



Addressing Truth and Reconciliation

**Summary report of Ontario's
colleges**

March 2018

EXECUTIVE SUMMARY

The 2015 report from the Truth and Reconciliation Commission of Canada (TRC) provided the country with a roadmap for establishing a new, mutually respectful relationship between Indigenous and non-Indigenous peoples. Despite the history of Canada's residential school system, the report highlighted the important role of education in the reconciliation process and called upon government and educators to reduce longstanding gaps in education and employment outcomes.

Developed in partnership with Indigenous staff and educators, a new survey of Ontario colleges provides a first look at how the sector is responding to the TRC Calls to Action. The results suggest that although colleges are at various stages of addressing the report's recommendations, significant actions are underway across the sector. Highlights from the survey include:

- In addition to all colleges having a dedicated counsellor for Indigenous students, a large majority provide additional student supports including access to Elders, peer tutoring, traditional medicines, sharing circles, and dedicated bursaries.
- Almost all colleges noted recent efforts to provide Indigenous students with a welcoming environment through dedicated Indigenous student centres and space for ceremonial purposes, traditional land acknowledgements, smudging policies, and traditional drumming and dancing at major campus events and celebrations.
- More than two-thirds of the sector reported on initiatives or partnerships to update curriculum with Indigenous knowledge. Colleges are working with Indigenous faculty and knowledge keepers to review curriculum, develop Indigenous learning outcomes, and create new modules, courses, and programs.
- Approximately 60 per cent of colleges are working with their Indigenous communities to develop standalone education strategies or are including Indigenous education within their strategic plans.

The sector recognizes that much of this work is just beginning and it will take years for colleges to adapt academic, student services, and human resource policies through engagement with Indigenous communities and stakeholders. Colleges will look to build on the conversations and lessons learned from the sector's second annual meeting on truth and reconciliation, where Indigenous staff and educators met recently with college vice-presidents to examine such issues as curriculum development, community engagement, human resources, and student persistence.

The sector also acknowledges the contributions of our Indigenous faculty and staff, who have worked tirelessly to champion Indigenous education within their institutions. Thanks to their efforts, thousands of Indigenous students are welcomed and supported on college campuses every year. Their advocacy and leadership will continue to guide colleges in their work towards reconciliation.

INTRODUCTION

Established in 2008, the Truth and Reconciliation Commission of Canada was mandated to document the history of Canada's residential school system and to inspire a process of truth and healing between Indigenous and non-Indigenous peoples. After 6 years of meeting with communities and survivors across the country, the Commission's final report revealed the devastating impacts of the residential school system for Indigenous peoples and the ongoing legacy for Canadian society. The report's 94 'Calls to Action' provide the country with a roadmap for establishing a new relationship between Indigenous and non-Indigenous people built on mutual understanding and respect. They call on governments, public institutions and organizations, the private sector, and all Canadians to engage in the process of truth and reconciliation.

One year after the report was published, the Ontario government issued a formal apology to the survivors of residential schools and released *The Journey Together*, a report which recognized the importance of reconciliation and outlined the government's commitment and investments to improve outcomes for Indigenous people in the province. Given the importance of education in the process of reconciliation, the province called on the learning ministries, along with the new Ministry of Indigenous Relations and Reconciliation, to work together to increase post-secondary participation rates for Indigenous learners and to provide all students with more opportunities to learn about Indigenous cultures.

“[T]he Commission believes that education is also the key to reconciliation.”

P. 285, *Honouring the Truth, Reconciling for the Future, Summary of the Final Report of the Truth and Reconciliation Commission of Canada*

COLLEGES RESPOND TO THE TRC CALLS TO ACTION

Ontario's college sector is committed to working with Indigenous communities and the provincial government to improve outcomes for Indigenous learners and address the TRC Calls to Action. The need is critical given that a large gap still remains in overall educational attainment in the province. Due in part to the legacy of the residential school system and other historical barriers, a 17-percentage point difference in post-secondary attainment still exists between Indigenous and non-Indigenous people aged 25 – 64.

