

# Indigenous Programs Strategic Business Plan

OFFICE OF ACADEMIC AND INDIGENOUS PROGRAMS

*This plan will guide and support the work of the Laurentian University Strategic Plan and the Laurentian University Transformation Plan.*



July 2023

REPORT PREPARED BY SISCO & ASSOCIATES CONSULTING SERVICES INC. IN  
COLLABORATION WITH THE OFFICE OF ACADEMIC AND INDIGENOUS PROGRAMS AND  
LAURENTIAN UNIVERSITY NATIVE EDUCATION COUNCIL (LUNEC)

# Executive Summary

## Purpose

This *Laurentian University (LU) Indigenous Programs Strategic Business Plan Report* (Plan) identifies a feasible plan for LU to achieve the goals of LU's Indigenous Programs' faculty, staff and the Laurentian Native Education Council (LUNEC) over the next five (5) years. It is intended to ensure that the priorities of Indigenous Programs' faculty, staff and LUNEC are included in LU's overarching Strategic and Transformation Plan as an institution.

## Approach & Process

The approach:

- starts with Community voice,
- is collaborative with Indigenous Programs' faculty, staff, LUNEC, as well as community and organizational partners,
- is iterative, and
- is aligned.

The process involves a:

- document scan,
- strategic planning session, and
- online collaboration to co-develop the plan.

## Recommendations

Below is a summary of the recommended strategic directions and outcomes for each strategic priority area.



**Staffing:** LU will hire and retain First Nations, Métis, and Inuit (FNMI) faculty and staff across departments and in leadership roles who can help Laurentian to achieve its Indigenous programming and research goals.

- Adequate staffing for all Indigenous Programs, including Bachelor of Indigenous Interdisciplinary Studies (BIIS), School of Indigenous Relations (SIR) and the Maamwizing Indigenous Research Institute (MIRI).
- Equal access for Indigenous staff working directly with students to relevant LU student platforms.
- Pay equity comparable to all LU staffing areas and Indigenous positions across other post-secondary institutions in Canada.
- Indigenous identity policy to address Indigenous fraud.
- Human Resources (HR) policy that supports dedicated recruitment and retention of Indigenous hires.
- Hiring practices and policies that refrain from discriminating against Indigenous hires.



**Programs:** LU will develop and deliver programs and degrees that build on our unique strengths and respond to the needs and interests of local First Nations, as well as the local urban FNMI community.

- Indigenous, Equity, Diversity, and Inclusion (IEDI) included in LU Degree Level Expectations and Learning Outcomes.
- A plan to launch LU's Bachelor of Indigenous Interdisciplinary Studies Degree by 2025.
- A plan to launch the Master of Indigenous Social Work Degree by 2028.
- A plan to explore and develop an Indigenous PhD program.
- A plan to explore a Bachelor of Education Degree with an Indigenous Teacher Education Program (ITEP) Focus.
- Discussions initiated with senior leadership regarding tuition waiver for qualifying Atikameksheng and Wahnapiatae Anishinaabek.



**Research:** LU will establish itself as a leader in Indigenous research through the MIRI in partnership with local First Nations, as well as the local urban FNMI community.

- MIRI is a destination for FNMI Indigenous research and scholarship in Canada.
- A MIRI space is established at LU for students engaged in Indigenous research.
- Significant grants and Research Chair funding dollars are secured at LU to support Indigenous research.



**Facilities/Space:** LU will transform into a safe and engaging space for FNMI students, staff and faculty to share knowledge together.

- Suitable facilities and spaces, including contiguous spaces on the second floor of the R.D. Parker Building.
- Cultural spaces (FNMI), including Indigenous learning spaces exist at LU beyond the Indigenous Sharing and Learning Centre (ISLC).
- Clear protocols for the use of Indigenous sacred spaces.
- Safe learning spaces throughout LU.
- Indigenous Programs to be included in facilities and space planning.

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## Acknowledgements

Chi-miigwech to Laurentian University's (LU) Office of Academic and Indigenous Programs, staff, faculty, LUNEC, and to organizational partners, who supported this important work through participating in the in-person strategic planning session at LU on April 27<sup>th</sup>, 2023. A special thank you to the participants for providing additional input and feedback on the key findings, recommendations, and framework of this Indigenous Programs Strategic Business Plan.

## Disclaimer

Sisco & Associates Consulting Services Inc. (SISCO) has provided this report to Laurentian University (LU) consistent with its service duties as outlined in its Contract. SISCO cannot be held liable for any real or perceived damages to LU, its staff and faculty, students, LUNEC, community and organizational partners and other affiliates as a result of the implementation of any recommendations provided within this Indigenous Programs Strategic Business Plan. The recommendations made herein have been made in good faith with a genuine interest in supporting LU's Office of Academic and Indigenous Programs commitment to students, staff, faculty, LUNEC, and community and organizational partners.

## Institutional Responsibility to Territory & Treaties

Laurentian University (LU) is committed to honouring its responsibilities to the Atikameksheng Anishinaabek on whose lands the institution is located and the nearby Wahnapiitae First Nation, including as a party to the Robinson-Huron Treaty of 1850. This report has been prepared to support LU in true reconciliation work, which is about identifying and taking meaningful action toward honouring these responsibilities, including through building stronger relationships with local First Nations based on respect and reciprocity.

### *"Aki Gaabijidebendaagwak*

*Ka ke ginwaamdanaa Aki Gaabijidebendaagwak Robinson Huron Naakinegewin ode 1850. Miinwa ginwaamdandaa Laurentian Chi-kinomaagegamik gewii teg maanpii gidaa kiimina Atikameksheng Anishinaabek debendaagwak miinwa Chi-odeno Sudbury miinwa gewii debendaagwak Wahnapiitae Anishinaabe kiing. Gichipiitenmananig Anishinaabek- ga nakiitaanaa weweni maanpii Laurentian Chi-kinomaagegamik Debwewin miinwa Minadaapnagewin Nakii Naadmageh Makwataagziiwin. Miigwech." (Laurentian University, 2023).*

## Introduction

### Purpose

The purpose of this *LU Indigenous Programs Strategic Business Plan Report* (Plan) is to identify and provide a feasible plan for LU to achieve the goals of LU's Indigenous Programs' faculty and staff over the next five (5) years. Ultimately, the purpose of this report is to ensure that the priorities of Indigenous Programs' faculty and staff are included in LU's overarching Strategic Plan as an institution. As noted in the Institutional Responsibility to Territory & Treaties, this report has been prepared to support LU in true reconciliation work, which is about identifying and taking meaningful action toward honouring these responsibilities.

### Approach & Process

In 2023, LU's Office of Academic and Indigenous Programs hired Sisco & Associates Consulting Inc. (SISCO) to support them in developing this Plan. SISCO took a participatory approach to strategic planning that starts with Community voice; is collaborative with Indigenous Programs' faculty, staff, and LUNEC, as well as community and organization partners; is iterative; and is aligned (figure 1).

