Dalhousie University Indigenous Strategy

Decembe 2018

Our Ideal

Dalhousie University is a place of discovery and learning that welcomes and nurtures knowledge seekers in all our cultural diversity. In particular, Indigenous learners and schfelars thome in surroundings LQIXVHG ZLWK WKH VHQVH RI SODFH RQ WUDGLWLRQDO 0L¶NPDZ and intellectual growth as we strive for excellence in a personal approach to our chosen disciplines and professions. DalK RXVL ¿>>œâdéÎ! ®'§J0 v 'ÀRÎ@P ce HG 0 • am -3<004C>6<0057>-4<0011<004

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Committee membership

Patti DoyleBedwell, Potlotek First Nation Co-Chair Indigenous Advisory Council, Committee-Chair
Keith Taylor, Committee Cohair
Brad Wuetherick, Cohair Indigenous Advisory Council
Sara Daniel, Member, Indigenous Advisory Council
Art Stevens Millbrook First Nation Member, Indigenous Advisory Council
Quenta Adams Student Affairs
Anne Forrestall Student Affairs
Fiona Black 3 URYRVW¶V 211LFH
Leanne French Mun(Planning Office and Project Advisor)
Courtney Sutton PURYRVW¶V 120 | Polect NFahage) QG 3

The Committee received uch helpful guidance from additional members of the Indigenous Advisory Council

EXECUTIVE SUMMARY

The Indigenous Strategy Committee was mandated by Plinevost and established in March 2017 under the aegis of the steering committee footrategic Priority 5.2 on Diversity and Inclusion in the aegis of the steering committee footrategic Priority 5.2 on Diversity and Inclusion action HQGRUVHGUHTXHVWVDQGJXLGDQFHIURPThe Strategy & Order of the IURPThe of t

The CommitteeU H F R J Q L] H V W K D W , Q G L J H Q R W H HSNHL RQSI OUHUVR XD SD H CQL RN WH D Q \ 3 Indigenous peoples have constitutional rights and privileges, which Dalhousie acknowledges and wishes to act upon.

Consultations with internal and external communities omplemented by expeguidance from two senior Indigenous External Advisors or Marie Battiste and DMichael DeGagné informed and influenced the & RPPLWWHH¶ \text{\$\text{M}} \text{\$\text{COM}} \text{\$\text{M}} \text{\$\text{\$\text{M}} \text{\$

The Committed V Z K D M L Q I R U P H G E \ W K H I U D P H Z R U N S U H V H Q W H G L Q ' E Promise for Higher Education: Making it Wo(klohns Hopkins University Press, 2015). The recommendations are grouped within five sections, based opilitates sugget W H G E \ 6 P L W K ¶ V I U D P H institutional viability and vitality; access and success; climate and intergroup relations; education; and, research and scholarship.

The Committeeand its key informantsyarmly acknowlede that the Transition Year Programperated out of the College of Continuing Education then digenous Black & Mi'kmaq Initiative Schulich School of Lawhave been addressing aspects of inequities faced by Indigenous peoples of the region for several decades. In more recent years Atheriginal Health Sciences Initiative and programs based in some Facultie aimed to address other aspects of these inequities. The Committee was informed by experiences with and reviews of those programs well as by several existing studies and reports and existing programs at Dalhousie.

Three shorterm actions are crucial in order to enable the implementation of the recommendations actions will underpin the transformation of DOKRXVLH¶VUHINDIDENOUS ACOLINE VZLWK0L¶NPD¶NLDQGEH\RQG

Action #1: In consultation with community, Dalhousie will establish radigenous Advisory Board to include majority representation from communities in the statement will be asked too. Advise and guide Dal on a statement of principles that will govern the implementation of the principles that will govern the implementation of the principles of the FRSHRI'DOKRXVLH VLD Contingenous. If H7WKDIWLRQ R statement of principles may lead to some amendments to these recommendation after receiving that guidance and any ensuing amendments should Dalhousie move forward with implementation recommendations. Further information on this Action is included in Recommendation #1

Action #2: Dalhousie will develop a new, continuing, position of Director of Indigenous Community Engagement, whose initial work will include helping to establish the Board itself. This position is describedurther in Recommendatio#3b.

