Expanding the Circle: Pathways for Indigenous Learners Across Ontario

Final Report

The Centre for Policy and Research in Indigenous Learning (Confederation College), Trent University, and the First Nations Technical Institute,

With insight and contributions from 1st, 2nd and 3rd Circle Steering Committee members
Table of Contents:

Acknowledgements .................................................................................................................. 3
Executive Summary ................................................................................................................... 4
Introduction .................................................................................................................................. 5
  The Project Steering Committee ............................................................................................ 6
Project Design ............................................................................................................................ 6
  Relationship-Building and Partnership .................................................................................... 7
Building Common Ground ......................................................................................................... 8
  The Environmental Scan: Institutional Asset Mapping ............................................................ 8
  Resource Sharing .................................................................................................................... 9
  Group Discussions .................................................................................................................. 9
  Final Pathways for Indigenous Learners Workshop ................................................................. 9

Collaborative and Informed Action: Pathways, Partnerships and Principles ............................. 10
  Speed-Dating/Networking ....................................................................................................... 10
  Pathways for Indigenous Learners .......................................................................................... 10
  Partnerships for Indigenous Learners ...................................................................................... 12
  Principles for Pathways for Indigenous Learners ..................................................................... 12

Discussion: Drawing Connections to the Literature ................................................................... 14
Best Practices and Lessons Learned .......................................................................................... 22
Conclusions and New Directions ............................................................................................... 23
References ................................................................................................................................ 24
Appendices ............................................................................................................................... 29
  Appendix A: Wrap Around Supports .................................................................................... 29
  Appendix B: Asset Map Template ............................................................................................ 32
  Appendix C: List of Identified Potential Pathways ................................................................. 37
  Appendix D: List of Potential Pathways and the Status of Implementation ........................... 41
  Appendix E: Sample Implementation Plan .............................................................................. 45
  Appendix F: Draft Principles on Pathways for Indigenous Learners ...................................... 48
  Appendix G: Draft Memorandum of Understanding ............................................................... 52
  Appendix H: Sample Posters from Steering Committee Partners ........................................ 53
Acknowledgements

This work would not have been possible without the vision, leadership and guidance of the First Circle Partners: Confederation College and the Centre for Policy and Research in Indigenous Learning, First Nations Technical Institute and Trent University. In particular, we want to thank Dan Longboat, Don McCaskill, S. Brenda Small, Joyce Helmer, Suzanne Brant, and Adam Hopkins whose dedication and commitment to Indigenous Education is creating Pathways for Indigenous Learners. We also wish to thank the Presidents of the First Circle partnering institutions for their leadership and support for Indigenous education.

We also want to thank ONCAT for its ongoing and continued support of the Pathways for Indigenous Learners work.

We also wish to thank all Second and Third Circle partnering institutions for your commitment to this work and to Indigenous learners who are pursuing postsecondary education in Ontario. In particular, we would like to say a huge thank you to the project’s Steering Committee members for your commitment to and participation in this work.

Steering Committee Members and Meeting Participants:

<table>
<thead>
<tr>
<th>First Circle</th>
<th>Third Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confederation College, Centre for Policy and Research in Indigenous Learning, S. Brenda Small</td>
<td>Lambton College, Jane Manning</td>
</tr>
<tr>
<td>First Nations Technical Institute, Suzanne Brant</td>
<td>Amy Kelaidis, Mohawk College</td>
</tr>
<tr>
<td>First Nations Technical Institute, Joyce Helmer</td>
<td>Mohawk College, Amy Keladis</td>
</tr>
<tr>
<td>Trent University, Adam Hopkins</td>
<td>Northern College, Diane Ryder</td>
</tr>
<tr>
<td>Trent University, Dan Longboat</td>
<td>Sault College, Carolyn Hepburn</td>
</tr>
<tr>
<td>Trent University, Don McCaskill</td>
<td>Sault College, Angelique Lemay</td>
</tr>
<tr>
<td>Algoma University, Judy Syrette, Algoma University, Dawn White</td>
<td>Trent University, Dawn Lavell-Harvard</td>
</tr>
<tr>
<td>Algoma University, Dave Marasco</td>
<td>George Brown College, Ian Wigglesworth</td>
</tr>
<tr>
<td>Algonquin College, Andre O’Bonsawin</td>
<td>George Brown College, Lori Budge</td>
</tr>
<tr>
<td>Algonquin College, Sherryl Fraser</td>
<td>George Brown College, Bob Crawford</td>
</tr>
<tr>
<td>Canadore College, Jeannette Miron</td>
<td>Lakehead University, Denise Baxter</td>
</tr>
<tr>
<td>Canadore College, Mary Wabano</td>
<td>Laurentian University, Shelly Moore-Frappier</td>
</tr>
<tr>
<td>Confederation College, Leslie MacGregor</td>
<td>Laurentian University, Melissa Ouimette</td>
</tr>
<tr>
<td>Confederation College, Centre for Policy and Research in Indigenous Learning, Emily Willson</td>
<td>Mohawk College, Leah Hogan</td>
</tr>
<tr>
<td>Confederation College, Shane Strickland</td>
<td>Nipissing University, Tanya Lukin-Linklater</td>
</tr>
<tr>
<td>Lakehead University, Nancy Luckai</td>
<td>Queen’s University, Jan Hill</td>
</tr>
<tr>
<td></td>
<td>Queen’s University, Allison Yokom</td>
</tr>
<tr>
<td></td>
<td>University of Sudbury, Sylvie Renault</td>
</tr>
<tr>
<td></td>
<td>University of Sudbury, Kristie Roberts</td>
</tr>
</tbody>
</table>
Executive Summary

In 2013, The Centre for Policy and Research in Indigenous Learning (CPRIL) (Confederation College), Trent University (Trent) and the First Nations Technical Institute (FNTI) undertook a project, entitled, Pathways for Indigenous Learners: Collaborating across Aboriginal Institutes, Colleges and Universities. Funded by the Ontario Council on Articulation and Transfer (ONCAT), this work aims to address a gap in supporting and advancing learning opportunities for Indigenous learners, and learners pursuing Indigenous Studies, through the creation and formal recognition of Indigenous specific learning pathways. Results of the earlier phases of this project included the creation of three pathways for Indigenous learners across partnering institutions, and a model for partnership and collaboration that could be shared. In 2016 the project expanded to include a 2nd Circle of partnerships with 8 additional postsecondary institutions. Building on the success of this work, the project expanded again in 2017 inviting 5 additional postsecondary institutions to join the work, resulting in collaboration that now represents 16 postsecondary institutions across Ontario.

The objectives of this phase (2017/18) of the project were as follows:

1. To expand and share information on the project model by inviting additional postsecondary institutions to join this work
2. To develop additional pathways for Indigenous learners that include plans for streamlining wrap-around supports and supporting sustainability of a pathway
3. To build capacity on this pathways project through developing a series of principles for creating pathways for Indigenous learners across Ontario

Approximately eighteen (18) pathways for Indigenous learners were identified in this phase of the project, resulting in a total of approximately forty pathways for Indigenous learners identified to date across 1st, 2nd and 3rd Circle partners. The pathways are unique and diverse, spanning across the fields of Indigenous Studies, Social Services, Environmental Studies/Sciences, Business, Education, General Arts and Science, Leadership and Governance, Nursing, History, Engineering/technology, and Language.

The project’s steering committee also co-developed six overarching principles for Pathways for Indigenous learners that fall under the following categories: Pathways, Wrap-Around Supports, Capacity Building, Respect and Equity, Data Collection, and Resources. Further, critical requirements and possible steps that could be taken to strengthen Indigenous pathways are identified under each principle.

In the next phase of this project, the steering committee will work towards identifying indicators for measuring and monitoring the success and sustainability of their implemented pathways.
Introduction

More postsecondary institutions in Ontario are developing pathways through the transfer of credits, which is allowing for increased learner mobility and unique educational journeys. Recognizing this, the Centre for Policy and Research in Indigenous Learning (CPRIL) (Confederation College), Trent University (Trent) and the First Nations Technical Institute (FNTI) undertook a project entitled “Pathways for Indigenous Learners: Collaborating Across Aboriginal Institutes, Colleges and Universities”. Launched in 2013, this project aims to address a gap in supporting and advancing learning opportunities for Indigenous learners, through the creation and formal recognition of Indigenous-specific learning pathways. In 2016, this project expanded to include partnerships with eight additional postsecondary institutions that whose representatives were considered the 2nd Circle of partners.

This work is grounded by the need to close a gap in education and employment between Indigenous and non-Indigenous learners, and the need to increase the presence and place of Indigenous studies and education in postsecondary environments more broadly. These are needs that have been identified continually in foundational documents such as the Truth and Reconciliation Commission Calls to Action (2015), and preceding documents like the United Nations Declaration on the Rights of Indigenous Peoples (2007), the Royal Commission on Aboriginal Peoples (1996), and the National Indigenous Brotherhood’s Indian Control of Indigenous Education (1972).

Throughout the different phases of this project, “pathways” have been defined as the direct transfer of credits from one program to another. However, pathways have also been broadly characterized to consider the learners’ entire postsecondary journey including entering into a program, transitioning between programs, and exiting from a program, and the wrap-around support services that would be available to learners throughout their pursuit of a pathway.

Building upon the success of the model for collaboration and partnership, 1st and 2nd Circle partners wanted to further expand upon building pathways and partnerships for Indigenous learners by inviting additional postsecondary institutions in Ontario to join the project. To date, this project has expanded to a collaboration that now represents 16 Ontario colleges, universities, and Indigenous Institutes. This work has also resulted in a successful model for partnership and collaboration around creating pathways for Indigenous learners, a model that can be shared.

In the current phase of the work (2017/18), there were three main project objectives. First, this project sought to expand and share information on their model by inviting additional postsecondary institutions to join this work. Second, this project sought to develop additional pathways for Indigenous learners across the most recent iteration of partners, and to focus on establishing plans for streamlining wrap-around supports throughout the pathways, as well as plans for supporting the sustainability of all implemented pathways. Lastly, the Steering Committee sought to build capacity on this pathways project by developing principles for implementing pathways for Indigenous learners in Ontario postsecondary institutions.

This report provides an overview of the application of the project’s model for creating pathways and partnerships for Indigenous learners to the third iteration (Third Circle) of partnering institutions, during April 2017 – March 2018, as well the resulting pathways and principles for
pathways for Indigenous learners. The second portion of the report seeks to draw connections between our resulting pathways and principles to relevant bodies of literature.

**The Project Steering Committee**

The project Steering Committee has grown to include representatives from 16 postsecondary institutions (one (1) Indigenous institute, seven (7) universities and eight (8) colleges) across Ontario, who are a part of either the 1st, 2nd or 3rd Circle. Details on each circle of partners are outlined below.