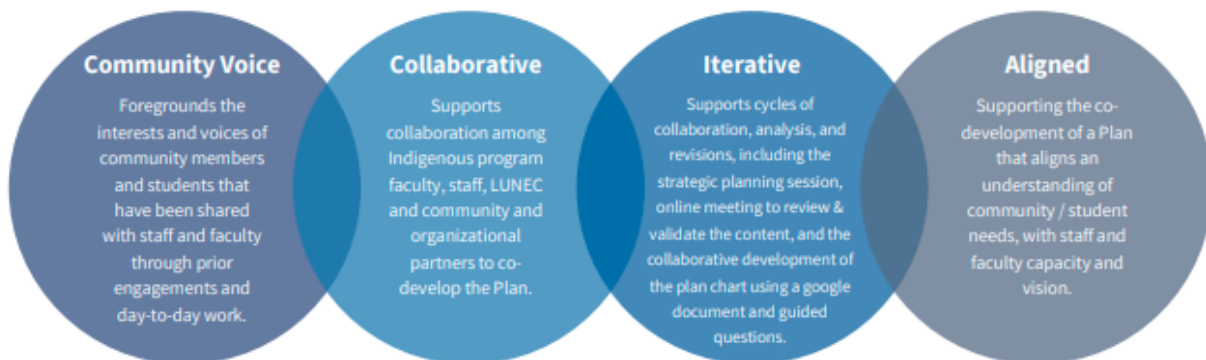


Figure 1. Approach.

Figure 2 outlines the engagement and research process that informed this strategic plan.



Figure 2. Process.

## Outline

The report is divided into two parts in addition to this introduction. *Part One* provides the background context, including the key findings and recommendations *from the document scan*, as well as a summary of recommendations drawn from the scan that have informed this *Plan*. *Part Two* provides the LU Indigenous Programs Strategic Business Plan, including first steps that will lay the groundwork for the Plan, an overview of the Plan framework, as well as the Strategic Business and Implementation Plans.

## Part One: Background & Context

### Introduction

*Part One* provides the background context, including the key findings and recommendations from the document scan, as well as a summary of recommendations drawn from the scan that have informed this *Plan*. The three documents in the targeted scan that will be summarized include the 2019 LUNEC TRC Task Force Report, LU Academic Plan 2020 – 2024, LU Strategic Plan 2018-2023, LUNEC Strategic Plan 2019-2024, and the 2022 Operational Review of Laurentian University.

Specific calls relevant to post-secondary institutions include:

"16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages." (TRC, 2015, p. 2)

"62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

ii) Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms." (TRC, 2015, p. 7)

### Truth & Reconciliation

In 2015, The Truth and Reconciliation Commission (TRC) released its Final Report, along with its 94 calls to action, identifying post-secondary institutions as important partners in advancing reconciliation. In response, LU has a commitment to

*"support Truth and Reconciliation Commission Calls to Action and will respond by creating a task force to identify priority actions, beginning by offering cultural safety training and opportunities to learn the Anishnaabemowin language to faculty, staff and students" (LUNEC, 2019, p. 4)*

In 2018, LU established the TRC Task Force to mobilize this commitment to respond to the TRC Calls to Action by,

*"Having honest and proactive discussions about the Calls to Action (and emerging issues) as they apply to Laurentian ...;*

*Identifying strategies and providing recommendations that address the concerns and questions coming from these informed discussions; and,*

*Providing a final report to the President that includes these recommendations and strategies within an implementation plan." (LUNEC, 2019, p. 5)*

In 2019, the TRC Task Force released its first report on LU's progress in honouring and implementing the TRC calls to action and advancing reconciliation. The report identified the following areas of focus:

- "Honouring the people and land
- Anishinaabemowin acknowledgement
- Land and spaces for teaching and research
- Indigenous content that is authentic and appropriately taught
- Cultural competency – Indigenous Knowledge Sharing & Lifelong Learning



- Support for the recommendations of the Truth & Reconciliation Taskforce” (LUNEC, 2019, p. 5).

They also provide the following specific recommendations:

- “Recommendation #1.1 Formal acknowledgement of the land at entrance to the University” (LUNEC, 2019, p. 9)
- “Recommendation #1.2 Honour the Anishinaabek people of this territory and their relationship to the land through visual representation of their history, stories and teachings” (LUNEC, 2019, p. 9)
- “Recommendation #2 Make Anishinaabemowin more prominent” (LUNEC, 2019, p. 10)
- “Recommendation #3 Increase land-based learning sites available for teaching, learning and research and support land-based teaching approaches” (LUNEC, 2019, p. 10)
- “Recommendation #4 Provide physical space for the Maamwizing Indigenous Research Institute” (LUNEC, 2019, p. 11)
- “Recommendation #5 Ensure those who teach Indigenous content have the necessary qualifications or receive specialized training before teaching such content” (LUNEC, 2019, p. 12)
- “Recommendation #6 Ensure that the teachings or knowledge comes from the local Anishnaabe people and that such content is developed in collaboration with the people with whom it’s associated” (LUNEC, 2019, p. 12)
- “Recommendation #7 Ensure that cultural competency training grounded in the knowledge and culture of the local Anishinaabek people is provided for Laurentian University’s senior leadership, faculty, staff and students and that proof of completion of competency training is part of all onboarding (organizational orientation) processes” (LUNEC, 2019, p. 12)
- “Recommendation #8 Efforts at Reconciliation are not to be funded out of Indigenous program funds” (LUNEC, 2019, p. 13)
- “Recommendation #9 Increase community engagement and involvement” (LUNEC, 2019, p. 13)
- “Recommendation #10 Ensure that goals associated with the Truth and Reconciliation Taskforce are connected to hiring and onboarding processes” (LUNEC, 2019, p. 13)

### Strategic Planning

In 2020, LU released its Academic Plan 2020-2024, which was designed to build academic programming and attract students who are seeking a university experience that involves innovative teaching and research programs that engage students beyond their disciplines. The academic plan includes twelve goals organized by four lenses (figure 3). Of the twelve goals, only one specifically relates to Indigenous programming. The Plan is currently being updated to include Indigenous, Equity, Diversity, and Inclusion.

## LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

*Enhance our Indigenous programming and support the success of our Indigenous students” (LU, 2020, p. 7)*



Figure 3. The Four Lenses.

Source: Laurentian University. (2020). Academic Plan 2020-2024.

In 2018, LU released its Laurentian University's Strategic Plan 2018-2023, which is organized into five shared values:

- “The North inspires us;
- Student success is our success;
- Teaching and Learning define us;
- Curiosity drives our Research; and
- Relationships are our priority” (LU, 2018, para. 3).



Figure 4. Shared Values. Source: Laurentian University. (2018). Strategic Plan 2018-2023.

The 2018-2023 Plan identifies Indigeneity among its strengths noting LU will be,

*“a leader in the process of reconciliation through transformative postsecondary education and research” (LU, 2018, para. 4).*

Specific LU strengths in relation to Indigeneity, include:

- ✓ Culturally safe spaces for (FNMI) students, including the Indigenous Sharing and Learning Centre (ISLC);
- ✓ Maamwizing Indigenous Research Institute (MIRI);
- ✓ The School of Indigenous Relations; and
- ✓ Indigenous content and pedagogy integrated into the curriculum across the faculties (LU, 2018).

In 2018, LUNEC developed a Strategic Plan to align with the 2018-2023 Plan. The LUNEC strategic plan aims to align with the LU 2018-2023 Strategic Plan through the outcomes identified in figure 5.

The LUNEC Strategic Plan identifies Indigenous-specific priority areas using the four directions as a framework to achieve these outcomes:

- **East Direction:** Increasing and supporting our Indigenous students;
- **South Direction:** Retaining and advocating for Indigenous faculty;
- **West Direction:** Expanding awareness and understanding of Indigenous Peoples; and
- **North Direction:** Promoting and advancing Indigenous research methods.

