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| Indigenous Next Steps |

 

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# Overview of Indigenous Reports

## Indigenous Student Outreach & Engagement – Internal Report

The report conducted by Madeline Whetung provides seven research-based recommendations to enhance Indigenous relations and Indigenous student recruitment practices at Fleming College. Fleming already has a lot to offer Indigenous learners, but needs to package that information to appeal to potential students. These recommendations take a holistic approach to recruitment, based on the knowledge that college is usually much more than an academic experience. These recommendations take into consideration student feedback, consultation with Aboriginal Student Services staff, faculty, and administrators at the College. As well as, data from marketing presence comparable with other colleges (Georgian, St. Clair and Loyalist) and individuals at Trent about their recruitment strategies with the possibility of collaborating.

## Embedding Indigenous Perspectives into Fleming College Policies and Protocols

This report by Sarena Johnson takes into consideration historical context and current practices at Ontario Colleges. It determined that Fleming can demonstrate that it is responsive to the needs of FNIM learners and can help contribute to the long term goal of reconciliation and building a good way of life. Based on the CICan Indigenous Education Protocol (IEP) with examples from other colleges, there are policy, procedures and protocols across Fleming College that could be examined for embedding of Indigenous perspectives.

## Aboriginal Student Services Team Visioning

Team visioning was planned in order to strategize together about the future of the Aboriginal Student Services department. Additionally, the team required an opportunity to review the successes of the year and collaborate about areas that need attention, internally within the department.

## Indigenous Awareness Physical Inventory Project

The purpose of this applied project was to investigate what other colleges and universities are offering their Aboriginal students on campus. The data was compared to Fleming College and a final recommendation report for what more can be done for Aboriginal students was prepared. This recommendation report will give Fleming an idea on how to develop the current inventory at both Sutherland and Frost campuses.

## Aboriginal Lounge Feedback

This data was collected in an informal circle discussion of students. The goal of this discussion was to hear Indigenous student’s thoughts on ways Fleming College could enhance Indigenous relations on campus.

## Student Survey Results

Based on the data collected from this student survey in Fall 2016, two themes have appeared. The first is that this survey provided no new recommendations and thus was not specifically included in this report. Secondly this survey reveals that students are unaware of the changes the college is implementing to enhance Indigenous relations at Fleming College. This survey does provide key insight into the thoughts and feelings of students regarding this matter.

# Commonalities

These charts give a visual overview of the data that was collected across five reports. In Chart 1 the data shown is the amount of times a recommendation was made across all reports. In Chart 2 the data shown is the number of times each report made a specific recommendation relating to the categories listed.

**Chart 1**

* Based on the data it is clear that most recommendations provided focus on **hiring/ recruitment** and **updating polices and curriculum**.

**Chart 2**

* The data shows four out of five reports made recommendations relating to an increase of **events/ceremonies, hiring/recruitment** and **updating polices and curriculum**. This was followed closely by three out of five reports recommending as increase in **physical resources, web/marketing** and **more Indigenous spaces on campus**.

# Top Recommendations:

These recommendations are listed in order from top priority to lessor priority based on the information collected from all five reports.

## Hiring and Recruitment

The most common theme across all reports was the need to hire Indigenous faculty, outreach staff and recruitment staff. Best practices recommends that a new position be created called ‘Outreach and Engagement’ who would attend recruiting events and engage with local Indigenous communities. This role would act as a first point of contact for students looking to learn more about the Indigenous community on and off campus and would be a liaison with Trent University to build a stronger relationships. Having this position would demonstrate a high level of commitment to building an inclusive community. A good model to consider would be implementing Loyalist College’s ‘Student for a Day’ program. This program would be an excellent recruitment opportunity and allow Fleming the chance to boast their Indigenous community on campus.

It is recommended that a higher level of commitment be made towards recruitment efforts by making the APSIP tour a priority. Indigenous students attend mainstream recruitment events as well so, additional training should be given to the recruitment team. Fleming College should work to develop a recruitment and student leadership program that involves current and alumni students. Having peer involvement will allow prospective students to self‐identify with the recruiter and feel welcomed by the Fleming community. This can be done in a variety of ways such as: student leadership programs, continuing the Biishkaa program, and hiring students to support recruitment.

