
Laurentian University Native Education Council (LUNEC)

Strategic Planning Session Report

Tuesday September 11, 2018.

Executive Learning Centre, Fraser Building, Laurentian University

Motion to approve this report and the new 2019-2023 strategic plan (included therein) completed
on Friday November 9, 2018.

Moved by: Kim Nootchtai

Seconded by: Rachael George

Consensus by LUNEC voting members

Table of Contents

I.	Introduction	2
II.	Background	2
III.	Meeting Process	2
IV.	Meeting Discussion	3
V.	Reflections on Successes	3
VI.	Vision of Indigeneity at the University	4
VII.	Strengths, Weaknesses, Opportunities, Threats ..	6
VIII.	Things Yet To Do and Alignment With LU Outcomes	6
IX.	The New Strategic Plan for 2019 to 2023	11
X.	Summary	13
XI.	Appendix A: Agenda	14
XII.	Appendix B: Meeting Participants	15
XIII.	Appendix C: Flipchart Notes From SWOT Analysis Activity	16

Introduction

On September 11, 2018, the Laurentian University Native Education Council (LUNEC) held a half-day strategic planning session for its members as well as invited guests from the University community. The purpose of the planning session was to review the 2013-2018 Strategic Plan and develop a new strategic plan for the next five years.

Background

LUNEC has a mandate as follows:

“...To facilitate Native self-determination by providing advice and recommendations on all matters related to Native education at Laurentian University. The President shall report regularly to the Board of Governors and Senate on advice received from the LUNEC and the follow-ups made by the University. Furthermore, the Board of Governors and the Senate shall each appoint a representative to LUNEC. LUNEC shall appoint a representative to Senate in accordance with Senate bylaws. The University respects the responsibilities and priorities of LUNEC and LUNEC respects the policies and procedures of the University.”

The current version of LUNEC’s Strategic Plan was created in 2012 for the period 2013-2018 and finishes in December. It outlines four strategic areas in a medicine wheel framework:

- Increase the proportion of self-identified Métis, Inuit and First Nations students (East)
- Recruit and retain at least ten Indigenous faculty across all disciplines (South)
- Increase awareness and understanding of Indigenous people (West)
- Increase visibility of relevant and appropriate Indigenous research (North)

LUNEC’s intent is to keep these same strategic directions but to update their actions and set new outcomes within each of these areas.

Meeting Process

The overall meeting objectives for this strategic planning session included:

1. To review progress on the 2013-2018 Strategic plan.
2. To consider strengths, weaknesses, opportunities and threats in the context of a renewed strategic plan.
3. To express a vision for Indigeneity at Laurentian University.
4. To connect the LUNEC’s Strategic Plan to Laurentian University’s Strategic Plan for 2018-2023 and 7 key outcomes.

In order to set the stage for discussion, the Interim Associate Vice President, Academic & Indigenous Programs (AVPAI) shared an assessment of progress against the current strategic plan. The assessment included these broad categories:

- A. Things yet to do
- B. Things in progress
- C. Things that are on-going (part of Indigenous Student Affairs, AVPAI, Maamwizing or other Indigenous departments/faculty work plans)
- D. Things completed

This set the stage for discussion of strengths, weaknesses, opportunities and threats (SWOT) in small groups. Dialogue was also facilitated around the notion of Indigeneity at Laurentian and federated universities. The planning session also included a more detailed review of *Things yet to do* and linkages with the LU Strategic Plan and its 7 Indigenous outcomes. The complete agenda is attached in Appendix A. Meeting participants included members of LUNEC as well as invited guests. The full list of participants is included in Appendix B.

Meeting Discussion

An Opening Prayer was offered by Indigenous Student Affairs (ISA) Knowledge Keeper Mrs. Juliette Denis, followed by welcoming remarks by LUNEC Chair Roxane Manitowabi and Dr. Pamela Toulouse, the Interim AVPAI.

The planning session began with a focus on successes of the current LUNEC strategic plan and an expression of the LUNEC vision on Indigeneity at Laurentian and their federated partners (University of Sudbury, Thorneloe University, Huntington University).

