


# Indigenous Learner Success Strategy 2019/2021



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The Southern Alberta Institute of Technology (SAIT) acknowledges it is situated on the traditional territories of the Blackfoot Confederacy, which today encompasses the Indigenous people of the Treaty 7 region: the Siksika, the Piikani, the Kainai, the Tsuut'ina, the Stoney Nakoda, and the homeland of the Northwest Métis. SAIT also recognizes all Peoples who make their homes in the Treaty 7 region of southern Alberta.

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“

Education is what got us into this mess – the use of education at least in terms of residential schools – but education is the key to reconciliation.”<sup>i</sup>

**JUSTICE MURRAY SINCLAIR,**  
Chair of the Truth and Reconciliation  
Commission of Canada

# Executive summary

Repairing the relationship between Canada's Indigenous and non-Indigenous people is at the heart of reconciliation. The tragedy of colonization – the destruction of Indigenous cultures, languages and ways of life – has resulted in a Canada in which Indigenous Peoples are socially and economically disadvantaged and in which the ugliness of racism shapes their experience. The trauma experienced by Indigenous children in residential schools reverberates through the generations.

SAIT respectfully acknowledges it has much to learn on the path to reconciliation. Individually and collectively, we need to deepen and broaden our knowledge and understanding of the devastating impact of colonization. We need to turn a critical eye on our systems and processes to identify and alter those which stand in the way of access and success of Indigenous students. We need to reflect on what we teach and how we teach it to ensure that Indigenous truths and ways of knowing are honoured and respected. We need to broaden our perspectives – and in turn broaden the perspectives of our learners – so reconciliation is not a responsibility that lies with others, but a privilege embraced by each of us. As a leader in applied education, SAIT is committed to taking a leadership role in closing the education and employment gaps within our Indigenous communities.

This Indigenous Learner Success Strategy is a first step in our process of Indigenization and commits SAIT to taking action toward four strategic priorities:

**ACCESS:** Address low levels of post-secondary attainment and provide clear pathways into SAIT and other post-secondary programs.

**SUCCESS:** Enhance successful transition, retention and program completion, as well as labour market attachment, for Indigenous students.

**AWARENESS:** Increase faculty, staff and students' knowledge of Indigenous Peoples' cultures, histories, values and belief systems. Develop Indigenous curricula and new approaches to Indigenous teaching and learning support.

**COMMUNITY ENGAGEMENT:** Build strong relationships with Indigenous communities, aligning with community development needs and improving access to education and training.

# Glossary of terms<sup>ii</sup>

In this document the terms Aboriginal, First Nations, Indian, Indigenous, Inuit and Métis are used in the Canadian context.

## **Aboriginal**

Refers to the various Indian tribes indigenous to the Americas before contact with Europeans, or any persons descended from those first inhabitants. Indians, Inuit and Métis are identified as Aboriginal Peoples of Canada in the *Constitution Act of 1982, Sec. 35(2)*.

## **First Nations**

Refers to a politically autonomous band under *The Indian Act*, a nation of First Peoples.

## **Indian**

Used to describe those who are defined as Indians within the meaning of the *Indian Act*.

## **Indigenous**

Refers to all inhabitants indigenous to North America before contact with Euro-Canadians, and their descendants. Indigenous Peoples is a collective noun for First Nations, Inuit and Métis.

## **Inuit**

A culturally distinct Indigenous people in northern Canada.

## **Métis**

People born of or descended from both European and Indian parents. The Métis National Council defines Métis as “a person who self-identifies as Métis, is distinct from other Aboriginal Peoples, is of historic Métis Nations ancestry and who is accepted by the Métis Nation.”

# The path to reconciliation

The colonization of North America's Indigenous communities, beginning with the arrival of European settlers in the 16th century, devastated Indigenous cultures and ways of life.

In order to gain access to Indigenous lands, the government negotiated Treaties with First Nations in some areas, or land was occupied or seized in others. First Nations were often relocated to isolated or economically unimportant locations.<sup>iii</sup>

Some 150,000 Indigenous children were forced to attend residential schools and embrace the Christian faith. They were forbidden to speak their language and practise their spiritual beliefs, and were disciplined for doing so. As a result, many were emotionally, physically or sexually abused, and an estimated 3,200 children died while attending residential schools, with some estimates putting the number much higher.<sup>iv</sup>

The Indian Residential Schools Settlement Agreement (IRSSA), the largest class action settlement in Canadian history, is an agreement between the federal government and approximately 86,000 survivors of the residential school experience. The agreement acknowledged the damage caused by residential schools and included education and compensation for former students. The IRSSA also included the establishment of the Truth and Reconciliation Commission of Canada (TRC).

In its final report, the TRC stated, "For over a century, the central goals of Canada's Aboriginal policy were to eliminate Aboriginal governments; ignore Aboriginal rights; terminate the Treaties; and, through a process of assimilation, cause Aboriginal peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada. The establishment and operation of residential schools were a central element of this policy, which can best be described as cultural genocide."<sup>v</sup>

"There is an emerging and compelling desire to put the events of the past behind us so that we can work towards a stronger and healthier future.

The truth and reconciliation process as part of the overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of the injustices and harms experienced by Aboriginal people and the need for continued healing. There is a profound commitment to establishing new relationships embedded in mutual recognition and respect that will forge a brighter future." (TRC Mandate)<sup>vi</sup>

The TRC issued 94 Calls to Action to redress the legacy of the residential school system and to advance the process of reconciliation in Canada. The final report was released in December 2015 and the Government of Canada committed to implementing all 94 recommendations.