1st Circle: In 2013-2016 Trent University, First Nations Technical Institute, and Confederation College began the process of relationship-building that grew out of their unique positions in Indigenous education, as three distinct institutions that have a breadth of experience in working in Indigenous education and with Indigenous communities. Through relationship-building and partnership, the Pathways for Indigenous Learners project emerged. Throughout the different iterations of the work, 1st Circle partners have been responsible for participating in the work as well as for providing advisory support to new members (2nd and 3rd Circle partners).

2nd Circle: In 2016-17 the 1st Circle of partners aimed to expand upon their model by inviting additional postsecondary institutions to join the project. In this phase, eight additional postsecondary institutions joined, comprising the “2nd Circle” of partners. “2nd Circle has been responsible for carrying out the work established in the project’s work plan and for attending in-person meetings. They are also responsible for providing mentorship and advisement to the 3rd Circle of Steering Committee partners.

3rd Circle: Finally, in 2017-18, wanting to build off the success of the first expansion of the Steering Committee, 1st and 2nd Circle partners undertook another phase of inviting postsecondary institutions to join the project. Five (5) additional colleges and universities joined, bringing the group to a total of 16 postsecondary institutions from across Ontario.

**Project Design**

A focus of this phase of our Pathways for Indigenous Learners project was to expand the project’s model, *Circles of Influence (see Figure 1)* that was established in previous iterations of this work (*see CPRIL, 2016*), by inviting a 3rd Circle of postsecondary institutions in Ontario to join our process. This section serves to provide an overview of the project’s design and the application of our model (Circles of Influence) which is categorized by the following four main elements: Relationship-building and partnership; building common ground; collaborative and informed action; and pathways and partnerships for Indigenous learners.

This project is also grounded by Indigenous methodology where ceremony has informed much of the project activities. Further, relationship-building and establishing mutual respect and understanding of our responsibility to the work were integral characteristics of our project’s model.
Figure 1: “Circles of Influence”, the pathways for Indigenous learner’s project model for partnership and collaboration (slightly modified version from CPRIL, 2016)

Relationship-Building and Partnership

There were a number of shared practices and group values that reinforced the project’s model, and that guided relationship-building and ultimately the work in creating pathways and principles for Indigenous learners. Firstly, the Steering Committee was centred by a shared commitment to supporting and creating equitable opportunities for Indigenous learners across our postsecondary institutions. Additionally, members of the Steering Committee dedicated themselves to working with an open heart and mind and with transparency, in order to build and maintain a sense of mutual respect and understanding.

The Steering Committee also established a number of group practices that were critical to maintaining our shared group values. First, members of the Steering Committee illustrated their commitments to the project through their attendance at and participation in the regular in-person meetings. In-person meetings have been considered as a critical best practice for this work, as it fosters relationships and creates a time and space for working together. Additionally, important practices of the group included sharing a meal at every meeting, alternating host institutions for each meeting, opening and closing the meetings with a prayer, and closing meetings with round table reflections.

Similar to previous iterations of this work, the Expanding the Circle project was launched in a customary way, in the form of a feast that was held in Thunder Bay, Ontario in June 2017. During this meeting, all project partners were brought together to share a meal that was mainly comprised of local foods, in order to begin the process of relationship-building. During this launch, 1st and 2nd Circle partners took on the responsibility of presenting and sharing reflections on the previous phases of this work and the project objectives for the coming year. New, or 3rd Circle partners, were responsible for sharing information on their institution’s capacity to take
on this project of creating pathways for Indigenous learners, as well as what they could contribute to this work. The project launch also included group discussions on foundational topics such as barriers and strategies for implementing pathways for Indigenous learners, and was concluded by a formal expression of commitment to joining this work from institutions that now made up the 3rd Circle.

During the project’s launch, project partners also confirmed the work plan for the year, as well a regular the in-person meeting schedule (see Table 1).

Table 1: Regular in-person meetings schedule and location

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 22nd and 23rd, 2017</td>
<td>Confederation College, Thunder Bay, ON</td>
</tr>
<tr>
<td>August 16th and 17th, 2017</td>
<td>Trent University, Peterborough, ON</td>
</tr>
<tr>
<td>October 23rd and 24th, 2017</td>
<td>Lakehead University, Thunder Bay, ON</td>
</tr>
<tr>
<td>December 13th and 14th, 2017</td>
<td>University of Sudbury and Laurentian University, Sudbury, ON</td>
</tr>
<tr>
<td>January 23rd and 24th, 2018</td>
<td>George Brown College, Toronto, ON</td>
</tr>
<tr>
<td>March 6th and 7th, 2018</td>
<td>Queens University, Kingston, ON</td>
</tr>
</tbody>
</table>

Building Common Ground

The processes of building common ground helped to establish a mutual understanding of one another’s institutions and the role of this work. It also was integral to the project’s objective of developing principles on pathways for Indigenous learners. Building of a common ground occurred throughout the project, and was facilitated by a number of activities such as asset mapping, resources sharing, group discussions, and workshops.

- The Environmental Scan: Institutional Asset Mapping

Each partnering institution was responsible for completing an institutional asset map, which is a document that comprehensively captures and illustrates an institution’s capacity to implement pathways for Indigenous learners. In particular, this process involves compiling information on a diverse list of “assets”, or qualities, entities, resources, etc., that serve as a source of strength for the development of an aspect of a “community”, such as the development of pathways for Indigenous learners across postsecondary institutions (Dorfman, 1998). Asset mapping is a method that used in the field of community development, and is used to assist a community (e.g. a community of postsecondary institutions) in identifying their strengths, and through deduction, their weaknesses in their development (Dorfman, 1998).

The asset maps are intended to be used as a starting point for developing pathways as they summarize not only the programs that are available within the institution, but all of the assets that will support the success and implementation of a pathway. For instance, such information includes wrap-around supports that are available to learners, processes for recruiting Indigenous learners, data on student characteristics, etc.
The asset maps are also considered to be living documents in that they can constantly grow as more assets are identified and categories are developed. For instance, there were several additional categories that were added to the asset map template in this phase, categories which grew out of group discussions on Indigenous education and on barriers and strategies for implementing pathways for Indigenous learners. In particular, the group wanted to better understand how each institution was supporting the TRC Calls to Action, allocating core funding to Indigenous staff and Indigenous education, and engaging with communities, particularly in their decision-making on Indigenous education.

Each institution had several opportunities throughout the year to share information on their asset map through both short overview presentations and one-on-one conversations with Steering Committee members from other institutions. Several committee members also developed poster presentations to illustrate the highlights of their asset maps, including how they informed the development of pathways, partnerships, and next steps from their participation in this work. Refer to Appendix H for sample poster presentations.

Overall, there was group consensus that the asset map process was useful for developing an in-depth understanding of partnering institutions, including their own. Refer to Appendix B for the most recent iteration of the asset map template.

- **Resource Sharing**

A number of resources that were developed in early phases of this work (e.g. asset maps, sample articulation agreements, examples of curriculum mapping, etc.) were also presented and shared with the group throughout the year. Additionally, a number of resources were developed in this phase of the project that specifically aim to build capacity on our project within our partnering institutions and throughout postsecondary education in Ontario more widely. Such resources include a document on potential principles for Pathways for Indigenous learners, and institutions’ poster presentations that were informed by Steering Committee members’ asset maps and participation in this work.

Refer to the appendices for examples of the resources that have been developed and shared throughout this project.

- **Group Discussions**

The Steering Committee also engaged in a number of structured and unstructured group discussions throughout the year to facilitate building a common ground on a number of topics that are foundational to building and implementing pathways for Indigenous learners. The Steering Committee began with broad discussions on Indigenous Education, which led to the identification of a number of topics that they wanted to discuss in greater depth as a group. These topics included Indigenous education, structural racism
and inequity, and barriers to and strategies for implementing pathways for Indigenous learners. During in-depth discussions, the Steering Committee was often divided into smaller groups to discuss the proposed topic in greater depth. Following the break-out discussions, all members of the Steering Committee would report back to group, where themes of the group discussions were generated, discussed and confirmed as a group.

Overall, the themes that emerged from the group discussions informed the creation of principles for supporting the development and implementation of pathways for Indigenous learners that span the following categories: pathways for Indigenous learners, wrap-around supports, capacity-building, respect and equity, data collection, and resources. Further, a series of steps or recommendations were developed based upon strategies, needs, and gaps that the Steering Committee identified in relation to these categories. Refer to the section, Principled Position on Pathways for Indigenous Learners, and Appendix F for further information on the Steering Committee’s principles on pathways for Indigenous learners.

- **Final Pathways for Indigenous Learners Workshop**

Finally, this project sought to build capacity on all the work that has been completed to date for the pathways project through a final project workshop that was held at Queen’s University in Kingston, Ontario. Steering Committee members invited representatives from their institutions who could assist them in advancing our pathways work once they returned to their home institution. The focus of this meeting was to provide an overview of the project and its model, highlight results of the project, and share practices and resources that have emerged from the work to date, such as our asset maps, wrap-around supports model, and Principles of Pathways document. Steering Committee members also had the opportunity to present institutional posters, which summarized their asset maps and the pathways and partnerships that resulted from their participation in this work.

- **Collaborative and Informed Action: Pathways, Partnerships and Principles**

Overall, relationship-building and partnership, and building of a common ground helped to facilitate achieving the project’s objectives of following up on previously identifying pathways, identifying new pathways, and developing principles on pathways. This next section provides an overview of the projects results, illustrating how the process of speed dating guided the identification of additionally potential pathways, and how our facilitated group discussions guided the development of principles on pathways for Indigenous learners.

- **Speed-Dating/ Networking**

Similar to the previous phase of this work (2016/17), the process of identifying potential pathways was facilitated by several rounds of speed-dating/networking. This is a process that involves a series of brief one-on-one meetings between Steering Committee members from two institutions, who meet to explore opportunities for collaboration
(CPRIL, 2016). In the previous phase of this work, the Steering Committee was smaller in size, and most or all institutions had the opportunity to meet with one another. However, in this phase, while each institution held several meetings with other institutions, they were not able to meet with everyone. In part, this was a result of the size of a larger group, and also a result of the different stages that 2nd and 3rd Circle partners were in. For instance, a number of 2nd Circle partners were still in the process of implementing the pathways they identified in 2016/17 and not yet in a position to explore new partnerships, whereas 3rd Circle partners had not yet undergone this process, and were in a position to explore many potential partnerships. In the initial speed-dating/networking sessions, 3rd Circle partners began discussing possible opportunities for developing pathways and partnerships, whereas 2nd Circle partners followed up on the pathway implementation plans that they had completed during 2016/2017. In later meetings, steering committee members met to prioritize and confirm details on pathways that they would commit to work towards implementing.

The next section will provide an overview of the results of this process and the pathways that have emerged.