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Action #3: Dalhousie willallocate new, continuing, funding to support a new Office of Indigenous Relations to be led by a new Senior Administrative position of Pice ost Indigenous Relations and to support Faculties and units in continuing and enhancing all of their work integrated tionship building, curriculum and program development, and scholarly and creative work. Substantial budget allocations and endowments are required to achieve the recommendations within this STrate Gammittee suggests an initial budget amount Recommendation# Further, new base budget will be needed in ensuing years to launch and achieve all of the recommendations.

On an ongoing basithe Provost, through the leadership of Whitee-Provost Indigenous Relations and the ViceProvost Planningwill be responsible for measuring communicating rogress towards the implementation and success of the recommendations within this Strategy.

Following presentation of the draft StrategySenate and the Board for information and discussion, and the completion of final edits based on feedback from those governing bodies, the Strategy

INTRODUCTION

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This position is described further in Recommendation **#Mi**mately, this position will report to the Vice-Provost Indigenous Relations.

Action #3: Dalhousiewill allocate new, continuing, funding to support a new Office of Indigenous Relations to be led by a new Senior Administrative position of Picevost Indigenous Relations and to support Faculties and units in continuing and enhancing all of their regarding relationshipuilding, curriculum and program development, and scholarly and creative work. Substantial budget allocations and endowments are required to achieve the recommendations within this Strategy. The Committee suggests an initial budgetneount in Recommendation1#

This Strategy document does not include an implementation plan. Nevertheless, the Committee has included a suggested Table of thematic priorities and their related recommendations, with the goal of achieving demonstrable change 2025. In addition, by 2021, an update Strategy document will, ideally, be more culturally informed. Communities must be provided with opportunities to shape the language used.

In essence, this document is a set of initial instructions for the evolutional allousie.

RECOMMENDATIONS

Institutional Viability and Vitality

In consultation with the IABDalhousie will:

- 1. Invest substantiallywith an allocation of leas\$500,000 in the first yeain, building institutional human resource capacityructures research and library resources enable the successful implementation of the Indigenous Strategy as a cirilistial utional priority.
- 2. Develop a new position vice-Provost Indigenous Relations This senior leadership osition will be filled by an Indigenous person with proven leadership skills and the knowledge of 0 L ¶ N P D ¶ S H D O O \ D 0 L The NPD To General Relations will lead initiatives relating to increasing capacity and expertise at Dalhousie in order to ensure suldons from the Indigenous Strategy. The VP Indigenous Relations porting to the Provost and Vice President Academic vill liaise closely with the Vice President Research, the Vice President Academic.
- 3. Establishan Office ofIndigenousRelations led by theVice-ProvostIndigenousRelations The Office will establish strong and ongoing relationships with communities, organizations and associations. Appendix 3 provides a list of some of the See Office will include, at a minimum:
 - a. Vice-Provost Indigenous Relationsesignatenous preferably a 0 L ¶ N PoPrson)
 - b. Director of Indigenous Community Engagemen (indesignated position) R U D 0 L ¶ N P D T person)
 - c. Director of Project Management and Assessment
 - d. Executive Assistant
- 4. Through the Office of the Provost, establish mechanisrensture appropriate synergies across all of the activities, current and planned, that relate to this Strategy.
- 5. Through the Office of the Provost, ensure the development and publication of measurable outcomes and their planned deadlines.
- 6. Develop arIndigenousHR plan for both Faculty and Staff in order to increase institutional capacity across all of our campuses.
- 7. Through Senate policies aimstitutional processes, provideuidance and support for non Indigenous colleagues regarding further competies in teaching and research.
- 8. Review core institutional processes in order that genous perspective will, over time, be woven throughout constitutional/ dayw documents (such as for the BoafdGovernors Senate and Faculties), collective greements, HR handbooks, strategic plans and ongoing reports and accreditation processes.
- 9. Develop a robust capital plan to enable the eventual construction of a celotrate building WKDW ZRXOG KRQRXU 'ODLOTIN R 2011 building by all, for specialized student services, for ceremonies and more.