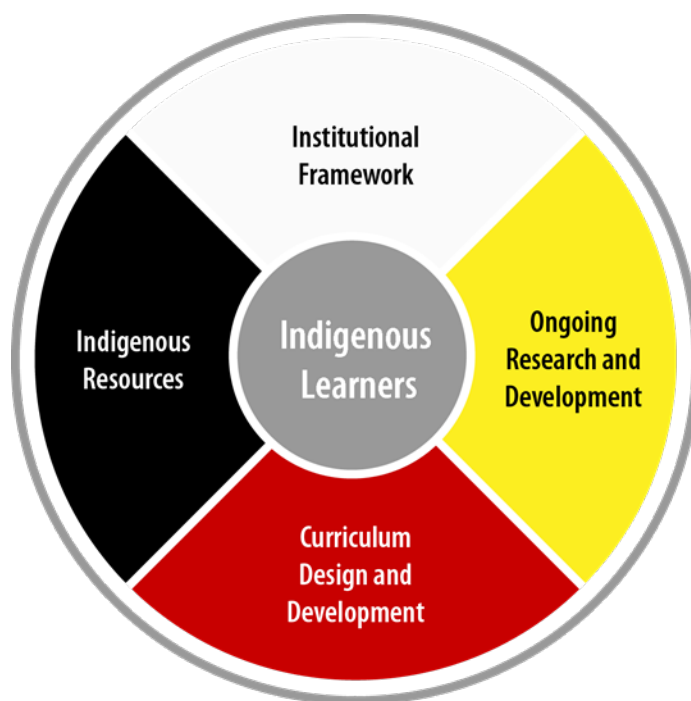
The Indigenous population is also young, with almost one-third under the age of 15, and is the fastest growing in Canada. Ontario's colleges have experienced this growth first hand. Between

2011-12 and 2015-16, the number of full-time, self-reported Indigenous students increased by 25 per cent to almost 10,000 students¹.

As part of the sector's early efforts towards addressing the TRC, in 2017 Colleges Ontario began work on a system-wide survey to understand how institutions were responding to the report's recommendations. Development of the survey was led by a working group of representatives from Colleges Ontario and the Indigenous Peoples' Education Circle (IPEC), a sector committee of college educators, counsellors and administrators who work together to support Indigenous students' access and success within the college system (see Appendix A).

The working group created a unique reporting framework by identifying the Calls to Action related to post-secondary education (see Appendix B for examples) and translating them into meaningful actions, initiatives and opportunities to improve outcomes for Indigenous learners and address reconciliation. The final framework (see Appendix C) incorporates Indigenous themes and understandings and is built around the four-directional model², an interpretation of the medicine wheel, with Indigenous learners at the centre of the model. The framework was finalized after receiving feedback from senior college administrators, IPEC, and local Indigenous communities via college Indigenous Education Councils (IECs).

COLLEGE TRC REPORTING FRAMEWORK OVERVIEW



¹ As reported by colleges in their Multi-year Accountability and Strategic Mandate reports.

² Original interpretation by Elders Onaubinisay (Jim Dumont – Anishinaabe, Marten Clan) and Akiwinini (Peter O'Chiese – Cree, O'Chiese First Nation)

SURVEY FINDINGS

Eastern quadrant: Ongoing research and development

In the eastern quadrant of the framework, colleges were to report on research and development activities supported by Indigenous leadership and knowledge, as well as the fostering of partnerships with Indigenous communities and other organizations that play a role in the success of Indigenous learners.

With regards to institutional policies that incorporate Indigenous knowledge, 50 per cent of the system noted activities in this area, including the adoption of smudging protocols, land acknowledgments at major college events and convocation, and the use of restorative practices and healing circles for issue resolution and in cases of academic appeal. In addition, three colleges now provide designated seating for Indigenous students in high-demand programs.

A majority of colleges reported on new educational processes that have been developed to improve outcomes for Indigenous learners. A third of colleges have developed standalone educational frameworks or strategies that tie into their academic plans. At other institutions, Elders or Indigenous staff are working with teaching and learning centres to develop new protocols and curriculum development practices, or are engaged in research projects to better understand the needs of their students and local communities.

