

Indigenous Education Protocol - Integrated Multi-year Work Plan

Student Recruitment						
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	REVISED Year 2 2016-2017	Year 3 2017-2018	REVISED Year 3 2017-2018
Marketing and engagement initiatives	Recruitment/ Aboriginal Student Services	Assessment - Review FYSS Data and Aboriginal Fleming student population data. Value gap analysis - Indigenous vs non-Indigenous recruitment initiatives. Focus groups with Aboriginal youth. Continue participation in as much of the APSIP Tour as possible.	Develop a recruitment approach. This may include hiring an Aboriginal recruiter or when hiring Grad recruiters, give preference to Aboriginal applicants with knowledge of challenges and education gaps (resource dependent)	In collaboration with Aboriginal Student Services, hire a short-term Aboriginal Recruiter/Researcher. Student Services SSW practicum student will also provide research and focus group support. Using the research from these positions and recent analysis from past recruitment efforts, develop a business case for an Aboriginal Grad Recruiter. This business case and resource ask will also align with the Integrated Planning for Services exercise that will be completed in Winter 2016. Build on FMNI student recruitment by tapping into current Aboriginal Student Service staff and faculty. AEI partnership discussions have potential to support recruitment efforts.	As the recruitment approach develops and the IP designation grows, include content in view book content. Future ideas to consider - Satellite offices in FNMI communities and recruitment in Northern communities	Enhance and increase Indigenous content in view book. Hire an Indigenous Outreach and Engagement admin position to support the recommendations from the Research report. Launch the Indigenous Fleming tab on the external web site.
Training, Awareness, Cultural Supports and Space						
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 2 2016-2017	Year 3 2017-2018	REVISED Year 3 2017-2018
Employee Recruitment	HR	Promote positions widely. Add statement to Job Postings about IEP.	Position the College as welcoming.	Develop a plan on how to hire Indigenous employees at all levels. Develop a process for compensation for Traditional Knowledge. Determine how to elicit self-identification.		Incorporate Indigenous perspectives into recruitment and interviewing process. Continue to identify opportunities to increase Indigenous applicants to all job vacancies. Step Calculation - determine how we honour Traditional Knowledge. Self ID - Have a plan in place to support this. Work with Aboriginal Student Services to develop a framework for Indigenizing College policies and procedures Give preference to an Indigenous candidate when two candidates are otherwise equal in qualifications as well as considering qualified Indigenous people for jobs not thought of as Indigenous specific Hire 1 Admin staff (Asst. Mgr, Aboriginal Student Services) and 1 FT Faculty (Indigenous Perspectives) with Indigenous heritage
New employee orientation training	HR	Review information about Fleming's commitment to the IEP and its meaning.	Integrate into orientation for all employees	Integrate into orientation for all employees		Combined Orientation with Cultural Safety Training - see below.
Aboriginal Cultural Safety Training for Fleming community	Students - VPA/Aboriginal Student Services; Employees - HR/Aboriginal Student Services; Faculty specific - VPA	Discussions underway for employee PD and student development (separate). Models to be finalized.	Pilot new models. Assess the impact. Refine the model informed by assessment. Consider specific faculty training for teaching in the communities, as needed.	Faculty - VP Academic will be hiring an Indigenous support staff as part of the Learning and Design Support Team to help faculty with foundation work. Will need to be clear on expectations for Faculty. Employees - HR to determine what awareness/knowledge is needed for different staff. General awareness available for all staff. Potentially a certificate program, with a foundation and a menu for areas of interest. Emphasis on training for leaders.	Deploy refined model throughout the college. Determine additional training that would be desirable (levels of training determined by position). Pilot additional levels and assess.	Develop mechanism for Indigenous employees to connect and engage in relevant discussions Provide PD opportunities for all staff. This will include cultural awareness training in Orientation Program and workshops/video series with appropriate debrief available for all employees. Deploy refined model (bottom to top training) throughout the college. Determine additional training that would be desirable (levels of training determined by position). Pilot additional levels and assess. Work with Indigenous Communities to develop on-line modules and facilitated dialogue.
Develop a College resource list of approved local traditional knowledge holders/keepers, who can work on-campus	VPA / Aboriginal Student Services	Establish a policy on Elder honorariums and process for engaging and sharing Elder time. Process to be finalized and communicated.	Ongoing.	Ongoing.	Ongoing.	Roll out the list of Traditional Knowledge Keepers across the College, including introducing the Miigwewin process.
Aboriginal student supports	Aboriginal Student Services / AVP-SS	Determine relevant funding opportunities and apply.	Evaluate supports as part of the integrated planning process.	Evaluate supports as part of the integrated planning process.		Launch a Fleming specific Bishkaa program. With the creation of a new Mgr position, begin the process of developing greater collaboration between internal offices (e.g. Registrars and Financial Aid offices, Health Services, Career Services)
Shifting College culture	Senior leaders - expand throughout the college	Education about IEP signing, Education about recognizing the territory at meetings, smudge-friendly environment. AEC invitation to college committees. Including the Aboriginal voice.	Ensuring Aboriginal committee representation, where appropriate. Potential facilities updates - wall art, tree plaques, nation flags on campuses, bilingual on-campus signage, where appropriate (English and Indigenous)	Ensuring Aboriginal committee representation, where appropriate. Importance of student perception of the campus. Ideas could include: Medicine Wheel in the floor in the main entrance, art work displayed, tree plaques, nation flags on campuses, bilingual on-campus signage, where appropriate (English and Indigenous). PM student completing a project on current physical state and recommendations for changes.		Senior investment in relationship development. As part of Fleming's policy development process, include information about how to consider the Indigenous perspective. Begin review process of College policies and procedures e.g. policy to allow for the use of medicines (smudging) and occasional use of space for ceremonies. Launch the Indigenous Fleming tab on the external web site. Physical update/changes - Create an outdoor classroom incorporating Indigenous perspectives at Sutherland and Frost. Launch our enhanced Trails system incorporating Indigenous perspectives. Determine how to best physical represent Indigenous perspectives in the front lobby/entrance. Explore possibility of Indigenous Housing
Indigenization of Curriculum						
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 2 2016-2017	Year 3 2017-2018	REVISED Year 3 2017-2018
Education on culturally appropriate curriculum delivery methods and assessment methods	VPA	PD Session by Learning Design Support Team with expert faculty	Ongoing.	Ongoing.	Ongoing.	Upon request, Indigenous students may bring an Elder or an Indigenous community support to an academic dispute process. Specific Indigenous Faculty have dedicated time to support other Faculty in incorporating Indigenous perspectives into their curriculum.

