

Indigenous Initiatives Strategy | Recommendations

Endorsed by the President's Advisory Committee on Indigenous Initiatives | January 12, 2021

Governance

Representation in Governance Structures

Short-term	Establish two elected Senate seats for First Nations, Métis or Inuit students.
Short-term	Establish an elected Senate seat for a First Nations, Métis or Inuit Faculty member.
Short-term	Develop a plan for recruitment of First Nations, Métis or Inuit staff, faculty and students to the Senate and Board of Governors.
Short-term	Establish a Senate Standing Committee on Indigenous Affairs.
Short-term	Establish Indigenization as one of the priorities of Senate.
Short-term	Establish Indigenous-focused onboarding and ongoing educational opportunities for Senate and Board of Governors.
Short-term	Strengthen connection between the President's Advisory Council on Aboriginal Initiatives and the Board of Governors and Senate including an annual report.
Short-term	Establish a senior executive position on Indigenous Initiatives.
Medium-term	Develop a plan for increasing Indigenous representation in the senior executive and leadership team.
Long-term	Explore the development of a joint Chancellor model and the establishment of an Indigenous Chancellor.

Institutional Relationships

Medium-term	Develop institutional guidelines for relationship development and maintenance with First Nations, Métis or Inuit organizations, communities and governments.
Medium-term	Develop resources for researchers and staff supporting researchers on promising practices in fostering mutually beneficial relationships and research partnerships with Indigenous organizations, communities and governments.
Medium-term	Establish an Indigenous Research Liaison position in the Office of Research to support First Nations, Métis or Inuit research.
Medium-term	Establish a web presence to ensure that research information is accessible by researchers and partners.
Medium-term	Establish an internal process to record and support relationships with Indigenous communities, organizations and governments.



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Hiring Practices

Short-term	Review the Policy on University Appointments to incorporate Indigenous representation in the appointment of senior administrators.
Short-term	Enhance the training for hiring committees for senior executive roles with a focus on indigenization.
Short-term	Include an Indigenous component in New Faculty Orientation and New Days orientation for staff.
Short-term	Develop a process for Indigenous ancestry and knowledge verification for staff and faculty roles that serve as Indigenous leaders, enhance the role of Indigenous knowledge in the academy and/or support Indigenous students and their families.
Medium-term	Develop an Indigenous education framework for faculty, staff and students that includes First Nations, Inuit and Métis perspectives.
Medium-term	Develop a resource to support the onboarding and tenure and promotion process for Indigenous faculty.
Medium-term	Review Human Resources policies with a focus on the needs of First Nations, Inuit and Métis staff.

Remuneration, Honoraria and Incentives

Short-term	Develop a guide for the distribution of research incentives.
Short-term	Develop a guide that defines the difference between partnership in research and procurement of services.

Convocation and Institutional Ceremonies

Short-term	Develop a policy that allow First Nations, Inuit and Métis students, honorees, faculty, staff and platform members may opt out of wearing the academic gown for institutional ceremonies.
Short-term	Include a land acknowledgement and imagery in the convocation program.
Medium-term	Formalize the land acknowledgement part of the schedule of institutional ceremonies and include an opening that incorporates First Nations, Inuit and Métis cultures.
Medium-term	Maintain the Celebration of Indigenous Achievement including the offering of gifts to First Nations, Inuit and Métis graduates.
Medium-term	Establish a review of institutional ceremonies in the context of decolonization

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Indigenous Student Support

Identification of Indigenous Students

Short-term	Create institutional webpage with more information about U of G's self-identification process, reasoning and data use.
Short-term	Establish a process for the Indigenous Student Centre to have access to the list of Indigenous applicants to support early outreach.
Medium-term	Explore the need for an ancestry verification process to ensure that students are eligible for student supports as well as to ensure the integrity of the data.

