv-among-first-nations,-inuit-and-m%C3%A9tis.php • Métis jigging: a better cardio workout than aerobics or a run? <ul style="list-style-type: none"> ➢ Heather Foulds, assistant professor in USask’s College of Kinesiology, will assess the fitness potential of jigging in a \$120,000 three-year research project funded by the Saskatchewan Health Research Foundation (SHRF). https://news.usask.ca/articles/research/2019/m%C3%A9tis-jigging-a-better-cardio-workout-than-aerobics-or-a-run.php • New national Indigenous health research plan prioritizes Indigenous-led agenda. <ul style="list-style-type: none"> ➢ Supporting Indigenous individuals and their communities to drive Indigenous health research is a key goal of the new five-year plan of the national Institute of Indigenous Peoples’ Health (IIPH), a Canadian Institutes of Health Research Institute based at USask.

		<p>https://news.usask.ca/articles/research/2019/new-national-indigenous-health-research-plan-prioritizes-indigenous-led-agenda.php</p> <ul style="list-style-type: none"> • USask researchers host Canada-wide peer-led program for Indigenous youth. <ul style="list-style-type: none"> ➤ USask researchers in the College of Kinesiology are playing a leading role in the Indigenous Youth Mentorship Program (IYMP). https://news.usask.ca/articles/colleges/2018/usask-researchers-host-canada-wide-peer-led-program-for-indigenous-youth.php • Relocation of the Canadian Institutes of Health Research Institute of Indigenous Peoples’ to USask. <ul style="list-style-type: none"> ➤ Relocating the national Institute of Indigenous Peoples’ Health (IIPH) to USask from Sudbury, Ontario, opens up exciting opportunities for both the institute and the university to advance health research and reconciliation, according to IIPH Scientific Director, Carrie Bourassa. https://news.usask.ca/articles/general/2018/bourassa-envisions-exciting-future-for-iiph-at-u-of-s.php • Revitalizing Indigenous Agriculture. <ul style="list-style-type: none"> ➤ According to a USask study, reasons for less farming on First Nations include rising costs of operation, lack of start-up supports and education, financial challenges facing new farming generations, and lack of interest from younger generations. Dr. Melissa Arcand, College of Agriculture and Bioresources, believes sharing history can help encourage young people to take up farming. https://www.eaglefeathernews.com/education/forum-explores-how-to-revitalize-indigenous-agriculture • Research grants to USask advance Indigenous agriculture, safe water, reconciliation. <ul style="list-style-type: none"> ➤ Four USask researchers have been awarded more than \$160,000 in Connection Grants by the Social Sciences and Humanities Research Council for projects aimed at revitalizing agriculture on Indigenous lands, fostering reconciliation, ensuring safe water supplies, and designing sustainable communities. https://news.usask.ca/articles/research/2019/research-grants-to-usask-advance-indigenous-agriculture,-safe-water,-reconciliation.php
Data Collection	Indigenous student data	<ul style="list-style-type: none"> • USask is a part of the Indicators Project and collects data related to Indigenous student enrolment and credentials. <ul style="list-style-type: none"> ➤ With the Ministry of Advanced Education’s 2018-19 allocations to post-secondary education approaching \$730 million, Harkot said it is important that the public—as well as other branches of government—receive accurate information on activities within the post-secondary sector. This was the impetus for establishing the Saskatchewan Post-Secondary Education Indicators project and reports. https://news.usask.ca/articles/general/2018/provincial-post-secondary-education-report-launched.php
Challenges and Potential Areas for Collaboration		<ul style="list-style-type: none"> • Saskatchewan post-secondary leaders commit to closing the Indigenous student achievement gap.

