

**OGIMAAWIN-ABORIGINAL GOVERNANCE COUNCIL**  
**NISHTAM WATABIIN (FIRST ROOTS)—STRATEGIC PLAN 2017-18**

## INTRODUCTION

The development of this strategic plan has been a long time in the making. The last approved strategic plan for the Ogimaawin Aboriginal Governance Council (OAGC) was for the period 2010-2013. An initial draft of a new plan was completed in 2013 after a retreat in 2012 to focus on strategic direction. That draft was never submitted to OAGC for approval. On January 25, 2016, OAGC renewed its approval of an Ad Hoc Strategic Plan Committee (the Nishtam Watabiin Committee). Committee members are Dr. Peggy Smith, Dr. Christopher Mushquash, Tim Pile, Jerri-Lynn Orr and Barb Eccles (University Secretary).

The Committee has attempted to align the categories of the OAGC Strategic Plan with the Lakehead University Strategic Plan 2013-2018 and the Academic Plan 2012-2017. We have also considered the University's Strategic Mandate Agreement with the Province of Ontario. Because all three of these plans are nearing the end of their terms, and a new planning cycle is beginning, this OAGC Strategic Plan is designed as a baseline for the new strategic planning processes. The OAGC is exploring how to better integrate its planning with the wider university plans. If this integrated planning approach is implemented, this strategic plan can provide a foundation from which to provide input into the wider university plans. Appendix A is a comparison of this OAGC strategic plan with the three wider university plans.

### Lakehead University Strategic Plan 2013-18

The Lakehead University Strategic Plan 2013-2018, approved by the Board of Governors, focuses on the following areas:

- Nurturing scholarship
- Learner-centred student experience
- Growth and capacity development
- Community engagement

- Economic development

In this plan, there is only one specific, measurable commitment related to Indigenous student enrollment and that is to “increase the number of Aboriginal students by more than 150 over the term of the plan” (p. 17). It is important to monitor Indigenous student enrollment and, even more importantly, to do this in a way that effectively captures those enrollment numbers. This issue will be addressed later. The plan also expresses support for the construction of the Kendaasiwin Centre, as a “natural gathering space for students”.

#### Lakehead University Academic Plan 2012-2017

The Academic Plan 2012-2017 was approved by Senate and describes four priority areas, each with some commitments to Indigenous issues and with Priority IV being exclusively committed to Indigenous students:

- Priority I: Achieve excellence in teaching, learning and research
- Priority II: Extend community engagement and outreach
- Priority III: Strengthen our commitment to social justice
- Priority IV: Enhance our support of First Nation, Métis, and Inuit (Aboriginal) students

#### Lakehead University Strategic Mandate Agreement 2014-2017

Lakehead University’s Strategic Mandate Agreement (2014-17) outlines the role the University currently performs in Ontario’s postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry of Advanced Education and Skills Development (MAESD) Differentiation Policy Framework. Lakehead has identified key areas in which is differentiated from other Ontario universities, including “a commitment to First Nation, Métis and Inuit (Aboriginal) learners”. The categories addressed in the SMA include:

- Jobs, Innovation and Economic Development: Areas of institutional strength related to Indigenous issues includes the Ring of Fire development and participation of local First Nation communities in that development and ongoing community collaboration including with Indigenous communities.
- Teaching and Learning: Lakehead points to its use of technology, including Telepresence, to provide opportunities to non-traditional learners, including remote northern First Nations. Also mentioned is the development of an Advanced Teaching, Technology and Learning Centre which will address Indigenous curriculum, among other things.
- Student Population: Lakehead points to its commitment to the Indigenous student population which metrics show was 8.5% of the total student population, as compared with 2% provincially. Indigenous-specific funding from the province is used to: enhance

learning options, pathways and transitions; strengthen programs and services; raise the Indigenous profile; and advance key partnerships. Lakehead also targets the Achievement Fund designed to provide elementary students, especially Indigenous students, with connections to the University.