## Outcome 1

- ▶ We will enhance our relationships with municipalities, agencies, organizations, First Nations, and Indigenous communities, with a coordinated approach to creating beneficial initiatives for the North;

## Outcome 4

- ▶ We will be a hub for arts and culture, increasing awareness of the artistic and cultural contributions of Indigenous, Franco-Ontarian, and other Northern artists;

## Outcome 5

- ▶ We will equip graduates to practice, teach, and contribute as employees of choice in francophone, rural and Indigenous contexts, throughout the North and beyond;

## Outcome 8

- ▶ Laurentian students will become familiar with Indigenous ways of being and principles of reconciliation through various aspects of campus culture;

## Outcome 14

- ▶ We will be a national leader in Indigenous education because of expanded Indigenous curriculum offerings across all faculties;

## Outcome 16

- ▶ We will undertake culturally appropriate research that enhances mino-bimaadziwin and wellness amongst Indigenous peoples and other Northern populations;

## Outcome 21

- ▶ We support the Truth and Reconciliation Commission Calls to Action and will respond

*Figure 5. Outcomes.*

Source: Laurentian University. (2018). Strategic Plan 2018-2023.

## Operational Review & Restructuring

LU has faced some significant challenges leading up to and including a restructuring that was informed by their 2021 Companies' Creditors Arrangement Act (CCAA) Process, which resulted in the elimination of 50 programs and termination of 124 faculty as a measure to save \$38 million annually (Nous Group, 2022). The CCAA process is captured in the 2022 Operational Review and highlights seven transformation initiatives as areas for enhancement, each with a plan to implement positive change (figure 6). The development of a new Strategic Plan for LU is the first recommended transformation initiative and was a major impetus for LU's new strategic planning process, which in turn informed this Indigenous Programs Strategic Business Plan.

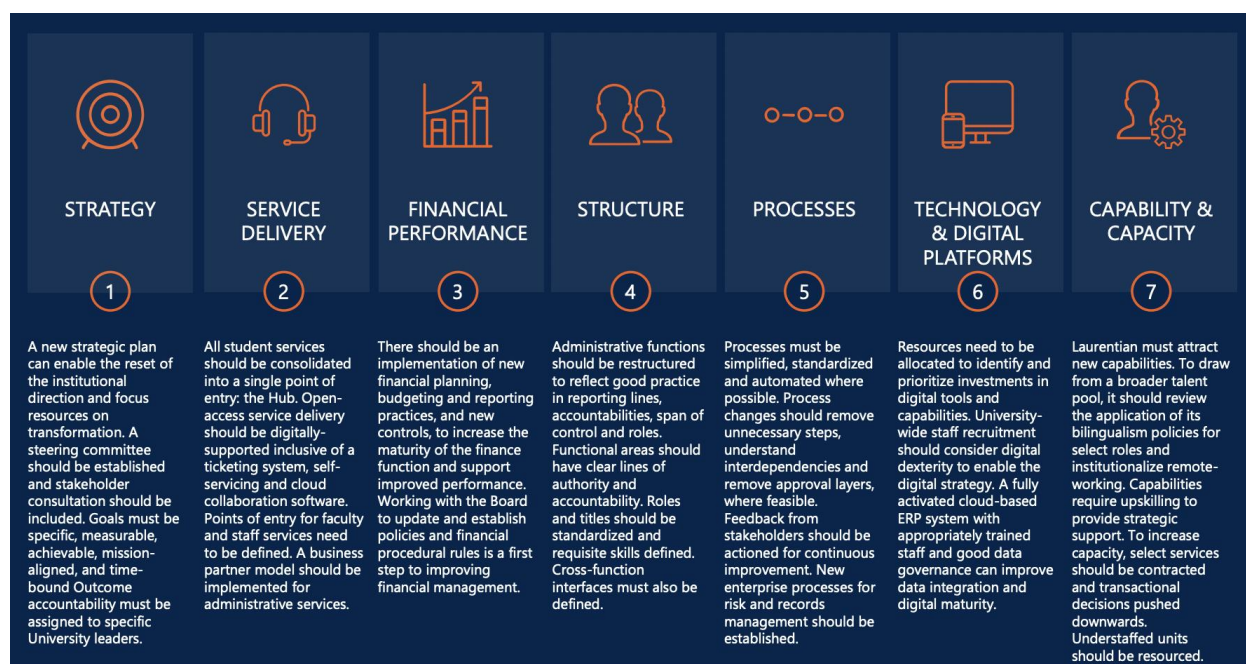


Figure 6. Seven Transformation Initiatives. Source: Nous Group. (2022). Operational Review of Laurentian University.

Appendix B of the 2022 Operational Review mentions several challenges that LU is currently facing in relation to Indigenous Community relations. Foremost, it was noted that LUNEC was only engaged once in the review process and as a result LUNEC's voices are reflected in the Review. Additionally, the following issues have been identified by LUNEC, all of which relate to not feeling engaged, heard, or seen (represented):

- management does not consult and engage LUNEC in decision-making as it relates to Indigenous students, staff and faculty nor does it enforce the tricultural mandate;
- LUNEC is not supported by the university governance structures in advancing this mandate to support Indigenous language revitalization;
- LU policies and acts do not refer to the tricultural mandate or explain how it can be implemented at LU;

- Indigenous peoples face barriers to moving into management roles because of the continued application of the bilingual French-English requirement, in place of the tricultural mandate, which fails to value Indigenous languages equally to French language capabilities;
- the lack of an Indigenous recruitment strategy and Indigenous representation in recruitment and hiring processes creates barriers for hiring Indigenous faculty and staff at LU; and
- there is a concern about the high turnover on the Board of Governors and the potential for this to result in a loss of Indigenous representation (Nous Group, 2022).

### Summary of Recommendations from Scan

The recommendations below are organized by the transformational initiatives identified in the 2022 Operational Review. Each recommendation responds with important considerations for LU's Indigenous initiatives and commitment to reconciliation, and reflects the key findings and recommendations drawn from the LU Academic Plan 2020–2024, LU Strategic Plan 2018-2023, LUNEC Strategic Plan 2019-2024, and the 2022 Operational Review.



**Strategy**—Ensure that the strategic priorities and goals identified in this Indigenous Programs Strategic Business Plan are reflected in LU's new 2023-2028 Strategic Plan and that they are implemented. This means there is a need for Indigenous representation on any governance and oversight committees, that policy is used to enforce the tricultural mandate, and that the TRC task force recommendations are incorporated. LUNEC should be engaged throughout this process, and Indigenous languages revitalization should be prioritized by university governance structures through the creation of a committee, as a TRC call to action incumbent on post-secondary institutions and an area that LUNEC has identified is not being enforced.



**Service Delivery**—Ensure that there is ample support for any Indigenous faculty, staff, and students who may be facing access barriers to using any digital systems adopted by LU (as per the Operational Review). Accommodation may include but not be limited to exceptions and alternative systems where warranted (e.g., alternative non-digital formats like paper for forms, assistance inputting data digitally, etc.). LU to create partnerships to ensure connectivity isn't an issue for remote learners.



**Financial performance**—While fiscal responsibility is important, it is also important for LU to remember that economic reconciliation is a key component of reconciliation work. Economic reconciliation involves ensuring that financial benefits that are generated on a traditional territory will flow back to the Indigenous Peoples of that territory. LU can achieve this through adopting preferential hiring of Indigenous employees and procuring contracts with Indigenous-owned businesses, all of which support the economies of local First Nations.



**Structure**—Ensure the institutional structure reflects the prioritization of Indigenous voices and reconciliation, including through designated Indigenous seats on the Board of Governors (1/3 of seats) and Senate (no less than 5 seats plus a LUNEC voting member seat), as well as prominent leadership roles and committees designated for Indigenous Peoples, with authority / decision-making power and the requisite budget to advance reconciliation. Additionally, consistent with reconciliation, strengthen relationships with local First Nations and the urban Indigenous community.