- **Pathways for Indigenous Learners**

  Approximately eighteen (18) pathways for Indigenous learners were identified in this phase of the project, resulting in a total of approximately forty (40) pathways for Indigenous learners identified to date across 1st, 2nd and 3rd Circle partners. Refer to Appendix C for a comprehensive list of pathways that have been identified to date. The status of the implementation of pathways varies across the group, from a number of pathways that will be implemented by September 2018, to pathways that are still undergoing exploration through formal meetings between partnering institutions. At the final workshop, Steering Committee members provided status updates on their lists of identified pathways. Refer to Appendix D for sample list of identified pathways from two and their status.

  Overall, there are a diversity of pathways that have been identified to date, spanning the fields of Indigenous Studies, Social Services, Environmental Studies/Sciences, Business, Education, General Arts and Science, Leadership and Governance, Nursing, Engineering/Technology, and Language. Similar to previous years, there were typical types of pathways identified, such as diploma to degree and degree-to-degree, as well as unique, multi-directional pathways such as diploma/certificate to diploma (concurrently), or diploma to certificate.

  In this phase, in the identification of pathways Steering Committee partners were also asked to include details on a plan for streamlining wrap-around supports for Indigenous learners throughout their pursuit of a pathway, including as they enter into an institution, transition between institutions, and exiting an institution. Lastly, Steering Committee partners were also asked to outline a plan for supporting the sustainability of the pathway once it has been implemented. Refer to Appendix E for sample implementation plan.
Partnerships for Indigenous Learners

In addition to the diversity of pathways that were identified by the group, Steering Committee members also established a number of formal and informal partnerships around supporting pathways for Indigenous learners, and Indigenous education more broadly. For instance, regarding the support for pathways for Indigenous learners, during a networking session, Steering Committee members from Lakehead University and Canadore College discovered that there were a number of pre-existing transfer opportunities between their institutions that could be enhanced to better meet the needs of Indigenous learners. As such, Steering Committee members from Lakehead University and Canadore College began to explore a potential partnership and Memorandum of Understanding around supporting Indigenous learners who are pursuing pre-existing transfer opportunities between their two institutions (Appendix G). Regarding partnerships around Indigenous education more broadly, University of Sudbury and Queens University are also exploring a possible partnership around a shared Indigenous Language certificate that could be offered jointly and available to learners at both institutions.

Lastly, this project has resulted in a number of informal partnerships among Steering Committee members, where partners have expressed that they now have new colleagues and friendships across more postsecondary institutions that have grown from their participation in this project.

Principles for Pathways for Indigenous Learners

The third and final objective of this project was to build capacity for further pathways development, through the establishment of principled pathways for Indigenous learners. Specifically, the Steering Committee sought to develop and outline a number of potential principles that postsecondary institutions should follow in order to demonstrate their capacity, or ability, to implement such pathways. The overarching position and principles on pathways initially grew out of the themes that were discussed during group discussions on barriers and strategies for implementing pathways for Indigenous learners, and discussions on Indigenous education more broadly.

The principles are grounded by Steering Committee’s overarching position on pathways for Indigenous learners, which is as follows:

Indigenous learners will be encouraged and supported to pursue postsecondary education pathways that resonate with themselves, that meet their learning needs, and that support their self-determination and self-affirmation. This is the position that grounds the work of creating pathways for Indigenous learners.

This over-arching position is reinforced by six underlying principles, including: Pathways for Indigenous Learners, Student Supports, Capacity Building, Respect and Equity, Data Collection, and Resources. Each section is further broken down by a series of recommendations that institutions should follow, or use as guides, in the implementation
of pathways for Indigenous learners. A literature review on the emerging themes of our group discussions was also completed, and further supported the development and refinement of the Steering Committees overarching position and guiding principles.

Lastly, there are number of documents that pertain to either principles or positions on pathways specifically, or principles and positions on Indigenous education that were revealed in the literature review and that informed the format and content of the Steering Committee’s principles. For instance, the structure of ONCAT’s (n.d.) Principles on Pathways guided the structure of our Principles document. Further, a number of the principles that were created by our Steering Committee are reinforced by a number of principles identified in the Universities of Canada’s (2015) Principles on Indigenous Education, and the College and Institutes Canada’s (n.d.) Indigenous Education Protocol.

Refer to Appendix F for a draft of the Principles on Pathways for Indigenous Learners.

The next section of the report will draw connections between the overarching position and guiding principles that emerged from our group discussions to relevant scholarly literatures and reports.
Discussion: Drawing Connections to the Literature

The literature review has been structured to respond to six Principles: Pathways for Indigenous Learners, Wrap-Around Supports, Capacity-Building, Respect and Equity, and Data Collection. Starting with the Truth and Reconciliation Commission’s Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the Royal Commission on Aboriginal Peoples, and the National Indian Brotherhood’s Indian Control of Indian Education, this review considered the relevant works of Postsecondary institutions, Indigenous organizations and research institutions, including the Association of Canadian Community Colleges (ACCC), the Association of Universities and Colleges of Canada (AUCC) and Indigenous centres at various Colleges and Universities.

On December 21, 1972, The General Assembly of the National Indian Brotherhood presented a paper entitled Indian Control of Indian Education to the Federal Minister of Indian Affairs and Northern Development. On February 2, 1973 official recognition to the paper was granted and all of the suggested recommendations were approved, thereby legislating the Department of Indian Affairs and Northern Development to implement these recommendations.

In 1996 the Report of the Royal Commission on Aboriginal Peoples (RCAP) reaffirmed the importance of implementing the 1972 policy paper stating that “the federal government has generally insisted that schools conform to provincial regulations with respect to curriculum, school year and so on, thereby restricting schools’ ability to include innovative, culture-based curriculum” (RCAP, 1996).

In 2006, the Assembly of First Nations prepared a report card which was designed to assess progress in the implementation of the recommendations from the Royal Commission. The Report Card stated that “based on our assessment, Canada (and by default, Canadians) has failed in terms of its action to date” (Assembly of First Nations, 2006, p. 2).

Concurrently, in 2006, the Ontario Provincial government had commissioned the first of a series of Policy Frameworks to begin to formalize the promising practices for Indigenous secondary school students. Ovide Mercredi, in his presentation to northern Ontario Postsecondary educators said that “we would not be focused on access programs for Aboriginal students if the Crown would have honoured their agreement to support Aboriginal control of education. (Sudbury, August 2010).

In a summary report released in 2015, the Truth and Reconciliation Commission (TRC) published "calls to action" urging all levels of government — federal, provincial, territorial and Indigenous — to work together to change policies and programs in a concerted effort to repair the harm caused by residential schools and move forward with reconciliation.

Building on this rich history of education advocacy, Indigenous scholarship and experience, our Steering Committee consisting of representatives from 16 Post Secondary institutions, co-created six overarching principles. Each principle identifies the critical requirements and possible steps that could be taken to strengthen Indigenous pathway successful for Indigenous learners.
Principle One: Pathways for Indigenous Learners

Indigenous learners will be able to pursue pathways that meet their learning needs and support their self-determination.

The need to deconstruct the “normal” institutional bureaucracies and accepted access, mobility and transfer practices is imperative to strengthening communication and provision of appropriate opportunities and successful completion of Indigenous learners within the current educational landscape. Dr. Marie Battiste in “State of Aboriginal Learning” (2005) identified a number of foundational principles that are necessary in supporting Aboriginal learning and education. They included: the recognition that Aboriginal peoples believe in the importance of wholistic and life-long learning as being vital to their economic well-being; the inclusion of language, culture and the significance of land as integral for learning; control of the development of learning materials and curriculum and the recognition that Aboriginal control is a legitimate right; the correction of inequalities in funding; and partnering with Indigenous communities and leadership in any research activities, following ethical principles developed by the Indigenous communities and leadership. The principles offered in this project by the project’s Steering Committee are very similar to Dr. Battiste’s suggestions created 12 years ago, which further reinforces the need for direct action.

Malatest & Associates (2010) identified barriers to accessing and completing Postsecondary education including financial resources, discrimination and lack of role models. A secondary finding from this report identified a number of approaches and strategies that could be employed to strengthen persistence rates. These include: Aboriginal student services, Aboriginal access programs, and Aboriginal designated programs. They cited that success was predicated on institutions providing Indigenous learners with Indigenous student services which fostered a sense of belonging and an opportunity to practice cultural traditions (p. 73).

Many scholars over many years have identified that Indigenous students who retain their identity are better able to demonstrate resilience in Postsecondary environments. Self-determination in choosing an educational pathway has been noted as leading to success (Alfred, 1999; Antone, 2001; Grande, 2004; Huffman, 2001; Jackson, Smith & Hill, 2003; Kirkness & Barnhardt, 2001; Larimore & McClellan, 2005; McKenna, 2003; and Shields, 2005). Strengthening Indigenous identity and self-determination are critical elements in providing successful wrap-around wholistic learner supports.

The recommended steps that emerged under Section One: Pathways for Indigenous Learners are as follows:

→ Pathways should be recognized as a valid course of study and eligible for student funding.
→ Indigenous Studies departments, institutional committees on Indigenous education, and community representatives should advise on the development of pathways for Indigenous learners.
→ Pathways should be multi-lateral and reflective of Indigenous andragogy/pedagogy.
→ Methods for developing pathways (e.g. curriculum-mapping and articulation agreements) need to be flexible and inclusive of Indigenous Knowledge(s), cultures and andragogy/pedagogy.
articulation agreements should include details on credit transfer and academic requirements, a plan for streamlining the wrap-around support services available to indigenous learners, and a plan for ensuring the sustainability of the pathway.

staff and faculty within partnering institutions need to aware of and able to communicate details on available pathways for indigenous learners.

**Principle Two: Student Supports**

*indigenous learners will be supported by wrap-around services throughout their pursuit of a pathway.*

creating a welcoming environment that is culturally recognizable and supportive is important in making indigenous learners feel wanted, valued and successful. it is critical for each institution to initiate comprehensive wrap-around student support services that are wholistic, effective, and that align with the systems that support pathways to higher learning. institutional commitment to indigenous students can be established in a number of ways. many experts (antone, 2001; hampton & roy, 2002; kirkness & barnhardt, 2001; lundberg, 2007; may & aikman, 2003; and wotherspoon & schissel, 1998) believe that institutions that emphasize diversity, cultural safety and inclusiveness will create an environment where indigenous students can be successful. for example, many indigenous educators (bobiwash, 1999; richardson & Blanchet-Cohen, 2000; and wotherspoon & schissel, 1998) recognize that the integration of indigenous culture and history into the curriculum and the delivery of curriculum in a culturally significant manner lead to positive outcomes.

mentorship programs have been identified as another strategy to increase persistence rates and the smooth integration of indigenous students to postsecondary institutions (ACCC report, 2005; antone, 2001; heavyrunner & Marshall, 2003; jackson, et. al, 2003; larimore & McClelland, 2005; and wotherspoon & schissel, 1998). this was reaffirmed with the bishkaa summer orientation/mentorship program offered at trent university which was an important finding of the ONCAT pathway project titled, “pathways for Indigenous Learners: Collaborating across Aboriginal Institutes, Colleges, and Universities (2016).” in this phase, the steering committee also discovered the importance of in-person recruitment, where faculty from trent university met with prospective students at confederation to advertise and share information on their Aboriginal Community Advocacy – Indigenous Studies Pathways. during these visits, steering committee members also recognized important wrap-around supports such as providing assistance with finding housing, finding funding sources to offset moving costs, and providing assistance on finding access to daycare services.

as well, strong relationships between faculty and indigenous students have also been found to be an influential factor in encouraging students to remain in school. many reports (antoine, 2001; bishop, 2005; hampton & roy, 2002; jackson, et. al, 2003; kanu, 2002; larimore & McClelland, 2005; lee, 2007; lundberg, 2007; richardson & Blanchet-Cohen, 2000; shields, 2005; and wotherspoon & schissel, 1998) suggested that when they are treated in a respectful manner, by professors who demonstrate personal warmth, a caring attitude, a genuine interest, with some knowledge of indigenous culture, students are encouraged and are thus able to persist to completion.
The provision of support services helps build resilience and creates a level playing field, which is integral to student persistence to graduation; however, it is necessary to examine institutional structures on a regular basis to ensure that promises of access and equity are in fact supported by practice.