- Research and Graduate Education: One of Lakehead's research priorities is "First Nation, Métis and Inuit (Aboriginal) Research" and Lakehead points to its growing research capacity.
- Program Offerings: Social Justice/Aboriginal Emphasis is listed as a Lakehead area of strength and an area for growth.
- Institutional Collaboration to Support Student Mobility: Lakehead describes its partnerships with colleges to encourage multi-institutional pathways for students. Lakehead points especially to its partnerships with Confederation and Georgian colleges to enhancing educational opportunities for Indigenous students.

Another milestone during the period of development of this plan was the release of the final report of Truth and Reconciliation Commission. The TRC heard testimony from residential school survivors and the impact of the residential school experience on Indigenous people and communities. In 2015, the TRC filed an interim report with 94 Calls to Action covering a range of areas, including education. In response, Lakehead University has appointed Cynthia Wesley-Esquimaux as the Chair on Truth and Reconciliation. The Nishtam Watabiin has also considered the TRC's Calls to Action and is committed to working in the spirit of the TRC Calls for Action, especially considering Universities Canada Principles on Indigenous Education in Response to TRC's Calls for Action (both included as Appendix B). We acknowledge that Lakehead University has been committed to similar principles in terms of its support for Indigenous students for the past 25 years.

#### OGIMAAWIN ABORIGINAL GOVERNANCE COUNCIL MISSION STATEMENT (OAGC by-laws, section 1)

The Lakehead University Ogimaawin Aboriginal Governance Council (OAGC), representing the interests and concerns of the Aboriginal Community, serves as an official and formal decision-making body and channel for communications between Aboriginal Peoples and Lakehead University respecting issues which affect Aboriginal post-secondary education. Furthermore, the OAGC seeks the promotion, enhancement, pursuit, and availability and accessibility of Aboriginal post-secondary education, which is defined as:

- a) Programs/courses related to Aboriginal issues;
- b) Programs/courses designed for Aboriginal students;

- c) Research relating to Aboriginal peoples and issues; and
- d) Services that support Aboriginal students to succeed

OGIMAAWIN ABORIGINAL GOVERNANCE COUNCIL MANDATE (excerpt from OAGC bylaws, section 2)

One of the mandates of the OAGC is to “develop an O-AGC Strategic Plan which will assure quality programs, courses and research in Aboriginal post-secondary education recognizing and contributing to Lakehead University’s Academic Plan and Strategic Plan” (OAGC bylaws, s. 2.1d).

The OAGC Nishtam Watabiin Committee, in keeping with its mandate, has laid out its strategic goals following the areas outlined under purpose in its bylaws (as above), with the addition of “community engagement”.

#### OGIMAAWIN ABORIGINAL GOVERNANCE COUNCIL STRATEGIC GOALS

The Ogimaawin Aboriginal Governance Council will encourage and support, where possible, the following activities.

##### **1. Programs & Courses Related to Indigenous Issues**

- The development of curriculum to increase knowledge among students about Indigenous issues (First Nation, Métis and Inuit)
- The hiring of an Indigenous Curriculum Specialist to support faculty and students in delivering the Indigenous Content Requirement
- The monitoring of the implementation of the Indigenous Content Requirement to promote increased knowledge about Indigenous issues
- Ensuring Indigenous content is reflective of all three constitutionally recognized Indigenous peoples—First Nations, Métis and Inuit
- Providing opportunities across the university to raise awareness about Indigenous issues among students, faculty and staff
- Raising awareness internally and externally about the Crown’s (both federal and provincial governments) legal obligations to affirm and recognize Aboriginal and treaty rights as per section 35 of the Constitution Act, 1982 and uphold the United Nations Declaration on the Rights of Indigenous Peoples which Canada ratified in 2010
- The further development of Indigenous content in the curriculum at both the undergraduate and graduate levels in all academic units with the goal of providing more options for students to focus on Indigenous issues as a core area within disciplines, e.g., a Bachelor Degree in Fine Arts, with a focus on Indigenous Arts or a Bachelor of Arts Languages in Anishinaabemowin
- The development of a graduate program in Indigenous Learning
- The implementation of the Truth and Reconciliation Commission’s Calls for Action, considering Universities Canada Principles on Indigenous Education, in an accountable fashion through a transparent plan