## Updating College Policies

It is highly recommended that the college’s policies towards the Indigenous community on campus need to be re-examined. For example:

* + A Harassment and Discrimination policy should be put into place,
	+ Including addendum that mentions the high rates of violence towards Indigenous women in the Fleming Sexual Violence procedure
	+ Rewrite Fleming protocol to include official “Smudge Friendly Zone” as there is a designated area, but it is unwritten in protocols/processes.
	+ Use of Space & College Grounds Policies - Indigenous events and ceremonies could be noted as priority
	+ Indigenous Elder/traditional teachers parking spots near door
	+ Mission and Vision statement for Aboriginal Student Services: Placed on the website to help students and families understand how FASS supports students during their time on campus

Restructuring these policies would actively acknowledge Fleming’s commitment to its three year plan for improvement. Implementing change in policies demonstrates a desire to improve and will officially begin to hold the college responsible for their commitment to change. Some of these policies may take longer to implement than others however, they all demonstrate a step towards achieving a more inclusive community.

## Curriculum

Indigenous students value programs that are beneficial to the needs and interests of their communities. The reports have identified that while Fleming offers many applicable programs to Indigenous students there is a lack of cultural relevance within these programs. Indigenous students also feel that there is a lack of understanding especially from faculty within the classroom. It is recommended that curriculum be updated and training to educate professors as many feel that they are unintentionally miscommunicating information specifically related to Indigenous peoples. It is recommended that Fleming make these changes by hiring more Indigenous faculty especially to teach Indigenous courses. It is also suggested that policies and supports be put into place to help support Indigenous faculty and students as there is still prejudice that exists. The college should always support their Indigenous faculty and students should these types of situations arise.

## Building Partnerships / Event & Ceremonies with Trent

It is highly recommended that by partnering with Trent University and local Indigenous communities Fleming could work to create ongoing relationships that would bring more events to the college while cultivating new relationships. Trent provides a strong example for community relations with the Curve Lake First Nations community. The data from these reports indicates that students are looking for more events and are seeking a greater presence from local Indigenous communities on campus. Creating a stronger partnership with Trent could help to strengthen these bonds and provide opportunities for hosting joint events or mentorship programs. Building connections with Trent would also make transitions for students looking to attend Trent much easier. It is also highly recommended that a joint partnership with Trent for the APSIP would be one of the most financially effective ways to promote Fleming on the tour. Mary Anne Hoggarth, the Indigenous Enrolment Advisor at Trent is willing to help promote Fleming on the weeks that Fleming cannot attend.

## Physical Resources

It is recommended that there needs to be more Indigenous physical resources across campus. It was suggested that Fleming adapt a purchasing policy similar to Humber College which would make Indigenous art a priority. Implementing more physical resources acknowledges the land of the people for which this campus is on.

## Employee/Faculty Inclusivity Training

A common theme shared amongst these reports is that Indigenous students feel a lack of inclusivity on campus. It is highly recommended that staff and faculty take part in online or seminar based Indigenous inclusivity training. This training would help to establish a welcoming environment that could be used as a marketing tool to attract prospective students. The college would be able to advertise that it provides an inclusive and comfortable environment for all Indigenous students by having a faculty that has specific inclusivity training. Organizations such as Canadian Roots would work to ensure that the Fleming community is able to positively engage Indigenous students and teach non-Indigenous students about Aboriginal culture and history.

## Marketing/Online

A key theme addressed in Madeline Whetung’s internal report was the lack of online presence felt by Indigenous students on Fleming’s webpage. She suggests increasing this presence through Facebook, Twitter and Instagram which require no cost and create a stronger web presence. She addresses the issue that International students are more represented than Indigenous students due to the tab that is clearly visible for them on the main site. For these reasons it is recommended to add an “Indigenous Students” tab that is clearly visible on the main site. Upon further research it is worth noting that Georgian, St. Clair and Loyalist College all do not have “Indigenous Students” tabs clearly visible on the main page. If Fleming was to implement this it would standout compared to other colleges as the clear visibility would suggest a high commitment to the Indigenous community on campus. The Indigenous Student services are well represented on the main site however, information is lacking about the Indigenous community, curriculum, and student life. It is recommended that a page similar or like UBC’s “Meet our Students” page be added under the Indigenous Student Services page. It would allow prospective students to explore the great opportunities at Fleming and would make it easier for them to picture their future at Fleming College. Also, it is highly recommended that Fleming College develop post cards or brochures which would showcase Indigenous learners.