- c. Increase the number of ndigenous tenures treamfaculty, including at the level of Canada Research Chairs.
- d. Support norlndigenous faculty in developing the capacities to undertakedigenous research appropriately and respectfully.
- e. Be a leader (and be seen as suints) upporting indigenous pathways it or research, particularly by growing the number of digenous graduate students as well as growing the opportunities for indigenous students to experience research the undergraduate level.
- 31. Partner with Indigenous communities to advance researched and brightness and advance researched and brightness and a second second
- 32. Transform the research environment on campus to sulprobig tenous esearch:
 - a. Conduct a needs assessment for spacenáradstiructure required foindigenous esearch
 - b. Enhance the coordination bifdigenous esearch on campus.
 - c. Support the research community, in particular the Dalhousie Research Ethics Board, to understandindigenous research methodologies and et 1001g 0G [

- b. Invest in Indigenous hires in all areas and at all levels, not just in Indigenous niches. Set targets and actively recruit. Also train your own.
- c. Identify issues of inequality, racism and oppression, and **remar**iers from Indigenous faculty in their career progress.
- d. Many indigenous faculty members, as a result of their teaching responsibilities, nature of their research, or administrative duties, are obliged to develop and maintain strong relationships withcommunities external to Dalhousie University. Building trusting relationships in external indigenous communities may be an essential component of a research program or may be key to providing viable access to our educational programs. This is atime-consuming process and is not easily accounted for in the usual D420 guidelines for division of effort among teaching, research and service responsibilities. A template for Letters of Appointment should be designed to assist deans in formulating letters that properly reflect the agreement among the department, Dean and candidate on workload when there is an expectation of substantial relationship building in external communities.
- e. There would be great value in the establishment of a centrally located building to WR WKH 0L¶NPDZ FXOWXUH DQG KRXVLQJ WKH LQGLJHQ space, and an appropriate space for ceremonial activities. Such a building would also provide the opportunity to display maps, artifacts and treaty contents ot but help the HQWLUH FRPPXQLW\ UHFRJQL]H WKH XQLTXH UHODWLRQ people.
- f. (IIRUWV VKRXOG EH PDGH WR GHYHORS WKH 0L¶NPDT FF 'DOKRXVLH 6HOHFW 0L¶NPDZ QD Prodintrogrammen of the contribute to this sense of place.

3. Access and Success:

- a. Kara Paul was a valuable connection to the communities through her activities with the Aboriginal Health Sciences Initiative (AHSI). As broade S D W K Z D \ V I R U 0 L ¶ N P D Z students are developed, strong and enduring community connections are vital.
- b. Look into developing a component community connection select initiatives to WDUJHWDQGVXSSRUW0L¶NPDZDSSOLFDQWV
- c. Build programs in communities.
- d. Should seek special Pathways funding. Agriculture campus has some advantages because of location.
- e. OL¶NPDZ VWXGHQWV QHHG WR IHHO OLNH WKH\IHHOIÆ{Ò

- c. Build multiple networks of conversation, funding, programming, time and space to GLDORJXH ZLWK 0L¶NPDZ FRPPXQLWLHV 6WDELOLW\ RI
- d. Continually reinforce good behavior regarding intergroup relations. Symbolism and timing are very important.
- e. Development of the O Corbyram is important. The Indigenous Advisory Council should work on a protocol and method of coordination. One possibility disviselop a contract with the Native Friendship Centre as all elders know the Centre.