**The recommended steps that emerged from Section Two: Wrap-around supports are as follows:**

- Learners should have access to student services that support their wholistic well-being throughout their pursuit of a pathway, including entering into, transitioning between and exiting postsecondary institutions.
- In the development of pathways, partnering institutions should streamline support services to ensure that learners have what they need to persist throughout the pathway.
- Institutions should share information on wise practices of successful student supports.

**Principle Three: Capacity-Building**

*Capacity building will ground the development and implementation of pathways for Indigenous learners.*

White Shield has asserted that the “freedom to express our Indigenous identity fully in our educational experience is paramount” (p. 123). Further, she maintains that mainstream institutions have a responsibility to ensure success for Indigenous learners in higher education. Lundberg (2007) goes even further, and states that student involvement and institutional commitment to diversity are predictors of successful Indigenous student learning. She asserts that institutions have a responsibility for student success, and states her belief that institutions that clearly value diversity, in ways that are evident to students, have higher rates of program completion.

Concurrently, Huffman (2001) has noted that students are often overwhelmed by the lack of familiar cultural connections and initial feelings of alienation within the institutional setting. White Shield (2004) has spoken of the “extremely painful periods of loneliness, depression and isolation” (p. 118) felt by students as they begin their studies in institutions of higher education. She reports that these feelings commonly persist for months. In addition, Larimore and McClelland (2005) emphasize that “feelings of isolation are significantly associated to academic performance” (p. 21).

Academic institutions and student support services must understand the student experience from the time that these students arrive in the city. This essential understanding will provide insight into the multi-faceted challenges faced by Indigenous learners, many of whom may be relocating from remote, rural environments to larger urban communities.

In addition to renewing and extending engagement processes for curriculum review, and combining it with the acknowledgement of the negative impact of education on Indigenous Peoples, is the need to officially recognize significant Indigenous contributions. This can be accomplished through textbooks, educational resources, Elders and the ongoing curriculum
development to incorporate Indigenous learning outcomes, andragogical, pedagogical and Indigegogical practices.

Barnardt (2005) suggests that in order for education to be relevant to Indigenous learners, it would be essential that it related to “a sense of place and its associated cultural practices and indicators” (p. 10). Stewart-Harawira (2003) proposes that Indigenous knowledge is believed to come from the Creator and provides explicit directions on how to live one’s life (p. 155); that it provides direction on life, how to live and of the interconnections between all things, both animate and inanimate (p. 35) McGregor (2004) agrees, adding that Indigenous Knowledge is shared orally through stories from generation to generation since the beginning of time. Battiste and Henderson further explain that Indigenous Knowledge is dynamic and varies from territory to territory as people interact with “their ecosystems, and other living beings and spirits that share their lands” (p. 390).

Indigenous students attending Postsecondary institutions signal the ongoing need for support services. A successful learning experience is not limited to activities that occur in the classroom, but includes every interaction with every person in each department across the academy.

The recommended steps that emerged from Section Three: Capacity Building, are as follows:

→ In the development of a pathway, partnering institutions need to communicate information on their ability to support pathways for Indigenous learners.

→ In the development of pathways, partnering institutions need to identify and generate strategies for breaking down possible barriers to supporting pathways for Indigenous learners

→ Postsecondary institutions need to create more opportunities for building capacity on Indigenous education and learning throughout the institution, to strengthen their abilities to support pathways for Indigenous learners.

→ All staff and faculty within postsecondary institutions should be informed on critical documents such as the Truth and Reconciliation Commission’s Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, the Royal Commission on Aboriginal Peoples, and the National Indian Brotherhood’s Indian Control of Indian Education.

**Principle Four: Respect and Equity**

*Indigenous learners will be able to pursue pathways in an equitable and respectful way.*

The Association of Canadian Community College’s report (2008) “Pan-Canadian Study of First Year College Students: The Characteristics and Experience of Aboriginal, Disabled, Immigrant and Visible Minority Students” states that the presence of racism towards Indigenous people in Canadian society has had an impact on the desire of Indigenous people to access postsecondary studies and then be successful in completing their studies.

An attitude often shared by Western educators that underpins Indigenous education is to view different knowledge, learning, language and culture as problematic. Cajete (1994) says, “Too often the Indian student is viewed as a problem, rather than the unquestioned approaches, attitudes, and curricula of the education system” (p.188). He adds, “The knowledge, values, skills and interests that Indian students possess are largely ignored in favour of strategies aimed at
enticing them to conform to mainstream education” (p. 188). Institutions have a critical role to play in reversing this assumption which can be demonstrated in a number of ways; community consultation in the development of programs and curriculum; an institutional emphasis on diversity, cultural safety and inclusiveness; integrating Indigenous culture and history into the curriculum; and delivering curriculum that is based on and responsive to Indigenous learning outcomes (ACCC Report, 2005).

The current curriculum in contemporary Canadian schools is still based on Western thinking and practices which only serve to perpetuate an educational experience that reinforces the divide between Indigenous thought and practice and Western systems of learning (Battiste and Henderson, 2000; Bazylak, 2002; Graveline, 1998; Bouvier and Karlenzig, 2006; Henderson-A, 2000; Henderson-B, 2000; Swartz and Ball, 2001). In order to create transformational change this current way of educating must change. A number of advocates (Bazylak, 2002; Swartz & Ball, 2001; Bell, 2004; Jackson, Smith & Hill, 2003; Lundberg, 2007; White Shield, 2004; Helmer, 2012) have identified that persistence rates and successful learning outcomes may improve if the current practices change to include content and context that aligns with the learners’ cultural heritage. White Shield (2004) affirms that “…freedom to express our Indigenous identity fully in our educational experience is paramount...” (p. 123). Obvious institutional commitment and responsibility, coupled with a healthy understanding of diversity will have a positive affect with respect to learner retention and success (Lundberg, 2007).

The recommended steps that emerged from Section Four: Respect and equity, are as follows:

→ In the development of a pathways for Indigenous learners partnering institutions need to build their understanding on processes or policies that perpetuate structural racism or inequity
→ In the implementation of pathways, partnering institutions need to identify and implement strategies for removing processes or policies that perpetuate structural racism and inequity

**Principle Five: Data Collection**

Pathways for Indigenous Learners will be developed and informed by evidence (quantitative and qualitative data).

The ongoing challenge to all of the approaches, strategies, suggestions and recommendations for the proposed principles revolve around the lack of authentic data. This is reflected in both quantitative and qualitative data resources in collection and interpretation.

Access to data, mining, collection, and interpretation must be done with Indigenous Peoples and the results and recommendations must be used to further the goals and objectives of Indigenous Peoples. Many scholars (Kovach, 2010; Toulouse, 2006; Turner, 2006; and Wilson, 2008) emphasize the significance of involving Indigenous Peoples in the construction and implementation of any data collection effort and that they must be the authors of knowledge and interpretations. These scholars indicate the importance of recognizing Indigenous research protocols to ensure that the research is conducted in a culturally respectful manner and that the knowledge that results is shared fully with the participants and their communities.
Further, typical indicators used to measure success in postsecondary education, such as retention, grades, and employment status after graduation, may be limiting measures of success, as perceived or experienced by Indigenous learners. For instance, in a project completed by Nipissing University (2015) on redefining Indigenous success in postsecondary education, researchers found that perceptions of success extend beyond measures of retention, grades and graduation, and include achievements such as building knowledge, building a strong sense of identity, reclaiming a strong sense of cultural heritage, and building a sense of responsibilities (Nipissing University, 2015).

The recommended steps that emerged from Section Five: Data Collection, are as follows:

→ Institutions should participate in collaborative and wholistic methods of data collection that demonstrate their ability to support pathways for Indigenous learners (e.g. asset mapping).

→ Wholistic data, including quantitative and qualitative data, should guide the development, implementation and monitoring of pathways for Indigenous learners.

→ Collaborative mechanisms for monitoring the success of Pathways for Indigenous learners should be established and shared.

**Principle Six: Resources**

Postsecondary institutions can demonstrate their commitments to reconciliation, in part, by providing greater resources to Indigenous education through core funding

In 1992, the Ontario Government established what is now referred to as the Postsecondary Fund for Aboriginal Learners (PEFAL), to provide support for activities that support the access to and completion of postsecondary education for Indigenous learners. In order to become eligible for this funding, postsecondary institutions must establish an Aboriginal Education Council, whose role includes providing advisement on Indigenous education within a postsecondary institution (Ontario Government, 2015). While this funding is critical to the support of Indigenous education and learners across many postsecondary environments, there was consensus among the Steering Committee members that more resources are required. In particular, there is a need for greater allocation of core funding specifically for Indigenous education, for positions for Indigenous staff and faculty, and for the student support services for Indigenous learners. This need was highlighted among the Steering Committee’s asset maps, where it was evident that there are limited percentages of core funding allocated to Indigenous education (including funding for programming, positions, and student services) across all partnering institutions.

Further, there is a greater need for development of permanent and full time positions for Indigenous staff and faculty across postsecondary institutions. Upon review of the Steering Committee’s asset maps, and from related group discussions, there are limited permanent and full time positions that are designated to or available for Indigenous faculty and staff; hiring and staffing for these positions tends to be dependent on PEFAL funding. The Steering Committee indicated that postsecondary institutions could demonstrate their commitments to Indigenous education and to reconciliation through the allocation of greater and core funding. Further, Paquette and Fallon (2014) support this notion, and express that the greater support of
Indigenous education and studies within postsecondary institutions could help build and improve relationships with Indigenous communities.