A smaller number of colleges are currently involved in supporting or revitalizing Indigenous languages. Just over a third of the system provided examples in this domain, which include hiring faculty to develop language courses (both credit and non-credit), hosting language workshops or conferences, summer immersion programs, and the development of instructional materials. Two colleges now offer ministry-approved credentials in Anishnaabemowin, with additional work being done to adapt assessment tools to the language.

Student resilience is another important area of focus for research and development. Research in this area is just emerging in the sector, with a small number of colleges reporting initiatives with their IECs to create their own metrics of student wellness and resiliency, or tracking student outcomes through the analysis of college Key Performance Indicators. All colleges, however, now have a counsellor dedicated to Indigenous students and many are supporting learner success through dedicated campus spaces and additional services ranging from cultural activities and workshops, Elders in residence, and access to sacred medicines (more information can be found in the western quadrant).

Finally, colleges reported on their partnerships with Indigenous communities and other key stakeholders. In addition to the fact that every college now has an IEC with representatives from Indigenous communities and organizations, a large majority of the sector reported on other ways in which they are working with local groups or Nations, including delivering programs on reserve, community engagement sessions, working with Indigenous workforce development boards, and promoting post-secondary pathways. Separately, half the sector reported partnerships with other post-secondary institutions that involve transfer pathways or regional strategies to improve Indigenous education, and one college has signed an MOU with the National Research Centre for Truth and Reconciliation to contribute to research and education

activities connected to the TRC. Another ten colleges have partnerships with Aboriginal Institutes to offer programs in community or have articulation agreements in effect. A smaller number of colleges have partnered with industry on workforce development and employment opportunities, or are consulting with government to review and improve programs and services for Indigenous learners.

Southern quadrant: Curriculum design and development

In the southern quadrant, colleges were asked to report primarily on initiatives related to the development of culturally appropriate curriculum and resources in partnership with Indigenous knowledge keepers, as well as activities that support faculty in teaching Indigenous issues.

Based on input from their IECs, community knowledge keepers, and Elders, colleges are using various strategies, and are at various stages, of developing new curriculum or incorporating Indigenous knowledge into existing courses. Several have recently hired an Indigenous program advisor or coordinator to work with academic departments on new curriculum and courses, while in other cases Elders or knowledge keepers have offered faculty workshops on curriculum development. Other colleges have hired Indigenous faculty to develop their own course content. Overall, two-thirds of the system reported using these strategies to review or update curriculum, one-third have or are developing Indigenous learning outcomes, and almost all colleges report having courses or learning modules devoted to Indigenous issues.

With regards to new courses, the majority of activity appears to be in the development of general education courses or electives within select programs. In program areas highlighted by the TRC report (e.g., nursing, justice, social work. See Appendix B), most colleges are in the early stages of reviewing and revising curriculum. Nursing and social work have received the most attention, with more than one-third of colleges recently adding Indigenous content, learning outcomes or new courses. In other areas, only a few colleges have revised program content, which is not surprising considering the timeframe required for curriculum renewal. Regarding language programs, two colleges currently offer a ministry-approved diploma or certificate in an Indigenous language, although several others are in the process of developing a program, or offer students access to language workshops and instructional materials.

The survey also identified several secondary areas where college are beginning to provide greater support related to teaching and learning. Half the sector identified specific efforts to educate faculty, including seminars, workshops, professional development conferences, or presentations for new staff hires. Approximately one-third of the sector has created culturally relevant experiential learning opportunities, a similar number have or are developing library and instructional resources that include Indigenous content, and ten colleges noted efforts to recruit Indigenous representatives on program advisory committees.

Finally, the six northern colleges, in consultation with regional Elders, are engaged in a 3-year research project to investigate principles that can guide Indigenous programs and their evaluation, and are developing a quality assurance framework based on Indigenous ways of knowing.

Western quadrant: Indigenous resources

This section of the survey asked colleges to report primarily on resources for Indigenous students and staff. Colleges noted a significant number of programs related to supporting students (e.g., services and dedicated space), while efforts to hire and support Indigenous faculty and staff are emerging in the system.