Reflections on Successes

LUNEC members were asked to describe a key outcome or accomplishment that they are particularly proud of at Laurentian and the federated partners. They described the following as key successes and outcomes achieved from the 2013-2018 strategic plan:

Spaces & Accessibility

- The creation of the Indigenous Sharing and Learning Centre (ISLC)
- Increasing demand for online courses
- Use of IT in bringing students who are off-campus into an on-campus feel
- University of Sudbury and the Indigenous Studies program offerings

Students

- Increasing enrolment and relevance in programming for Indigenous students
- School of Indigenous Relations has experienced growth in enrolment and increased demand for courses such that they now need 4 sections for 2nd year classes
- Increased number of Indigenous students who are self-identifying

- 1100 students who self-identify as Indigenous and an increased number of Métis who also speak French
- The voices of Indigenous students are stronger perhaps due to a stronger sense of belonging

Faculty

- High number of Indigenous faculty (29); still need support for junior faculty
- Calibre of faculty – Dr. McGregor, Dr. Walker, Dr. Bourassa
- Retention of key Indigenous staff – Susan Manitowabi, Brock Pitawanakwat, Darrel Manitowabi, Sheila Cote-Meek, Carole Perrault – a gracious and caring face of the Office of the AVPAI
- Need to develop Indigenous faculty resources, a succession plan and mentor younger faculty who can teach

Research

- Increased visibility and appropriate research
- Students are winning awards for their high calibre research and being invited to present at international conferences
- Second Maamwizing conference – increased participation and the whole first day involves presentations by Anishinabek scholars
- Establishment of Maamwizing Research Institute – and the amount of work completed behind the scenes to make this effective such as bringing in the Vice-President Research of the Social Sciences and Humanities Research Council (SSHRC) to meet with Indigenous faculty members

Community

- Increase in engagement with local schools and boards

Vision of Indigeneity at the University

An existing expression of Indigeneity at Laurentian University has been created entitled: “Indigeneity: Laurentian University is committed to reconciliation.” The members of LUNEC were asked to reflect further on this and describe in their own words, what their vision of Indigeneity at Laurentian includes.

Key discussion points which emerged are as follows:

Indigeneity in the university can only be accomplished through “connection to family, land, language and community and the ongoing commitment to sustain and nurture that relationship or connection.”

At the same time, it is important to ensure this vision is inclusive as “there are those that are striving to reclaim and to learn about their identity.”

Land, location, place and buildings or structures are important to consider as part of the vision. It is important to create a nurturing environment and spaces on campus.

Indigeneity is really about making students and faculty feel “you want to be here”. Thus it must include more than language, art and so on, it must also reflect and build an atmosphere in which a student feels safe and is related to and made to feel welcome and connected.

It is important to also draw upon our community stories, history and identity in creating the vision of Indigeneity at Laurentian. The stories of our people who were here prior to us and those that worked hard to build the present day accomplishments need to be honoured.

Indigeneity must build upon the idea “We belong here and we need to reclaim that sense of self determination and identity”.

Self- determination and focus on Indigenous students is foundational as Indigenous students can become lost when they are small in number (sometimes 5% of the class).

Indigeneity cannot be a check box or a set of tactics.

“Indigeneity is something that students have to practice and declare this is what our people did and this is what they said – Indigeneity is not lip service or tokenistic. We can’t just teach them in colonized ways as we are growing teachers or scholars.”

“Students must be “comfortable in their own skin” and be safe as it can be isolating. We need to place emphasis on relationship, language and how we place that language – not just about awareness and appreciation but about how does one live it in our time – to ensure its vitality and fluency as this is a key expression of self determination.”

“We need a systematic lens as our worldview is embedded in how we present, teach and share language, land and relationship.”

“Indigeneity here at Laurentian requires that we claim our space and slowly expand outwards into other spaces (not just Indigenous studies) and cultivate the next generation of Indigenous scholars and “academic aunties”.”

Strengths, Weaknesses, Opportunities, Threats

In small groups LUNEC members described a number of strengths, weaknesses, opportunities and threats. The full list is available in Appendix C. Presented in this section are those that were prioritized as particularly important to consider in the context of this strategic plan.