**The recommended steps that emerged from Section Six: Resources are as follows:**

- Postsecondary institutions need to commit more resources to Indigenous Education and learning and for hiring and supporting full-time and permanent positions for Indigenous staff and faculty.
- In the development of pathways, partnering institutions should establish a plan for streamlining requirements for student fees (e.g. application fees, transcript fees, etc), and for funding opportunities such as bursaries and scholarships.

Refer to Appendix F for the draft document on Principles for Pathways for Indigenous Learners.
Best Practices and Lessons Learned

There are a number of notable best practices that have emerged from this pathways project.

- Establishing a Steering Committee that is comprised of diverse individuals, who have diverse positions, across diverse postsecondary institutions in Ontario, is a unique and integral feature of the project. Having a diverse group of individuals within the Steering Committee allowed for cross-system and cross-cultural dialogue to take place, and provided opportunity for in depth and wholistic analysis of critical topics in our group discussion. Furthermore, it also created a space for the communication of pathways that already exist and for discussions as to how to improve them, such as through more effective communication of what already exists, or through streamlining application processes, or by aligning wrap-around supports.

- The Steering Committee members’ commitments to attending in person meetings was essential to the successes of the project for several reasons. The commitments to regular and in-person meetings created a space for relationship building, building common ground, and completing the project’s objectives.

- The method of asset mapping proved to be a best practice in this phase of the work. The process provided each institution with the opportunity to build their knowledge on their own institutions, as well as each other’s. The asset mapping process also resulted in the collection of a vast amount of data that can be utilized by institutions outside of this project, such as for informing decision-making around Indigenous education within their home institutions.

There were also several important lessons learned throughout this project that are important to highlight and consider in future iterations of this work.

- While the process of speed dating was very effective for identifying a diversity of pathways, the implementation of pathways themselves proved more challenging. In particular, once Steering Committees returned to their home institutions, it was realized that processes for implementing pathways takes longer than anticipated. As such, the Steering Committee learned the importance of prioritizing and setting realistic timelines for pathways implementation plans. The Steering Committee also responded to this challenge by having several group discussions on barriers and strategies for implementing pathways for Indigenous learners to help identify where there were common challenges, and also what might be effective strategies for offsetting challenges. For instance, a notable challenge to implementing pathways during this phase of the project was the faculty strike that took place among Ontario Colleges in fall 2017. Another common challenge was the need for greater resources (e.g. time, money, or staff) required for implementing pathways. An identified strategy was to invite additional members from our partnering institutions, who could help move implementation plans forward, to participate in our final workshop.
Another lesson learned was that it is important to have consistent attendance of Steering Committee members at project meetings as many meetings built off of one another or integrate opportunities for working and following up on pathways implementation plans.

Conclusions and New Directions

Overall, this project was successful in achieving its three main objectives, which included, sharing information on and expanding the project’s model, building additional pathways and partnerships across new partnering institutions, and developing resources on pathways for Indigenous learners. Moving forward, the Steering Committee is committed to working towards implementing pathways that have been identified throughout the different phases of this project. Additionally, the Steering Committee aims to work on the sustainability of the project’s work, and the pathways that have been implemented. In particular, in the next phase of this project, the Steering Committee will work towards identifying indicators for measuring and monitoring the success and sustainability of their implemented pathways.
References


Helmer, J. (2012). The Hollow Bone Hunter’s Search for Sacred Space in Cyberspace: A two world story: https://dt.athabascau.ca/jspui/handle/10791/14


Appendices

Appendix A: Wrap Around Supports

“a framework ... is the enactment of a respectful relationship with the rest of creation which shares this earth with us a framework is never a noun never simply a metaphor... it is more than any words which attempt to denotate it a framework is a journey/ing with”
**Spiritual – Purpose – LOVE** - *We are given strength to walk through all that comes our way as we seek to understand the Creator’s purpose for our lives.*

- Accessing Elders – on and off campus
- Aboriginal counselling – on and off campus
- Opportunities for cultural practices
- Opportunities for spiritual practices

**Mental – Learning – HUMILITY** -

- Academic bridging course – intensive 1 or 2 week module – adaptation of Trent’s research and writing course
- Adapting to systems in new post-secondary institution
- Acknowledging and accepting Indigenous cultural difference

**Emotional – Reflection – TRUTH**

- E-portfolio – (to be developed)
- Completion of transition questionnaire/assessment – (to be developed)
- Weekly check ins with peer mentor/advisor
- Managing time (transfer shock)
- Self-direction (self-care, self-advocacy)
- Counselling

**Relational – Interaction – RESPECT**

Promotion of Articulation Agreements – Navigators – College Recruiters

Develop promotional materials: brochures, postcards, etc.

- 1st year ACA, NCFS, ET – class visits
- 2nd year ACA, NCFS, ET – class visits
- Access programs – class visits
- Alumni base – call/email/mail promotional material
- High Schools
- Career fairs
- Virtual tours
- Website promotion and information

Meeting with students who are pursuing and meet criteria of Articulation Agreement

- Introduction to receiving institution staff and faculty
- Assist with application process
“Checking in not out” once at receiving institution
  - Weekly check ins with peer mentor/advisor
  - Follow up by support staff to faculty
  - Faculty engagement
  - Advocacy

Social – Belonging - HONESTY
  - Maintenance of cohort
  - Summer orientation – “Biishka”, Kiikokanawge
  - Community connections – friendship centres,
  - Family connections

Financial – Balance - WISDOM
  - Income source
  - Funding logistics
  - Employment opportunities – pre, mid, post
  - Moving costs
  - Budgeting
  - Bursary applications

Physical – Movement – Self direction – COURAGE
  - Housing/accommodations
  - Daycare, children’s schools
  - Safe neighbourhoods
  - Health care – doctors, dentists, optometrists
  - Diet and exercise
Appendix B: Asset Map Template

Expanding the Circle:
Pathways for Indigenous Learners across Ontario
Asset Map for Partnering Institutions

The purpose of this document is to assist you in summarizing information pertaining to programs, courses, supports, opportunities, services, etc for Indigenous learners within your institution. This information will be helpful throughout the process of this work, in creating learning pathways for Indigenous learners across partnering institutions. When possible, include institutional data that could be useful to or inform the development or creation of learning pathways.

**Feel free to copy & paste any relevant information from your website**

<table>
<thead>
<tr>
<th>“ASSET”</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programs and Courses</strong></td>
<td>(that have a focus on Knowledge/pedagogy, culture, knowledge, etc, or where there are Indigenous Learners enrolled, or that are delivered within communities)</td>
</tr>
<tr>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td><strong>Services/Support/ Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Support (i.e. feasts, sweatlodge, ceremonies, sharing circles)</td>
<td></td>
</tr>
<tr>
<td>Academic Support (i.e. academic advising, tutoring, various workshops)</td>
<td></td>
</tr>
<tr>
<td>Individual Support (i.e. on campus counselling, Elders)</td>
<td></td>
</tr>
<tr>
<td>Financial Support (i.e. bursaries, food vouchers, bus tickets, emergency funds, food bank)</td>
<td></td>
</tr>
<tr>
<td>Resource Centres?</td>
<td></td>
</tr>
<tr>
<td>Peer Mentoring – e.g. connections to upper year mentors (Please include any informal supports (i.e. rides, out of pocket expenses – lunches, coffee))</td>
<td></td>
</tr>
<tr>
<td>If you have a gathering space/student lounge/support centre, who typically uses this space? (i.e. 1st year students, 2nd, non-Indigenous)</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Do you offer post-graduation services? (i.e. career exploration, job bank, etc.)</td>
<td></td>
</tr>
<tr>
<td>Are there linkages with specific community supports that learners can access? (i.e. off campus counselling, cultural support, etc.)</td>
<td></td>
</tr>
<tr>
<td>Special events and/or cultural programming?</td>
<td></td>
</tr>
<tr>
<td>Informal supports (i.e. rides, out of pocket expenses – lunches, coffee)?</td>
<td></td>
</tr>
<tr>
<td>Learner Demographics – when possible include institutional data</td>
<td></td>
</tr>
<tr>
<td>Do you have a system for obtaining Indigenous learner numbers? Do you have the numbers for each group?</td>
<td></td>
</tr>
<tr>
<td>Who keeps the data? (i.e. Registrar’s, IT, Student Success Centre)</td>
<td></td>
</tr>
<tr>
<td>Where do your learners come from?</td>
<td></td>
</tr>
<tr>
<td>- <strong>Urban</strong> – reside in same location as institution or relocated from another urban setting</td>
<td></td>
</tr>
<tr>
<td>- <strong>Rural</strong> – reside in location that is within the region of institution, i.e. drive in First Nation community or small town</td>
<td></td>
</tr>
<tr>
<td>- <strong>Remote</strong> – fly in First Nation or Inuit communities</td>
<td></td>
</tr>
<tr>
<td>Language – is there a language barrier? Is English a second language for some of your learners?</td>
<td></td>
</tr>
<tr>
<td>Age – is there a higher concentration in a particular age range?</td>
<td></td>
</tr>
<tr>
<td>Education – what education level are they entering with?</td>
<td></td>
</tr>
<tr>
<td>Parental Status – do you have a large number of learners who are parents?</td>
<td></td>
</tr>
<tr>
<td>Prior Learning Experiences – what work experience or educational experience or a combination of both are they bringing with them?</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Please list the positions that work directly with Indigenous learners or within the realm of support services. (i.e. managers, counsellors, advisors, navigators)</td>
<td></td>
</tr>
<tr>
<td>Are there Indigenous Studies administration, administrative positions held by Indigenous peoples in your institution?</td>
<td></td>
</tr>
<tr>
<td>Are there Indigenous counsellors, Elders, and/or peer support workers available at your institution?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do Indigenous learners typically find out about your institution?</td>
</tr>
<tr>
<td>Do you have a designated Indigenous Recruiter?</td>
</tr>
<tr>
<td>If not, how are Indigenous learners recruited? (i.e. through mainstream services)</td>
</tr>
<tr>
<td>Where are learners recruited and in what ways? If in schools, what grade levels are targeted?</td>
</tr>
<tr>
<td>How do you recruit learners for new programs?</td>
</tr>
<tr>
<td>Is there a formal way of tracking this?</td>
</tr>
<tr>
<td>Who makes the initial contact? How is contact maintained? Is there follow up or referral to another person or department made?</td>
</tr>
<tr>
<td>What information is given and by whom?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outreach and Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>At what point is first contact made with potential Indigenous learners – application, registration or other?</td>
</tr>
<tr>
<td>Who makes the initial contact? How is contact maintained? Is there follow up or referral to another person or department made?</td>
</tr>
<tr>
<td>What information is given and by whom?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>If they are directly from high school, does your department have relationships with guidance counsellors or others that work directly with Indigenous learners?</td>
</tr>
<tr>
<td>Who helps learners with the transition to your institution?</td>
</tr>
<tr>
<td>Does your department assist with securing housing, daycare or other essential services for learners?</td>
</tr>
<tr>
<td>Does campus residence provide targeted accommodation for Indigenous learners?</td>
</tr>
<tr>
<td>Are there specific transition services offered to Indigenous Learners transfer students? (i.e. separate orientation, eligibility for on campus housing)</td>
</tr>
<tr>
<td>Decision Making</td>
</tr>
<tr>
<td>Who is responsible for making decisions for Indigenous Learners within your institution?</td>
</tr>
<tr>
<td>Are there any groups or councils (e.g. Aboriginal Education Council) that assist in decision making for Indigenous Learners at your institution? If so, what groups?</td>
</tr>
<tr>
<td>Does your institution have Indigenous representation in decision making processes e.g. sitting on the board of governors, sitting in on senior leadership meetings?</td>
</tr>
<tr>
<td>Institutional Setting</td>
</tr>
<tr>
<td>Aside from curriculum, in what ways are Indigenous knowledge(s) reflected within your institution?</td>
</tr>
<tr>
<td>The cultures of learning institutions differ from each other; what potential adjustments would Indigenous learners have to make as they enter another institution? (I.e. class size, what assignments are like (group presentations, essays, etc.)</td>
</tr>
<tr>
<td>What does building of community look like at your institution?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What pathways, for Indigenous learners, between post-secondary institutions do you currently offer?</td>
</tr>
<tr>
<td>Does your institution have a designated position for pathways related work? (e.g. a Pathways coordinator who is responsible for the creation, development and support of pathways)</td>
</tr>
<tr>
<td>Does your institution have education or personal development opportunities to inform staff and students on Indigenous cultures, education, Canadian History, etc?</td>
</tr>
<tr>
<td><strong>Student Indigenous Funding Sources</strong></td>
</tr>
<tr>
<td>What funders do you currently have relationships with?</td>
</tr>
<tr>
<td>Is there someone from student supports who liaises with the funders?</td>
</tr>
<tr>
<td><strong>Link to Community</strong></td>
</tr>
<tr>
<td>When and how does your institution engage with and involve Indigenous Communities?</td>
</tr>
<tr>
<td><strong>Institutional Documents</strong></td>
</tr>
<tr>
<td>Does you institution have documents or polices that reflect your institutions commitments to Indigenous education and learners, the Truth and Reconciliation Commission’s Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples?</td>
</tr>
<tr>
<td><strong>% of core funding for Indigenous education</strong></td>
</tr>
<tr>
<td>What % of your institution’s core funding is spent on Indigenous Support Services</td>
</tr>
<tr>
<td>What % of core funding is spent on positions for Indigenous Faculty and Staff</td>
</tr>
<tr>
<td><strong>Other</strong> (Is there any other useful information that could help to inform our process of creating or supporting pathways for Indigenous Learners?)</td>
</tr>
</tbody>
</table>
# Appendix C: List of Identified Potential Pathways