- The agreement was announced by USask President Peter Stoicheff at the start of the national "Building Reconciliation" Forum of university presidents and Indigenous leaders that took place on November 18 and 19, 2015 on the USask campus and at Wanuskewin Heritage Park.
- The forum, the first-of-its-kind in Canada, examined how universities can respond to the Truth and Reconciliation Commission of Canada (TRC) calls to action for post-secondary education.
- "We, the presidents and executive heads of all Saskatchewan post-secondary institutions, acknowledge the importance of building reconciliation," the agreement states. "While honouring the unique missions and mandates of each of our institutions, we will seek opportunities to collaborate, in consultation with Aboriginal communities, to close the education gap for Aboriginal people."
- The accord, believed to be the first province-wide commitment of its kind in Canada, was agreed to by the presidents of USask, University of Regina, First Nations University of Canada, Saskatchewan Polytechnic, St. Thomas More College, Gabriel Dumont Institute, Luther College, Campion College, the six colleges affiliated with the USask, the eight regional colleges, NORTEP-NORPAC, and the Saskatchewan Indian Institute of Technologies. <https://news.usask.ca/media-release-pages/2015/saskatchewan-post-secondary-leaders-commit-to-closing-the-aboriginal-gap.php>

Appendix A

Indigenization of Academic Programs and Courses - University of Saskatchewan

1. Transition and Undergraduate:

1.1 ISAP program, College of Arts and Science

The Indigenous Student Achievement Pathways (ISAP) develops and supports Learning Communities that bring together Indigenous first year students to increase their success in transitioning into the University. As a small cohort, the students take a common set of size-restricted courses; meet weekly with upper year peer mentors and connect with Indigenous role models. Additional supports provided include:

- Holistic support through Trish Monture Centre for Student Success advisors
- Academic support through tutorials
- Social interactions through learning communities
- Financial support from bursaries
- Small class sizes
- Culturally sensitive instructors
- Courses to build academic skills
- Cultural events and time with elders

1.2 STEM Success in the Indigenous Student Achievement Pathways (ISAP), College of Arts & Science*

First Nations, Inuit and Métis students in our USASK STEM programs are passionate about what they are learning, and excited about the possibilities that Science, Technology, Engineering and Math offer for them to ask questions, solve problems, access professional careers, and give back to their communities!

Indigenous Student Achievement Pathways - STEM Course provide a sightline for Indigenous students to enter diverse STEM degree pathways through academically grounded ACCESS, ENTRANCE, and ENRICHMENT opportunities offered through the College of Arts & Science.

The ISAP program includes specific STEM support in access (ISAP's STEM Accelerator Courses and Preparatory Certificate), entrance (First-year Medicine Wheel Learning Community), and enrichment (second year interdisciplinary courses and ISPA STEM Scholars' Circle).

1.3 Trish Monture Centre for Student Success – Indigenous Student Advising, College of Arts and Science

The Trish Monture Centre provides students in both the Indigenous Student Achievement Pathways and the University Transition Program with academic advising and studying support. The program uses a holistic approach to advising that addresses the student as a whole person from a place of a place of peace, friendship and respect.

1.4 Aboriginal Business Administration Certificate, Edwards School of Business

The ABAC program allows Aboriginal students to study business at the Edwards School of Business without committing to a four-year degree program. The two-year certificate of proficiency incorporates significant student success activities designed to assist students with their transition to studying business in an urban university setting. Students also have the opportunity to upgrade their high school math after admission to the program.

Program Highlights

- Two years to complete (based on 24 credits per year)
- Flexible admission standards – direct entry, transfer or mature admission
- Credits transfer to Bachelor of Commerce program upon successful completion
- Pathway programming available for students who need to upgrade high school math

Enhanced student support through non-credit business skills courses, math tutoring, business visits and workshops led by Edwards staff

<https://www.edwards.usask.ca/programs/abac/>

1.5 Indigenous Peoples Initiatives, College of Engineering

The College of Engineering has developed programming to create a community for student success that opens doors to careers and opportunity. Outreach and support is offered to prospective and current Indigenous engineering students with initiatives in the areas of student engagement and retention, outreach and community engagement, and raising Indigenous awareness. This work is accomplished by working with students and prospective students of engineering, Indigenous communities, community organizations and schools, faculty and staff, and strategic corporate partners.

