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# Pathways to Indigenous Achievement: The Way Forward

By: Executive Lead, Indigenous Achievement  
Office of the President  
2013-2014



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## Purpose

1. Provide an update on the Pathways to Indigenous Achievement:
  - Executive Lead, Indigenous Achievement
  - Accomplishments
  - Observations & Challenges
1. Update on the current U of M Aboriginal enrolment.
2. Identify areas of commitments for Pathways for Indigenous Achievement: The Way Forward.
3. Next Steps.



## Role of Executive Lead for Indigenous Achievement

- Advise and report to the President while maintaining a reporting relationship to the Office of the Vice-President (Academic) and Provost.
- Mandate is to have University-wide responsibility for:
  - Leading the development of a strategic plan;
  - Overseeing the strategic directions of University related Indigenous activities;
  - Coordinating and facilitating the development of Indigenous initiatives and programs; and
  - Build bridges within and external to the university.



## Accomplishments

- ✓ Established a President's Advisory Council on Indigenous Achievement (November 2013)
- ✓ Developing an "Indigenous" specific Strategic Enrolment Management strategy to support enrolment targets for Indigenous undergraduate and graduate students.
- ✓ Met and consulted with each Faculty Dean and presented the "Pathways to Indigenous Achievement" framework at numerous faculty councils and the Board of Governors. (Summer/Fall 2011)



## Accomplishments (cont.)

- ✓ Developed “Pathways to Indigenous Achievement” – Supporting Building Partnerships & Supporting Communities; Sharing Indigenous Knowledge & Research; and Celebrating FN/M/I Successes. (Sept/Oct 2011)
- ✓ Partnered with Indspire to bring Soaring Indigenous Youth Conference to UM. Close 400 Indigenous youth from across Canada attended the conference.
- ✓ Hosted numerous Indigenous Homecoming events (Sept 2012 & 2013)



## Accomplishments (cont.)

- ✓ Supported the development of an Indigenous Mini-U Camp (Summer 2013 & 2014)
- ✓ Hosted a series of Indigenous Learning Days **First Nations Learning Day** (with FCRM, Nov 2011) and a **Metis Learning Day** (with Native Studies & Louis Riel Institute, Feb 2012 & 2013)
- ✓ Launched the U of M **Indigenous Connect** website (Dec 2011)



## Accomplishments (cont.)

- ✓ Worked with MCO on the UofM Statement of Apology and Reconciliation to former students of residential schools (October 2011)
- ✓ Hosted a series of exhibits on residential schools:
  - **100 Years of Loss: The Residential School System in Canada** - Bannatyne Campus (Faculty of Medicine, Feb 2012) & William Norrie Centre (Faculty of Social Work, Nov 2012)
  - **Where are the Children: Healing the Legacy of the Residential Schools** (Faculty of Law, Feb/Mar 2012)
  - **We Were so Far Away: Inuit Residential School Experience** (Oct/Nov 2012)
- ✓ Partnered with the Truth and Reconciliation Commission & the Office of the Lieutenant Governor of Manitoba on “**Revitalizing Reconciliation in Manitoba – A Cross Cultural Dialogue**” (Oct 2012)



## UM – An Aboriginal Snap Shot (as at Nov 2013)

**First Nations, Métis and Inuit (FN/M/I) students currently represent 7.8% of the UM student population.**

❖ 2013 Self-Declared Aboriginal students by Aboriginal identity:

- 1,006 First Nations
- 1,113 Métis
- 14 Inuit
- 7 Other Indigenous peoples

Total: 2,140

	<b>Aboriginal</b>	<b>Total Students</b>
<b>Undergraduate Students:</b>	1,973	25,363
<b>Graduate Students:</b>		
- Pre-Master's Students	2	58
- Master's Students	128	2,634
- Ph.D. Students	25	1,025