Section B

Dr. Michael DeGagné's Observations and Recommendations, submitted June 2017

In May 2017 I was provided the opportunity to hear and comment on the degreeht Dathiousie University has undertaken the task of indigenizing the institution. Over the course of several days we heard presentations from various stakeholders and service provider stait/threity andheard their impressions of what Dalhousie was are publishing and what might be done to improve.

It was clear that there was a real desire to pr0 612 2(In)-6(d)-6(ig)5(e)4(n)- Tm 0 g 0 0 11.04 -6(d .t)-4(he)9(r)-

1:30-2:00	Indigenous Studies minor discussion withculty of Arts and Social Sciences faculty
	membersDiana Lewis and Margaret Robinson
2:00-2:30	IB&M Initiative, Schulich School of Law (Michelle Williams and Heather McNeil)
2:30-3:00	Art Stevens, Agriculture Campus

Indigenous Student Centre and Eldersin-Residence Geri MusquaLeBlanc, Coordinator Eldersin Residence Michele Graveline Indigenous Student Advisor (June 13, 2018).

Faculty of Engineering John Newhook, Dean; Josh Leonrofessor and former Dean, Pemberton Cyrus Associate Professor and Associate Professor and Associate Professor and Science President Academick 9(t) 792 re W* n BT 1 W* n B792 r 0 612 7921 W

Appendix 3

Selected Community Groups and External Stakeholders

- 1. Atlantic Policy Congress (APC)
- 2. &RQIHGHUDF\ RI ODLQODQG OL¶NPDT &00
- 3. Native Council of Nova Scotia
- 4. Tripartite Forum Education Working Group
- 5. Native Friendship Centre Halifax
- 6. Mi'kmaw Kina'matneweyMK)
- 7. Atlantic Aboriginal Advisory Network Group
- 8. Grand Council
- 9. Aboriginal Support Workers (secondary education)

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- 11.8QDPD¶NL &ROOHJH &DSH %UHWRQ 8QLYHUVLW\
- 12. Indigenous Advisory Council (Dalhousie)
- 13. Dalhousie Indigenous Student Collective (DISC)
- 14. Indigenous Services Canada (ISC)

Appendix 4

Selected Dalhousie Reports

- 1. Belong: Supporting an Inclusive and Diverse University of mittee for Strategic Priority 5.2, 2015)
- 2. Reportfrom the Committee on Aboriginal and Black/African Canadian Student Access and Retention Amy Bombay and Kevin Hewitt2015)
- 3. Breaking BarriersReport by the Task Force on Access for Black and Native People (Wayne

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1.0 ABSTRACT

In 2017-2018, Dalhousie University engaged in a feasibility study to examine "Shared Services Potential Across the Halifax Regional Municipality for Indigenous Student Access and Success in Post-Secondary Education." The purpose of this study was to explore the feasibility of a possible shared service model or consortium that will support Indigenous student access and success in PSE institutions in the Halifax Regional Municipality. To answer this the question, the study employed conversation engagement style that respects Mi'kmaw and Indigenous traditions of teaching, learning, and sharing through storytelling. The project associate engaged with the local Mi'kmaw Communities, Mi'kmaw and Indigenous Organizations, Mi'kmaq and Indigenous faculty and staff, and Mi'kmaq and Indigenous post-secondary education students. The findings of the engagement across multiple groups produced six common themes, six consortia recommendations



3.0 INTRODUCTION

Since the release of the Truth and Reconciliation Calls to Action in 2015, there is a renewed focus on Indigenous post-secondary education. Universities Canada developed 13 principles on Indigenous Education "to guide Canada's universities as they continue work to enhance access and success for Abor

"Since education has historically been a key site for colonization of Indigenous peoples, in order to improve educational outcomes, these colonizing processes must be reversed and education systems must be reindigenized."