Thanks in part to ongoing and dedicated ministry funding, all colleges now have an Indigenous counsellor position on staff. But college services go beyond just counselling. Almost all colleges reported additional supports such as access to Elders, peer tutoring, financial assistance, craft and cultural workshops, traditional medicines, sharing circles, and employment services. In many cases these services are supported utilizing institutional funds beyond those afforded by MAESD.

A large majority of colleges are also working to provide dedicated and welcoming environments through investments in Indigenous student centres and lounges. Additionally, ten colleges have or are in the process of developing outdoor space for land-based classrooms or ceremonial purposes including sacred arbours, tipis, and gardens for traditional plants and medicines. Colleges also focus on small details that help Indigenous students feel welcome, such as displays of Indigenous art or artifacts in public spaces, or by having street signs printed in the local Indigenous language.

Colleges are also supporting student success by including traditional ceremonies and cultural practices in campus life. Twenty-two colleges noted various efforts in this domain, including land acknowledgements at major college events, smudging and the use of sacred medicines, traditional drumming or dances at convocation and other celebrations, and six colleges host campus powwows.

Many colleges are supporting Indigenous learners through transition programs and academic pathways. Over fifty per cent of the sector noted transition programs that involve partnerships with Indigenous communities and local school boards, including camps and summer orientation programs, campus visits, and designated admissions into highly competitive college programs. Several northern colleges have made significant investments in recruiting students from isolated northern communities, while others work with the Aboriginal Post-Secondary Information Program to recruit from reserves across Ontario. In addition, approximately one third of the system noted specific pathway options including college-to-college and college-to-university, or articulation agreements with Aboriginal institutes. Colleges have also received ONCAT funding to develop new pathway options and agreements.

In other domains, the majority of the sector is in the early stages of developing a response and gaps remain. Regarding human resources, for example, six colleges reported having Indigenous personnel in senior roles (e.g., senior managers, directors, deans) and two colleges have standalone positions at the executive level. However, half the sector reported recently hiring new Indigenous faculty or staff and six colleges noted that they have Indigenous-specific recruitment plans in place or under review. Some colleges are also working to increase the number of Indigenous staff and faculty on key decision-making bodies and seven colleges reported having an Indigenous representative on their Board of Governors.

With recruiting efforts on the rise, colleges are also in the early stages of developing specific supports for Indigenous faculty and staff. A small number of institutions offer professional development or mentoring opportunities specific to their Indigenous staff, and two colleges are developing a community of practice.

At the system level, the sharing of wise practices among institutions has primarily occurred through IPEC meetings and as part of a Northern College Collaboration Project. More recently, however, colleges have started coming together as a sector to discuss truth and reconciliation. For the past two years, vice-presidents and IPEC members from every college have met over the course of two days to discuss the Calls to Action and explore challenges and opportunities as the sector looks to improve outcomes for Indigenous learners. The participating committees (IPEC, CCVPA and CCVPS) have committed to ongoing dialogue and collaboration at this annual TRC forum.

Northern quadrant – Institutional framework

In the northern quadrant of the survey, colleges were asked to report on their resources, investments and strategies to improve outcomes for Indigenous students.

As noted in the previous section, all colleges have invested in supporting the success of Indigenous learners. These include student counselling, wellness initiatives, Elders, dedicated space such as tipis and outdoor classrooms, cultural events and ceremonies, or access to sacred medicines. In addition to these efforts, several colleges also reported on recent self-identification campaigns, the development of metrics for student wellness and satisfaction, awareness campaigns and celebrations (e.g., National Indigenous Day), and awards galas for Indigenous graduates.

Other colleges reported significant financial and HR investments in support of Indigenous learners. Fifty per cent of colleges reported that they are covering some or all of the cost of Indigenous faculty, administrators, managers or student advisors. A smaller number of colleges provide funds (ranging from \$50,000 – 100,000 per year) to raise the profile of Indigenous education and initiatives in the institution, while others have provided significant capital investments to improve or expand their dedicated Indigenous campus spaces (\$400,000 – 1.3 million) or to create new teaching, learning and entrepreneurship centres that support Indigenous programs.