**Processes**—Ensure that through the streamlining of processes that will take place throughout the broader transformation plan, the changes do not undermine culturally Indigenous safe protocols.



**Technical & Digital Platforms and Data Sovereignty**—Provide Indigenous Data Sovereignty training to all LU researchers, including faculty, staff, and students through the MIRI to ensure compliance with OCAP™ (Ownership, Control, Access, and Possession), the Principles of Ethical Métis Research, and Inuit Qaujimajatuqangit as well as any relevant First nations community-based frameworks. The ability for Indigenous Peoples, Communities, and Nations to participate, steward, and control data that is created with or about themselves is critical. The term sovereignty refers to the fact that Indigenous Nations are sovereign in their governance and that extends to their data and knowledges as well. It recognizes that Indigenous people are the ultimate authority in their data and knowledges and aims to redefine Indigenous peoples' relationship to research from being participants or subjects to being meaningful partners and co-researchers.



**Capacity**—Enforcing the tricultural mandate is critical to recruiting, hiring, and retaining Indigenous faculty and staff and moving them into management roles. As recommended by LUNEC in the 2022 LU Operational Review, LU should develop and implement an Indigenous recruitment strategy, establish a hiring committee with Indigenous representation, and create preferential hiring policies as well as processes for hiring Indigenous faculty and staff to address institutional and systemic racism, IEDI, and promote Indigenous representation, and advance reconciliation efforts at LU. LU should include a policy on an Indigenous identity confirmation process. Additionally, LU should offer cultural safety training and Anishinaabemowin learning opportunities.

## Part Two: Indigenous Programs Strategic Business Plan

### Introduction

*Part Two* provides the *LU Indigenous Programs Strategic Business Plan*, including first steps that will lay the groundwork for the Plan, an overview of the Plan framework, as well as the Strategic Business and Implementation Plans.

### First Steps

The Background and Context in Part Two explains what changes are needed at LU and provides some insights on how these changes can be achieved. While the Indigenous Programs Strategic Business Plan that follows provides a path forward, there are preparations to lay the groundwork for such significant transformations at an institutional level. The first steps provided below are the foundational prerequisites to undertaking the work set out in this Plan. LUNEC should be engaged throughout this process, and the strategic priorities and goals identified in this Indigenous Programs Strategic Business Plan should be both reflected in LU's new 2023-2028 Strategic and Transformation Plan and implemented.



1. **Governance & Leadership**—Governance and leadership will include the Board of Governors, Senate, LUNEC, Executive Team, Senior Leadership, TRC Taskforce, Indigenous Faculty Council and other committees. Designate one third (1/3) of Board of Governors seats for Indigenous representation and that an amendment be made to the Board of Governors terms of reference regarding Indigenous education. In the future, all matters pertaining to Indigenous education be vetted through LUNEC. Designate 25% of all voting members on Senate for Indigenous representation. Ensure Indigenous representation on the LU Executive Team, as well as several key positions on Senior Leadership teams. Develop and enhance institutional support for Indigenous organizational structures, including committees such as the Truth and Reconciliation Committee Taskforce and an Indigenous Faculty Council. Ensure that these bodies are representative of local Indigenous communities, entrusted with advisory powers and engaged in decision making, and protected through university policy.
2. **Advance the Enforcement of the Tricultural Mandate**—Clearly define the tricultural mandate with wording that recognizes the importance of Indigenous knowledges and languages, such as, Indigenous candidates must be fluent in one of the official languages. Provide communications, education, and training about the new wording of the Tricultural Mandate and how it must be implemented, including targeted training for faculty and staff on hiring committees. Review and adjust application and interview process to weigh criteria related to Indigenous knowledges, languages and lived experiences.
3. **Preferential & Responsible Indigenous Hiring and Procurement Policies**—Develop and implement legally cogent and progressive policies to enable LU to practice preferential hiring of Indigenous faculty and staff, and preferential procurement from Indigenous suppliers / businesses to address equity issues. Localize policies and practices to prioritize honouring LU's responsibilities to local First Nations on whose land the University is located, foremost. This will help to strengthen relationships with local FNMI. LU HR to develop and enforce an Indigenous identity confirmation policy for Indigenous faculty and staff positions to honour LU's responsibility to Indigenous communities in preventing Indigenous identity fraud.
4. **Indigenous Data Sovereignty**—the ability for Indigenous peoples, communities, and Nations to participate, steward, and control data that is created with or about themselves is critical. The term sovereignty refers to the fact that Indigenous Nations are sovereign in their governance and that extends to their data and knowledges as well. It recognizes that Indigenous people are the ultimate authority in their data and knowledges and aims to redefine Indigenous peoples' relationship to research from being participants or subjects to being meaningful partners and co-researchers. LU should provide training to all LU researchers, including faculty, staff, and students through the MIRI to ensure compliance.
5. **Promote Cultural Safety for Indigenous Peoples**—Offer cultural safety training to all non-Indigenous staff that enables participants to build skills, knowledge, attitudes, and values essential to fostering positive and productive relationships with Indigenous Peoples and developing Anishinaabemowin learning opportunities.

## Visioning Session

During the April 27, 2023 strategic planning session, LU Indigenous programs' faculty, staff, LUNEC and community and organizational partners began by visioning LU's ideal future for Indigenous programs and for Indigenous faculty, staff, students, and communities. The vision statement below reflects a consolidation of what was shared. The group generally acknowledged a sentiment of rebuilding a better future for LU, after the restructuring that resulted in the loss of Indigenous programs, faculty, and staff. While the restructuring was traumatic for many, one participant described it as,

*"Picking up the pieces and putting it back together – it gives us the opportunity to rebuild relevance to our Communities. Maybe it is time to ask what makes sense to the people"*  
(Anonymous participants, April 2023)

Another added,

*When envisioning the future, we have to look back. What is the intent of this being here? It came from the community. It is important to remember that! (Anonymous participants, April 2023)*

## Vision Summary Statement

LU is a thriving hub for Indigenous community-based partnership learning, teaching, research, and sharing with First Nation, Métis, and Inuit communities.

## Detailed Vision Statement

LU is in the process of rebuilding its Indigenous programs in partnership with local First Nations. LU recognizes and honours its responsibilities to FNMI communities, including through respectful engagement to learn from and then work with them in ways that are mutually beneficial and support community capacity development. These relationships are foundational to Indigenous programs at LU.

LU is a safe and welcoming place for Indigenous students, faculty, and staff. Students are supported in speaking their ancestral languages and have opportunity to participate in ceremonies and cultural activities. Student well-being is prioritized. The campus reflects the strength, beauty, and diversity of FNMI communities, cultures, and languages across campus. Land-based learning is a strength.

LU students see themselves reflected in the many diverse FNMI faculty and staff, including those in senior leadership roles, and across disciplines, faculties, departments, and programs. They excel as a result of this representation and the meaningful change it brings to the institution. Indigenous students graduate with skills and knowledge that will equip them for local job opportunities.

LU is recognized as a leader for excellence in Indigenous research through MIRI, with the budgetary, administrative, and staffing support of the University. As a result, LU is able to attract excellent



Figure 7. LU June 2023 planning session participants



Indigenous faculty, staff, and graduate students, and enhance and develop new graduate programs with Indigenous content.