# Appendix A – Summary of Recommendations - Categorized by IEP Framework

The following list of recommendations is a summary taken from all the reports. Redundancies have been removed and items have been categorized using the Fleming’s IEP work plan framework. Any known action that will be taken in 2017/2018 has been included. In some instances, recommendations could fit in more than one category. We have generally opted to only include them in one for simplification.

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| Student Recruitment  |
| **Theme Description**  | **Next Steps**  | **Resource** |
| Making the most of APSIP tour | Planning for 17/18 | Internal Report by M. Whetung |
| Using Main Stream Recruiting to the Fullest Extent | Planning for 17/18 | Internal Report by M. Whetung |
| Engaging Current and Past Students in Recruitment | Planning for 17/18 | Internal Report by M. Whetung |
| Emerging Student Leader Programs |  | Internal Report by M. Whetung |
| Hiring Students to Support Recruitment in the North |  | Internal Report by M. Whetung |

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| Training, Awareness, Cultural Support and Space  |
| **Theme Description**  | **Next Steps**  | **Resource** |
| Free Web Platforms (Facebook, Twitter, and Instagram) | Planning for 17/18 | Internal Report by M. Whetung |
| Indigenous Students Tab on Website | Planning for 17/18 | Internal Report by M. Whetung |
| Showcase Indigenous Learners | Planning for 17/18 | Internal Report by M. Whetung |
| Update Text Marketing Materials | Work underway - new brochure and service folder created. Looking into 1 page in view book | Internal Report by M. Whetung |
| Hiring Outreach and Engagement Staff | Planning for 17/18 | Internal Report by M. Whetung |
| Senior Investment in Relationship Building |  | Internal Report by M. Whetung |
| A Focus on Developing Health Programs |  | Internal Report by M. Whetung |
| Training for Staff from Bottom to Top | Ongoing – LDST resource hired. Leaders meeting planned for June | Internal Report by M. Whetung |
| Renewing Bishkaa and Importance of Indigenous Student Traditions | Planning for 17/18 | Internal Report by M. Whetung |
| A healing circle for harassment and discrimination concerns |  | Policies and Protocols Reportby S. Johnson |
| Include Indigenous self-identification in staff recruitment |  | Policies and Protocols Reportby S. Johnson |
| Giving preference to an Indigenous candidate when two candidates are otherwise equal in qualifications |  | Policies and Protocols Reportby S. Johnson |
| Qualified Indigenous people could also be hired for jobs not thought of as Indigenous specific |  | Policies and Protocols Reportby S. Johnson |
| Consulting Services Policy: preference given to an Indigenous consultant if their proposal, regardless of it being an Indigenous project or not  |  | Policies and Protocols Reportby S. Johnson |
| Student Rights & Responsibilities: Indigenous cultural practice is a right |  | Policies and Protocols Reportby S. Johnson |
| Creating a policy for art collection making Indigenous art a priority |  | Policies and Protocols Reportby S. Johnson |
| Allow for the use of medicines (smudging) and occasional use of space for ceremonies | Currently available in practice. No policy. | Policies and Protocols Reportby S. Johnson |
| Rewrite Fleming protocol to include official “Smudge Friendly Zone” |  | Policies and Protocols Reportby S. Johnson |
| Shared office/lounge space for Indigenous faculty, student services staff |  | Aboriginal Student Services |
| Move tipi to a more visible space | Planing for increased signage, but not relocation. | Physical Inventory Project |
| Drum And Sticks |  | Physical Inventory Project |
| Signage written in Anishinaabemowin language |  | Physical Inventory Project |
| Onsite daycare |  | Aboriginal Lounge Feedback |
| Family Residence |  | Aboriginal Lounge Feedback |
| Indigenous Housing |  | Aboriginal Lounge Feedback |

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| Indigenization of Curriculum  |
| **Theme Description**  | **Next Steps**  | **Resource** |
| Develop Relevant Curriculum and Hire the Right Instructors |  | Internal Report by M. Whetung |
| A Focus on Developing Health Programs |  | Internal Report by M. Whetung |
| A Focus on Developing Trades Training |  | Internal Report by M. Whetung |
| For academic disputes consider adding an Elder to the review panel and/or an Indigenous community advocate |  | Policies and Protocols Reportby S. Johnson |
| Transfer credits/PLAR: Consider giving credit for Indigenous traditional knowledge |  | Policies and Protocols Reportby S. Johnson |
| An Open Air Classroom with Medicine Wheel |  | Physical Inventory Project |