STRENGTHS

- Maamwizing Research Institute and conference (attracted international attendees and Anishinabek scholars as presenters)
- Students appear more self-confident and are able to voice their opinions
- Location in Northern Ontario lends well to carrying out land based activities in natural surroundings

WEAKNESSES

- Anishinaabemowin language has low visibility and usage on campus
- There is no clearly defined relationship between Laurentian and its federated universities as well as between LUNEC and Laurentian University
- There is an unclear understanding and commonly held definition of Indigeneity at Laurentian
- Tasking Indigenous faculty with Indigenous community engagement but not recognizing these activities as equally important to teaching, research, publication or administration

OPPORTUNITIES

- Transition program (e.g. secondary students to Laurentian University for students who may not have all prerequisites)
Partnerships with Indigenous post-secondary institutes
- Land-based learning, stewardship, and sustainable development

THREATS

- Funding as all institutions compete for funding
- High demand for Indigenous faculty and staff (retention); confronting institutional racism

Things Yet To Do and Alignment With LU Outcomes

In characterizing progress on the current strategic plan a number of items were noted as “things yet to do”. In the afternoon, discussion turned to these activities and where needed, refinements to the activity/action were made. Additionally, LUNEC members were asked to identify which of the Universities’ 2018-2023 Strategic Plan outcomes these activities/actions related to. The 7 Indigenous specific outcomes, which were discussed and referred to, are:

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 by creating a task force to identify priority actions, beginning by offering cultural safety training and opportunities to learn the Anishinaabemowin language to faculty, staff and students;

At the outset of this discussion, it was suggested that a report card be provided periodically (perhaps annually) describing these outcomes as being met. The report card would also depict the progress and good things accomplished. This would give further impetus to attain other objectives. This is a way to achieve outcome 1 by showing accountability to communities in order to enhance relationships with the First Nations. Additionally, it may be helpful to check in on the Strategic Plan at each LUNEC meeting. It was noted that Tableau is a software system used by Laurentian which provides information about self-identified students graduation rates. However, it only holds data from the last 3 years since it was implemented. NOTE: The new LUNEC strategic plan and its recommendations have the appropriate outcome (listed above) accompanying it (by relevant number or numbers).

Things Yet To Do (From LUNEC Strategic Plan Assessment):

Activity of Action	Outcome	Suggested refinement
“Host a one day on campus event for all post-secondary education counsellors by 2016”	1	Continue to participate in local events such as 2020 partnership with College Boreal and Cambrian involving a one day conference aimed at recruitment and retention of Indigenous students Coordinate with Liaison who host provincial guidance counsellors on campus.
Strengthen connections to First Nations/Inuit/Métis communities and organizations by holding at least one LUNEC meeting in the community each year	1	Be visible in the communities; perhaps organize next meeting in Atikameksheng LUNEC and community members should not “have to come here all the time”
Explore the feasibility of apps for language and cultural competency by 2015	8, 14, 21	Ensure that you are also “implementing and evaluating” these apps (such as the one to be launched in October); explore how faculty can use these apps in teaching of courses; ensure signage at entrance to University shows Anishinaabemowin as a priority; consider a community challenge, promotion etc. to encourage the use of the selected app
Work towards increasing additional culturally appropriate and nurturing social and study spaces around the campus for Indigenous students by 2018	8, 21	Consider outside spaces as well
By 2018 develop designated target seats for Aboriginal students in limited enrolment programs like Nursing, Science, Engineering, Architecture etc.	5, 14	By 2023 develop designated target seats for Indigenous students in limited enrolment STEM programs such as Health, Nursing, Science, Engineering, and Architecture.
Recruit and retain at least 10 Aboriginal faculty across all programs between 2013-2018. For example: increase Aboriginal faculty in faculties such as management and science & engineering to at least 2 fulltime Aboriginal	14	In reflecting on the statement: “Recruit and retain at least 10 Aboriginal faculty across all programs between 2013-2018.”, it was noted that this remained stable between 20-25 over the timeframe noted. Therefore LUNEC members suggested it should be reframed as follows: “Retain and support/have faculty in tenure track

complements in each		<p>positions – first and foremost by addressing cultural safety and creating a conducive environment for Indigenous faculty.”</p> <p>It was noted that often there are disproportionate demands on existing Indigenous faculty to carry out administrative, community engagement and governance roles. Currently the institution is not supporting them and this additional workload takes away from their ability to research, publish and teach as they should.</p>
Advocate for at least one tenure track position for the School of Native Human Services by 2018 to support growth in the graduate program.	14	<p>Suggested change:</p> <p>“Advocate for at least 1 tenure track position for the School of Indigenous Relations and ensure appropriate faculty resources/staffing complement to deliver on program offerings and maintain accreditation”</p>
Provide a mentor for each new Aboriginal faculty member hired to encourage Aboriginal faculty retention	21	<p>Suggested change:</p> <p>“Provide a mentor for each new Indigenous faculty member hired to encourage Indigenous faculty retention. Build a safe environment for faculty so that they are supported, recognized and compensated as they should be.”</p>
Develop Indigenous faculty exchange / visiting scholar program to enhance sharing and increasing Indigenous knowledge by 2018 – outcome 16	16	Keep as is with no changes.
Begin development of a PhD program that has an Indigenous focus or stream in partnership with the School of Indigenous Relations by 2018.	14	<p>Keep but change timeframe:</p> <p>Begin development of a PhD program that has an Indigenous focus or stream in partnership with the School of Indigenous Relations by 2023.</p>
Develop a policy by 2018 that all students must take an Indigenous based course or Aboriginal language course as part of their program in order to	5, 14, 21	<p>Minor wording change e.g. Aboriginal to Indigenous</p> <p>“Develop a policy by 2018 that all students must take an Indigenous based course or Indigenous</p>