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Pathway Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>Indigenous Learning, B.A., Lakehead University</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Aboriginal Canadian Relations Certificate (not a ministry approved certificate), Confederation College</td>
<td>Concurrent Diploma, Algonquin College</td>
<td>Diploma + Certificate / Concurrently</td>
</tr>
<tr>
<td>Social Service Worker, Native Specialization, Sault College</td>
<td>Native Child &amp; Family Worker, Confederation College</td>
<td>Diploma to Diploma</td>
</tr>
<tr>
<td>Confederation College, Native Child &amp; Family</td>
<td>Sault College, FSD Certificate</td>
<td>Certificate to Diploma / Concurrently</td>
</tr>
<tr>
<td>Social Service Worker Diploma, FNTI</td>
<td>Native Child and Family Worker Diploma Program, Confederation College</td>
<td>Diploma to Diploma (for Advanced for Accreditation)</td>
</tr>
<tr>
<td>Aboriginal Studies, Algonquin College</td>
<td>B.A. Indigenous Environmental Studies/Sciences, Trent University</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Environmental Studies, Algonquin College</td>
<td>B.A. Indigenous Environmental Studies/Sciences, Trent University</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Anishinaabemowin (BA), Algoma University</td>
<td>Bachelor of Education, Lakehead University</td>
<td>Degree to Degree</td>
</tr>
<tr>
<td>Anishinaabemowin (BA), Algoma University</td>
<td>Indigenous Language Teacher Diploma Program (ILTDP), Lakehead University</td>
<td>Degree to Diploma</td>
</tr>
<tr>
<td>Anishinawbemowin Immersion Certificate, Sault College</td>
<td>Native Child and Family Worker, Confederation College</td>
<td>Certificate to Diploma, Diploma to Certificate / Concurrently</td>
</tr>
<tr>
<td>Anishinawbemowin Immersion Certificate, Sault College</td>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>Certificate to Diploma, Diploma to Certificate</td>
</tr>
<tr>
<td>GAS certificate/Diploma, Mohawk College</td>
<td>BA Indigenous Learning <em>(can be concurrent with BED program)</em>, Lakehead University</td>
<td>Certificate/Diploma to Degree</td>
</tr>
<tr>
<td>Social Service Worker, Native Specialization, Sault College</td>
<td>B.A. Social Work, Algoma University</td>
<td>Diploma to Degree, Articulation – CAAT – University</td>
</tr>
<tr>
<td>Native Child &amp; Family Services, Social Services Worker, Confederation College</td>
<td>BA Psychology; BA Community and Economic and Social Development; BA Social Work, Algoma University</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Program</td>
<td>Certificate/Program Information</td>
<td>Degree Pathway</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>BA Community Economic and Social Development, Algoma University</td>
<td>Aboriginal Canadian Relations Certificate (not a ministry approved certificate), Confederation College</td>
<td>Concurrent Certificate (online) with Degree</td>
</tr>
<tr>
<td>Public Administrative and Governance Degree, FNTI</td>
<td>Aboriginal Canadian Relations Certificate, (not a ministry approved certificate), Confederation College</td>
<td>Concurrent Certificate (online) with Degree</td>
</tr>
<tr>
<td>Aboriginal Community &amp; Society Certificate, Lambton College</td>
<td>Concurrent Diploma, Mohawk College</td>
<td>Diploma + Certificate / Concurrently</td>
</tr>
<tr>
<td>Aboriginal Culture &amp; Relationships Certificate, Lambton College</td>
<td>Concurrent Diploma, Mohawk College</td>
<td>Diploma + Certificate / Concurrently</td>
</tr>
<tr>
<td>Environmental Technician-Water &amp; Wastewater Systems Operations, Lambton College</td>
<td>Bachelor of Arts in Indigenous Environmental Studies (Honours), Trent University</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Liberal Studies, Lambton College</td>
<td>Bachelor of Arts (Honours) in Indigenous Studies, Trent University</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Community Justices Services, Canadore College</td>
<td>B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Indigenous Wellness, Canadore College</td>
<td>B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Addictions Prevention, Canadore College</td>
<td>B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Social Service Worker and Mental Health and Addictions, Canadore College</td>
<td>B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Social Services Worker (Native Specialization), Sault College</td>
<td>B.A. Indigenous Studies Program (3 year or 4 year option), University of Sudbury</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>BTech</td>
<td>Diploma to Degree</td>
</tr>
<tr>
<td>Mohawk College</td>
<td>Queen’s University</td>
<td>Mohawk College</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>General Arts &amp; Science (College Transfer)</td>
<td>Aboriginal Community and Society (on-line)</td>
<td>Lambton College</td>
</tr>
<tr>
<td>Mohawk College</td>
<td>Aboriginal Culture and Relationships (on-line)</td>
<td>Lambton College</td>
</tr>
<tr>
<td>General Arts &amp; Science (College Transfer)</td>
<td>Fetal Alcohol Spectrum Disorder (FASD) 1-year Program, Sault College</td>
<td>Sault College</td>
</tr>
<tr>
<td>Social Service Worker 2-year (SSW) Program, Sault College</td>
<td>Community Diabetes Worker 1-year Post Diploma Program, Canadore College</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Business Program, Canadore College</td>
<td>Bachelor of Business, Laurentian University</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Indigenous Social Work, Sault College</td>
<td>Indigenous Social Work Laurentian University</td>
<td>Sault College</td>
</tr>
<tr>
<td>Social work with Native Specialization, Sault College</td>
<td>Indigenous Social Work Laurentian University</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>BA in Political Science, Lakehead University</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>Indigenous Studies, Trent University</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>BA Community and Economic and Social Development, Algoma University</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Indigenous Programs, Confederation College</td>
<td>Anishnawbemowin program through synchronous web delivery platform, Algoma University</td>
<td>Canadore College</td>
</tr>
<tr>
<td>Indigenous Healing and Wellness University of Sudbury</td>
<td>Bachelor of Health Sciences Queen’s University</td>
<td>Algoma University</td>
</tr>
<tr>
<td>Indigenous Studies</td>
<td>Indigenous Studies</td>
<td>Algoma University</td>
</tr>
</tbody>
</table>
| Queen’s University | University of Sudbury | Algoma University Shingwauk Kinooomaage Gamig  
| Trent University | | University-to-university 
| Indigenous Languages Certificate Queen’s University | Indigenous Languages Diploma/Minor University of Sudbury  
| | Certificate to Diploma or Degree  
| Algoma University BA in CESD | University of Sudbury BA in Indigenous Studies  
| | University-to-university |
Appendix D: List of potential pathways and their status of implementation (Confederation College)