(Dr. Marie Battiste, 2013)

Dalhousie is committed to enhancing recruitment, retention and degree completion of Indigenous students in direct-entry undergraduate programs. Indigenous student success in post-secondary education (PSE) requires holistic community and cultural engagement, as well as individual and institutional capacity development to enhance student enrolment, experience, learning, and employment outcomes. The

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1. Access

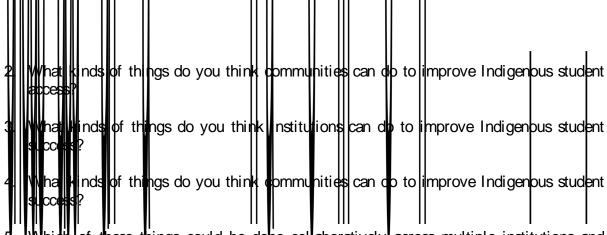
- Bursaries
- Marketing and outreach
- Orientation programs
- Pre-program transition/preparatory support

2. Success

- Holistic advising (academic and career)
- Peer mentor programs
- Cultural supports
- In-program learning and academic support

4.0 METHODOLOGY

The study, the "Shared Services Potential across the Halifax Regional Municipality for Indigenous Student Access and Success" used a semi-structured interview method that employed conversational engagement style that respects Mi'kmaw and Indigenous traditions of teaching, learning, and sharing through storytelling. There were numerous communications between the project associate and Mi'kmaw community members, Indigenous faculty and staff members, and student groups on the best forum and timelines for engagement. Proper Indigenous community engagement allows time to develop a relationship of trust before consultation begins. In an effort to encourage participation, posters were printed and posted around campuses, e-invites sent to self-identified students, campus screens advertised events, and Facebook pages were created.



- 4. Which of these things could be done collaboratively across multiple institutions and communities?
- 6. What people resources (knowledge, time), community resources (relationships, networks) and material resources (funds, space) would need to be considered for a collaborative model to be successful?

4.2 SHARING OF KNOWLEDGE (DATA) & ANALYSIS

The method of engagement or sharing of knowledge was very similar regardless of group size, however the method of recording the engagement varied with size of group. In single person engagement, the project associate took notes. In larger groups, the project associate would focus on facilitating the session, which was audio recorded, supported by as student note-taker when possible.

After all the notes and recordings were transcribed, each interview was organized and categorized into areas of access and success across communities and institutions. Possible shared service models or consortia were identified. The next step was to look for recurring topics, ideas, recommendations, and experiences, further categorizing into themes. The results were grouped accordin10(i)r xpe of engagement:()] TJET Q q 0.24 0 0 0.24 12 589.92cm BT 50 0 0 5919

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Bear River First Nation

♣ Glooscap First Nation♣ Millbrook First Nation

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4.4.2 MI'KMAW KINA'MATNEWEY (MK)

In 1998, the Mi'kmaq Education Act was signed giving educational jurisdiction over Mi'kmaw communities/bands education in Nova Scotia. This is the first such education act signed between the Crown and an Aboriginal group in Canada. As part of the Mi'kmaq Education Act, the Mi'kmaw-Kina' matnewey⁵ organization was established for the purpose of supporting the development and delivery of educational programs and services under this Act. Representing the 12 of the 13 Mi'kmaw communities in Nova Scotia, the board of directors are made up the 12 Mi'kmaw First Nation Chiefs of Nova Scotia. Millbrook First Nation does not participate of Mi'kmaw Kina' matnewey. A primary focus of Mi'kmaw-Kina' matnewey has been on the Mi'kmaw language preservation and Mi'kmaw curriculum inclusion of grades kindergarten through to 12. In response to Mi'kmaw post-secondary students' needs for inclusion and support, Mi'kmaw-Kina' matnewey has been branching out into the post-secondary and sometimes public sector. The engagement with Mi'kmaw Kina' matnewey was done with PSE consultant, Ann Sylliboy. Ms. Sylliboy is a Dalhousie Bachelor of Social Work alumni.