Most colleges are working to increase knowledge of Indigenous culture and issues across their campuses and nearly all institutions have developed professional development opportunities for faculty and staff. In addition to those activities outlined previously for faculty, colleges are educating their staff on the importance of truth and reconciliation by hosting conferences and workshops, including the Kairos Blanket Exercise. Others have developed cultural competency courses and training certificates for staff, and four colleges noted recent presentations to their boards on the TRC report or Indigenous education.

In order to help guide their efforts to improve Indigenous education, a significant number of colleges are working with their Indigenous communities and partners to update their governing documents. Eight colleges have, or are in the process of developing, standalone Indigenous

education strategies or frameworks. Another third reference Indigenous education in their strategic plans, while other colleges include it in their academic and student success plans. Most colleges have also signed onto Colleges and Institutes Canada's Indigenous Education Protocol and are creating work plans based on those commitments.

Colleges are using a variety of techniques to monitor their progress on Indigenous education. Those that reference Indigenous education in their strategic plans or that have developed Indigenous education frameworks have metrics or rubrics designed to assess progress. Others are tracking change over time via student surveys and KPIs and are reporting outcomes to their boards, the public, or their IECs.

Finally, IECs play an important role in the colleges as they serve as a key source of input from Indigenous communities. Recognizing the importance of these relationships, all twenty-four colleges now have IECs in place with a diverse range of representatives from Indigenous communities, Nations, and organizations. At each college, the president or designate sits on the IEC, or the Board of Governors must reserve space for an IEC representative. As identified in some of the previous sections, many colleges are working with their IECs on issues related to curriculum development, student services, professional development, community outreach, and the development of major capital projects. Approximately one-third of colleges have an IEC member on their Board of Governors, while two reported having multiple executives sitting on the IEC to increase engagement.

SUMMARY

Despite operating in a constrained fiscal environment with no direct funding to address the recommendations of the TRC report, the survey results indicate that actions are underway at the province's colleges. Institutions are at various stages of responding to the TRC Calls to Action, but there are several domains where a large number of colleges are taking action. A majority of colleges, for example, offer dedicated services and supports, and are beginning to incorporate traditional ceremonies and knowledge into campus life. Many are focussed on developing more welcoming environments by investing in Indigenous student centres and lounges, outdoor classrooms and ceremonial space, and by including Indigenous art or language on campuses.

Curriculum development and professional development for faculty and staff are two other areas where the sector is seeing a significant amount of activity, although at many colleges these efforts are in the early stages of development. Approximately two-thirds of the system reported on new initiatives or partnerships to update curriculum, offer new courses, or create Indigenous learning outcomes. Efforts to educate faculty and staff are also underway. Nearly all colleges report providing some opportunity for staff to learn more about truth and reconciliation and Indigenous education through workshops, conferences, or cultural competency training.

The survey also identified gaps where additional work and consultation are needed. For example, while many colleges are examining how to incorporate Indigenous knowledge into curriculum, these changes have focussed primarily on general education courses and have yet to take effect in some of the program areas highlighted by the TRC. Other opportunities exist for colleges to work with their IECs and Indigenous communities to develop Indigenous learning outcomes, create culturally appropriate experiential learning options and instructional resources for students, include Indigenous perspectives on program evaluation, and have Indigenous representatives on program advisory committees.

Human resources is another important area where there is room for growth in the sector. Currently, one-third of the system has Indigenous staff at a senior or executive level, although 50 per cent of colleges reported on the recent hiring of Indigenous faculty or staff in other roles. Further efforts in this area can be supported through the development of culturally-informed faculty and staff recruitment strategies, and mentoring and professional development opportunities for existing Indigenous staff.

NEXT STEPS

With the release of the TRC report, Ontario's colleges have a roadmap on how to move forward to address the ongoing legacy of residential schools and reduce the gaps in post-secondary success and attainment. The sector recognizes that this work is only just beginning and implementation will take years as colleges consult with stakeholders and Indigenous communities on how best to adapt academic, student service, and HR plans in a constrained fiscal environment. Going forward, Colleges Ontario will continue to build awareness and document the sector's progress in an annual report for the system.