Nineteen of the Calls to Action have implications for post-secondary institutions, which have a significant role to play in closing Indigenous education and employment gaps and in furthering reconciliation through education about Indigenous history and the legacy of residential schools.

Find out more about the TRC by visiting [trc.ca](https://www.trc.ca).

# Gaps in education and employment

Indigenous people in Canada have a lower rate of employment and are less likely to attain post-secondary education than non-Indigenous people. Statistics Canada's 2011 National Household Survey shows an employment rate of 63% among Aboriginal people of core working age (aged 25 to 64) with a comparable rate of 76% for non-Aboriginal people.<sup>vii</sup>

The same survey reported that 48% of Aboriginal people aged 25 to 64 had a post-secondary qualification in 2011, compared to 65% of the non-Aboriginal population.<sup>viii</sup>

The most significant difference was related to university graduates: 10% of Aboriginal people had a university degree, compared to 26% of non-Aboriginals. Additionally, 29% of Aboriginal people had no certificate, diploma or degree, compared to 12% for non-Aboriginal people in the same age group.<sup>ix</sup>

Post-secondary education is key to closing the employment gap. The employment gap of 13 percentage points that exists between Aboriginal and non-Aboriginal people shrinks to five for those with a high school diploma and a post-secondary certificate, diploma or degree.<sup>x</sup>

The Centre for the Study of Living Standards, in its 2015 report *Closing the Aboriginal Education Gap in Canada: Assessing Progress and Estimating the Economic Benefits*, estimates closing the educational attainment gap for Aboriginal Canadians by 2031 would boost Aboriginal employment by 90,000 workers and would cumulatively increase Canadian Gross Domestic Product (GDP) by \$261 billion. It further estimates closing the educational attainment gap would boost Aboriginal average employment income by as much as \$11,200.<sup>xi</sup>

## BEHIND THE EDUCATION GAP

In 2018, Indspire – an Indigenous-led registered charity that invests in the education of Indigenous people – conducted a scan of the experiences of Indigenous learners in higher education.

Indigenous learners often pointed to three areas of concern: limited funding, racism, and issues with feeling isolated and unsupported.

The Indspire report recommended post-secondary institutions increase funding frameworks for Indigenous support services, and strengthen Indigenous culture, identity and belonging through mentorship on campus and beyond. The report further recommends ongoing monitoring and evaluation of implementation of the TRC Calls to Action in post-secondary institutions.<sup>xii</sup>



# Indigenization at SAIT

Leaders of Canadian post-secondary institutions must prepare for the reconciliation process. We recognize that we must respect the localized ways in which proposed transformations are imagined and articulated: there is more than one way to achieve an Indigenized institution.

University of Alberta researchers Adam Gaudry and Danielle Lorenz describe three distinct approaches to Indigenization:

**Indigenous inclusion** in higher education is about equity and focuses on the recruitment and retention of Indigenous learners, staff, instructors and administrators. It often results in support services directed toward Indigenous learners, such as Aboriginal student orientations, Aboriginal student centres, learning supports and financial aid.

**Reconciliation Indigenization** is about power-sharing within the institution and offering curricula that broadens understanding of Indigenous peoples and experiences such as forced dependency, persistent poverty, residential schools, child welfare systems and land development.

**Decolonial Indigenization** requires restructuring the organization in a way that puts Indigenous people in clear control, instituting a treaty-based model of governance and practice and supporting a resurgence in Indigenous culture, politics, knowledge and on-the-land skills.<sup>xiii</sup>

SAIT is intensifying its efforts to close Indigenous educational and employment gaps through a process of Indigenous inclusion. This work will both introduce new programming and build on earlier initiatives, such as:

- establishing the Chinook Lodge Resource Centre. Opened in 2001, the lodge is responsible for the recruitment and retention of Indigenous students. A warm, welcoming and ethical space offering spiritual teachings and practices, the lodge gives Indigenous students a sense of congruence and ownership – a place where they belong
- partnering with other institutions to create pathways through basic adult education for Indigenous students
- piloting a non-credit Certificate of Achievement in Pipeline Operations with 60 Indigenous students
- working with First Nations to provide customized skills-based training tied to economic development plans
- offering customized training programs to unemployed Indigenous youth
- developing a course in English literacy and communications at the Grade 10 level, with a focus on Indigenous content
- developing a math course aimed specifically at helping Indigenous students meet admissions requirements for SAIT upgrading programs
- offering summer camps for Indigenous junior high students
- piloting an Indigenous dual-credit offering.

SAIT's Indigenous Learner Success Strategy is the next step of a long and important journey.

# Alignment with institutional plans

The Indigenous Learner Success Strategy works in alignment with other institutional plans:

- the *Comprehensive Institutional Plan* (2018–2021)
- SAIT’s institutional strategic plan *Think Big. Think Applied Education* (2015–2020)
- SAIT’s education plan *Big Thinking, Applied* (2017–2020)

## COMPREHENSIVE INSTITUTIONAL PLAN (2018–2021)

SAIT supports the Government of Alberta’s overall goals for the adult-learning system of accessibility, affordability, quality, coordination and accountability. SAIT’s *Comprehensive Institutional Plan* articulates a specific accessibility priority initiative: increase recruitment, retention and graduation of Indigenous students. The Indigenous Learner Success Strategy gives voice to this priority.