LU is able to embed Indigenous content throughout its faculties, departments, and programs, and across disciplines drawing on the knowledges of the diverse Indigenous faculty, in-house research through MIRI, and relationships with local First Nations communities, as well as other First Nations, Métis, and Inuit.

LU supports Indigenous faculty, staff, students, and communities in advancing reconciliation by recognizing that these efforts must be Indigenous led but require meaningful institutional transformation in the form of policy reform, budgetary commitments, and staffing. Non-Indigenous LU staff, faculty, and students, as well as community and organizational partners are supportive of Indigenous programs, and well-positioned to help maintain a culturally safe space at LU.

### Framework Overview

The strategic planning framework featured in this report was co-developed with LU's Indigenous Programs' staff, faculty, and community and organizational partners. The framework is organized by strategic priorities identified by LU's Associate Vice-President of Academic and Indigenous Programs (AVPAIP) based on prior engagements with Indigenous programs' staff and faculty, LUNEC, as well as community and organizational partners. In order to ensure the plan is actionable, it has been organized to include strategic directions that align with each priority area, including:



#### STAFFING RENEWAL

Laurentian University will hire and retain First Nations, Métis, and Inuit faculty and staff across departments and in leadership roles who can help Laurentian to achieve its Indigenous programming and research goals.

Aligns with *South Direction: Retaining and advocating for Indigenous faculty.*



#### PROGRAMS AND DEGREES

Laurentian University will develop and deliver programs and degrees that build on our unique strengths and respond to the need and interests of local First Nations, as well as the local urban First Nations, Métis, and Inuit community.

Aligns with *East Direction: Increasing and supporting our Indigenous students.*



#### INDIGENOUS RESEARCH

Laurentian University will establish itself as a leader in Indigenous research through the Maamiwizing Research Centre in partnership with local First Nations, as well as the local urban First Nations, Métis, and Inuit community.

Aligns with *West Direction: Expanding awareness and understanding of Indigenous peoples.*



#### SPACE AND FACILITIES

Laurentian University will transform into a safe and engaging space for First Nations, Métis, and Inuit students, staff and faculty to share knowledge together.

Aligns with *North Direction: Promoting and advancing Indigenous research methods.*

There are two parts of the Plan:

1. The Indigenous Programs Strategic Business Plan is a high-level document that includes the outputs / deliverables to be achieved, expected outcomes from those outputs / deliverables, and measures to monitor progress. The Strategic Plan is organized by priority area using the framework.
2. The Implementation Plan is a more detailed work plan that will guide the implementation of the Strategic Plan. The Implementation Plan is organized chronologically by year (Year 1 May 2024-April 2025 to Year 5 May 2028-April 2029) for ease of implementation, but also includes columns for each strategic direction, each with goals inclusive of activities, resources, and leads.

# LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

## Indigenous Programs Strategic Business Plan

Table 1. Indigenous Programs Strategic Business Plan.

Outputs / Deliverables	Expected Outcomes	Measures
<b>Staffing Renewal</b> <i>(South Direction: Retaining and advocating for Indigenous faculty)</i> <i>Laurentian University will hire and retain First Nations, Métis, and Inuit faculty and staff across departments and in leadership roles who can help Laurentian to achieve its Indigenous programming and research goals</i>		
<ul style="list-style-type: none"> <li>• Indigenous Preferential Hiring Policy</li> <li>• Indigenous Identity Confirmation Policy</li> <li>• Faculty and Staff Recruitment Plan</li> <li>• Pay equity review</li> <li>• Chair of Indigenous Research</li> <li>• FNMI governance roles</li> <li>• Indigenous staff in all areas including Human Resources and Procurement roles</li> <li>• Master of Indigenous Social Work Degree</li> <li>• Indigenous Faculty Council</li> <li>• STEM Indigenous scholar tenure-track faculty hired</li> <li>• Full complement of Indigenous faculty in SIR</li> <li>• MIRI fully staffed</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced Indigenous faculty and staff representation at LU, across faculties, departments, programs, and disciplines</li> <li>• Preventative measures of Indigenous fraud at LU; Indigenous staff, faculty and applicants feel safe engaging in LU's Indigenous confirmation process</li> <li>• LU has multiple Elders in Residence to provide support to students, faculty, and staff</li> <li>• Pay Equity for Indigenous faculty &amp; staff</li> <li>• Enhanced profile for MIRI</li> <li>• Enhanced Indigenous research</li> <li>• Enhanced Indigenous recruitment, retention, and procurement at LU</li> <li>• Enhanced Indigenous governance, including decision making power</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased faculty in the school of Indigenous Relations by 25% and increased Indigenous faculty and staff members at LU by 25%</li> <li>✓ Indigenous faculty &amp; staff at LU are being paid equitably based on benchmarking against non-Indigenous counterparts internally, and Indigenous positions at other post-secondary institutions</li> <li>✓ LU has hired and retained two full time equivalent Elders/Métis Senators in Residence, preferably from local First Nations or urban FNMI communities, who are paid equitably, including as faculty members</li> <li>✓ Designated seats for FNMI, Indigenous seats on the Board of Governors (1/3 of seats) and Senate (no less than 5 seats plus a LUNEC voting member seat) and on various committees</li> </ul>
<b>Programs and Degrees</b> <i>(East Direction: Increasing and supporting our Indigenous students)</i> <i>Laurentian University will develop and deliver programs and degrees that build on our unique strengths and respond to the needs and interests of local First Nations, as well as the local urban First Nations, Métis, and Inuit community</i>		

## LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

<ul style="list-style-type: none"> <li>• Bachelor of Indigenous Interdisciplinary Studies</li> <li>• Expanded Anishinaabe and Michif Language Programs</li> <li>• Indigenous Teachings Policies</li> <li>• Indigenous Micro Credentials scan</li> <li>• Dual-credit Program scan</li> <li>• Bridging Programs</li> <li>• Master of Indigenous Social Work Degree</li> <li>• Bachelor of Education Degree with an Indigenous Teacher Education Program (ITEP) Focus</li> <li>• Indigenous PhD Program to be determined by survey of interests</li> <li>• Indigenous, Equity, Diversity, and Inclusion (IEDI) included in LU Degree Level Expectations and Learning Outcomes.</li> <li>• Discussions initiated with senior leadership regarding tuition waiver for qualifying Atikameksheng and Wahnapiatae Anishinaabek</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting local First Nations with Anishinaabe language revitalization</li> <li>• Supporting local urban Métis and Inuit communities with Michif and Inuktitut language revitalization respectively</li> <li>• A step toward honouring the TRC Call to Action # "16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages" (TRC, 2015, p. 2)</li> <li>• Making Anishinaabemowin more prominent in alignment with LUNEC's TRC Task Force's Recommendation #2 (LUNEC, 2019, p. 10)</li> <li>• Development of Indigenous Micro Credential Programs based on the scan</li> <li>• Development of Dual-credit Programs based on the scan</li> <li>• IEDI throughout all LU program areas</li> <li>• Increased local student enrolments from Atikameksheng and Wahnapiatae Anishinaabek</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased Indigenous student enrolments at LU by 25%</li> <li>✓ Increased student enrolment in Indigenous language courses by 25%</li> <li>✓ Expansion of language program into at least one other Indigenous language (e.g., Michif and Inuktitut)</li> <li>✓ LU is the university of choice for Indigenous students in the North</li> <li>✓ Increased IEDI knowledges and safer learning environments</li> <li>✓ Increased number of local graduates from Atikameksheng and Wahnapiatae Anishinaabek.</li> </ul>
<p style="text-align: center;"><b>Indigenous Research</b>  <i>(West Direction: Expanding awareness and understanding of Indigenous peoples)</i></p> <p style="text-align: center;"><i>Laurentian University will establish itself as a leader in Indigenous research through the Maamwizing Indigenous Research Institute (MIRI) in partnership with local First Nations, as well as the local urban First Nations, Métis, and Inuit community</i></p>		
<ul style="list-style-type: none"> <li>• Director for MIRI</li> <li>• Dedicated grants for FNMI centered research</li> </ul>	<ul style="list-style-type: none"> <li>• Oversight and funding for MIRI</li> <li>• FNMI faculty, staff and students are supported in conducting research through MIRI</li> </ul>	<ul style="list-style-type: none"> <li>✓ \$250,000 – \$1,000,000 raised annually to support Indigenous research through MIRI</li> <li>✓ Decreased Indigenous student attrition</li> </ul>

## LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

<ul style="list-style-type: none"> <li>• Community engagements related to research</li> <li>• Opportunities for secondary students to explore LU programs prior to enrolment</li> <li>• Research opportunities for Indigenous students</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous research that is community directed and led</li> <li>• Partnerships with secondary schools</li> <li>• Partnerships with Indigenous Communities, research organizations, and other stakeholders</li> <li>• Increased Indigenous student engagement in research at LU</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dispersed enrolment of Indigenous students across departments, faculties, and disciplines, including those with historically lower Indigenous student representation</li> </ul>
<p style="text-align: center;"><b>Space and Facilities</b>  <i>(North Direction: Promoting and advancing Indigenous research methods)</i></p> <p><i>Laurentian University will transform into a safe and engaging space for First Nations, Métis, and Inuit students, staff, and faculty to share knowledge together</i></p>		
<ul style="list-style-type: none"> <li>• Maamwizing Research Facility feasibility study</li> <li>• Celebration of FNMI cultures</li> <li>• Cultural Safety training</li> <li>• Traditional Knowledge classrooms</li> <li>• Map of Sacred spaces, land teachings &amp; protocol</li> <li>• Indigenous Library feasibility study</li> <li>• Designated no cost parking for Elders and Métis Senators near entrances</li> <li>• Indigenous faculty and staff offices feasibility study</li> <li>• School of Indigenous Relations Office</li> <li>• Indigenous student residence feasibility study</li> <li>• Anishinaabe Research Museum feasibility study</li> </ul>	<ul style="list-style-type: none"> <li>• Maamwizing Research Facility</li> <li>• Enhanced Métis presence on LU campus</li> <li>• Strengthened relationships with Métis organizational partners</li> <li>• Enhanced sense of belonging and pride among LU students</li> <li>• Enhanced cultural safety for Indigenous students, staff, and faculty at LU</li> <li>• Enhanced cultural safety for members of local First Nations and the urban First Nation, Métis, and Inuit community in the Great Sudbury area</li> <li>• Enhanced relationship with Atikameksheng Anishinaabek First Nation</li> <li>• Enhanced awareness and knowledge of, as well as respect for sacred spaces on campus</li> <li>• Indigenous Library</li> <li>• Enhanced engagement of Elders and Senators on LU campus</li> <li>• Indigenous student residence</li> <li>• Anishinaabe Research Museum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maamwizing Research Facility transformed in accordance with the feasibility study</li> <li>✓ FNMI students report enhanced sense of belonging and pride among LU students (survey data)</li> <li>✓ 25% of LU students, staff, and faculty complete mandatory training annually until 100% is reached</li> </ul>

# LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

## Implementation Plan

Table 2. Implementation Plan.

Staffing Renewal	Programs and Degrees	Indigenous Research	Space and Facilities
<b>Year 1: May 2024-April 2025</b>			
<b>1. Develop Indigenous Preferential Hiring Policy</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Appoint staff, a student graduate placement or hire a consultant to work with LU Indigenous committees, staff and faculty, and local communities to conduct research and engagement to inform the development of an Indigenous Preferential Hiring Policy.</li> <li><b>Lead:</b> AVPAIP, AVPAIP Special Advisor, HR, and Deans.</li> <li><b>Estimated Budget:</b> \$10,000-25,000 Consultant or staff release time, depending on level of research and engagement.</li> </ul> <b>2. Develop an Indigenous Identity Confirmation Policy</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Appoint HR staff, a graduate student placement or hire a consultant to work with LU Indigenous committees, staff and faculty and local communities to conduct research and engagement to inform the development of an Indigenous Identity Confirmation Policy.</li> <li><b>Lead:</b> HR, AVPAIP, AVPAIP Special Advisor.</li> <li><b>Estimated Budget:</b> \$10,000-25,000 depending on level of research and engagement.</li> </ul>	<b>6. Create Bachelor of Indigenous Interdisciplinary Studies</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Hire three Indigenous faculty members using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to raise funding internally and externally to develop the program; develop courses and curriculum content; and promote the Minors in Indigenous Storytelling/Debajimowin, Indigenous Interdisciplinary Studies and Anishinaabemowin Land-Based Immersion.</li> <li><b>Lead:</b> Provost, Dean of Faculty of Arts, AVPAIP, AVPAIP Special Advisor.</li> <li><b>Estimated Budget:</b> \$255,000-450,000 (\$85,000-150,000 total compensation inclusive of salary and benefits for each position *3 positions) for compensation for three positions annually until the program is up and running and becomes profitable with increased enrolments. (Please note: the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.).</li> </ul> <b>7. Expand Anishinaabe / Michif Language Program</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Appoint staff, a student graduate placement or hire a</li> </ul>	<b>9. Hire Director for MIRI</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Hire an Indigenous Director for MIRI using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to help establish and oversee the Centre, including through obtaining funding.</li> <li><b>Lead:</b> MIRI support staff.</li> <li><b>Estimated Budget:</b> \$85,000-150,000 total compensation inclusive of salary and benefits (Please note: the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.)</li> </ul> <b>10. Offer dedicated grants for FNMI-centered research</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Identify grants that support these research sources/goals and provide grant writing support.</li> <li><b>Lead:</b> MIRI support staff.</li> <li><b>Estimated Budget:</b> To be determined by the Director of MIRI.</li> </ul>	<b>11. Establish Maamwizing Research Facility</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Submit proposal to cover the costs of transforming the former bookstore into a facility for MIRI.</li> <li><b>Lead:</b> MIRI support staff, LUNEC &amp; Associate Vice-President Academic &amp; Indigenous Programs.</li> <li><b>Estimated Budget:</b> Cost of renovations.</li> </ul> <b>12. FNMI Celebrations in Prominent Locations</b> <ul style="list-style-type: none"> <li><b>Activities:</b> celebrating all FNMI languages and significant cultural celebrations.</li> <li><b>Lead:</b> Indigenous Sharing and Learning Centre and Indigenous Student Affairs.</li> <li><b>Estimated Budget:</b> N/A.</li> </ul> <b>13. Mandatory Cultural Safety Training</b> <ul style="list-style-type: none"> <li><b>Activities:</b> Deliver customized LU FNMI cultural safety training opportunities / workshops for students, staff, and faculty, reflective of LU's unique context, and local communities.</li> <li><b>Leads:</b> AVPAIP.</li> <li><b>Estimated Budget:</b> \$75,000-100,000 annually for TRC Coordinator.</li> </ul>