1.6 Native Law Centre Summer Program, College of Law

Formerly, the Program of Legal Studies for Native People (PLSNP) is an eight-week summer course offered through the University of Saskatchewan's Native Law Centre (on campus) that provides Indigenous students from across Canada an opportunity to study first-year Property Law before beginning law school in the fall. Many students take this course as a condition of their acceptance to law school.

1.7 Bachelor of Science in Nursing, College of Nursing

The Nursing program's pre-professional year can be completed at any campus of the USask (Saskatoon, Regina, Prince Albert), at most provincial regional colleges and on some First Nations.

1.8 Indigenous Peoples Initiatives Community (IPIC) Engineering Access Program

The IPIC Engineering Access Program provides proactive supports to Indigenous students that increase access to engineering through new pathways, improves the transition to being an engineering student, and creates a community for student success through engagement events and peer support. The IPIC Engineering Access Program consists of pathways to engineering through Northlands PRES and ISAP STEM; a Summer Bridging Program; and a Student Success Program.

1.9 Indigenous Student Success Program, College of Engineering

The Indigenous Student Success Program provides social, academic, financial, and employment supports to help students successfully complete their first year of engineering, and to help upper year students with their professional and leadership development.

1.10 Indigenous Peoples Industry Partnership Program (IPIPP), College of Engineering

The IPIPP facilitates partnerships between companies and Indigenous engineering students. Students that participate in IPIPP receive a \$5,000 tuition incentive, valuable summer work experience and important industry connections that enhance their engineering studies and lay the groundwork for excellent opportunities after graduation. This program also provides companies with the opportunity to mentor and develop an engineering student into a future leader and a promising employee.

1.11 Design and Research Projects, College of Engineering

The College works with First Nation and Métis communities to develop design projects that solve a practical need in that community. These projects would be completed by engineering students under the supervision of an Engineer-in-Residence.

1.12 Kanawayihetaytan Askiy, College of Agriculture and Bioresources*

The Kanawayihetaytan Askiy, is a uniquely designed certificate program that is focused on providing a broad range of topic areas specific to the management of lands and resources on federal reserve lands. This program examines basic environmental, legal and economic aspects of land and resource management in Aboriginal communities. The program also provides students with the opportunity to increase skill levels in communications, computers, time management, leadership, research and project management.

The Kanawayihetaytan Askiy program was developed through extensive consultation with First Nation communities across Saskatchewan. Traveling throughout the province, senior University academics and administrators spoke with chiefs, Elders, knowledge keepers and community members to set outcomes, pedagogy, and curricula to meet their specific needs. Furthermore, an Indigenous Program Advisory Group was established to guide, provide teaching and to ensure ongoing relevance in the programming for communities.

1.13 AGRC 111.3 Sustainable Plant and Soil Management, College of Agriculture and Bioresources

An introduction to agricultural systems with a focus on sustainability in a changing environment. Current agricultural challenges and issues will be used to highlight and illustrate the interactions between plant, animal, microbial, human and environment components. The soil/plant/environment interface is emphasized. Management decisions affecting agricultural systems, cropping and land use are examined both regionally and globally. Students will also exercise the research process using scientific literature to investigate a hypothesis.

This large first year introductory course, co-taught by Prof. Melissa Arcand, includes indigenous content.

1.14 Bachelor's Degrees in Indigenous Studies, College of Arts and Science

3 year degree, 4 year degree, 4 year honours degree

1.15 wîcêhtowin Theatre Program, Certificate in Aboriginal Theatre, College of Arts and Science

Designed for First Nations and Métis students; two-year, cohort-based program offered on campus only. (The certificate can be laddered into degree programs if the student chooses to continue to further study.)

1.16 B.A. in Sociology with a Concentration in Indigenous Justice and Criminology (IJC), College of Arts and Science

This program is only open to Indigenous students; intended to prepare Indigenous students for careers in corrections, public safety, advocacy, and other areas related to criminal or social justice. Students could complete the first year of the program at any of the Regional Colleges in Saskatchewan or at our Prince Albert campus (or by taking equivalent courses through other institutions), but the senior core courses are offered on campus only.