## THINK BIG. THINK APPLIED EDUCATION (2015–2020)

SAIT’s strategic plan guides our collective work. *Think Big, Think Applied Education* identifies five strategic priorities: student success, sustainable growth, employee success, applied education innovation and partnerships. The student success priority commits SAIT to enhancing Indigenous efforts by increasing opportunities for students from under-represented groups to excel at SAIT.

## BIG THINKING, APPLIED (2017–2020)

The education plan guides academic work at SAIT and identifies five key areas that support student success: student-first culture, engaging students, effective teaching methods, focused applied education programs and relationships. Two key areas are aimed at enhancing the experience of Indigenous students.

- **Engaging students:** Create an inclusive learning community that recognizes students’ diverse learning needs and improves success by providing services when and where they are needed.
- **Focused applied education programs:** Deliver inclusive learning experiences that meet the needs of our diverse student population.

## Development of this strategy

In February 2017, SAIT hired an Indigenous consultant to start the process of Indigenization. A task team was established with the consultant acting as chair and with the following membership: two Indigenous Elders, a Métis scholar from the University of Calgary, an Indigenous scholar from Mount Royal University, an Indigenous representative from industry, staff from Chinook Lodge Resource Centre, and leadership representation from Learner Success Services, Student Experience and Employee Services. The task team's mandate was to identify SAIT's Indigenization process.

In June 2018, the new coordinator for the Chinook Lodge Resource Center was given the responsibility of developing SAIT's Indigenous Learner Success Strategy. A new committee that includes members of surrounding Indigenous communities was formed, and numerous conversations took place with community representatives, Elders, faculty and staff. The committee also reviewed recent surveys and focus groups with Indigenous students. The review and those discussions revealed strong and continued support for the commitments identified by the original committee.

The Indigenization committees and various stakeholders confirm the following Indigenization commitments:

- nurture Indigenous student success
- increase the presence of Indigenous culture on the SAIT campus and acknowledge and raise awareness of the history of the land on which SAIT is situated
- build mutually beneficial relationships with Indigenous communities aimed at increasing enrolments and improving the graduation and employment outcomes of SAIT's Indigenous student population
- provide sustainable opportunities to learn more about Indigenous issues and develop curriculum that is critically reflective of Indigenous history, cultures and perspectives

The Indigenous Learner Success Strategy is framed on the medicine wheel, an important element of many Indigenous cultures. While the significance and use of the medicine wheel varies within cultures, there are common elements: the circle represents continuity, the equidistant points identify east, south, west and north and the four quadrants illustrate the interconnectedness of an individual's emotional, mental, spiritual and physical self. Many scholars view the medicine wheel as a guide for any journey.

In response to the teachings of the medicine wheel and to support a holistic Indigenous approach, academic and non-academic supports presented in this Indigenous Learner Success Strategy are designed to meet the emotional, mental, spiritual and physical needs of Indigenous learners.