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| Partnerships and Collaboration  |
| **Theme Description**  | **Next Steps**  | **Resource** |
| Cultivating relationships within local schools |  | Internal Report by M. Whetung |
| Outreach to local First Nations: Giving Land Back |  | Internal Report by M. Whetung |
| Partnering with Trent for Recruitment | Planning for 17/18 | Internal Report by M. Whetung |
| Partnering with Trent for Indigenous Student Transitions |  | Internal Report by M. Whetung |
| Buying from an Indigenous business when able and consider it value added |  | Policies and Protocols Reportby S. Johnson |
| Indigenous Elder/traditional teachers parking spots near door |  | Policies and Protocols Reportby S. Johnson |
| Registrars and Financial Aid offices collaborators to support Indigenous students. |  | Aboriginal Student Services |

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| Tracking and Accountability  |
| **Theme Description**  | **Next Steps**  | **Resource** |
| Creating a Harassment and Discrimination policy |  | Policies and Protocols Reportby S. Johnson |
| Creating a Gender policy that includes transgender rights etc. |  | Policies and Protocols Reportby S. Johnson |
| Including addendum that mentions the high rates of violence towards Indigenous women in the Fleming Sexual Violence procedure  |  | Policies and Protocols Reportby S. Johnson |
| Observance of Religious Observances Procedure |  | Policies and Protocols Reportby S. Johnson |
| Death of a student policy |  | Policies and Protocols Reportby S. Johnson |
| Fleming Employee Awards Program: implementing Indigenous procedure update |  | Policies and Protocols Reportby S. Johnson |
| Mission and Vision statement for Aboriginal Student ServicesPlaced on the website | Planning for 17/18 | Aboriginal Student Services |

# Appendix B – All Recommendations

This is a list of all recommendations made across the five reports.

**Indigenous Student Outreach & Engagement – Internal Report**

1. Developing Indigenous Marketing Materials and Showcasing Indigenous Learners
	1. Using Free Web Platforms (Facebook, Twitter, and Instagram)
	2. Updating Website to Reflect Indigenous Presence
		1. Indigenous Students Tab on Website
		2. Showcase Indigenous Learners
	3. Update Text Marketing Materials
2. Thinking Beyond Traditional Recruitment: Cultivating relationships; Hiring Outreach Staff; and Understanding Land-based relations