Youth and Community Outreach

Short-term	Provide financial support for local First Nations, Inuit and Métis families to access existing youth opportunities on campus, including the Junior Gryphon sports summer camps.
Medium-term	Establish a program for local First Nations, Inuit and Métis high school students to spend a day on campus with an Indigenous student mentor.
Medium-term	Create a developmental opportunity for elementary and secondary educators including highlights of Indigenous student experiences, dismantling stereotypes and providing information about supports available at university.
Medium-term	Create a developmental opportunity for Indigenous Post-Secondary Counsellors and Education Leads to promote U of G as a viable and supportive option for their students.
Medium-term	Establish an Indigenous-specific youth camp for skill development and to promote post-secondary education.
Medium-term	Explore opportunities to continue to co-host an Indigenous hockey camp at U of G.

Recruitment and Admissions

Short-term	Establish a strategy for early outreach for First Nations, Inuit and Métis applicants.
Short-term	Develop an on-going strategy for reviewing recruitment and admissions data for First Nations, Inuit and Métis students.
Short-term	Establish a process between the Indigenous Student Centre and Admissions for advocacy and support of First Nations, Inuit and Métis applicants.
Short-term	Develop a communication strategy to ensure that Native American students are aware of domestic tuition rates at U of G.

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Short-term	Stabilize funding for Indigenous Liaison position.
Medium-term	Advocate for changes with and for the Aboriginal Post-Secondary Information Program including a more central and identifiable room location and greater promotion at the Ontario Universities Fair.
Medium-term	Develop a program to increase Indigenous student and family visits to campus.
Medium-term	Establish an Indigenous Open House event along with other on-campus Admissions events.
Medium-term	Establish a travel bursary to subsidize costs for Indigenous prospective students and applicants from afar to visit campus.
Medium-term	Investigate the potential for an Indigenous Liaison position with roles that overlap in Admissions and Recruitment for First Nations, Métis and Inuit students.
Medium-term	Explore creation of facilitated admissions process for First Nations, Inuit and Métis students.

Student Transition

Short-term	Establish a process to ensure Indigenous Student Centre has timely access to the list of self-identified First Nations, Inuit and Métis student contacts in order to support their transition.
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Personal and Cultural Development and Support

Short-term	Stabilize funding for Indigenous Student Advisor position including advisement and counselling.
Short-term	Establish a ceremonial fire space on campus and a process for Fire Keepers.
Medium-term	Establish a full-time, or full-time equivalent Elder and/or Knowledge Holder (in addition to existing Visiting Elders and Knowledge Holders).
Medium-term	Establish a lunch & learn program to increase education, understanding and cultural safety for staff and faculty across all departments.
Medium-term	Provide a 'sandbox account' in WebAdvisor for the Indigenous Student Advisor to support students in navigating the system.

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Financial Support

Short-term	Investigate connections to commissioners of oaths locally or establishment of one on campus who can sign affidavits required for OSAP ancestry verification.
Short-term	Establish one or two bursaries that are not linked to the OSAP/Out of Province Assistance or OSAP restricted Need Assessment Forms.
Medium-term	Re-examine the need for First Nations, Inuit and Métis students to apply for OSAP/Out of Province Assistance in order to receive bursary support.
Medium-term	Explore opportunities to provide lowered tuition for particular groups of Indigenous students, such as members of the Mississaugas of the Credit as an acknowledgment of their treaty territory.
Medium-term	Establish more entrance and in-course scholarships and bursaries for undergraduate, graduate and diploma Indigenous students.

Student Experience on Campus

Short-term	Stabilize funding for Indigenous Program Coordinator position.
Medium-term	Explore and remove barriers to participation in study abroad, field study and experiential learning opportunities.
Medium-term	Establish an administrative support position for Indigenous Initiatives, including support for the Indigenous Student Centre.
Medium-term	Establish a position focused on developing and facilitating ongoing First Nations, Inuit and Métis cultural competency training for students, staff and faculty.
Long-term	Establish a plan for the development of a new Indigenous Student Centre that accommodates academic, personal, cultural, social and physical needs of Indigenous students.
Long-term	Establish First Nations, Inuit and Métis cultural competency training for any staff in direct support of students.
Long-term	Task each department to complete an internal review of programming and training to address gaps in support of a positive Indigenous student experience on campus.