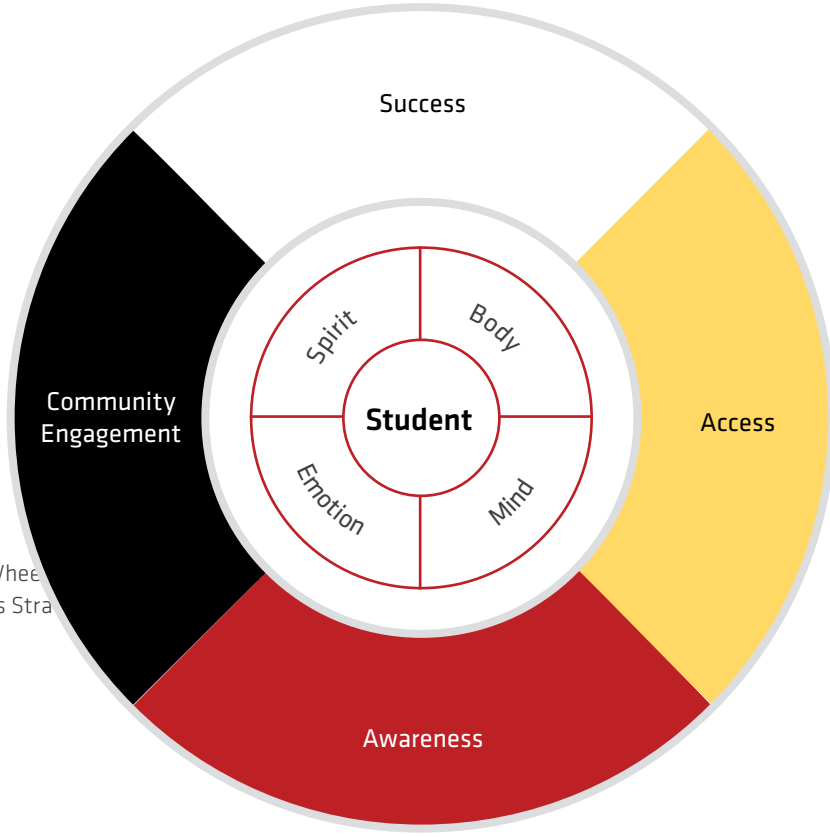
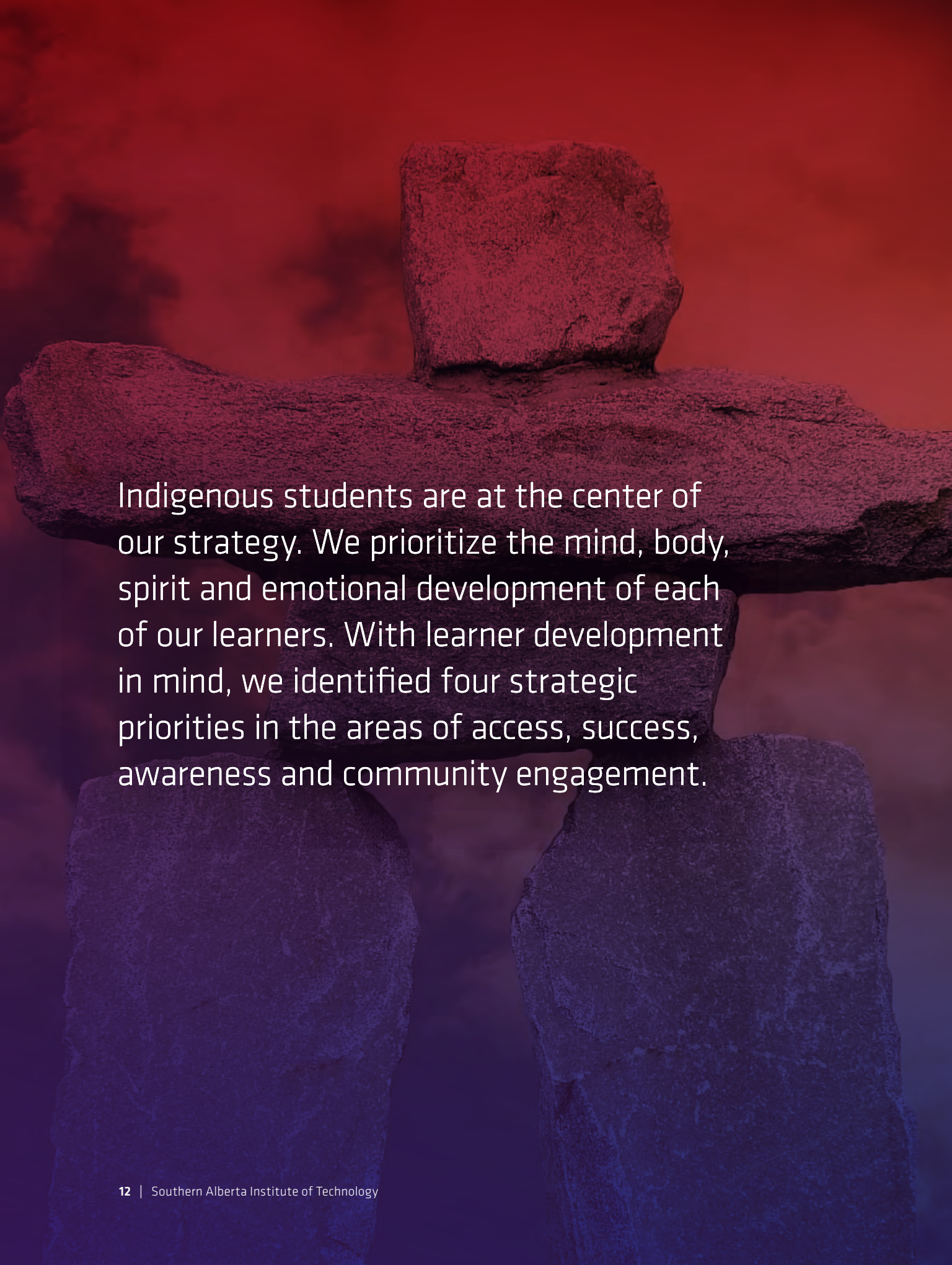


Figure 1  
The Medicine Wheel  
Learner Success Stra

Figure 1: The Medicine Wheel Framework for the Indigenous Learner Success Strategy



Indigenous students are at the center of our strategy. We prioritize the mind, body, spirit and emotional development of each of our learners. With learner development in mind, we identified four strategic priorities in the areas of access, success, awareness and community engagement.

## Strategic priorities, expected outcomes and actions

1

Address low levels of post-secondary attainment and provide clear pathways into SAIT and other post-secondary programs.

2

Enhance successful transition, retention and program completion, as well as labour market attachment, for Indigenous students.

3

Increase faculty, staff and students' knowledge of Indigenous Peoples' cultures, histories, values and belief systems. Develop Indigenous curricula and new approaches to Indigenous teaching and learning support.

4

Build strong relationships with Indigenous communities, aligning with community development needs and improving access to education and training.



Address low levels of post-secondary attainment and provide clear pathways into SAIT and other post-secondary programs. to SAIT programs.

#### EXPECTED OUTCOME

The number of qualified Indigenous applicants to SAIT increases.

## ACTIONS

### A. DEVELOP AN INDIGENOUS UPGRADING PROGRAM

Math and science requirements for many SAIT programs have proven to be a barrier for Indigenous students, who often complete alternative programs in high school or do not complete secondary school.

Bridging program	Responsible	Schedule
Develop an Indigenous access bridging program to be delivered on the SAIT campus.	<ul style="list-style-type: none"><li>Academic Upgrading</li></ul>	2019-2021

### B. CREATE AN INDIGENOUS STUDENT RECRUITMENT PLAN

We will create an Indigenous student recruitment plan that promotes SAIT as a leader in Indigenous student success and as a place where students are made to feel welcome, supported and guided.