graduate (only in the Faculty of Arts now)		language course as part of their program in order to graduate (only in the Faculty of Arts now). Begin with the Faculty of Science as a priority.
Increase accessibility of Aboriginal language programs by increasing the frequency via different means (online, apps, evening/day courses) and exploring how free certified language courses could be offered	14, 21	<p>Minor wording changes:</p> <p>“Increase accessibility of Indigenous language programs by increasing the frequency via different means (online, apps, evening/day courses) and exploring how free certified language courses could be offered.”</p> <p>LUNEC members further suggested that there be:</p> <p>Consideration of innovative ways to teach language such as out on the land in communities where there is a rich pool of language holders in the community. They noted that we need to grasp this opportunity now while we still have strong language holders and embrace a role of bridging opportunities to cultivate new language teachers.</p>

The New Strategic Plan for 2019 to 2023

LUNEC members were engaged in a process to reflect on their 2013-2018 strategic plan and create a new one for 2019-2023. The following summarizes those discussions:

East direction – increasing and supporting our Indigenous students

- Advocate for a Navigator position for Indigenous students to meet both their academic and social service needs. (14, 21)
- Plan a one-day event for students to connect with community resources (ex. N'Swakamok Friendship Centre, Shkagamik-Kwe Health Centre, Others). (1)
- Offer customized mentorship programs for Indigenous students to support retention efforts (ex. Far North mentorship may look very different than local Indigenous communities). (14, 21)
- Provide analysis of Indigenous student retention and graduation rates for informed decision making and further planning (ex. Use the data from Tableau). (14, 21)
- Expand linkages to elementary schools as a way to encourage students to consider Laurentian University in their educational planning. (1)
- Consider ways to structure student awards that are positioned towards resiliency, consistency and commitment, as opposed to only high attainment of marks. (14, 21)
- Create opportunities for Indigenous students to gather with others like themselves both at outset of university journey and in a capstone course (ex. rationale for this is that Indigenous courses are 90% settler students). (14, 21)
- Continue to participate in local events such as the 2020 partnership with College Boreal and Cambrian College. Invite the University of Sudbury in this collaboration and planning of a one-day conference aimed at recruitment, retention and graduation of Indigenous students. (1, 8)
- Coordinate with Liaison, who host provincial guidance counsellors on campus annually, to invite all Indigenous Education Counsellors to this event. (1)
- Ensure LUNEC is visible in the communities by organizing meetings in the First Nations with specific reference to our current voting membership. (1)
- Identify and promote the current culturally appropriate outdoor spaces to the entire university community. (8, 21)
- Develop designated seats for Indigenous students in limited enrolment STEM programs such as Health, Nursing, Science, Engineering and Architecture. (5, 14)

South direction – retaining and advocating for Indigenous faculty

- Support the twenty-nine Indigenous faculty that are at various ranks across Laurentian and the federated partners (ex. policies, resource sharing, mentorship). (14, 21)

- Explore the status of Indigenous faculty satisfaction through a comprehensive research project (ex. Why do faculty leave? What are the root causes of satisfaction and dissatisfaction?) (21)
- Review the results of the provincial survey regarding Indigenous faculty and Indigenization at Universities. Support their recommendations for the betterment of Indigenous education in our communities (ex. examine the report by the Council of Ontario Universities Indigenous Reference Group). (21)
- Create a welcoming and safe environment for Indigenous faculty in all disciplines by ensuring non-Indigenous faculty undertake cultural sensitivity/decolonization training. (14, 21)
- Advocate for at least 1 tenure-track position in the School of Indigenous Relations to deliver on program offerings and maintain accreditation. (14)
- Begin development of a PhD program that has an Indigenous focus in partnership with the School of Indigenous Relations. (14)