Career Development

Medium-term	Establish enhanced programming and supports for First Nations, Inuit and Métis students in third and fourth years, and the transition onwards.
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Research and Scholarship

Principles, Procedures and Protocols for Doing Ethical Research with Indigenous Peoples and Lands

Short-term	Develop an institutional statement with First Nations, Inuit and Métis partners to help understand Indigenous epistemologies and how they might be engaged with with respectfully, in research.
Short-term	Develop an institutional statement on how the University of Guelph respects First Nations, Inuit and Métis self-determination in research.
Short-term	Review the cross-cultural supplementary form, including what triggers the need for a cross-cultural supplementary form – and consider revising accordingly.
Short-term	Investigate possibilities for allowing Indigenous ethical processes to take precedence over institutional research ethics board processes.
Medium-term	Investigate educational needs related to conducting better research with First Nations, Inuit and Métis communities and determine possibilities for addressing these needs.
Medium-term	Consider ethical concerns for research using secondary data analysis and investigate what type of ethical questions come up when using secondary analysis.
Medium-term	Create a new form and process specific for those conducting or engaging in First Nations, Inuit and Métis research.
Long-term	Investigate possibilities for University-Community collaboration for the stewardship of data.

Faculty, Graduate Student and Post-Doctoral Fellows Support

Short-term	Investigate educational needs of staff, faculty and graduate students related to conducting better research with First Nations, Inuit and Métis communities and determine possibilities for addressing these needs.
Short-term	Investigate educational needs for tenure and promotion committees and processes so that the time-intensive work involved in community-engaged scholarship is recognized.
Short-term	Establish a community of practice on First Nations, Inuit and Métis research collaboration.
Short-term	Educate graduate coordinators and departments on the additional time involved in conducting Indigenous community-based research.
Short-term	Develop resources to ensure the Research Ethics Boards have an understanding of research with Indigenous peoples and lands.
Medium-term	Develop a tool kit that could be used by researchers intending to engage with Indigenous peoples and territories.

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Medium-term	Amalgamate and make available online educational resources on First Nations, Inuit and Métis peoples and cultures, history of colonialism in research, residential schools and Sixties Scoop, and Indigenous ways of knowing.
Medium-term	Consult current and past graduate students on their experiences with undertaking Indigenous community-based research and address any support needs identified.
Medium-term	Set aside funding or specific scholarships to support graduate students whose research requires they travel to a First Nation, Métis, or Inuit community.

Community Engagement

Medium-term	Create a liaison model and structure to facilitate collaboration between university researchers and First Nations, Inuit and Métis partners.
Medium-term	Where requested, collaborate with First Nations, Métis and Inuit communities, organizations and governments as they implement their own ethics review boards.
Long-term	Consider how the Library might help communities with data storage, as requested or as required.

Pedagogy and Curriculum

Institutional Commitment

Short-term	Identify indigenization of the curriculum as a University priority.
Short-term	Explicitly embed indigeneity within institutional guiding documents.
Short-term	Establish a standing Indigenous Curricular and Pedagogy Committee to operationalize and coordinate indigenization of the curriculum.
Short-term	As an essential first step, consult with First Nations, Inuit and Métis students, faculty & staff, and regional First Nations, Inuit and Métis communities and organizations, for feedback on the Indigenous Strategy related to curriculum and pedagogy.
Short-term	Establish a clear and comprehensive definition of what 'indigenizing the curriculum' means and what First Nations, Inuit and Métis content should be considered within the context of the university and specific discipline
Short-term	Establish, with consultation, a clear and comprehensive definition of 'Indigenous content', with a consideration for the distinctions between local, regional and national Indigenous knowledges and the unique perspectives of First Nations, Inuit and Métis peoples and communities.