Indigenous student recruitment plan	Responsible	Schedule
<p>Increase awareness within Indigenous communities of SAIT and its programs. The focus will be on:</p> <ul style="list-style-type: none"><li>Indigenous schools from which SAIT draws applicants</li><li>Indigenous employment readiness, upgrading and transitioning programs</li><li>urban high schools with high Indigenous enrolments.</li></ul>	<ul style="list-style-type: none"><li>Chinook Lodge</li><li>Marketing</li></ul>	June 2019

## C. DEVELOP AN ENROLMENT TRACKING AND OUTREACH SYSTEM FOR INDIGENOUS APPLICANTS

SAIT will develop a system for tracking the Indigenous student enrolment funnel to support the establishment of recruitment priorities and evaluate their effectiveness. Timely data reports will help Chinook Lodge better plan support programs and services.

Enrolment tracking and outreach	Responsible	Schedule
Develop a process and procedures, including timelines, for collecting and reporting data.	<ul style="list-style-type: none"> <li>Chinook Lodge</li> <li>Marketing</li> <li>Communications</li> </ul>	June 2019
Create an enrolment funnel report, from prospects to registration.	<ul style="list-style-type: none"> <li>Office of the Registrar</li> </ul>	June 2019
Develop admissions tracking and outreach system.	<ul style="list-style-type: none"> <li>Office of the Registrar</li> <li>Communications</li> </ul>	June 2019

## D. CREATE AN AWARENESS OF SAIT AS A LEADER IN INDIGENOUS STUDENT SUCCESS

SAIT will develop a marketing strategy to promote SAIT's high-quality programs and services and encourage prospective Indigenous students to seek admission.

Marketing plans	Responsible	Schedule
Create marketing plans with an Indigenous focus, ensuring cultural pride is reflected in promotional materials and presentations.	<ul style="list-style-type: none"> <li>Marketing</li> </ul>	June 2019

Marketing materials with Indigenous focus	Responsible	Schedule
Create marketing materials which: <ul style="list-style-type: none"> <li>enhance Indigenous online presence</li> <li>promote Chinook Lodge services</li> <li>identify and highlight Indigenous student and alumni accomplishments</li> <li>serve as recruitment material and swag at career and education fairs.</li> </ul>	<ul style="list-style-type: none"> <li>Marketing</li> <li>Chinook Lodge</li> </ul>	June 2019

## E. ENHANCE PARTNERSHIPS WITH POST-SECONDARY INSTITUTIONS TO SHARE RECRUITMENT ACTIVITIES

To amplify the recruitment efforts of SAIT and other Alberta post-secondary institutions, SAIT will work in collaboration with the Provincial Indigenous Recruitment Association of Alberta (PIRAA).

Partnerships	Responsible	Schedule
Strategically participate in post-secondary recruiting events specifically aimed at Indigenous students.	<ul style="list-style-type: none"><li>Chinook Lodge</li></ul>	Ongoing

## F. PROMOTE SCHOLARSHIPS AND BURSARIES


Scholarships and bursaries are effective tools for recruitment and student retention.

Promote scholarships and bursaries	Responsible	Schedule
Develop and maintain web content identifying scholarships and bursaries directed at Indigenous students.	<ul style="list-style-type: none"><li>Marketing</li><li>Alumni and Development</li></ul>	Ongoing
Host information sessions for prospective students to outline available scholarships and bursaries, and the application process.	<ul style="list-style-type: none"><li>Alumni and Development</li><li>Chinook Lodge</li></ul>	Ongoing

## G. STRIVE TO RECRUIT AND HIRE INDIGENOUS EMPLOYEES

Indigenous students are more likely to be successful in environments where a notable percentage of the employee population, particularly instructors and frontline student services employees, are Indigenous.

Understand current state	Responsible	Schedule
Establish a baseline employee population.	<ul style="list-style-type: none"><li>Employee Services</li></ul>	December 2019
Interview current Indigenous employees to gain their perspective on SAIT as an Indigenous employer.	<ul style="list-style-type: none"><li>Employee Services</li></ul>	December 2019
Encourage Indigenous alumni to apply for positions at SAIT.	<ul style="list-style-type: none"><li>Student Employment and Career Centre</li></ul>	Ongoing
Participate in recruitment fairs.	<ul style="list-style-type: none"><li>Employee Services</li></ul>	Ongoing



Enhance successful transition, retention and program completion, as well as labour market attachment, for Indigenous students.

#### EXPECTED OUTCOME

The number of Indigenous students who successfully complete their program and receive their SAIT credential increases.

## ACTIONS

Studies show students who integrate both academically and socially into their institutions are significantly more successful than those students who don't.

### A. ENSURE CHINOOK LODGE ADVISORS FOCUS ON STUDENT RETENTION

Chinook Lodge advisors encourage, guide, support and promote student endeavors in a respectful, caring and confidential manner. Advisors promote insight and understanding of program requirements, academic policy, support services and campus life. Advisors are concerned with the mental, physical, spiritual and emotional needs of students.

Advising as a retention tool	Responsible	Schedule
Develop an advising plan clearly outlining the roles and responsibilities of the advisor and the student.	• Chinook Lodge	June 2019
Adopt a developmental approach to advising to create independent students who take responsibility for their education.	• Chinook Lodge	Ongoing
Develop a process and procedures for monitoring student progress.	• Chinook Lodge	June 2019

### B. OFFER PREP 100 WITH AN INDIGENOUS FOCUS

Offering PREP 100 for first-year students and study skills seminars which include traditional Indigenous methods of learning will allow Indigenous students to appreciate their own traditions while learning to work within non-traditional methods of learning.