1.17 Weaving Indigenous Science: An innovative course addressing Indigenous and Western scientific knowledge systems, College of Arts and Science and Education*

Course description: What is science? Is Indigenous knowledge scientific knowledge? These and related questions are addressed in this course through an exploration of Indigenous and Western scientific ways of understanding nature and the universe. The course is designed to develop students' scientific literacy and cultural competence, providing a foundation for future learning and/or work with science and Indigenous peoples. Special attention will be paid to the ways that these knowledge systems situate humans in relation to the natural world. This class uses online learning; readings; classroom discussions; field experiences; and visits with Elders, scientists, and knowledge keepers to explore the tensions, complementarities, and combined possibilities of Indigenous and Western science.

1.18 Land-based experiential learning and historical knowledge transmission: Wanuskewin Trip, College of Arts and Science*

In 2016 a class trip to Wanuskewin was implemented in INDG 262, Aboriginal Narratives of Historical Memory. The visit to Wanuskewin, supported by the Experiential Learning Fund, supported the goal of grounding Indigenous histories in histories of the land. The course, which relied heavily on Indigenous historians and story, allowed students to think deeply about place and memory. By firstly establishing the connection to land at Wanuskewin, the class together built together a respectful appreciation for Indigenous histories, and a critical understanding of place.

1.19 Becoming Water: Collaborative Learning with Art and Science, College of Arts and Science

The studio-based course, ART356.3: *Becoming Water*, will provide students with the opportunity to consider WATER as subject matter and produce artwork in response. Emphasis will be on connecting water as an external and internal element (water in the river and water in our bodies). Students will expand their awareness of water in both art and science: how contemporary, community-engaged artists have engaged with water descriptively and conceptually and how water, in the context of climate change, has urgent social and political implications.

Experiential Learning Funds supported a residency at Mistik Lodge so students could learn in more depth about the delta from Indigenous/Métis perspectives, work with a world-renowned eco-artist on collaborative art/science projects while in residence in the delta and have their work filmed for a professional documentary.

1.20 Requirement for Reconciliation and Treaty Education, College of Education

The College has created two courses, one of which will be required in year 2 for all BEd students. The courses will focus on the study of school purposes and practices, including teaching and learning processes, assessment, course content, and familial and community relations. The intent of these courses is to provide teacher candidates with a deep appreciation for the knowledge, experiences and perspectives of First Nations, Métis, and Inuit peoples, students in their classrooms, as well as provide them with confidence and knowledge on how to incorporate First Nations, Métis, and Inuit perspectives in curricula, instruction, and assessment.

The College has created mandatory treaty training for all students in year 3 and has formally instituted the Office of the Treaty Commissioner 2-day Treaty Workshop training for all students in the Sequential program EDST 322 course.

1.21 Onikaniwak: For Those Who Lead: Supporting Culturally Relevant Teaching, Learning and Leading Through Indigenous Perspectives, College of Education*

This study tour, supported by the Experiential Learning Fund, is situated in the boreal forest of Northern Manitoba on Opakwayak Cree Nation territory. The summer institute helps develop understanding and knowledge of Indigenous histories, worldviews and cultures by engaging students in a variety of experiences that are authentic, land and experience based. The learning institute focuses on developing leadership capacity to support educational outcomes of growing numbers of First Nations, Métis and Inuit student in educational contexts.

1.22 The Indigenous Languages Certificate, College of Education

The College of Education provides the Indigenous Languages Certificate (ILC), which includes ten courses for student teachers who want to become skilled in the pedagogy of indigenous languages and culture in a variety of languages such as Cree, Michif, and Saulteaux. The Michif Language course (ECUR 498) is offered by the nationally recognized Elder Norman Fleury to all learners interested in learning to speak this important Indigenous Language.

Current components of the Certificate include courses in indigenous curriculum pedagogy to supplement teaching needs for diverse classrooms and Indigenous Science Methods course to complement traditional teacher training in the area of science.