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Short-term	Clearly articulate and disseminate the institution's understanding of the distinction between equity, diversity, inclusion and indigenization.
Medium-term	Develop a 6th University learning outcome, which commits to inclusion of First Nations, Inuit and Métis cultures, knowledges, and ways of knowing in the graduate and undergraduate curriculum.
Medium-term	Conduct a comprehensive inventory of programs, courses, teaching strategies, and supports for Indigenous-focused education to identify specific gaps and opportunities and establish a baseline for tracking progress.
Medium-term	Require academic units to deliberately examine how land acknowledgments can most appropriately be used in their curricula, within the context of their disciplines, and academic cultures.
Medium-term	Develop mutually beneficial partnerships with Indigenous institution(s) and educational experts for the purpose of ongoing content development, training and feedback.
Medium-term	Establish targets and monitor admission patterns and outcomes of Indigenous students for the purpose of evaluating progress toward eliminating educational and employment gaps between Indigenous and non-Indigenous Canadians (TRC, Clause #7).
Long-term	In lieu of a single approach or stand-alone course, transform the curriculum in a manner that is most meaningful to each discipline and program.

Institutional Capacity for Curricular Change and Creation

Short-term	Promote awareness, reflection, and education about indigenizing the curriculum through public events, ceremonies and symposia.
Short-term	Develop guidelines and protocols to ensure consultation of First Nations, Inuit and Métis educational experts, Knowledge Holders and communities occurs in a respectful, appropriate, and coordinated manner.
Short-term	Assemble ad hoc advisory panels, consisting of Indigenous knowledge holders, Elders and educational experts on Indigenous curriculum development and pedagogy to provide feedback on Indigenous-centered programs and course proposals.
Medium-term	Hire an Indigenous curricular specialists to support curricular transformation
Medium-term	Support and facilitate pedagogical transformation in and outside of courses using pedagogical educational specialists with training in Indigenous content.
Medium-term	Incentivize development and implementation of Indigenous programs and course content creation through new and existing funding and resource initiatives.

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Support for Instructors

Short-term	Consult all university members involved in curricular development and delivery to determine their needs regarding developing First Nations, Inuit and Métis content and the challenges they face teaching Indigenous content in and outside their programs.
Short-term	Establish a community of practice for faculty, instructors and teaching assistants and students to support their learning and reflection about methods of indigenizing teaching and learning.
Short-term	Create a database of scholars conducting or engaging with First Nations, Inuit and Métis pedagogies.
Medium-term	Develop a laddered web-based portal to promote engagement and understanding of Indigenous history, relations, knowledges, and ways of knowing for all university members.
Medium-term	Provide opportunities for instructors to understand and reflect deeply on Canada's historical and contemporary colonialism, facilitate decolonization of minds and hearts, while increasing capacity to meaningfully engage in the work of decolonization and indigenization.
Medium-term	Provide access to curriculum and pedagogical educational specialists to enable instructors to identify models of curricular transformation and teaching practices that respect Indigenous content, ways of knowing, and Indigenous learners.
Medium-term	Develop and offer instructional skills workshops with a focus on constructive facilitation, mediation, conflict resolution, and active listening to manage the emotional as well as intellectual responses to Indigenous content in the classroom.
Medium-term	Develop and offer educational workshops on the historical, political and cultural factors that influence First Nations, Metis and Inuit Peoples in Canada.
Long-term	Establish faculty positions whose research is focused on the scholarship of Indigenous teaching and learning.

Support for Learners

Short-term	Consult students to determine their educational needs including First Nations, Inuit and Métis content, pedagogical approaches and the challenges they face accessing and internalizing Indigenous content in and outside of their programs.
Short-term	Include mandatory Equity, Diversity and Inclusion statements in all course outlines, including reference to the Indigenous Student Centre, Diversity and Human Rights, and appropriate supports.
Short-term	Appoint cultural sensitivity readers on campus to support all students and faculty in communicating respectfully with and about First Nations, Inuit and Métis matters.