# Observations

## A few observations:

- UM is large, rapidly changing and geographically dispersed with many faculties, schools, and colleges offering over a 100 programs for students.
  - 120 Indigenous studies courses, including 66 courses offered through the Native Studies department.
- Strong transition and support programs:
  - ACCESS/Aboriginal Focus Program, Faculty of Extended Education
  - Aboriginal Business Education Partners (ABEP), Asper School of Business
  - Engineering Access program (ENGAP), Faculty of Engineering
  - Centre for Aboriginal Health Education (CAHE), Faculty of Medicine
  - Aboriginal Nursing Cohort Initiative, Faculty of Nursing
- Migizii Agamik – Bald Eagle Lodge offers a range of academic and support services to undergraduate students.
- Indigenous Library Services at Elizabeth Dafoe & Neil John McLean libraries



## Challenges

- Due to the size of our campus, there are:
  - many silos;
  - lack of information sharing or awareness on faculty-driven Indigenous research;
  - lack of knowledge on the types of students supports available; and
  - lack of awareness of Indigenous-focused curriculum (either by faculty or program).
- Building an environment where Indigenous students see their experiences and history reflected in curriculum and research.
- Building comprehensive partnerships with organizations, provinces & school divisions on Indigenous specific initiatives and projects.
- Resource & human resource challenges



## Vision

**To Make Manitoba a Centre of Excellence for Indigenous Education and Research.**

- ✓ Assure Indigenous knowledge, traditions, and cultures are integrated and reflected in all our work
- ✓ Celebrating Success
- ✓ FN/M/I students – future & present - are supported and successful
- ✓ Engaged and involved community
- ✓ Strong Performance Accountability & Data Collection



**Pathways to  
Indigenous Achievement**



## Indigenous Achievement: Commitment Areas

1. To support faculty-driven Indigenous Achievement initiatives.
2. To celebrate Indigenous knowledge and research.
3. To achieve a representative Indigenous student population in all areas of academic life from undergraduate to graduate programs.
4. To build a strong Indigenous UM workforce.
5. To develop a strategy for performance accountability & data collection.



## Commitment 1

### *To support faculty-driven Indigenous Achievement initiatives:*

1. Develop Indigenous Achievement Action Plans for each faculty
1. Enhance attention and commitment to Indigenous Achievement through learning sessions and workshops
1. Ensure Indigenous methodologies and community based research are integrated and reflected in curriculum.
2. Build capacity in faculties to ensure they are adequately supported in the development and implementation of its Indigenous Achievement Action Plans.



## Commitment 2

### *To Celebrate and Share Indigenous Knowledge and Research:*

1. Establish awards for faculty and students to celebrate innovative Indigenous research and scholarship.
2. Create an Indigenous Leadership Network for educators, academics, researchers, Elders, and Indigenous CRCs to share research ideas.
3. Engage and partner with Indigenous educators, schools divisions, and FN & Metis communities by creating an “Indigenous Education Consortium.”
4. Establish a virtual Indigenous Knowledge and Research Centre portal.
5. Increase awareness on: (a) Treaty Relationship; and (b) Elder Protocol through workshops



## Commitment 3

***To achieve a representative Indigenous student population in all areas of academic life from undergraduate to graduate programs.***

1. Investigate and identify successful models for engaging young FN/M/I learners, schools, and communities (urban & rural) about high school completion and post-secondary education, including recruitment strategies.
2. Work with Student Affairs and academic units to identify and develop new programs and services related to Indigenous students, including examining successful retention models.
3. Work with Faculty of Graduate Studies and academic units to explore how best to support the successful transition of FN/M/I undergraduate students into the graduate program.



## Commitment 4

***To build a strong Indigenous UM workforce and inclusive / respectful workplace for all employees***

1. Hire more Indigenous faculty, researchers, and traditional knowledge holders and Elders
2. Enhance career and professional development supports for existing Indigenous staff.
3. Foster a more respectful, equitable and inclusive work environment.





## Commitment 5

***To develop strategies for performance accountability & data collection.***

1. Development of a strategy and policy for a voluntary, confidential Aboriginal student self-identification / self-declaration
2. Development of a data collection strategy to monitor and track FN/M/I students - high school to university, success and gaps/challenges, targets, etc.



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