Modify PREP 100 with Indigenous focus	Responsible	Schedule
Incorporate traditional Indigenous methods of learning into PREP 100 and the following study skills seminars: <ul style="list-style-type: none"><li>• cultural identity and success</li><li>• managing time</li><li>• note taking, writing and speaking</li><li>• improving memory</li><li>• preparing for and taking tests/exams</li><li>• study skills</li><li>• advising</li></ul>	<ul style="list-style-type: none"><li>• Chinook Lodge</li><li>• Academic Coaching</li></ul>	August 2019

### C. HOST INDIGENOUS STUDENT ORIENTATION

Studies show students who participate in new student orientation programs are more likely to succeed.

<b>Familiarize students with SAIT programs and services</b>	<b>Responsible</b>	<b>Schedule</b>
Develop a comprehensive Indigenous student orientation.	• Chinook Lodge	August 2019
Communicate with new students, beginning with their acceptance letters, to introduce the new orientation and invite them to participate.	• Chinook Lodge	Ongoing
Develop an orientation brochure.	• Chinook Lodge	Ongoing
Host Indigenous student orientation to facilitate maximum participation.	• Chinook Lodge	Each semester

### D. CREATE A PROGRAM TO SUPPORT AT-RISK STUDENTS

Students identified by instructors as languishing, and students on academic probation, will work with Chinook Lodge advisors to develop a student success plan with the goal of student retention.

<b>Create the Working Together program</b>	<b>Responsible</b>	<b>Schedule</b>
Develop an individual success plan template that includes student goals and steps to achieve those goals, establishes regular student and advisor meetings, and monitors student progress.	• Chinook Lodge	August 2019
Identify at-risk students and a method for connecting with them.	• Chinook Lodge	August 2019

## E. ADDRESS FINANCIAL BARRIERS

Many Indigenous students leave post-secondary studies due to financial challenges. Students compete for limited funds through their bands and many students have family responsibilities that add to their financial burden.

Scholarships and bursaries	Responsible	Schedule
Increase scholarships and bursaries for Indigenous students.	• Alumni and Development	Ongoing
Hold scholarship information sessions for students.	• Chinook Lodge	Ongoing

Financial literacy	Responsible	Schedule
Host money management and financial literacy workshops.	• Chinook Lodge • Financial Advising	Ongoing

## F. PROMOTE TUTORING

Chinook Lodge has financial resources and physical space available for Indigenous students to meet one-on-one with subject area tutors.

At-risk students	Responsible	Schedule
Offer tutoring as a component of the individual success plan for at-risk students in the Working Together program.	• Chinook Lodge • Tutoring Services	Ongoing
Provide tutoring to students seeking help with a particular subject or who wish to enhance their academic standing. .	• Chinook Lodge • Tutoring Services	Ongoing

## G. IMPLEMENT MENTORSHIP WITH A LIFE-LONG LEARNING APPROACH

Traditionally, Indigenous Peoples view learning as a process that begins at birth and continues until one's passing. Formal education is just one aspect of life-long learning.

Mentorship	Responsible	Schedule
Develop a new mentorship program for Indigenous students matching new students with senior students and alumni who have been trained to serve as mentors.	• Student Experience	December 2019

## H. ENSURE ACCESS TO ELDERS

Elders provide spiritual and cultural advice and guidance.

Elder access	Responsible	Schedule
Through collaboration with the Elders Council of Calgary, develop a roster of Elders, with contact information and areas of expertise.	<ul style="list-style-type: none"><li>Chinook Lodge</li></ul>	Ongoing

## I. IMPLEMENT PROGRAMMING THAT ADDRESSES HEALTH AND WELLNESS

Students are more likely to succeed when their spiritual, physical, mental and emotional well-being is addressed.