4..4.3 CONFEDERACY OF MAINLAND MI'KMAQ (CMM)

Founded in 1986, the Confederacy of Mainland Mi'kmaq⁶ (CMM) is a tribal organization with a mission "To proactively promote and assist Mi'kmaw communities' initiatives toward self-determination and enhancement of community." There are currently seven Mi'kmaw First Nation communities in Nova Scotia making up the confederacy: Annapolis Valley, Bear River, Glooscap, Millbrook, Sipekne'katik, Paqtnkek, and Pictou Landing. A number of CMM's membership communities have entered into a consortium of sorts, in regards to post-secondary education called the Post-Secondary Education Assistance Program.

Dalhousie has a long history of partnership with CMM. The CMM's Native Post-Secondary Counselling Unit opened its doors on Dalhousie campus in 1988. Since its opening, the Confederacy has supported Indigenous post-secondary students attending school in the Halifax Regional Municipality in the creation of this welcoming Indigenous space. The Native Post-Secondary Unit provided access to Native Post-Secondary Liaison Officer, computers, printers, coffee, and tea to facility connections with other First Nation Students. In 2016, Dalhousie and CMM entered into a new partnership, where the unit and staff are co-funded through Dalhousie University. The new centre is now called the Indigenous Student Centre⁷ and former Native Post-Secondary Liaison Officer position is now a Dalhousie University's Indigenous Student Advisor.

The engagement with Confederacy of Mainland Mi'kmaq through the Education Advisor, Marlene Martin. Her files include administration of the post-secondary assistance program for

4.5 INDIGENOUS FACULTY & STAFF ENGAGEMENT

The primary focus of Mi'kmaw/Indigenous faculty and staff engagement was with groups or individuals employed in PSE institutions in the Halifax Regional Municipality (HRM). The community of Indigenous faculty and staff in the HRM is smaller compared to other Canadian cities. The community is close-knit, and as a consequence of our size individuals have busy professional schedules and heavy workloads. There were numerous strategies to coordinate busy schedules in setting up engagement sessions. Unfortunately, not all of the PSE institutions were available for engagement. Several attempts were made to connect with the Nova Scotia College of Art and Design (NSCAD), however with no known Indigenous faculty or staff, regrettably they were not able to participate.

List of PSI's of faculty and staff that participated in study:

- Dalhousie University
- Mount Saint Vincent University
- Saint Mary's University
- Nova Scotia Community College (Ivamy Campus)

4.6 MI'KMAW

that access and success are interconnected, therefore there is some overlap between the two as described below.

5.1 PARTNERSHIPS

The overarching theme of engagement across groups is the need for strong, meaningful partnerships between Mi'kmaw/Indigenous communities and PSE institutions. Indigenous communities are not mere community stakeholders but are First Peoples with whose treaties are the foundation of Canada. Post-secondary educational institutions in Nova Scotia all sit on the unceeded territory of the Mi'kmaq (also known as Mi'kma'ki) therefore have an obligation to ensure the preservation of Mi'kmaw history, language, epistemologies, and pedagogies. While also expanding the Western traditional way of teaching and learning to encompass Indigenous knowledge systems, facilitating Indigenous student access and success.

There is a long history of relationship and partnership in Mi'kma'ki that is the foundation of Canada. Canadian treaties range from the Peace and Friendship Treaties of the East Coast, to the Number Treaties in the Prairie provinces, to the ongoing treaty-making processes on the West Coast. The specifics of each treaty may differ from territory to territory, however at the core of each treaty is partnership and coexistence. Theses long historical practices need to be considered when entering into partnerships between PSE

students. Some First Nations and Inuit students qualify for funding from the Indigenous Services Canada's Post-secondary Student Support Program that is administered at the community level. However, this Program was capped at 2% annual growth since 1996, falling far behind inflation rates and Indigenous population growth. Furthermore, this program is not accessible to Métis and Non-Status First Nations students (NCCAH, 2009). The Liberal Government announced a 90 million increase over two years, starting in 2017-18 for the Post-Secondary Student Support Program, however this is to be shared nationally (INAC, 2017). Another way educational post-secondary institutions in HRM can support Indigenous student access is to waive application fees. Application fees and online payment processes were identified as barriers for Indigenous students. As many did not have access to online payment options. Application fee waivers would remove this barrier.