- The improvement of the relationship between OAGC, Senate and the Board of Governors in order to better address raising awareness about Indigenous issues

## **2. Programs & Courses Designed for Indigenous students**

- The maintenance and enhancement of existing programs and expansion of courses designed for Indigenous students, including but not limited to, the Dept. of Indigenous Learning
- Ensuring the effectiveness of access programs for Indigenous students, including the Native Access Program, the Native Nurses Entry Program and teacher access programs
- Revitalization of the Native Access Program for Engineering
- The development of initiatives to encourage greater Indigenous student enrollment in graduate programs with needed supports
- The improvement of the delivery of Indigenous language programs
- Ensuring programs designed for Indigenous students reflect the three Aboriginal peoples in Canada as defined in s. 35 of the Constitution Act—“Indians” (First Nations), Métis and Inuit

## **3. Research Related to Indigenous Peoples**

- The promotion of community-based research that is based on mutually beneficial outcomes for both researchers and Indigenous people and communities
- The ongoing awarding of the Indigenous Partnership Research Award designed to celebrate and encourage research partnerships with Indigenous people and communities
- The establishment of Indigenous student research awards
- The establishment of an Indigenous Research Centre
- Ensuring research results are accessible to and easily understood by Indigenous peoples and communities
- The promotion and highlighting of international research with Indigenous communities
- Providing support for First Nations, Métis & Inuit communities to archive their historical records

## **4. Services Supporting Aboriginal Student Success**

- The construction of the Gichi Kendaasiwin Centre or an alternative space as a welcoming and safe place for Indigenous students, their families and communities and as a place that reflects Indigenous issues, histories and cultures
- An increase in the enrollment of Indigenous students in all academic units
- The designation of space at the Orillia campus for Indigenous student use
- Improvement in the success, retention and promotion of Indigenous students enrolled at Lakehead in all academic units
- An increase in the number of Indigenous faculty members in all academic units to 10% of all faculty to reflect the Indigenous student population
- Improvement in the retention of Indigenous faculty
- An increase in the number of Indigenous staff to 10% of all staff to reflect the Indigenous student population, including an increase in positions at the senior administrative level

- The development of a long-term strategic plan for First Nation, Métis & Inuit student recruitment in all academic units
- Lobbying the provincial and federal governments to address barriers to student success (i.e., Ontario Works funding, affordable housing, daycare, food security, Indigenous & Northern Affairs Canada post-secondary funding)
- Working with primary and secondary Indigenous students to encourage them to attend university, in particular through the Achievement Fund and the Aboriginal Mentorship Program
- Being responsive to the cultural needs of Indigenous students
- Improvement in the data collection about Indigenous student enrollment, retention and employment following graduation
- An increase in the level of financial aid through bursaries and scholarships for Indigenous students

## **5. Community Engagement**

- The revival of the Aboriginal Alumni Chapter and participation in the Alumni and Community Relations Ambassador program as a way of strengthening Lakehead's ties with Indigenous communities
- A strengthening of relationships with Ontario Far North and circumpolar Indigenous communities
- Working with Indigenous communities to promote student recruitment, research, and sustainable economic development
- Improvement in Lakehead's relationships with Aboriginal Institutes, especially those in northwestern Ontario, such as Oshki-Pimache-O-Win and Seven Generations

Appendix A  
Comparison of OAGC Strategic Plan with Lakehead Strategic Plan, Academic Plan and Strategic Mandate Agreement

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
<b>Programs &amp; Courses Related to Indigenous Issues</b>	Develop curriculum to increase knowledge among students about Indigenous issues (First Nation, Métis and Inuit)	Lakehead will be recognized for the excellence of its scholarship, the cohesive integration of teaching, learning and research, and the incorporation of disciplines into an integrated, multidisciplinary framework	Establish a joint SAC/SUSC Task Force composed of faculty from various disciplines, both campuses and the Registrar to develop a plan for ensuring that all Lakehead students graduate with at least one course that incorporates Indigenous knowledge and/or Aboriginal content. The plan should include a cross-faculty survey of where and how Indigenous knowledge and/or Aboriginal content are currently addressed in curricula.	One of Lakehead's identified area of institutional strength in relation to program offerings is Social Justice/Aboriginal Emphasis.