West direction – expanding awareness and understanding of Indigenous peoples

- Have important symbolic elements such as the drum and eagle staff incorporated at graduation and other significant university events. (8)
- Support the recommendations from the LUNEC Truth and Reconciliation Task Force with communication, advocacy and implementation monitoring. (21)
- Incorporate Indigenous content into faculties and programs where Indigenous representation is historically low (ex. opportunity for the Faculty of Management and the Aboriginal Financial Officers Association of Canada partnership). (14)
- Create a measurable plan, in partnership with the University of Sudbury and the Indigenous Institutes, to offer Anishinaabemowin to faculty, staff and students using various strategies (ex. signage, apps, online, land based). (8, 14, 21)
- Articulate and formalize the relationship of LUNEC and the University of Sudbury through a Memorandum of Understanding. (1, 14, 16)
- Ensure prominent signage at entrances to the University shows Anishinaabemowin as a priority. (8)
- Develop a policy that all students must take an Indigenous based course or Indigenous language course as part of their program in order to graduate (only in the Faculty of Arts now). (5, 14, 21)
- Consider innovative ways for the teaching of Indigenous languages such as out on the land or in community where there are strong language holders. (14, 21)

North direction – promoting and advancing Indigenous research methods

- Support the Maamwizing Research Institute so that it can be as effective as possible in delivering on its mandate. (16)

- Ensure researcher/community capacity and awareness about appropriate Indigenous research protocols. (16)
- Communicate Indigenous communities' self-determined research interests and then design research to match their needs. (16)
- Advocate for community based research to be privileged in the same stream as peer reviewed/mainstream modalities of research. (14, 16)
- Communicate to institutions that community based research is to be considered as legitimate faculty scholarly work (ex. also supports faculty retention). (1, 14, 16)

Summary

This strategic planning session was organized to animate dialogue around a renewed vision for Indigeneity at Laurentian and a renewed strategic plan for the next five years. Key directions that emerged from the discussion included:

- Faculty retention and creating a supportive environment
- The teaching of language in innovative ways
- Defining Indigeneity so that all can mobilize around a common understanding
- Leveraging partnerships and reinvigorating community engagement
- Formalizing relationships between LUNEC & Laurentian University and between Laurentian University with the University of Sudbury.

Appendix A: Agenda



LAURENTIAN UNIVERSITY NATIVE EDUCATION COUNCIL

LUNEC Regular Meeting and Strategic Planning Session

September 11th, 2018, 9:00 am to 4:00 pm

Executive Learning Centre, FA-386 (Fraser Bldg.)

LUNEC REGULAR MEETING - 9.00 to 11.00 a.m.	
9:00 am	Opening Prayer / Welcome / Introductions= 1. Approval of the agenda for September 11 th , 2018 - <i>need a motion to approve</i> 2. Approval of the meeting minutes for March 26 th , 2018 - <i>need a motion to approve</i>
9:25 am	1. Business Arising from previous meetings (<i>all action items in the meeting minutes are in red</i>) 2. Update from the Interim Associate Vice-President, Academic and Indigenous Programs
9:55 am	1. LUNEC Strategic Plan 2013 to 2018 Assessment 2. LUNEC Truth and Reconciliation Task Force (TRTF)
10:25 am	BREAK
10:40 am	LU Strategic Plan – 1 Strength and 7 Outcomes Updates (Pamela Toulouse)
10:50 am	Members share any updates
11:00 am	<i>Transition for LUNEC Strategic Planning Session</i>
LUNEC STRATEGIC PLANNING SESSION - 11.00 a.m. to 4.00 p.m.	
11.00 a.m.	Visioning Activity > The possibilities for LU and the federated universities as it relates to Indigeneity (the Why?)
11.45 a.m.	Reviewing Vision Activity – Foundation for Afternoon Planning
12:00 p.m.	LUNCH
12.45 p.m.	SWOT – Strengths, Weaknesses, Opportunities and Threats
1.15 p.m.	Things Yet To Do (LUNEC Strategic Plan Assessment)
1.30 p.m.	LU Strategic Plan and 7 Outcomes – Connecting Our Plan to these outcomes - Discussion and Ideas
2.15 p.m.	Introduction Activity to Making Our Vision Happen – What, Who, When, Where?
2.30 p.m.	BREAK
2.45 p.m.	Conclusion to Making Our Vision Happen – What, Who, When, Where?
3.45 p.m.	Recap, Closing Prayer, Departure