Identified Pathways Table – Confederation College

<table>
<thead>
<tr>
<th>From</th>
<th>Direction</th>
<th>To</th>
<th>Pathway Type</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Native Child and Family Worker, Confederation College</td>
<td></td>
<td>BA Psychology, BA Community and Economic and Social Development, BA Social Work, Algoma University</td>
<td>Diploma to Degree</td>
<td>Curriculum is be shared for faculty review</td>
</tr>
<tr>
<td>2 Aboriginal Canadian Relations Certificate (online), Confederation College</td>
<td></td>
<td>BA Community and Economic and Social Development, Algoma University</td>
<td>Degree + Certificate (online) Concurrently</td>
<td>Curriculum is be shared for faculty review</td>
</tr>
<tr>
<td>3 Aboriginal Canadian Relations Certificate, Confederation College</td>
<td></td>
<td>Bachelor of Arts programs, Algoma University</td>
<td>Certificate into 2nd year of degree program</td>
<td>Articulation Agreement in place</td>
</tr>
<tr>
<td>4 Aboriginal Community Advocacy, Confederation College</td>
<td></td>
<td>BA Community and Economic and Social Development, Algoma University</td>
<td>Certificate to Degree</td>
<td>Curriculum to be shared for faculty review</td>
</tr>
<tr>
<td>5 Indigenous Programs, Confederation College</td>
<td></td>
<td>Anishnawbemowin program through synchronous web delivery platform, Algoma University</td>
<td>Certificate to Degree</td>
<td>Initial discussions in progress</td>
</tr>
<tr>
<td>6 Aboriginal Canadian Relations Certificate (online),</td>
<td></td>
<td>Public Administrative and Governance Degree, all FNTI student pathways,</td>
<td>Degree + Certificate (online) Concurrently</td>
<td>In review</td>
</tr>
<tr>
<td></td>
<td>Confederation College</td>
<td>First Nations Technical Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Native Child and Family Worker Diploma, Confederation College</td>
<td>Social Service Worker, First Nations Technical Institute</td>
<td>Diploma to Diploma for advanced accreditation</td>
<td>In review</td>
</tr>
<tr>
<td>8</td>
<td>Native Child &amp; Family Worker, Social Services Worker, Confederation College</td>
<td>BA Social Work, FNTI, Create pathways between Community Advocacy and</td>
<td>Diploma and Degree</td>
<td>In review</td>
</tr>
<tr>
<td>9</td>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>Public Administrative &amp; Governance Degree, First Nations Technical Institute</td>
<td>Diploma to Degree</td>
<td>In review</td>
</tr>
<tr>
<td>10</td>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>Indigenous Studies, Trent University</td>
<td>Diploma to Degree</td>
<td>Articulation Agreement in place</td>
</tr>
<tr>
<td>11</td>
<td>Indigenous Programs, Confederation College</td>
<td>Indigenous BEd, Trent University</td>
<td>Diploma to Degree</td>
<td>Need to begin this process for review</td>
</tr>
<tr>
<td>12</td>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>Indigenous Learning, B.A., Lakehead University</td>
<td>Diploma to Degree</td>
<td>Pathway meeting being arranged</td>
</tr>
<tr>
<td>13</td>
<td>Aboriginal Community Advocacy, Confederation College</td>
<td>BA in Political Science, Lakehead University</td>
<td>Diploma to Degree</td>
<td>Pathway meeting being arranged</td>
</tr>
<tr>
<td>14</td>
<td>Access Programming, Confederation College</td>
<td>Access Programming, Lakehead University</td>
<td>TBD</td>
<td>Pathway meeting being arranged</td>
</tr>
<tr>
<td>#</td>
<td>Program 1</td>
<td>Program 2</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Confederation College, Native Child &amp; Family Worker, Aboriginal Community Advocacy</td>
<td>Sault College, Anishnawbemowin Immersion Certificate</td>
<td>Diploma + Certificate / Concurrently</td>
<td>MOU in progress</td>
</tr>
<tr>
<td>16</td>
<td>Confederation College, Native Child &amp; Family Worker</td>
<td>Sault College, Social Service Worker Native Specialization</td>
<td>Diploma to Diploma</td>
<td>Faculty to review curriculum</td>
</tr>
<tr>
<td>17</td>
<td>Confederation College, Native Child &amp; Family Worker</td>
<td>Sault College, FSD Certificate</td>
<td>Certificate to Diploma / Concurrent</td>
<td>Faculty to review curriculum</td>
</tr>
<tr>
<td>18</td>
<td>Confederation College, Indigenous Learning Outcomes</td>
<td>Sault College, Indigenous Learning Outcomes</td>
<td>All programs</td>
<td>MOU in progress</td>
</tr>
<tr>
<td>19</td>
<td>Aboriginal Canadian Relations Certificate, Confederation College</td>
<td>Concurrent Diploma, Algonquin College</td>
<td>Diploma + Certificate / Concurrently</td>
<td>Awaiting approval</td>
</tr>
<tr>
<td>20</td>
<td>Aboriginal Community Advocacy Diploma, Confederation College</td>
<td>Aboriginal Studies Certificate, Algonquin College</td>
<td>Certificate to Diploma</td>
<td>Curriculum to be reviewed by faculty</td>
</tr>
<tr>
<td>21</td>
<td>Native Child Family Worker, Social Service Worker, Confederation College</td>
<td>Indigenous Social Work Degree (BSW), Laurentian University</td>
<td>Diploma to Degree</td>
<td>Curriculum to be reviewed by faculty</td>
</tr>
<tr>
<td>22</td>
<td>Aboriginal Canadian Relations, Social Service Worker, Native Family &amp;</td>
<td>BA Indigenous Studies, University of Sudbury</td>
<td>Certificate or Diploma to Degree</td>
<td>Discussions have just begun</td>
</tr>
<tr>
<td>Child Worker, Aboriginal Community Advocacy Program, Police Foundations, Confederation College</td>
<td>Early Childhood Education, Confederation College</td>
<td>BA Folklore and Ethnology, University of Sudbury</td>
<td>Diploma to Degree</td>
<td>Discussions have just begun</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>Media Production, Confederation College</td>
<td>BA, Journalism, University of Sudbury</td>
<td>Diploma to Degree</td>
</tr>
</tbody>
</table>
### PATHWAY DETAILS

<table>
<thead>
<tr>
<th><strong>Title of Pathway:</strong></th>
<th>Social Service Worker – Native Specialization to Bachelor of Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway Type:</strong></td>
<td>Diploma to Degree - exceptional</td>
</tr>
<tr>
<td><strong>List other postsecondary institution/s involved in the creation of the pathway:</strong></td>
<td>AU and SC</td>
</tr>
<tr>
<td><strong>Pathway Implementation Date</strong></td>
<td>Fall 2018</td>
</tr>
<tr>
<td><strong>Contact Procedure for Pathway Implementation:</strong></td>
<td>Dave Marasco and Carolyn Hepburn</td>
</tr>
<tr>
<td><strong>Eligibility for the Pathway (student eligibility for the pathway):</strong></td>
<td>Minimum B average (SSW-NS)</td>
</tr>
<tr>
<td><strong>Applicant must have graduated from the program at the sending institution:</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum program GPA or % required to be eligible for this pathway:</td>
<td>B</td>
</tr>
<tr>
<td>Minimum GPA or % required in specific courses</td>
<td>Not specific grades; only grade in overall program.</td>
</tr>
<tr>
<td>Total number of transfer credits / full courses to be granted at receiving institution (please express as a numerical proportion, i.e. 90 of 120)</td>
<td>54/120 transfer recognition</td>
</tr>
<tr>
<td>Transfer Credits Granted (please describe pathway clearly and succinctly):</td>
<td></td>
</tr>
<tr>
<td>Total number of program courses that must be completed at the receiving institution in order to graduate (please express as a numerical proportion, i.e. 90 of 120):</td>
<td>22 courses 66/120 to be completed at AU</td>
</tr>
<tr>
<td>Anticipated time to complete the credential if enrolled full-time:</td>
<td>Approx. 2 years (4 terms)</td>
</tr>
<tr>
<td>List of eligible institutions and their programs</td>
<td>AU SC</td>
</tr>
<tr>
<td>Plan for streamlining wrap-around supports between partnering institutions</td>
<td>- SC providing office space for AU staff - classroom visits at SC - joint orientation activities - joint admissions</td>
</tr>
</tbody>
</table>
| Plan for ensuring the sustainability of the pathway | - program oversight by academic units  
- student tracking  
- annual review of articulation agreement  
- data to support success of agreement |
Appendix F: DRAFT Principles on Pathways for Indigenous Learners

DRAFT

Principles for Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes

1st, 2nd, and 3rd Circle Steering Committee Partners

Background
In 2013, Trent University, the First Nations Technical Institute, and the Centre for Policy and Research in Indigenous Learning (Confederation College) launched a project entitled Pathways for Indigenous Learners\(^1\): Collaborating across Indigenous Institutes, Colleges and Universities. This project aimed to address a gap in supporting and advancing learning opportunities for Indigenous learners, and learners pursuing Indigenous Studies, through the creation and formal recognition of Indigenous-specific learning pathways. The pathways project has since expanded to now include partnerships with 16 colleges, universities and Indigenous Institutes across Ontario, and has resulted in the identification of a diversity of pathways\(^2\) to date. This project relied upon shared group values, practices, and processes to guide the different stages of the work, which include: formal partnership and relationship-building, building a common ground, and collaborative and informed action in the creation of pathways for Indigenous learners across

\(^1\) “Learners” refers to current, previous or prospective (applicants) students pursuing postsecondary education at a college, university or Indigenous Institute

\(^2\) “Pathways” are characterized as the direct transfer of credits from one program to another. Pathways are also broadly characterized to consider the learners entire postsecondary journey including entering into a program, transitioning between programs, and exiting from a program, and the wrap-around supports and services that would be available to learners throughout this journey.
our partnering institutions. This project is also grounded by Indigenous methodology. Ceremony has informed much of the project activities, where members are committed to working with an open heart and an open mind in establishing relationship building, and establishing mutual respect and understanding of our responsibility to this work.

**Position on Pathways for Indigenous Learners**

*Indigenous learners will be encouraged and supported to pursue postsecondary education pathways that resonate with themselves, that meet their learning needs, and that support their self-determination and self-affirmation. This is the position that grounds the work of creating pathways for Indigenous learners.*

This position is reinforced by a series of principles that fall within the following sections, including, *Pathways, Student Supports, Capacity Building, Respect and Equity, Data Collection,* and *Resources.*

**Section 1: Pathways for Indigenous Learners**

*Indigenous learners will be able to pursue pathways that meet their learning needs and support their self-determination.*

- Pathways should be recognized as a valid course of study and eligible for student funding.
- Indigenous Studies departments, institutional committees on Indigenous education, and community representatives should advise the development of pathways for Indigenous learners.
- Pathways should be multi-directional and reflective of Indigenous andragogy/ pedagogy/ indigigogy.
- Methods for developing pathways (e.g. curriculum-mapping and articulation agreements) need to be flexible and inclusive of Indigenous knowledge(s), cultures and andragogy/pedagogy/ indigigogy.
- Articulation agreements should include details on credit transfer and academic requirements, a plan for streamlining the wrap-around support services available to Indigenous learners, and a plan for ensuring the sustainability of the pathway.
- Staff and faculty within partnering institutions need to aware of and able to communicate details on available pathways for Indigenous learners.

**Section 2: Student Supports**

*Indigenous Learners will be supported by wrap-around services throughout their pursuit of a pathway.*

- Learners should have access to student services that support their wholistic well-being throughout their pursuit of a pathway, including entering into, transitioning between and exiting postsecondary institutions.

---


4 Wrap around supports reflect services that support the wholistic well being of a learner (social, spiritual, mental, emotional, relational, financial, and physical).
In the development of pathways, partnering institutions should streamline support services to ensure that learners have what they need to persist throughout the pathway.

Institutions should share information on wise practices of successful student supports.

Section 3: Capacity-Building

*Capacity building will ground the development and implementation of pathways for Indigenous learners.*

- In the development of a pathway, partnering institutions need to communicate information on their ability to support pathways for Indigenous learners.
- In the development of pathways, partnering institutions need to identify and generate strategies for breaking down possible barriers to implementing pathways for Indigenous learners.
- Postsecondary institutions need to create more opportunities for building capacity on Indigenous education and learning throughout the institution, to strengthen their abilities to support pathways for Indigenous learners.
- All staff and faculty within postsecondary institutions should be informed on critical documents such as the Truth and Reconciliation Committee’s Calls to Action (2015), the United Nations Declaration on the Rights of Indigenous Peoples (2007), the Royal Commission on Aboriginal Peoples (1996), and the National Indian Brotherhood’s Indian Control of Indian Education (1972).