<p><b>3. Develop a Faculty and Staff Recruitment Plan</b></p> <ul style="list-style-type: none"> <li>• <u>Activities:</u> Appoint HR staff, a graduate student placement or hire a consultant to work with LU Indigenous committees, LUNEC, staff and faculty, and local communities to conduct research and engagement to inform the development of a faculty and staff recruitment plan.</li> <li>• <u>Lead:</u> HR, Deans and AVPAIP.</li> <li>• <u>Estimated Budget:</u> \$10,000-25,000 depending on level of research and engagement.</li> </ul> <p><b>4. Recruiting an Elder and Métis Senator In-Residence</b></p> <ul style="list-style-type: none"> <li>• <u>Activities:</u> Appoint staff, a graduate student placement or hire a consultant to conduct research on Elders and Métis Senators in Residence hiring and retention practices (hired on contract or in part time, and full-time positions), and write a report summarizing the key findings and recommendations for LU. Ensure the findings and recommendations are reflected in the Indigenous faculty and staff recruitment plan.</li> <li>• <u>Lead:</u> AVPAIP, HR.</li> <li>• <u>Estimated Budget:</u> \$150,000 - \$200,000 as per pay equity of faculty pay grade.</li> </ul> <p><b>5. Staff pay equity review and scan</b></p> <ul style="list-style-type: none"> <li>• <u>Activities:</u> Appoint staff, a graduate student placement or hire a consultant to conduct a pay scale review, scan, and</li> </ul>	<p>consultant to conduct an internal or independent audit of LU language program and scan of Indigenous languages programs at other universities to identify recommendations to enhance it including a focus on local Anishinaabe language revitalization as well as exploring interest in offering Michif and Inuktitut.</p> <ul style="list-style-type: none"> <li>• <u>Lead:</u> Indigenous Sharing and Learning Centre.</li> <li>• <u>Estimated Budget:</u> To be determined by the ISLC Director.</li> </ul> <p><b>8. Develop tuition waiver policy (Atikameksheng and Wahnapiatae Anishinaabek)</b></p> <ul style="list-style-type: none"> <li>• <u>Activities:</u> Appoint staff to coordinate discussion and draft policy.</li> <li>• <u>Lead:</u> AVPAIP, Registrar, Senate, Board of Governors, Finance.</li> <li>• <u>Estimated Budget:</u> To be determined by the ISLC Director.</li> </ul>		
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## LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

<p>comparative analysis using regional data and benchmarking against positions across departments and comparable positions at other universities to ensure competitiveness.</p> <ul style="list-style-type: none"> <li>• <u>Lead</u>: HR, Deans, AVPAIP.</li> <li>• <u>Estimated Budget</u>: To be determined by HR.</li> </ul>			
<p><b>Year 2: May 2025-April 2026</b></p>			
<p><b>14. Hire Chair of Indigenous Research</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Research funding resources and opportunities to create Chair of Indigenous Research role and hire for position using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan.</li> <li>• <u>Leads</u>: VP Research &amp; AVPAIP.</li> <li>• <u>Estimated Budget</u>: \$85,000-200,000 total compensation inclusive of salary and benefits (Please note: the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.)</li> </ul> <p><b>15. Establish FNMI governance roles.</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Develop policies and protocols for FNMI governance roles including on the Board of Governors, Senate, and on various committees.</li> <li>• <u>Lead</u>: Board Chair, Senate Chair, AVPAIP.</li> </ul>	<p><b>16. Develop Policies for Indigenous Teachings</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Appoint a staff, a student graduate placement or hire a consultant to conduct a review of current policies on Indigenous Teachings. With respect to cultural authenticity and appropriate engagement of Elders, Métis Senators, and Knowledge Keepers.</li> <li>• <u>Lead</u>: Deans, AVPAIP, AVPAIP Special Advisor.</li> <li>• <u>Estimated Budget</u>: \$10,000-20,000 for consultant to conduct review and develop report with recommendations.</li> </ul> <p><b>17. Conduct a Micro Credentials Program Scan</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Appoint a staff, a student graduate placement or hire a consultant to conduct a needs assessment to identify micro credential programs to offer to Indigenous students at LU.</li> <li>• <u>Lead</u>: Dean of Faculty of Management, Dean of Faculty of</li> </ul>	<p><b>19. Conduct Community Engagements Related to Research</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Appoint a staff, a student graduate placement or hire a consultant to conduct community engagements to inform Indigenous research conducted through the Maamwizing Indigenous Research Institute.</li> <li>• <u>Lead</u>: MIRI Director and faculty.</li> <li>• <u>Estimated Budget</u>: \$5,000-20,000 for consultant to conduct initial engagements depending on scale and scope; further engagements can be funded by the Institute and individual research projects.</li> </ul>	<p><b>20. Develop a Map of LU Sacred Spaces, Land-Based Teachings &amp; Protocols</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Appoint a staff member or student graduate placement to identify sacred spaces on campus and develop protocols on how they are to be used.</li> <li>• <u>Lead</u>: In collaboration with SIR, MIRI, ISA, and Faculty services.</li> <li>• <u>Estimated Budget</u>: TBD.</li> </ul>



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<ul style="list-style-type: none"> <li>• <u>Estimated Budget</u>: N/A.</li> </ul>	<p>Science, Engineering and Architecture AVPAIP.</p> <ul style="list-style-type: none"> <li>• <u>Estimated Budget</u>: \$10,000-20,000 for consultant to conduct review and develop report with recommendations.</li> </ul> <p><b>18. LU Degree Level Expectations and Learning Outcomes to include Indigenous, Equity, Diversity, and Inclusion (IEDI)</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Appoint staff to ensure LU's Degree Level Expectations (DLE) align with the new Provincial DLEs.</li> <li>• <u>Lead</u>: AVPAIP, Registrar.</li> <li>• <u>Estimated Budget</u>: Staff release time.</li> </ul>		
<p><b>Year 3: May 2026-April 2027</b></p>			
<p><b>21. Hire Indigenous Staff</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Hire Indigenous staff in all areas including Human Resources and Procurement Roles using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to support enhanced Indigenous recruitment, retention, and procurement at the university.</li> <li>• <u>Lead</u>: HR, Procurement Office &amp; ISLC.</li> <li>• <u>Estimated Budget</u>: TBD.</li> </ul>	<p><b>22. Create Dual Credit Programs</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Appoint a staff, a student graduate placement or hire a consultant to conduct research about various dual-credit programs at universities across Ontario and Canada to inform the creation of a dual-credit program at LU.</li> <li>• <u>Lead</u>: Dean of Faculty of Management, Dean of Faculty of Science, Engineering and Architecture AVPAIP.</li> <li>• <u>Estimated Budget</u>: \$10,000-20,000 for consultant to conduct review and develop report with recommendations.</li> </ul> <p><b>23. Develop Bridging Programs</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Connect with other post-secondary institutions (like Trent University) to explore bridging</li> </ul>	<p><b>24. Develop Indigenous Scholars Across a Variety of Programs</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Partner with secondary schools to create opportunities for secondary students to explore LU programs before enrolment, including attending classes.</li> <li>• <u>Lead</u>: ISA, ISLC.</li> <li>• <u>Estimated Budget</u>: Staff release time.</li> </ul> <p><b>25. Create Research Opportunities for Indigenous students at LU</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Partner with Indigenous communities, research organizations, and other stakeholders to offer and promote research opportunities.</li> <li>• <u>Lead</u>: VP of Research, AVPAIP, Director of MIRI.</li> <li>• <u>Estimated Budget</u>: TBD.</li> </ul>	<p><b>26. Establish Indigenous Specific Library within the JN Desmarais Library at LU</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Conduct a feasibility study or scan to explore the costs of transforming spaces on campus or building a new space to incorporate an Indigenous specific library, including an archivist subsection in the library for Indigenous artifacts.</li> <li>• <u>Lead</u>: AVP, Academic (Student Success) &amp; University Librarian.</li> <li>• <u>Estimated Budget</u>: \$15,000-100,000 for consultant to conduct feasibility study plus costs of renovations determined by the study.</li> </ul>

## LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

	<p>programs that further enhance student education at LU in the North.</p> <ul style="list-style-type: none"> <li>• <u>Lead</u>: TBD.</li> <li>• <u>Estimated Budget</u>: Staff release time.</li> </ul>		
<b>Year 4: May 2027-April 2028</b>			
<p><b>27. Hire Indigenous Staff for the Master of Indigenous Social Work Degree</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Hire Indigenous staff for the Master of Indigenous Social Work Degree using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to support enhanced Indigenous recruitment, retention, and procurement at the university.</li> <li>• <u>Lead</u>: Dean of Faculty of Education and Health, AVPAIP.</li> <li>• <u>Estimated Budget</u>: Staff release time.</li> </ul>	<p><b>30. Create a Master of Indigenous Social Work Degree</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Hire required number of Indigenous faculty members as per accreditation requirements using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to raise funding internally and externally to develop the program; develop courses and curriculum content; and promote the BA in Indigenous Interdisciplinary Studies Degree as well as the Minors in Indigenous Storytelling/Debajimowin, Indigenous Interdisciplinary Studies and Anishinaabemowin Land-Based Immersion.</li> <li>• <u>Lead</u>: Dean of Arts, Collective approach.</li> <li>• <u>Estimated Budget</u>: \$255,000-450,000 (\$85,000-150,000 total compensation inclusive of salary and benefits for each position *3 positions) for compensation for three positions annually until the program is up and running and becomes profitable with increased enrolments. (Please note: the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.)</li> </ul>		<p><b>32. Establish Designated No Cost Parking for Elders and Métis Senators Near Entrances</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Advocate for accessibility for Elders, Métis Senators, and Knowledge Holders visiting and teaching at LU, including LUNEC members.</li> <li>• <u>Lead</u>: TBD.</li> <li>• <u>Estimated Budget</u>: Staff release time.</li> </ul>
<p><b>28. Establish an Indigenous Faculty Council</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Advocate for the establishment of an Indigenous Faculty Council, develop terms of reference, and identify and appoint faculty members to sit on the council.</li> <li>• <u>Lead</u>: VP of Academic and Provost, AVPAIP.</li> <li>• <u>Estimated Budget</u>: TBD.</li> </ul> <p><b>29. Elders and Métis Senators in Faculty Positions</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Identify areas to include Elders in faculty positions,</li> </ul>			

## LU INDIGENOUS PROGRAMS STRATEGIC BUSINESS PLAN

<p>drawing on the Elders and Métis Senators in Residence Scan and in partnership with Atikameksheng Anishinaabek First Nation.</p> <ul style="list-style-type: none"> <li>• <u>Lead</u>: AVPAIP, Director of ISLC, AVPAIP Special Advisors.</li> <li>• <u>Estimated Budget</u>: TBD based on the Elder and Senator and Pay Equity scans.</li> </ul>	<p><b>31. Develop a Bachelor of Education Degree with an Indigenous Teacher Education Program (ITEP) Focus</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Hire Indigenous faculty members using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to raise funding internally and externally to develop the program; and develop courses and curriculum content.</li> <li>• <u>Lead</u>: Dean of Health and Education, Collective approach.</li> <li>• <u>Estimated Budget</u>: \$255,000-450,000 (\$85,000-150,000 total compensation inclusive of salary and benefits for each position *3 positions) for compensation for three positions annually until the program is up and running and becomes profitable with increased enrolments. (Please note: the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.)</li> </ul>		
<p><b>Year 5: May 2028-April 2029</b></p>			
<p><b>33. Hire Indigenous Faculty in Tenure-Track Faculty Positions in STEM (Science, Technology, Engineering, and Math)</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Hire Indigenous Scholars in tenure-track positions in STEM using the proposed Indigenous preferential hiring policy, Indigenous identity</li> </ul>	<p><b>36. Develop an Indigenous PhD Program</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Build on the Master of Indigenous Relations Degree to hire an Indigenous Program Director and two Indigenous faculty members using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation</li> </ul>		<p><b>37. Establish an Indigenous Student Residence</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Conduct a feasibility study to explore the costs of developing or redesignating an Indigenous residence on or near campus.</li> <li>• <u>Lead</u>: TBD.</li> <li>• <u>Estimated Budget</u>: \$15,000-100,000 for feasibility study plus costs of a</li> </ul>

<p>confirmation policy, and Indigenous faculty and staff recruitment plan to support enhanced Indigenous recruitment, retention, and procurement at the university.</p> <ul style="list-style-type: none"> <li>• <u>Lead</u>: TBD.</li> <li>• <u>Estimated Budget</u>: Dependent on number of hires, but generally based on \$85,000-150,000 total compensation (inclusive of salary and benefits) for each position, noting the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.</li> </ul> <p><b>34. Full complement of Faculty in School of Indigenous Relations (SIR)</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Hire a full complement of Indigenous faculty in SIR (including an Undergraduate and two Masters programs) using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to support enhanced Indigenous recruitment, retention, and procurement at the university.</li> <li>• <u>Lead</u>: Dean, Faculty of Education and Health.</li> <li>• <u>Estimated Budget</u>: Dependent on number of hires, but generally based on \$85,000-150,000 total compensation (inclusive of salary and benefits) for each position, noting the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.</li> </ul>	<p>policy, and Indigenous faculty and staff recruitment plan to raise funding internally and externally to develop the program; develop courses and curriculum content.</p> <ul style="list-style-type: none"> <li>• <u>Lead</u>: PhD Indigenous Faculty (Faculty of Arts) PhD Social Work Faculty of Health and Education).</li> <li>• <u>Estimated Budget</u>: \$255,000-450,000 for compensation for the required number of positions annually until the program is up and running and becomes profitable with increased enrolments. (Please note: the exact amounts will be determined or adjusted as a result of the Pay Equity Scan.)</li> </ul>		<p>new build or renovations determined by the study.</p> <p><b>38. Anishinaabe Research Museum</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Conduct a feasibility study to explore the costs of developing a research institute archive for Anishinaabe history, culture, and language in partnerships with city, municipalities, industries, and communities. Using the Museum of Anthropology at the University of British Columbia as an exemplar.</li> <li>• <u>Lead</u>: TBD.</li> <li>• <u>Estimated Budget</u>: \$100,000 - \$150,000 to conduct feasibility study plus costs of a new build or renovations determined by the study.</li> </ul>
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<p>35. <b>Fully housed, fully staffed Maamwizing Indigenous Research Institute</b></p> <ul style="list-style-type: none"> <li>• <u>Activities</u>: Partner with Universities to guide LU in hiring a full staff for MIRI.</li> <li>• Achieve goals by using the proposed Indigenous preferential hiring policy, Indigenous identity confirmation policy, and Indigenous faculty and staff recruitment plan to support enhanced Indigenous recruitment, retention, and procurement at the university.</li> <li>• <u>Lead</u>: TBD.</li> <li>• <u>Estimated Budget</u>: Dependent on number of hires, but generally based on \$85,000-150,000 total compensation (inclusive of salary and benefits) for each position, noting the exact amounts will be determined or adjusted as a result of Staff Pay Equity Scan.</li> </ul>			
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### References

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