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	Hire an Indigenous Curriculum Specialist to support faculty and students in delivering Indigenous Content Requirement		Continue to develop curriculum to increase knowledge about Aboriginal issues with the help of an Indigenous Curriculum Specialist	ATAC is being expanded to include a nimble team of technology, pedagogy and curriculum (including Aboriginal curriculum) specialists
	Monitor implementation of Indigenous Content Requirement to ensure it improves knowledge about Indigenous issues		Develop and implement a plan that addresses the necessary cross-faculty changes	
	Ensure Indigenous content is reflective of all three constitutionally recognized Indigenous peoples—First Nations, Métis and Inuit			
	Provide opportunities across the university to raise awareness about Indigenous issues among students, faculty and staff		-Increase faculty, staff, and students' awareness and appreciation of Indigenous knowledge and Aboriginal realities -Continue to develop and deliver support (e.g. workshops, presentations, etc.) for faculty and staff especially with respect to the Indigenous Content Requirement for programs. Promote as essential professional development	
	Raise awareness internally and externally about the legal duty to consult and accommodate Indigenous peoples and about the United Nations Declaration			



Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	on the Rights of Indigenous Peoples			
	Increase and develop Indigenous content in the curriculum at both undergraduate and graduate levels in all academic units		Increase and develop Aboriginal (Indigenous) content in the curriculum at both the undergraduate and graduate levels in all Faculties	
	Develop a graduate program in Indigenous Learning			
	Develop a plan for and reporting on implementation of the Truth and Reconciliation Commission's Calls for Action, considering Universities Canada Principles on Indigenous Education			
	Improve relationship among OAGC, Senate and the Board of Governors in order to better address raising awareness about Indigenous issues			
<b>Programs &amp; Courses Designed for Indigenous students</b>	Maintain and enhance existing programs and courses, especially Dept. of Indigenous Learning		<ul style="list-style-type: none"> <li>-Review and enhance Aboriginal programs following discussion and input from key university groups and potential employers</li> <li>-Continue to explore the development of programs with an Indigenous focus</li> </ul>	-Team-driven approach has enhanced services to provide support for first-generation learners, including Aboriginal learners, studying on and off campus
	Ensure effectiveness of access programs for Indigenous students, including the Native Access Program, the Native			Student Access and Gateway to Education (SAGE) program assists students with their

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	Nurses Entry Program and teacher access programs			<p>transition to university-level studies. SAGE has enabled staff to be responsive to the changing needs and demands of learners by adopting emerging tools and technology to support them throughout their studies</p> <p>-A shared commitment with Confederation College to enhancing educational opportunities for learners in rural communities and for First Nations, Métis, and Inuit (Aboriginal) students</p>
	Revitalize Native Access Program for Engineering			
	Develop initiatives to encourage greater Indigenous student enrollment in graduate programs with needed supports		<p>-Establish and support the position of coordinator of Graduate and External Relations within the Office of Aboriginal Initiatives</p> <p>-Update database with contact information for current Aboriginal graduate students</p> <p>-Plan and deliver a Faculty of Graduate Studies information session for Aboriginal undergrad students</p> <p>-Promote the NAGE (Nanibijou Aboriginal Graduate Enhancement</p>	