Section 4: Respect and Equity

*Indigenous learners will be able to pursue pathways in an equitable and respectful way.*

- In the development of pathways for Indigenous learners partnering institutions need to build their understanding on processes or policies that perpetuate structural racism or inequity.
- In the implementation of pathways, partnering institutions need to identify and implement strategies for removing processes or policies that perpetuate structural racism and inequity.

Section 5: Data Collection

*Pathways for Indigenous Learners will be developed and informed by evidence (quantitative and qualitative data).*

- Institutions should participate in collaborative and wholistic methods of data collection that demonstrate their ability to support pathways for Indigenous learners *(e.g. asset mapping).*
- Wholistic data, including qualitative and quantitative data, should guide the development, implementation and monitoring of pathways for Indigenous learners.

---

5 Wholistic data refers to the collection of qualitative and quantitative data from diverse sources across the institution including registrars, student services, faculty, learners, etc.
Collaborative mechanisms for monitoring the success of Pathways for Indigenous learners should be established and shared.

Section 6: Resources

*Postsecondary institutions can demonstrate their commitments to reconciliation, in part, by providing greater resources to Indigenous education through core funding*

- Postsecondary institutions need to commit more resources to Indigenous Education and learning and for hiring and supporting full-time and permanent positions for Indigenous staff and faculty.
- In the development of pathways, partnering institutions should establish a plan for streamlining requirements for student fees (e.g. application fees, transcript fees, etc), and for funding opportunities such as bursaries and scholarships.
Appendix G: Draft Memorandum of Understanding

DRAFT language for an MOU between Canadore and Lakehead

11 March 2018

Canadore College and Lakehead University agree to work together to support and promote the success of Indigenous students who wish to take advantage of transfer opportunities between our two institutions. Within the limits of relevant institutional and government policies (e.g. FIPPA, Admissions requirements, etc.), we will explore appropriate means to:

a. Facilitate the application process by sharing student information,
b. Arrange for co-counselling (i.e. both institutions) of students as they explore program options,
c. Ensure that students are provided with an introduction to the services and supports available through our respective Institutions (Lakehead: Office of Aboriginal Cultural Support Services and Student Central, Canadore – XXXX),
d. Create an individualized plan to foster student success that includes both institutional and community elements, and
e. Inform potential students of funding available to support travel to the receiving institution for an in-person consultation.

Our goal is to foster student success by providing a welcoming, empowering and informative environment that will introduce the student to the receiving institution culture and establish a firm footing upon which to proceed.

We agree to provide this information to our students so that they will be informed about opportunities for transfer between our two institutions. This could take the form of an email to identified students.

Operational Considerations:

1. Include links to key services for each institution.
2. Is there value in running this as a pilot project before drafting final MOU language
3. Need to meet with key collaborators within each institution to clarify commitments
4. Clarify a process that facilitates student awareness of the opportunity (who does what, where are the touchpoints?).

Respectfully submitted by Micheline Demers, Pathways Officer, Canadore College and N. Lucal, Deputy Provost, Lakehead University, with thanks to the guidance and inspiration provided by the 1st, 2nd and 3rd Circle Steering Committee Partners of the Aboriginal Pathways Project.
Appendix H: Sample Posters from Steering Committee Partners

**Algoma University**

Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes

Who We Are

- Algoma University aims to be a recognized leader in Anishinaabe learning through partnerships, the incorporation of Anishinaabe language and culture throughout the institution, and fulfillment of our special mission.
- The following assets define Algoma University and demonstrate our capacity to participate significantly in the following areas:
  - Programming with a focus on Indigenous knowledge and pedagogy
  - A Bachelor of Social Work, Bachelor of Education, and Bachelor of Arts in Indigenous Studies
  - Work with Indigenous communities, organizations, and events
  - Pathways Student Advisor, Pathways Outreach Officer, and other support services

Institutional Relationships

- The Shingwauk Covenant
- The Algoma University Social and Cultural Program Coordinator
- The Algoma University Student Life Centre
- Anishinaabe Student Life Centre
- Shingwauk Residential Schools Centre
- Children of Shingwauk Alumni Association
- Anishinaabe Peoples’ Council
- Shingwauk Anishinaabe Students’ Association
- Shingwauk Anishinaabe Trust

Pathways and Partnerships

- South College Social Service Worker (Native Specialization) to Algoma University Bachelor of Social Work
- Co-op placement opportunities for Indigenous students
- Support for co-location of staff and assignment of Anishinaabe Student Advisor to support transition of Indigenous students
- Opportunities for employment
- Open enrollment to the Shingwauk Education Trust
- Shingwauk Residential Schools Centre
- Children of Shingwauk Alumni Association
- Anishinaabe Peoples’ Council
- Shingwauk Anishinaabe Students’ Association
- Shingwauk Anishinaabe Trust
- Shingwauk Student Life Centre
- Shingwauk Shemagh

New Directions

- Continued collaboration with universities, colleges, Indigenous Institutes, and First Nations communities
- Wrap around support services
- Personal attention
- Exploration
- Framework for Indigenous student success
- Evaluating results

Algoma University’s focus on building personal relationships is evident in the posters, which highlight the institution’s commitment to Anishinaabe learning and cultural integration. The posters outline the partnerships and initiatives that Algoma University has established to support Indigenous learners across Ontario.
Canadore College

Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes

**Who We Are**
- Opened in 1967 - focus on student success, program and service excellence, connection to community, sustainability and innovation
- Over 16,000 full-time and part-time students
- Over 700 students from over 400 communities graduating 1300 students per year
- "We provide wraparound support to our students – often the whole family and that support is in academic, emotional, social and spiritual. We design our services to support students in all aspects of their lives and that support is important to transitions, retention and student success." Mary Velkova – Director First Peoples' Centre/Assistance Dean of Indigenous Studies

**New Directions**
- Create Pathways that consider and include wrap around supports
- Review existing pathways and create MOU to include transition plans that improve the student experience
- Create partnerships that support learners transitions and includes community supports
- Create sustainability plan for pathways

**Institutional Relationships**

**Community Partnerships**
- Local partners including North Bay Indian Friendship Centre, Nipissing First Nation, True Self
- Strong relationships with Indigenous communities to deliver programs and community led programs based on their needs
- Strategic partnerships with culturally aware employers to support students into meaningful work
- Indigenous Education Partners including FNIT, Seven Generations, NICA, and AII

**Internal Partnerships**
- School of Indigenous Studies includes 7 culture based programs employing Indigenous faculty, using land based and experiential/learning and have 80% retention rate for Indigenous learners
- CASA – Canadore Aboriginal Student Association
- The Village – A new learning, teaching and gathering space reflecting culture and intergenerational and land-based learning (Partnership between School of Indigenous Students and Health, Human Care and Wellness)

**Pathways and Partnerships**
- Loyalist University – MOU – Supporting Students
- Nipissing University – reviewing existing and making them better
- SAult College – Diploma to Degree combining FADG and IWEW Community Diabetes Worker, and SW
- Laurentian University – Business Pathway
- University of Sudbury expanding existing and creating new Indigenous Pathway (ISW, IWM, C5 and IHA to Indigenous Studies Degree Program)
Confederation College

Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes

Who We Are
- Negahneewin Video
- WiseThought Strategic Plan
- Region of Northwestern Ontario
- 25% Indigenous population is Indigenous
- External Indigenous student population
- 8 regional Campuses across the northwest

Indigenous Programming
- Aboriginal Canada Relations Certificate
- Aboriginal Advocacy Program
- Native Child & Family Worker
- Indigenous Governance & Public Administration
- Aboriginal Financial & Economic Planning

Institutional Relationships

Internal
- Negahneewin Education Centre
- Negahneewin Student Services
- CRHEI Working Group
- Academic Leadership Team
- College Planning Committee
- CRHEI Anishinaebing Student Association

External
- Negahneewin Council
- Indigenous Peoples Education Circle
- CRHEI Anishinaebing Advisory Committee

New Directions
- Continue implementation of identified pathways
- Evaluation "Caring Full Circle"
- Evaluation Project for OGD/University
- Student partnership development
- TI2 Implementation Finance
- New anishinaebing programming & partnerships

Pathways and Partnerships

Algonquin University
First Nations Technical Institute
Nipissing University
Sault College
Algoma University
Lakeland University
University of Sudbury
Lakehead University
University of Sudbury

Confederation College

Confederation College is situated on the shores of Lake Superior which is the traditional land of Indigenous peoples. This historical meeting place called Anishinabek is home to the Anishinaabe.

Today, Indigenous peoples and Canadians are coming to terms with the legacy of colonialism. The prospect of renewed relationships and reconciliation processes are ongoing. It is against this backdrop that Confederation College acknowledges that it is on Indigenous land. In recognition of this colonial history, Confederation College is embarking on renewed relationships with Indigenous peoples as partners for change in education.

Help be the Change
Indigenous nations and Canadian society are at an exciting transition time as we work together to deepen our understandings in order to strengthen and build on original agreements fostering more just relations for our country. Would you like to help in leading that change?
Laurentian University

Pathways for Indigenous Learners across Ontario Colleges, Universities and Indigenous Institutes

Who We Are
- Located on the traditional territory of Atikameksheng Anishnawbe
- Bilingual and tricultural institution
- Faculty of Arts bachelor degree Indigenous component requirement
- Bachelor of Indigenous Social Work honours degree
- Master of Indigenous Relations
- Indigenous Student Circle & Indigenous Social Work Student Council
- Maximizing Indigenous Research Institute
- 25 self-identified Indigenous Faculty
- Indigenous Student and Learning Centre
- AIP Indigenous Programs
- Indigenous Student Affairs
- 110 Indigenous Students enrolled

Institutional Relationships
- Laurentian University Native Education Council
- University of Sudbury - Indigenous Studies
- N Flood School of Architecture
- Northern Ontario School of Medicine
- Siikagami Kwe Health Centre
- N’Sakakawêwin Native Friendship Centre
- Atikameksheng Anishnawbe
- Greater Sudbury Police Services
- Rainbow District School Board
- Sudbury Catholic District School Board
- Métis Nation of Ontario Sudbury Chapter

New Directions
- Indigenous Social Service Work Baillot College - Indigenous Social Work
- Native Youth and Social Service Worker - Smith College Indigenous Social Work
- Committed to working with Caledonia College to run cross analysis of all programs and pathways
- Committed to working to create awareness of existing and new pathways

Pathways and Partnerships
- As a leader in credit transferability in post-secondary education, Laurentian offers college and university transfer students both convenience and flexibility.
- Our commitment to Indigenous learners is to create awareness of these pathways and to continue to create more opportunities.