2.1 A Cultural Approach to Relationships

2.1 Hiring Outreach and Engagement Staff

2.2 Senior Investment in Relationship Building

2.3 Cultivating relationships within local schools

2.4 Outreach to local First Nations: Giving Land Back

1. Partnering with Trent University and other Institutions with Good Indigenous Relations

3.1 Partnering with Trent for Recruitment

3.2 Partnering with Trent for Indigenous Student Transitions

1. Rethinking the Recruitment Trail: Considering Beyond the Aboriginal Postsecondary Information Program

4.1 Making the most of APSIP

4.2 Beyond APSIP: Using Main Stream Recruiting to the Fullest Extent

1. Engaging Current and Past Students in Recruitment

5.1 Students Care about Their College

5.2 Emerging Student Leader Programs

5.3 Renewing Bishkaa and Importance of Indigenous Student Traditions

5.4 Hiring Students to Support Recruitment in the North

1. Rethinking Curriculum: Broadening Indigenous Interests in Fleming Programs

6.1 Develop Relevant Curriculum and Hire the Right Instructors

6.2 A Focus on Developing Health Programs

6.3 A Focus on Developing Trades Training

1. Broadening Cultural Competency at Fleming: From Executive Leaders to Support Staff

7.1 Training for Staff from Bottom to Top

**Embedding Indigenous Perspectives into Fleming College Policies and Protocols**

1. Harassment & Discrimination
	1. Creating a Harassment and Discrimination policy
	2. A healing circle for harassment and discrimination concerns
2. Sexual Violence and Awareness
	1. Creating a Gender policy that includes transgender rights etc. (Refer to Humber College)
	2. Include addendum that mentions the high rates of violence towards Indigenous women, a statement honoring the Missing and Murdered Indigenous Women, and include culturally appropriate resources in the Fleming Sexual Violence procedure.
3. Hiring/Recruitment
	1. Include Indigenous self-identification in staff recruitment (refer to Yukon College)
	2. Giving preference to an Indigenous candidate when two candidates are otherwise equal in qualifications
	3. Qualified Indigenous people could also be hired for jobs not thought of as Indigenous specific
	4. Consulting Services Policy: preference given to an Indigenous consultant if their proposal, regardless of it being an Indigenous project or not
4. Program Review (Academic, including Indigenous knowledge and culture)
	1. Student Rights & Responsibilities: Indigenous cultural practice is a right
	2. Updating course: review how Indigenous knowledge/culture/history can be added to courses and include the experiences of Indigenous students with the courses
	3. For academic disputes consider adding an Elder to the review panel and/or an Indigenous community advocate
	4. Transfer credits/PLAR: Consider giving credit for Indigenous traditional knowledge
		* Transfer credits/PLAR to parents as parenting requires significant life skills & many Indigenous students come to college as parents.
		* Forming a parenting support group for students
5. Finance & Purchasing
	1. Creating a policy for art collection making Indigenous art a priority (Refer to Humber College)
	2. Buying from an Indigenous business when able and consider it value added
6. Space policy & Facilities
	1. Allows for the use of medicines (smudging) and occasional use of space for ceremonies (Refer to 2008 policy at Cambrian College)
	2. Rewrite Fleming protocol to include official “Smudge Friendly Zone” as there is a designated area, but it is unwritten in protocols/processes.
	3. Use of Space & College Grounds Policies - Indigenous events and ceremonies could be noted as priority
	4. Fleming facilities staff could be trained in the cultural rationale for circular set-up for events, Etc.
7. Media Relations
	1. Indigenous issues warrant a response from knowledgeable Indigenous staff/students and allies if none available, or from both
8. Death, Bereavement & Spirituality
	1. Observance of Religious Observances Procedure (refer to Georgian College)
	2. Death of a student policy (refer to Confederation College)
	3. Grieving times for FNIM staff and students may need to be adjusted to accommodate Indigenous spiritual customs.
	4. Allow Indigenous staff four days off a year to attend traditional Indigenous ceremonies.
9. Parking
	1. Indigenous Elder/traditional teachers parking spots near door
10. Employee Awards
	1. Fleming Employee Awards Program: implementing Indigenous procedure update

**Aboriginal Student Services Team Visioning**

1. Department Collaboration
	1. The team sees the Registrars and Financial Aid offices as important collaborators who can help support Indigenous students.
	2. Health Services is another important department for the team to collaborate with so students can have access to culturally appropriate counselling services.
2. Suggested positions to fill gaps in services
	1. New positions: Recruitment and Outreach, Student Hires, and an Aboriginal Counsellor.
3. Space for Indigenous students
	1. Shared office/lounge space for Indigenous faculty, student services staff
4. Mission and Vision statement for Aboriginal Student Services

Placed on the website to help students and families understand how FASS intends to support students during their time on campus.

**Indigenous Awareness Physical Inventory Project**

1. Tipi/Wigwam – Move tipi to a more visible space and continue to provide this space and others like it as it offers a safe spaces for students to exercise traditional practices and ceremonies.
2. The Sun Symbol Statue - call for a local Indigenous artist to commission a piece of artwork/statue.
3. An Open Air Classroom with Medicine Wheel
4. Drum And Sticks - potential for Fleming College to be gifted a drum.
5. Displaying meaning/symbolic Aboriginal symbols around campus
6. Signage – using additional signage to give the Michi Saagiig word for that area ex. Welcome can be written as Tunngahugit at the main gate.
	1. It is recommended that a Language Translator be hired as it is to translate the Anishinaabemowin Language.
7. Dedicate one day in a month to Aboriginal students - activities in the foyer
8. Increase efforts to include Indigenous practices in classrooms and student support areas (health services, counselling, orientation, etc.)
9. Increase spaces for Indigenous learning

**Aboriginal Lounge Feedback**

* Communication of Indigenous Education Protocol
* Faculty training
* Access for students to cultural learning
* Have a schedule of events/learnings as well as schedule for groups in the foyer
* Lack of physical representation
* Location of the tipi
* International students – more understanding of Indigenous culture
* Basic respect campaign (from an Indigenous prospective)
	+ for the entire community
	+ student project
* More programs
	+ Full ceremonies
* Check out TUNA – Trent
* They want to know how they can help/support (one student)
* Importance of more employees
* Onsite daycare
* Family Residence
* Indigenous Housing
* Broken sundial