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Medium-term	Develop a curated database of Indigenous resources related to curriculum design and pedagogical practices and discipline specific perspectives for faculty, staff, and students.
Medium-term	Ensure that culturally-responsive emotional support services are available to all students to assist in processing the historical and cultural significance of Indigenous content and its personal ramifications.
Medium-term	Promote and facilitate priority learning environments and pedagogical practices that align with Indigenous ways of knowing and learning, both on and off campus.
Medium-term	Prioritize and promote access to content that relates to Indigenous history, culture, past and current, and ways of knowing, being and doing for graduate and undergraduate students such that Indigenous students see themselves reflected in the curriculum and co-curriculum.
Long-term	Prioritize and promote transition support for prospective and in-course Indigenous students in university programs.

Campus Environment and Cultural Safety

Accommodation for Cultural and Spiritual Practices

Short-term	Associate the Smudging Procedure with an Indigenous Ceremonial Policy that includes First Nations, Inuit and Métis cultural practices and increase awareness of these policies and practices.
Short-term	Establish 4-5 smudge-friendly spaces for meetings, classes, events, conferences and residence located across campus.
Short-term	Develop a Sacred Fire location on campus and a Sacred Fire Procedure.
Medium-term	Update campus design standards to include considerations of the air handling system requirements to allow for smudging.
Medium-term	Explore the development of ceremonial space on campus.
Long-term	Establish smudge-ready locations for meetings, classes, events, conferences and residence located across campus.

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Acknowledging the Land

Short-term	Develop resources to support the incorporation of land acknowledgements across various needs and mediums.
Short-term	Develop a land acknowledgement that can be added to email signatures.
Short-term	Make land acknowledgements a requirement for major campus events.
Short-term	Explore the establishment of a process for honoring the land during ground-turning ceremonies.
Medium-term	Incorporate land acknowledgements into physical spaces across campus.

Representation in the Physical Space

Short-term	Incorporate Indigenous content into campus tours and the historical walking tour of the University of Guelph.
Medium-term	Explore the establishment of a permanent option for raising First Nations, Inuit and Métis flags.
Medium-term	Develop a resource to highlight Indigenous art and language on campus.
Medium-term	Review Indigenous gardens on campus and establish a plan for further development, renewal and maintenance.
Medium-term	Plan for the future development of a culturally-responsive Indigenous Student Centre.
Long-term	Incorporate First Nations, Inuit and Métis visibility in various forms in buildings across campus.

Housing

Short-term	Explore Indigenous specific housing options in student housing.
Short-term	Implement an Indigenous Living Learning Community.
Short-term	Establish a point person on the Student Housing Services team to support First Nations, Inuit and Métis student needs in residence.

Educational and Training Opportunities

Short-term	Establish a partnership between Indigenous initiatives and Diversity and Human Rights to indigenize equity, diversity and inclusivity training and develop Indigenous intercultural training.
Short-term	Establish a position dedicated to designing and providing training with a focus on First Nations, Inuit and Métis content.
Short-term	Provide ongoing educational opportunities for Campus Communicators on writing about Indigenous topics.
Medium-term	Develop a strategy to ensure all students have access to and participate in Indigenous intercultural training.
Long-term	Require all administrators, faculty, staff, student leaders and Peer Helpers to participate in First Nations, Inuit and Métis intercultural training.

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Indigenous Language

Short-term	Name Indigenous spaces in First Nations, Inuit and Métis languages as a symbol of their relationship and significance.
Medium-term	Incorporate First Nations, Inuit and Métis languages in signage on campus.
Medium-term	Review the We stand strong in our knowledge: seeking meaningful entry points to Indigenous language revitalization at the University of Guelph report and establish a plan for fostering Indigenous language revitalization on campus.
Long-term	Incorporate First Nations, Inuit and Métis languages in building and room naming on campus.