1.23 Indian Teacher Education Program (ITEP), College of Education

ITEP is a four-year education program designed for First Nations students interested in obtaining a Bachelor of Education degree. The main purpose and goal of ITEP is to prepare First Nations teachers who will be able to respond to the challenges associated with the ever-changing educational needs and objectives of students in our school systems. The College has also instituted FN mentors for ITEP students who provide support as students move through the program

1.24 Saskatchewan Urban Native Education Program (SUNTEP), College of Education

SUNTEP is a four-year, fully accredited Bachelor of Education program, offered by the Gabriel Dumont Institute in cooperation with the Ministry of Advanced Education, the University of Regina, and the University of Saskatchewan.

1.25 Nunavut law degree program, College of Law

Nunavut Arctic College (NAC), through the Government of Nunavut (GN), has partnered with the University of Saskatchewan's College of Law to deliver a made in Nunavut law degree program for Nunavummiut.

The College of Law at the USask is particularly well-suited to support the design, development and delivery of a law degree program for NAC. One critical element of this is the USask's investment in and commitment to Indigenous advancement and education.

"The College of Law, including through the work of its Native Law Centre, has a long and proud tradition of commitment to the provision of legal education to Canada's indigenous peoples," said Martin Phillipson, dean of the USask College of Law. "Our partnership with the Government of Nunavut and Nunavut Arctic College represents the latest evidence of this commitment. We are delighted to be a key partner in the provision of a high-quality Juris Doctor degree program in Nunavut."

Classes are set to begin in September 2017 in Iqaluit. There are 25 students from across Nunavut enrolled in the program.

1.26 Kwayeskastasowin Setting Things Right, College of Law

A course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

1.27 Aboriginal Law, College of Law

The Aboriginal peoples of Canada; Aboriginal title and Aboriginal rights; treaties and the treaty-making process, including hunting and fishing rights, Natural Resources Transfer Agreements; the Métis; land claims; federal and provincial jurisdiction over Aboriginal peoples and lands; Indian Act, including membership and Bill C-31; constitutional recognition and protection of the rights of Aboriginal peoples; Aboriginal self-determination.

1.28 Aboriginal Rights Moot, College of Law

The Aboriginal Rights Moot is a moot structured on the traditional Aboriginal circle consensus-building process. It is designed to allow law students to debate and discuss Aboriginal rights issues vital to the Aboriginal peoples.

1.29 Aboriginal Law and Policy in Canada, College of Law

An overview of the main historical and contemporary legal and policy developments affecting Aboriginal people and their interests in Canada, and examination of the relationship between colonialism and law and policy in this area. The emphasis will be on developments since the second half of the 20th century.

1.30 Aboriginal Self Government in Canada, College of Law

Will examine theoretical, constitutional, legal and policy aspects of Aboriginal self-government, drawing upon international, comparative and domestic sources, including the reports of the Royal Commission on Aboriginal Peoples of Canada.

1.31 Indigenous Legal Processes, College of Law

This course explores Indigenous traditional law within the cultural paradigm of Circle Teachings methodology. Using the four circles Cree teachings as a starting place and teaching tool, the students will be given an understanding of traditional family structure, governance and an overview of history. Using stories, songs and dance as well as invited guests the class will discuss the laws of wahkotowin which demonstrates the traditional roles, responsibilities and obligations of family, community, land and creation.

1.32 Community Legal Services for Saskatoon Inner City (CLASSIC): Learning about access to justice, College of Law

Because of CLASSIC's location in one of Saskatoon's core neighborhood's and its emphasis on community engagement, clinical law students learn first-hand about larger issues relating to access to justice in Saskatoon. Students learn that the weight of the law rests heavily upon the most disadvantaged members of society, who disproportionately rely on public benefits, are disproportionately criminalized and incarcerated, and who are least able to afford legal representation. Students learn that lawyering is context-specific and that effective legal practice requires learning about clients' community, social and economic contexts. An interdisciplinary focus at CLASSIC means that students work with social workers, First Nations elders, and other community members on files and other projects.