At the community level, qualifying for and maintaining community sponsorship through the Student Support Program is an ongoing challenge for many students. As mentioned earlier, these programs have been capped at 2% for over 20 years, therefore student who qualify are still living in poverty. There is a new federal budget increase, however communities are continuing to work

large and quite different from home communities. The urban location of many college and university campuses can be overwhelming for stud

Interviewees expressed the need for post-secondary institutions to draft frameworks on racism and microaggressions. The framework will outline how to recognize racist behaviors and situations, how to negotiate/navigate racist situations, remediation measures, and concrete consequences to perpetrator of racism.

Indigenous students' experiences of Ioneliness, isolation, and racism support the need for more Indigenous education at all levels of post-secondary educational institutions.

5.5 INDIGENOUS EDUCATION FOR ALL LEVELS of PSE INSTITUTIONS

To remediate existing misconceptions, misunderstandings, and lack of awareness and education about Indigenous People in Canada, all groups engaged spoke of the need to educate all students and employees at all levels of the post-secondary institutions. The education should include the history of Turtle Island, the First Peoples of Turtle Island, the treaties that uphold Canada, Canadian policies on Indigenous education such as Indian Residential Schools and current policies that continue to legally marginalize Indigenous people in today's Canadian society, such as the Indian Act and the ongoing funding disparity around child welfare, education, and community infrastructure.

These findings further support the need for the academy to expand scholarship, teaching, and learning to include and value Indigenous ways of knowing, learning, and teaching. This systematic shift will benefit Indigenous peoples but will also benefit all people accessing higher education, as many students may not belong to the Eurocentric dominate group that makes up the most of the academy.

"University workers don't know how to deal with us, they don't know how to talk to us, and don't know anything about us." (Indigenous PSE Student)

5.6 INCREASE COMPLEMENT OF INDIGENOUS FACULTY & STAFF

Engagement with multiple groups discussed the need for more Indigenous faculty and staff employed at post-secondary educational institutions. More Indigenous faculty and staff hired in Indigenous designated roles and non-designated roles will contribute to the climate and environment of an educational institution. The increase complement of Indigenous faculty and staff will strengthen the collective effort towards the Indigenization of the academy and in turn contribute to the building of safe and welcoming environment for Indigenous students.

"We need more familiar faces in the institutions."

(Marlene Martin, Confederacy of Mainland Mi'kmaq)

A barrier to increasing the complement of Indigenous faculty and staff is the precarity of many current PSE Indigenous employees. The common results are Indigenous faculty and staff are stressed while forced to regularly look for employment elsewhere. This is a form of colonial violence. It is vital for post-secondary institutions looking to commit to Indigenous student access and success also commit to the job security and wellbeing of current Indigenous faculty and staff.

In the recent years, there has been a national uptick in effort to Indigenize the academy. Most certainly attributed to the release of the Truth and Reconciliation and Calls to Actions (2015) that are centred on education and training. The important systemic shift that is required to work towards Indigenization of the academy will involve both settler and Indigenous folks to commit to decolonizing systems, institutions, and self. However, time and time again, it is Indigenous faculty

Mi'kmaw/Indigenous Studies Program. There are examples of cross-institutional programs such as the Joint Dalhousie-Saint Thomas Mi'kmaq Maliseet Bachelor of Social Work Cohort Program and the Halifax Interuniversity Program in Linguistics offered in collaboration with Dalhousie, Saint Mary's and Mount Saint Vincent University (Dalhousie Academic Calendar 2001/2002).

services, faculty, and staff. Currently, Dalhousie Indigenous Student Centre occupies the main floor of building on Dalhousie's Studley Campus. The Indigenous Student Centre houses the Indigenous Student Advisor and the Elder- in-Residence Program.