Language course(s)	VPA	Look at partnership with Trent to see if our students can take their courses. Accepting transfer credits.	Conversation circles (Student services)	Conversation circles (Student services)		
IP Designation expansion	VPA / All Deans	Clarity on expectations. Promotion to staff and students. Continued work with Student Services and AEC for out of class opportunities for students. Continue to work with academic areas to expand program offerings and providing support to faculty in teaching Indigenous content in their vocational courses.	List specific course offerings. (e.g. We are all Treaty People, How to be an Ally, Exploring the Indian Act). Specify when we will have grads from which programs. Indigenous representation on PAC IP committees.	List specific course offerings. (e.g. We are all Treaty People, How to be an Ally, Exploring the Indian Act). Specify when we will have grads from which programs. Indigenous representation on PAC IP committees.	Develop policies to maintain cultural integrity of materials presented in classroom/training	Establish the process and timeline to review the IP designation.

Partnerships and Collaboration								
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 2 2016-2017	Year 3 2017-2018	REVISED Year 3 2017-2018		
Faculty/support services partnerships	VPA / Aboriginal Student Services	Establish an internal group of Indigenous staff and others to work together. Sharing of Elders and guest speakers	Develop a more deliberate approach to partnerships.	Develop a more deliberate approach to partnerships. Revisit idea of an internal group of Indigenous employees and allies.		Promote the Traditional Knowledge Keepers list to Academic division. Aboriginal Student Services will actively promote and share event information with the Academic division to encourage Faculty to incorporate these events into their curriculum, as appropriate.		
Trent / Fleming partnerships	VPA / Aboriginal Student Services	Welcome ceremony, Elder sharing, Biishkaa, Sacred Water Circle, Orientation for new Indigenous students (land-based camps); Del Crary park event. Shared online calendar.	Explore transferability of credits in Indigenous subjects. Potential co-submission of grants.	Explore transferability of credits in Indigenous subjects. Potential co-submission of grants.		Partnering with Trent for Recruitment Explore new articulation agreements into the Indigenous Studies Program		
Student input (Indigenous and non-Indigenous students)	VPA / Aboriginal Student Services	Determining what student input is needed.	Collection of input. Question could be added to Faculty/Course Evaluations	Collection of input. Question could be added to Faculty/Course Evaluations		AVP Student Services and other Senior Leaders are available in the Aboriginal Lounge once/month. Incorporate student feedback into the IPD review process		
Indigenous Institutes	VPA	Need to explore intent and feasibility						
Community Engagement	VPA / AVP-SS	Discuss with AEC if/how this might look.	Pilot an event to celebrate year 1 of IEP signing.	Host and IEP Anniversary Information Event		Cultivating relationships within local schools. e.g. Possible ideas - sharing Indigenous knowledge in classroom visits, developing language instruction programs - Fleming students support local elementary/high school students.		
Tracking and Accountability								
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CICan Indigenous Education Protocol	VPA / AVP-SS	Signing complete. Public statement from College formalizing commitment to IEP. IEP linkages to Strategic Plan, Academic Plan, PEFAL, IEP and TRC reviewed. Development of 3 year plan	Annual review, plan update, and college communication	Annual review, plan update, and college communication. Include student perception.	Annual review and plan update	Annual review and plan update Discuss in relation to CO Framework and determine next steps for 18/19 Project manage through the PMO office		
Student Tracking	Aboriginal Student Services / Registrar's	Aboriginal Services can access Evolve	Focus on graduate employment rates. Year end report for circulation.	Focus on graduate employment rates. Year end report for circulation.	Tracking retention and student success - does access to traditional knowledge opportunities impact success/retention/graduation	Review current processes and develop a more proactive approach with multiple ways for self-ID. Focus on benefits of self ID (i.e. access to fin aid).		
Well established Aboriginal Education Council	ELT/AVP-SS	TOR Review. Public access web site created. Annual presentation to Fleming BOG established.						