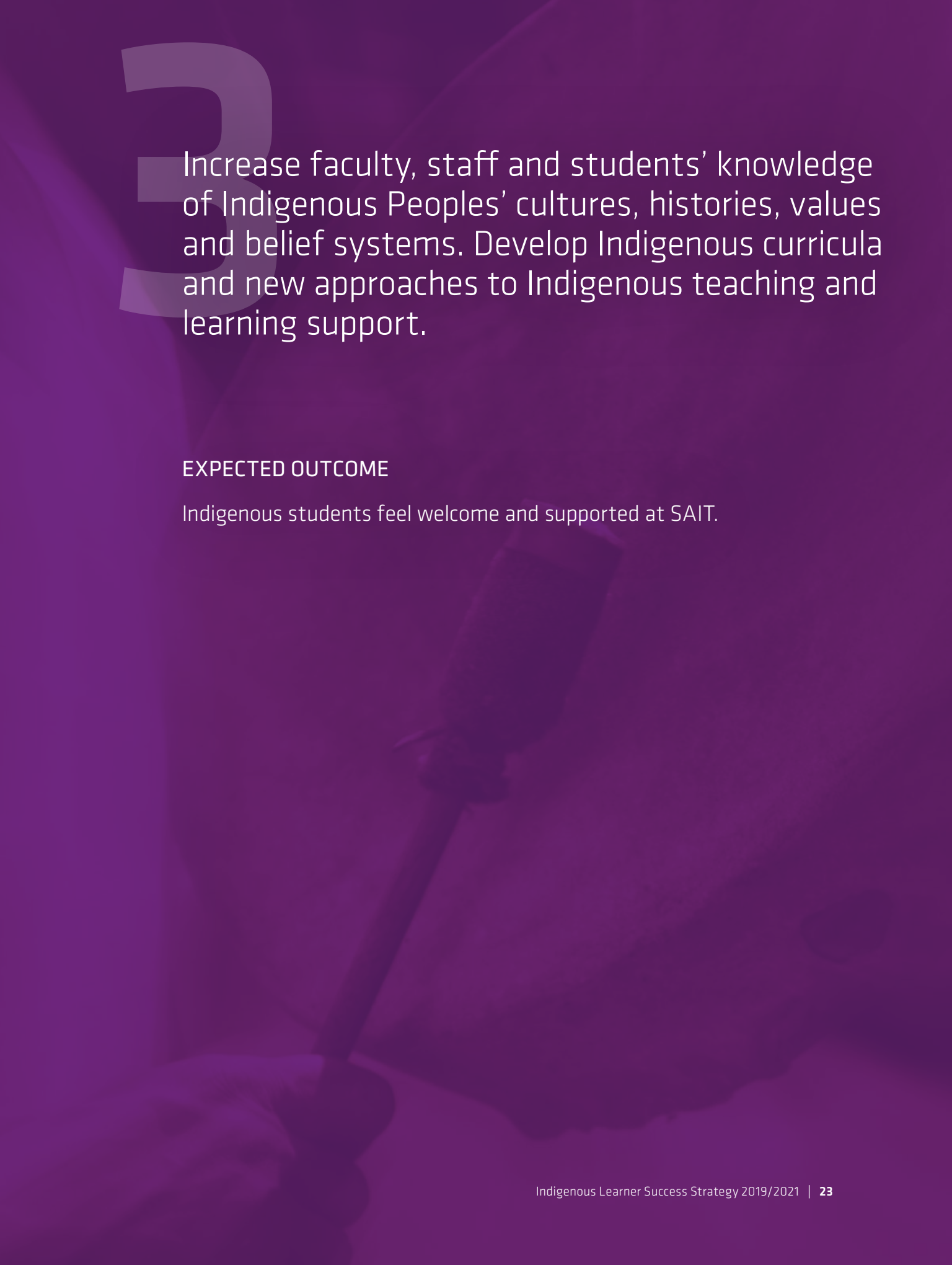
Health and wellness activities	Responsible	Schedule
Offer health and wellness activities such as sweat ceremonies, traditional healing learning circles, daily smudge ceremonies, cultural teachings, drumming, singing, and Cree and Blackfoot language lunch-and-learn sessions.	<ul style="list-style-type: none"><li>Chinook Lodge</li></ul>	Ongoing

Employee training	Responsible	Schedule
Train employees on Indigenous mental health and wellness practices.	<ul style="list-style-type: none"><li>Chinook Lodge</li><li>Student Development and Counselling</li></ul>	Ongoing

## J. OFFER CAREER PLANNING AND SUPPORT

Students with clearly defined career goals are more likely to complete their programs of study. Many Indigenous students are not fully aware of the career options associated with their programs.

Career support	Responsible	Schedule
Assist students in developing competent employment techniques, including resume and cover letter writing, job search and interview skills.	<ul style="list-style-type: none"><li>Student Employment and Career Centre</li></ul>	Ongoing



Increase faculty, staff and students' knowledge of Indigenous Peoples' cultures, histories, values and belief systems. Develop Indigenous curricula and new approaches to Indigenous teaching and learning support.

#### EXPECTED OUTCOME

Indigenous students feel welcome and supported at SAIT.

## ACTIONS

### A. OFFER CULTURAL AWARENESS SEMINARS AND INCLUSIVENESS TRAINING

A positive and supportive relationship is vital to Indigenous learner success. Chinook Lodge will be the centre of Indigenous cultural knowledge for the wider SAIT community.

New programs	Responsible	Schedule
Develop a cultural awareness program to create understanding of Indigenous histories and the implications of the Truth and Reconciliation Commission's Calls to Action.	<ul style="list-style-type: none"><li>Employee Services</li><li>Chinook Lodge</li></ul>	December 2019
Develop cultural awareness presentations and workshops to be offered to employees and delivered in classrooms to students.	<ul style="list-style-type: none"><li>Employee Services</li><li>Chinook Lodge</li></ul>	Ongoing
Develop and deliver Indigenous awareness as part of the onboarding process for new employees.	<ul style="list-style-type: none"><li>Employee Services</li></ul>	Ongoing

Curriculum framework for existing programs	Responsible	Schedule
Develop Indigenous curriculum frameworks for incorporation into existing programs and courses.	<ul style="list-style-type: none"><li>Centre for Applied Education Innovation</li><li>Chinook Lodge</li></ul>	Ongoing


Protocols	Responsible	Schedule
Advise SAIT on Indigenous protocols.	<ul style="list-style-type: none"><li>Chinook Lodge</li></ul>	Ongoing

## B. INCORPORATE INDIGENOUS CONTENT AND WAYS OF KNOWING INTO PROGRAMS AND COURSES

Indigenous content	Responsible	Schedule
Embed Indigenous content into courses where possible.	<ul style="list-style-type: none"><li>• Centre for Learning and Teaching</li><li>• Centre for Applied Education Innovation</li><li>• Reg Erhardt Library</li><li>• Instructors</li></ul>	Ongoing

## C. USE INDIGENOUS PROTOCOLS WHEN ENGAGING WITH ELDERS AND ACKNOWLEDGING INDIGENOUS LANDS

Practice Indigenous protocols	Responsible	Schedule
Follow protocols for land acknowledgment at public events, such as convocation.	<ul style="list-style-type: none"><li>• Communications</li></ul>	Ongoing
Develop protocols for engaging with Elders in ethical ways.	<ul style="list-style-type: none"><li>• Chinook Lodge</li></ul>	December 2019



Build strong relationships with Indigenous communities, aligning with community development needs and improving access to education and training.

