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
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 colloboration 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 recruiment efforts, develop a busness 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

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
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.	
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	
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 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 trainingn 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 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.
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.	
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.	

Indigenization of Curriculum

Theme Description	College Lead(s)	Year 1	2015-2016	Year 2	2016-2017	Year 2	2016-2017	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.

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

Partnerships and Collaboration

Theme Description	College Lead(s)	Year 1 | 2015-2016	Year 2 | 2016-2017	Year 2 | 2016-2017	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.	
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.	
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	
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	

Tracking and Accountability

Theme Description	College Lead(s)	Year 1 | 2015-2016	Year 2 | 2016-2017	Year 2 | 2016-2017	Year 3 | 2017-2018
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
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
Well established Aboriginal Education Council	ELT/AVP-SS	TOR Review. Public access web site created. Annual presentation to Fleming BOG established.			