1.33 Integration of Indigenous perspectives across courses, College of Nursing

The College of Nursing has integrated Indigenous perspectives within courses across the curriculum. For example, in a course such as N304, Family Nursing, or N330, Maternal/Child Nursing, or courses on Palliative care or pain management, the unique Indigenous perspective is explored as part of the course.

1.34 Remote Clinical Practice: Promoting Culturally Competent Veterinary Care Through Service Learning, Western College of Veterinary Medicine*

4th year students at the WCVM are given two opportunities annually to participate in Community Engaged Service Learning in an Indigenous community in Northern Saskatchewan. The approach aims to equip students with tools to demonstrate cultural humility and competence.

1.35 One credit unit courses in Indigenous Issues, College of Agriculture and Bioresources

The college has developed 1 cu courses in Indigenous issues (e.g. Duty to Consult, Land Management Frameworks, Geographical Information Systems). The courses have been designed for the Kanawayihetaytan Askiy program but are open for all students to take.

1.36 Indigenous Governance and Politics Certificate Program, Political Studies, College of Arts and Science*

This certificate program is designed for students who have an interest in developing a deeper understanding of Indigenous political relationships. It cultivates an understanding and appreciation of the unique socio-political position of Indigenous peoples in Canada as this relates to historical and contemporary issues in governance and politics. Students can earn the certificate on its own, concurrently with a degree, or after having already received a degree from here or another institution.

1.37 College of Arts and Science Indigenous Requirement

In 2011, the College of Arts and Science approved the following Learning Goal for all its students:

Cultivate an understanding and appreciation for the unique socio-cultural position of Aboriginal peoples in Canada.

Since this time the college has determined, with extensive consultation that every Arts and Science undergraduate student must, by graduation, successfully complete three credit units from a diverse but carefully selected list of Indigenous Requirement courses. Criteria have been developed against which courses will be assessed to determine if they will qualify for fulfilling the Indigenous learning requirement. As of March 2019, nine courses were approved for the list.

1.38 KIN 398.3: Indigenous Wellness, College of Kinesiology*

This course embraces a holistic approach to Indigenous wellness, and introduce Kinesiology undergraduate students to the physical, mental, spiritual, and emotional aspects of Indigenous health, physical activity, and well-being. Examination of the effects of colonialism on Indigenous peoples in Canada provides a background to understanding contemporary wellness. Students integrate historical and contemporary knowledge and practices about Indigenous wellness, and critically examine ways to respond to the Truth and Reconciliation Commission of Canada Calls to Action as growing professionals in areas related to education, health, and sport. The course integrates Indigenous ways of learning about physical, mental, spiritual, and emotional aspects of wellness through sharing circles, oral storytelling, relationship building, critical reflection, and engagement in ceremony. By helping students develop and learn to display awareness for Indigenous wellness, the course addresses Kinesiology undergraduate citizenship goals whereby students recognize, respect, and respond to the interests and needs of diverse populations.

2. Graduate:

2.1 Masters and Doctoral Programs in Indigenous Studies, College of Arts and Science

MA and PhD programs are available through the Department of Indigenous Studies

2.2 Educational Administration Indigenous Leadership M.Ed., College of Arts and Science*

An Indigenous Leadership Cohort has been developed within the department of Educational Administration's course-based Masters of Education.

2.3 Land-based and Aboriginal Education Master's Cohorts, College of Education

This Master of Education course based graduate program offers intensive land-based institutes where students take graduate level courses framed within an Indigenous paradigm and taught primarily by Indigenous faculty.

The Land-Based Indigenous Education cohort supports and accommodates students who are unable to commit to long periods of study away from home. Students are required to live on-site for the duration of institutes (2 weeks each) so that contact hours with faculty, Indigenous communities and the land are maximized.