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
			<p>Program) through ads in Aboriginal newspapers and other forms of media</p> <ul style="list-style-type: none"> <li>-Continue to develop Aboriginal-focused brochures and role model posters</li> <li>-Form relationships and linkages with other SAGE (Supporting Aboriginal Graduate Education) initiatives at post-secondary institutions in Ontario with a view to gaining knowledge, establishing support networks, and sharing effective practices for supporting Aboriginal students</li> <li>-Identify barriers to graduate student participation and develop plans to increase participation</li> </ul>	
	Improve the delivery of Indigenous language programs			Lakehead/Georgian Partnership plans for focus on Aboriginal language (among other things)
	Ensure programs designed for Indigenous students reflect the three Indigenous peoples— First Nations, Métis and Inuit			
<b>Research Related to Indigenous Peoples</b>	Promote community-based research based on mutually beneficial outcomes for both		Enhance capacity for and advance Aboriginal research initiatives	

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	researchers and Indigenous people and communities			
	Promote Indigenous research methodologies		Develop and implement a plan to increase awareness of Aboriginal research practices	
	Support research partnerships with Indigenous people and communities through the Indigenous Partnership Research Award			
	Highlight Indigenous research during Research & Innovation Week, including high profile Indigenous researchers as guest speakers		-Profile and highlight Aboriginal research during Lakehead University's Research Innovation Week - Invite a high profile Aboriginal Scholar to speak during Research Innovation week	One of Lakehead's research priorities is First Nation, Métis, and Inuit (Aboriginal) Research
	Support an Indigenous Research Facilitator to collaborate and promote faculty and student research and scholarly projects in partnership with Indigenous people, communities and organizations		Support an Aboriginal Research Facilitator to collaborate and promote faculty and student research and scholarly projects in partnership with Aboriginal communities and organizations	
	Establish Indigenous student research awards at both undergrad & graduate levels			
	Establish an Indigenous Research Centre			

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	Ensure research results are accessible to and easily understood by Indigenous peoples and communities			
	Promote and highlight international research with Indigenous communities			
	Provide support for First Nations, Métis & Inuit communities to archive their historic records			
<b>Services Supporting Aboriginal Student Success</b>	Build the Chi-Kendaasiwin Centre as a welcoming and safe place for Indigenous students, their families and communities and as a place that reflects Indigenous issues, histories and cultures	Commitment to building Chi-Kendaasiwin Centre	-Develop the Gichi Kendaasiwin Centre to create a community, academic and cultural support centre for Aboriginal students, faculty and staff, and recognize and showcase the history and accomplishments of Indigenous peoples	The Chi-Kendaasiwin Centre will provide a gathering place to provide academic support and spiritual, elder, and social space for Aboriginal students. The Kendaasiwin Project will expand postsecondary education support for at-risk youth in communities across the north, increase the success of Aboriginal learners, and help to revitalize, celebrate, and share First Nations, Métis and Inuit culture for the benefit of all Ontarions
	Designate space at Orillia for Indigenous student use		Designate space for Aboriginal student use at the Orillia campus	
	Increase the enrollment of Indigenous students in all academic units	Increase the number of Aboriginal students by more		Lakehead is committed to expanding learning experience through

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
		than 150 over the term of the plan		experiential learning, technology enabled learning and student learning and success.
	Improve the success, retention and promotion of Indigenous students enrolled at Lakehead in all academic units	Increase modified graduation rate by 3% during life of the plan	<ul style="list-style-type: none"> <li>-Coordinate the Aboriginal student support services provided on both campuses</li> <li>-Survey Aboriginal students, faculty and staff to determine their satisfaction with, and awareness of, existing support services and to identify other supports that might be needed</li> <li>-Follow up on results of Aboriginal Cultural and Support Services student survey to develop new directions and support services</li> <li>-Where necessary, maintain and/or enhance existing support services</li> <li>-Expand Student Success Centre to respond to the specific needs of Aboriginal students</li> </ul>	-Student Success Centre and One-Stop Shop being built to provide comprehensive academic support services
			Develop and maintain a peer support system for students	
	Increase the number of Indigenous faculty members in all academic units			