Appendix B: Meeting Participants

<u>LUNEC Members (voting)</u>	<u>LUNEC Members (non-voting)</u>
Roxane Manitowabi, LUNEC Chair, Ontario Native Education Counselling Association	Shelly Moore Frappier, Director, Indigenous Student Affairs
Grace Fox, Union of Ontario Indians	Laura Hall, LUNEC representative appointed to the Senate
Kim Nootchtai, Atikameksheng Anishnawbek	Susan Manitowabi, School of Indigenous Relations
Stephanie Roy, United Chiefs and Councils of Manitoulin	Celeste Pedri-Spade, Director, Maamwizing Research Institute
Lorrie Ann Linklater, Sagamok Anishnawbek	Sophie Bouffard, President, University of Sudbury
Rachael George, N'Swakamok Friendship Centre	Brock Pitawanakwat, Chair of Indigenous Studies
Juliette Denis, ISA Knowledge Keeper	Joel Dickinson, Acting Dean for the Faculty of Arts
	Serge Demers, Interim Provost and Vice President, Academic
	Pamela Toulouse, Interim AVPAI
	Carole Perrault, Administrative Officer for the AVPAI

Appendix C: Flipchart Notes From SWOT Analysis Activity

Strengths

Hub – ISLC (3)

Indigenous faculty (5)

Research – visibility (3)

Self-identification increasing (2)

Indigenous content, courses (2)

Requirement to take at least one course with Indigenous content in first year (3)

Awareness and comfort with knowledge of Indigenous culture (2)

Increasing awareness of activities offered by ISLC staff and programs – open participation encouraged (5)

Faculties are willing to engage but don't know how (2)

LUNEC as a collective voice and has a strategic plan (3)

The ear of the higher ups – respect, interest. E.g. President is learning Anishinaabemowin (2)

Maamwizing Research Institute and conference (attracted international attendees and presenters) (6)

Current strategic plan (2)

Students appear more self-confident and are able to voice their opinions (6)

Resources – base budget and special grants and human resources and elders (4)

Location in N Ont can do land based activities in natural surroundings (6)

History of relationships between settlers and Indigenous (2)

Weaknesses

language – visibility and usage (7 votes)

Inability to influence change structurally and politically

Tri-cultural mandate – should be defined by the community (5 votes)

No clearly defined relationship with federated university and between LUNEC and university (9 votes)

Faculty are not replaced with tenure (3 votes)

Collective agreement/academic freedom held up as reasons to not participate

University relies heavily on First Nation faculty to educate/support on Indigenous issues with no compensation to departments (overworked, undercompensated) (5 votes)

Perception that Indigenous department has lots of \$\$\$ (4 votes)

No clear understanding of Indigeneity (7 votes)

Lack of protocols between University and Indigenous community re research, elders (3 votes)

of fluent speakers on campus (3 votes)

community not working with and inviting community to be part of the university (4 votes)

Acknowledgement of all First Nations , Métis and Inuit histories, contributions, territories and trailblazers (5 votes)

PEFAL dependent (3 votes)

Opportunities

Language partnerships e.g. Boards (3 votes)

Partnerships e.g. Boards to connect students to on-campus learning (e.g. summer school credits) (5 votes)

Partnerships as well to community organizations

Accreditation , prior learning assessment review (PLAR) for language (1 vote)

Partnership AFOA with faculty of management (2 votes)

Transition program (e.g. secondary students to LU for students who may not have all pre-requisites) (6 votes)

STEM (and/or other math/science supports/program) (3 votes)

Partnership with Indigenous post-secondary institutes (7 votes)

Land-based learning – stewardship ; sustainable development (6 votes)

Metal earth

All faculties committed to incorporating Indigenous content (4 votes)

Possibility to have eagle staff at commencement (5 votes)

Threats

Funding – institutions competing for funding (6)

Political climate (provincial) (2)

High demand for Indigenous faculty and staff (retention); institutional racism (5)

Policies ie. Signage (3)

Time versus language protection (1)

Declining group of fluent speakers (3)

This is NOT our system (institutional racism) (3)

Indigenization – commodification , expectation (1)

Developing common language

Changing mentalities re language, re-framing how we teach (2)

Self sufficiency , how do we generate an income (2)

Corporate sponsorship – integrity of the program/being conscious of the relationships (3)