

Indigenous Education Protocol - Integrated Multi-year Work Plan

Student Recruitment				
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Marketing and engagement initiatives	Carrie Truman /Recruitment	Assessment - Review FYSS Data and Aboriginal Fleming student population data. Value gap analysis - Indigenous vs non-Indigneous 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)	As the recruitment approach develops and the IP designation grows, include content in viewbook content. Future ideas to consider - Satellite offices in FNMI communities and recruitment in Northern communities

Training, Awareness, Cultural Supports and Space				
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Employee Recruitment	Sonia Crook / HR	Promoting positons widely. Add statement to Job Postings about IEP.	Position the College as welcoming.	
New employee orientation training	Sonia Crook / HR	Review information about Fleming's commitment to the IEP and the its meaning	Integrate into orientation for all employees	
Aboriginal Cultural Safety Training for Fleming community	Students - Laurel Schollen/ Mark Gray; Employees - Lynn Watson/Mark Gray; Faculty specific - Judith Limkilde	Discussions underway for the employee PD and student PD 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 commuities, as needed	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 College resource list of approved local traditional knowledge holders/keepers, who can work on-campus	Mark Gray, Judith Limkilde	Establish a policy on Elder honourariums and process for engaging and sharing Elder time. Process to be finalized and communicated.	Ongoing.	Ongoing.
Aboriginal student supports	Mark Gray /Kristi Kerford	Determine relevant funding opportunities and apply	Evaluate supports as part of the integrated planning process.	
Shifting College culture	Senior leaders - expand throughout the college	Education about IEP signing, Educaton about recognizing the territory at meetings, smudge-friendly environment. AEC invitation to college cttes. Including the Aboriginal voice	Ensuing Aboriginal committee representaion, where appropriate. Potential facilities updates - wall art, tree plaques, nation flags on campuses, bilingual on-campus signage, where appropriate (English and Indigenous)	

Indigenization of Curriculum				
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Education on cuturally appropriate curriculum delivery methods and assessment methods	Laurel Schollen, Judith Limkilde	PD Session by LDS w. expert faculty	Ongoing.	Ongoing.
Language course(s)	Laurel Schollen, Judith Limkilde	Look at partnership with Trent to see if our students can take their courses. Accepting transfer credits.	Conversation circles (Student services)	
IP Designation expansion	Laurel Schollen, Judith Limkilde, 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 supporting 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 cttes.	Develop policies to maintain cultural integrity of materials presented in classroom/training

Partnerships and Collaboration				
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Faculty/support services partnerships	Judith Limkilde, Mark Gray	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.	
Trent / Fleming partnerships	Mark Gray, Judith Limkilde and staff	Wecome 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.	
Student input (Indigenous and non-Indigenous students)	Mark Gray, Judith Limkilde and staff	Determining what student imput is needed.	Collection of input. Question could be added to Faculty/Course Evaluations	
Indigenous Institutes	Laurel Schollen/Academic	Need to explore intent and feasibility		
Community Engagement	Laurel Schollen, Kristi Kerford	Disucss with AEC if/how this might look.	Pilot an event to celebrate year 1 of IEP signing.	

Tracking and Accountability				
Theme Description	College Lead(s)	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
CICan Indigenous Education Protocol	Laurel Schollen/Kristi Kerford	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 and plan update
Student Tracking	Aboriginal Services/Registrar's	Aboriginal Services can access Evolve	Focus on graduate employment rates. Year end report for ciruculation.	Tracking retention and student success - does access to traditional knowledge opporutnityes impact success/retention/graduation
Well established Aboriginal Education Council	ELT/Kristi Kerford	TOR Review. Public access web site created. Annual presentation to Fleming BOG established.		