2.4 Indigenous Education Cohort MED, Educational Foundations, College of Education

Students study the socio-political bases of education to enhance Indigenous student learning through 10 courses on anti-racism, research, curricular philosophy, history, governance and pedagogy to develop strong student and community engagement.

2.5 Indigenous Land-Based Education Cohort MED, Educational Foundations, College of Education

Students learn the Indigenous ethics of relationality and accountability with Indigenous faculty by studying Indigenous approaches to the research, teaching and

learning in educational institutions through 10 courses offered through 3 two-week summer land and community-based, on-site institutes, 1 study tour and 3 online courses.

2.6 GENI – Joint Masters Degree in Governance and Entrepreneurship in Northern and Indigenous Areas, Johnson-Shoyama Graduate School of Public Policy

The GENI program is a joint master's collaboration between the International Centre for Northern Governance and Development (University of Saskatchewan) and the Faculty of Humanities, Social Sciences, and Education (UiT The Arctic University of Norway).

2.7 CHEP 898: Colonization and its Impact on Indigenous Peoples' Health and Healing Community Health and Epidemiology, College of Medicine

This course delves into the historical and contemporary aspects of colonization, including federal policy initiatives such as the residential schools, reservation system, the 60s Scoop and the impact it has had on First Nations and Métis health status. Indigenous peoples in Canada have a shorter life span and have higher prevalence of disease and illnesses compared to the general population. The year 2016 marks the 20th anniversary of the Royal Commission on Aboriginal Peoples Report (RCAP). What changes have occurred since the release of the report? The Truth and Reconciliation Commission (TRC) released its final report on residential schools in 2015, including Calls to Action in the area of health to establish measurable goals to identify and close the gaps in health outcomes.

Public health initiatives have failed to make any significant impact on the health status of Indigenous peoples. This course will link the historical context with the current reality and focus on what is positive and valuable about Aboriginal culture and its healing practices. The strengths of Aboriginal culture and its theories of health and healing will be explored. How would healthcare policy, provision, and professionals change if they were to incorporate these concepts and principles, in following the spirit of reconciliation and the hope for a shared future of Indigenous peoples and Canadians?

2.8 ENVS 898: Co-Management of Northern Ecosystems and Natural Resources, School of Environment and Sustainability

This course explores concepts, trends, opportunities, and challenges in the movement towards co-management of natural resources and ecosystems in northern Canada and the circumpolar world. Rapid social and biophysical change characterizes this region, so students will gain an in-depth understanding of how co-management institutions interact with this critical context.

Learning Outcomes Students will:

1. Demonstrate comprehensive understanding of the concepts, developments, and apparent trends in the movement towards co-management of natural resources and ecosystems: primarily in northern Canada but considering the circumpolar world as well
2. Demonstrate broad understanding of the drivers and manifestations of social and biophysical change across the north
3. Gain particular appreciation for the aims, challenges, and opportunities of co-management between government agencies and indigenous peoples
4. Explore and develop their own perspectives on the challenge of integrating human dignity with environmental conservation goals and practices.

2.9 ENVS 825: Water Resources Management in Cold Regions, School of Environment and Sustainability*

This course has been tailored to blend in both on-campus and distance-learning students. The course provides an interdisciplinary mix of social, natural and engineering science topics.

3. Academic Programs and Courses in Development

3.1 Graduate:

3.1.1 Developing the International Indigenous PhD Land-based Curriculum, College of Education *

This project will develop a new international PhD program that documents, preserves and mobilizes Indigenous knowledges before another generation of first language speakers is gone. The specific benefits for students as we work on the identified aspects of this program include:

- curricula that comes from an Indigenous knowledge paradigm and recognizes and validates students, their experiences, their knowledge and provides opportunity for advanced scholarship research in Indigenous education
- land-based assessment model will provide a more useful and accurate assessment of student learning and professor pedagogy
- community of indigenous scholars that can method and support students in the international indigenous PhD program
- international community of scholars with a shared vision for the overall goals, objectives and pedagogy resulting in students' receiving consistent information
- on-line courses developed from an Indigenous paradigm may increase success for online and distance learning for students