Over the years, there have been multiple initiatives that have engaged with the Mi'kmaw community. The Mi'kmaw/Indigenous House of Learning has been recommended multiple times. The House of Learning was recommended during engagement that led to the developed the Aboriginal Health Sciences Initiative and now presently with the "Shared Services Potential across the Halifax Regional Municipality for Indigenous Student Access and Success." The most recent engagement recommendation is for the Mi'kmaw/Indigenous House of Learning be a centre of excellence shared by the multiple post-secondary institutions in HRM. The Centre of Excellence consortium would be the main Indigenous PSE hub in the HRM supportive of holistic education and services, including classroom, smudge space, student centre, Elders, Indigenous faculty and staff space. This consortium along with the with the recommendation of cross-institutional Mi'kmaw/Indigenous Studies Program consortium would work synergistically supporting one other.

6.6 ELDERS-IN-RESIDENCE CONSORTIUM

Dalhousie University's Elders-in-Residence Program was originally developed to support the students of the Indigenous Minor Program. The need for Elders on campus quickly outgrew the small Indigenous Minor and expanded to an institutional wide program. During the feasibility study engagement with HRM post-secondary institutions, many expressed the need for an Elders-in-Residence Program in their universities and colleges. It seems many other local institutions un -70 ((i) p -2(uni) -20) 184 1 12 5897 rmerE Ey der 20 ()der(r) 13 1 Tf [(D)2 (a) 4 (I) -2 (hous) 9 (i) -(t) -2 (

for Indigenous students attending post-secondary institutions in Halifax. This orientation will need to partner with Mi'kmaw Kina' matnewey and the local Mi'kmaw communities to ensure participation and success of student orientation.

6.8 DEVELOP STUDENT CRISIS PLAN & PROTOCOL CONSORTIUM

All students bring their life experiences along their journey through educational systems. The Canadian education system has been a tool of assimilation, oppression, and subjugation for Indigenous peoples in Canada. Its lefts its mark on our communities, our people, and our students. As a result, this has created a climate of a distrust of educational institutions that stems from the Indian Residential School atrocities. Working collaboratively with Mi'kmaw communities, its essential we developed Indigenous student crisis plans, protocols, and procedures to ensure students have access to appropriate services and interventions in a timely and productive manner. This needs to be done in collaboration with the Mi'kmaw community. Furthermore, it is vital that professors and frontline workers both at PSE institutions and communities to become familiar with crisis plans, protocols, and procedures.

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7.1 Develop institutional wide framework and policy on racism

Racism continues to be perpetuated in our societies, our institutions, our pedagogies, our curricula, our classrooms and in the everyday interactions. Some have claimed ignorance for infractions. Many believe that because there was no racist intent that it is not racism. These types of racist interactions are termed micro-aggressions. However, regardless of what you call it, it all has its root in racism. Indigeno

7.6 Communities develop an overarching PSE student funding policy

The Post-secondary Student Support Program is administered at the community level however, each community has its own specific set of qualifications, procedures, and policies attached to this program. Qualifying for and maintaining community sponsorship through the Post-Secondary Student Support Program is an ongoing challenge for many students. The minimum course load requirements for many communities is over and above what PSE institutions deem as full-time study. Provincial student loans programs and PSE institutions considers three courses per semester as full-time study. This inconsistency may deepen burden experienced by students already stressed trying to make the transition from secondary to post-secondary education. The course load requirements are especially straining for Indigenous students studying sciences, engineering, and health sciences.

Engagement with a number of groups expressed the need for overarching PSE funding policies revisions. Revisions include full-time course load requirements to reflect PSE full-time course load definitions, minimum course load requirements consider the heavy workload of students studying STEM and health related disciplines.

7.7 Develop financial support strategies for student success

Across Canada Indigenous people continue to live in poverty and many Indigenous students are burden with this reality. In collaboration with Mi'kmaw community, PSE institutions should develop financial support strategies aimed at increasing Indigenous student success.

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