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	Improve retention of Indigenous faculty			
	Increase the number of Indigenous staff			
	Develop a long-term strategic plan for First Nation, Métis & Inuit student recruitment plan for all academic units			
	Lobby provincial and federal governments to address barriers to student success (i.e. Ontario Works funding, affordable housing, daycare, food security, Indigenous & Northern Affairs Canada post-secondary funding)			
	Support programs working with primary and secondary Indigenous students to encourage them to attend university, in particular the Achievement Fund and the Aboriginal Mentorship Program		<ul style="list-style-type: none"> <li>-Develop special formatted spring/summer programs such as summer institutes that are designed to bring Aboriginal youth to Lakehead University campuses</li> <li>-Conduct research on enrichment activities and incentives necessary to encourage Aboriginal learners in elementary, high school and academic upgrading programs to prepare for University</li> </ul>	Lakehead has established the Achievement Fund (2013-18) through partnerships with local school boards to initiate donor funds to systematically provide elementary students (starting in Grade4) with connections to the University.
	Be responsive to the cultural needs of Indigenous students			

Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
	Improve data collection about Indigenous student enrollment, retention and employment following graduation			-11% of students self-identify as Aboriginal (later states that system-wide metrics (2-12-13) indicate that the proportion of Aboriginal students enrolled at Lakehead was 8.5% of the University's total student population (provincial average, 1.98%)
	Increase level of financial aid through bursaries and scholarships for Indigenous students			
<b>Community Engagement</b>	Revive the Aboriginal Alumni Chapter as a way of strengthening Lakehead's ties with Indigenous communities		Engage Aboriginal alumni in recruitment and retention activities of students, staff and faculty	
	Strengthen relationships with Ontario Far North and circumpolar Indigenous communities in areas of student recruitment, research and economic development	Expand working relationships with Aboriginal groups ... to make post-secondary education a reality	-Create collaborative learning communities connecting Lakehead and partners institutions with Aboriginal, rural and remote communities -Use TelePresence technology to link the resources and capacity of the University to rural, remote and Aboriginal communities	Ring of Fire development is supported by a range of graduate programs that directly address the Ontario government's objective "to strengthen the skills and knowledge base needed for exploration and resource development activities in the north and to support the sustainable development of the Ring of Fire region, and the participation of local First Nation communities in that development"



Priority Areas	OAGC Plan 2017-2018	Lakehead Strategic Plan 2013-2018	Academic Plan 2012-2017	Strategic Mandate Agreement 2014-2017
				-TelePresence designed to establish rural immersive sites and supports Lakehead's goal to improve accessibility and student mobility throughout northwestern Ontario
	Work with Indigenous communities to promote student recruitment, research, and sustainable economic development	Enhance and institutionalize collaboration with economic development, educational, government, private sector and non-government organizations including First Nations, Métis and Inuit partners	-Continue to develop strong relations with Aboriginal communities -Continue to consult with Aboriginal communities to identify barriers to university participation (e.g. academic preparedness, finances, travel from remote communities) and to work together to remove or mitigate those barriers	Lakehead carried out series of consultations in northwestern Ontario and Simcoe County in 2011-12 focussed on economy development with people from different sectors, including the mining, environmental, waste management, forestry, manufacturing, health and tourism sectors, and Aboriginal communities
	Improve Lakehead's relationships with Aboriginal Institutes, especially Oshki-Pimache-O-Win and Seven Generations			

## APPENDIX B

### TRUTH & RECONCILIATION COMMISSION CALLS TO ACTION ON EDUCATION & UNIVERSITIES CANADA PRINCIPLES

[http://www.trc.ca/websites/trcinstitution/File/2015/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

- 1) We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada [The “Spanking” Law].
- 2) We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- 3) We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
- 4) We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
- 5) We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
  - ii. Improving education attainment levels and success rates.
  - iii. Developing culturally appropriate curricula.
  - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.

- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
  - vi. Enabling parents to fully participate in the education of their children.
  - vii. Respecting and honouring Treaty relationships.
- 6) We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
- 7) We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

UNIVERSITIES CANADA PRINCIPLES ON INDIGENOUS EDUCATION IN RESPONSE TO TRC'S CALLS FOR  
ACTION

<http://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus.
8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.
10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.
12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.