Colleges will also continue to work directly with their Indigenous faculty and staff to address the TRC recommendations. The sector has just completed its second annual meeting where IPEC members and college vice-presidents came together to discuss truth and reconciliation in the higher education context. The meeting focussed on how to make progress in many of the domains highlighted in this report, including curriculum enhancement, Indigenous community engagement, hiring Indigenous staff and faculty, and Indigenous student persistence. The participating committees have agreed to continue the dialogue at an annual TRC forum.

APPENDIX A: TRC FRAMEWORK WORKING GROUP

1. Shelley Charles – Humber College
2. David Corcoran – Colleges Ontario
3. Donna Gerber – Niagara College
4. Carolyn Hepburn – Sault College
5. Jane Manning – Lambton College
6. Greg McGregor – Georgian College
7. Ron Deganadus McLester – Algonquin College
8. Maxine Nahdee – St. Clair College
9. Peggy Pitawanakwat – Seneca College
10. Mary Wabano – Canadore College
11. Guy Williams – Fanshawe College

APPENDIX B: EXAMPLES OF TRC CALLS TO ACTION RELATED TO EDUCATION

Education

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.
- ii. Improving education attainment levels and success rates.
- iii. Developing culturally appropriate curricula.
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
- vi. Enabling parents to fully participate in the education of their children.
- vii. Respecting and honouring Treaty relationships.

11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Language and Culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
- ii. Aboriginal language rights are reinforced by the Treaties.

- iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

Health

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Justice

27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, 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.

28. We call upon law schools in Canada to require all law students to take 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 antiracism.

Education for Reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.

- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to

Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Media and Reconciliation

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including 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.

Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.

APPENDIX C: COLLEGE TRC REPORTING FRAMEWORK



Centre of the Framework: Indigenous Learners

East Direction (*Vision, New Beginnings*): Ongoing Research and Development

- Develop and support Indigenous leadership and Indigenous knowledge related to:
 - Policy development
 - Educational processes
 - Student resilience
 - Language revitalization
- Foster partnerships
 - Indigenous communities, nations, and organizations
 - Within and across post-secondary institutions
 - Industry
 - Government
 - Aboriginal institutes

South Direction (*Relationships, Time*): Curriculum Design and Development

- Academic departments collaborate with Indigenous knowledge keepers in curriculum development
- Culturally appropriate curriculum and credentials, including:
 - Medical/nursing
 - Legal/justice
 - Education
 - Media

- Social work
- Early childhood educators
- Business
- Environmental studies
- Languages
- Incorporate Indigenous learning outcomes into curriculum³
- Core, mandatory and optional Indigenous courses and modules
- Experiential learning opportunities
- Quality assurance reflects Indigenous knowledge/practices
- Indigenous representation on Program Advisory Committees
- Support & engage all faculty to understand and teach Indigenous-based curriculum
- Instructional resources

West Direction (*Knowledge, Truth*): Indigenous Resources

- Physical space (Culturally safe and welcoming environments)
- Wrap around student services
- Transition services/programs
- Pathways
- Respect for traditional ceremonial practices
- Hiring Indigenous staff, faculty and administrators
- Hiring Indigenous leaders and knowledge keepers into senior positions
- Recruitment and promotion practices recognize Indigenous traditional knowledge and experience
- Indigenous representation on decision-making bodies (e.g., academic councils)
- Support for Indigenous staff professional development
- Sharing models of wise practices within and across institutions and sectors
- Mentoring opportunities for Indigenous staff

North Direction (*Action, Movement, Reflection*): Institutional Framework

- Student success (e.g., retention, attainment, satisfaction and well-being)
- Institutional investments (financial, human resources, etc.)
- Indigenous-specific professional development for staff, faculty, board of governors
- Meaningful engagement with IECs
- Local Indigenous education plans/strategies reflected in institutional governing documents
- Evaluation and assessment of progress

³ E.g., ILOs developed by the Negahneewin Council at Confederation College