#### EXPECTED OUTCOME

SAIT's contributions to Indigenous education and training are strengthened.

## ACTIONS

### A. ENGAGE WITH INDIGENOUS COMMUNITIES AND ORGANIZATIONS ACCORDING TO ESTABLISHED PROTOCOLS

Working together, we will establish relationships with Indigenous communities based on mutual recognition, respect, understanding and accountability. The Indigenous protocol provides guidance about how Indigenous communities function and for strengthening relationships with individuals, organizations and communities.

Indigenous gatherings and ceremonies are important components of Indigenous relationships. An understanding of how to approach communities and become involved in these activities is essential.

Protocols	Responsible	Schedule
Develop guidelines to assist SAIT when engaging with communities.	<ul style="list-style-type: none"><li>• Corporate Training</li><li>• Chinook Lodge</li></ul>	December 2019

### B. EXPAND OPPORTUNITIES FOR ENGAGING WITH INDIGENOUS YOUTH

SAIT will follow Indigenous protocols when engaging with Indigenous youth.

Youth engagement	Responsible	Schedule
Provide authentic and fun learning experiences to encourage Indigenous youth to explore career options.	<ul style="list-style-type: none"><li>• Youth Initiatives</li></ul>	Ongoing
Expand summer camp offerings to Indigenous youth.	<ul style="list-style-type: none"><li>• Youth Initiatives</li></ul>	June 2020
Secure summer camp funding for Indigenous youth.	<ul style="list-style-type: none"><li>• Alumni and Development</li></ul>	Ongoing
Promote and expand delivery of dual-credit programs to Indigenous schools and communities.	<ul style="list-style-type: none"><li>• Youth Initiatives</li></ul>	June 2020
Connect Indigenous youth to SAIT students, SAIT employees, retirees and alumni to develop awareness of careers and to hone networking and interviewing skills.	<ul style="list-style-type: none"><li>• Youth Initiatives</li></ul>	June 2020
Offer a bridging program for Indigenous youth in Grades 11 and 12 to assist with career and post-secondary decisions, while strengthening study skills and emotional coping strategies.	<ul style="list-style-type: none"><li>• Youth Initiatives</li></ul>	June 2020

## C. ENSURE EDUCATION AND TRAINING PROGRAMS OFFERED IN INDIGENOUS COMMUNITIES MEET COMMUNITY NEEDS

Customized training	Responsible	Schedule
Following Indigenous protocols, engage Indigenous communities to design, deliver, manage and sustain talent development solutions for their communities.	• Corporate Training	Ongoing
Collaborate with communities to develop customized training options to meet strategic needs, partnering from conception through delivery and evaluation.	• Corporate Training	Ongoing

## D. INCREASE FUNDING AVAILABLE TO SUPPORT PROGRAMMING FOR INDIGENOUS YOUTH AND LEARNERS

	Responsible	Schedule
Aligning with the strategies, goals and activities noted above, SAIT will engage with donors and apply for grants to obtain funding to expand programming activities.	• Alumni and Development	Ongoing

- i Justice Murray Sinclair. Interview by Peter Mansbridge. "Truth and Reconciliation chair urges Canada to adopt UN declaration on Indigenous Peoples." *CBC News*. CBC. June 1, 2015. <https://www.cbc.ca/news/politics/truth-and-reconciliation-chair-urges-canada-to-adopt-un-declaration-on-indigenous-peoples-1.3096225>.
- ii R.F Laliberte, Priscilla Settee, Rob Innes, et al., *Expressions in Canadian Native Studies*, (Saskatoon, Saskatchewan, University of Saskatchewan Extension Press, 2000), 560.
- iii Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, (2015), 1. Retrieved from: [https://nctr.ca/assets/reports/Final%20Reports/Executive\\_Summary\\_English\\_Web.pdf](https://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf)
- iv Ibid., 92.
- v Ibid., 1.
- vi Ibid., 339.
- vii Statistics Canada, *Aboriginal Statistics at a Glance: 2nd Edition*, (2015), 22. Retrieved from: <https://www150.statcan.gc.ca/n1/en/pub/89-645-x/89-645-x2015001-eng.pdf?st=heLXM0Qv>
- viii Statistics Canada, *Aboriginal peoples: Fact Sheet for Canada*, (2015), 6. Retrieved from: <https://www150.statcan.gc.ca/n1/en/pub/89-656-x/89-656-x2015001-eng.pdf?st=QCH9x3wf>
- ix Ibid.
- x *Aboriginal Statistics at a Glance*.
- xi Centre for the Study of Living Standards, *Closing the Aboriginal Education Gap in Canada: Assessing Progress and Estimating the Economic Benefits*, (2015), executive summary, xiii. Retrieved from: <http://www.csls.ca/reports/csls2015-03.pdf>
- xii Indspire, *Truth and Reconciliation in Post-Secondary Settings: Student Experience*, (2018), 10. Retrieved from: <https://indspire.ca/wp-content/uploads/2018/11/Final-Hard-Copy-Student-Report.pdf>
- xiii Adam Gaudry and Danielle Lorenz, "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy," *AlterNative: An International Journal of Indigenous Peoples* 14 no. 3 (2018): 218-227. Retrieved from: <https://www.ualberta.ca/-/media/3CB5BB4AAA7F4A6F92DFCF0B9E273837>



