

*Trent University respectfully acknowledges that we are on the traditional territory of the Mississauga Anishinaabeg. We offer our gratitude to First Peoples for their care for, and teachings about, our earth and our relations. May we honour those teachings.*

**2017-01-25**

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**Trent University  
Preparing Students for a 21<sup>st</sup> century Canada  
The Report of the Special Committee on  
Indigenous Education**

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## Preparing Students for a 21st century Canada

Based upon its achievements and contributions over the last century, this document sets the way forward for the next phase of our work on Indigenous reconciliation. The focus of our previous half century has been the development of Indigenous programming. Our goals over the next decade are to ensure that our foundation supporting Indigenous reconciliation remains strong and that we extend it to encompass key institutional sites and processes so that reconciliation becomes fully engrained into our everyday work as a university.

The Prime Minister in December 2016 at a meeting with the Assembly of First Nations leaders said that the renewal of the relationship with Indigenous peoples was a priority for his government. The burden of reconciliation, he argued, ought not to be placed on Indigenous peoples but on the Canadian peoples, their governments and institutions. All of us have a role to play in reconciliation. Our next efforts as a university will require all of us to examine our own programs and actions to ensure that they are in support of this important societal and university goal. We can all contribute to the next phase of our effort in a wide variety of ways.



*Picture 1 Elder Ernie Benedict, LLD, Mohawk,*

To provide guidance on the next steps, the Senate established the Special Committee on Indigenous Education (SCIE) in 2015 in response to the 2014 Report of the Presidential Task Force on Indigenous Education. The mandate of the SCIE was to review the Task Force recommendations and implement them where possible. The SCIE started its work in December 2015. This document is a report on the progress of the work of the SCIE. Exhibit I provides a status update on each of the ten recommendations from the 2014 Report of the Presidential Task Force on Indigenous Education. Fifty percent of the recommendations arising out of the Task Force have been implemented thus far. This report also provides a foundation for addressing the remaining recommendations. The SCIE believes that it is important to first set out a broad direction in which to discuss the remaining recommendations as those recommendations involve actions by all in this academic institution.

The work of the Task Force provided a definition of Indigenous education that we have used in the preparation of this report. "Indigenous education" is defined in three ways:

1. The education of both Indigenous and non-Indigenous students in Indigenous history, traditions, cultures, and Indigenous knowledges (IK). In this case, the Department of Indigenous Studies and its associated programs works to deliver the academic student experience.
2. The education of Indigenous students who study in any of the many disciplines offered by the various academic departments at Trent University. In this case, the home department of the chosen discipline is front and centre in the student experience, and it is this department or program that is the primary transmitter of a discipline-based education.
3. The education of all non-Indigenous members of the Trent and Peterborough communities in both the traditions, cultures, and knowledge of Indigenous peoples, as well as in the accurate history, current social realities, and political challenges of Indigenous peoples in Canada and throughout the world.

Our way forward addresses all three aspects of this definition. It will involve key areas of curriculum, approaches to teaching and learning, faculty and student engagement, organizational structures, university processes and protocols. It will involve cross cultural dialogue to come to an understanding and acceptance so that we may take action. Our way forward requires action across the university.



*Picture 2 Students in TIPI in traditional teaching area on Symons Campus*

### ***Our history of Indigenization***

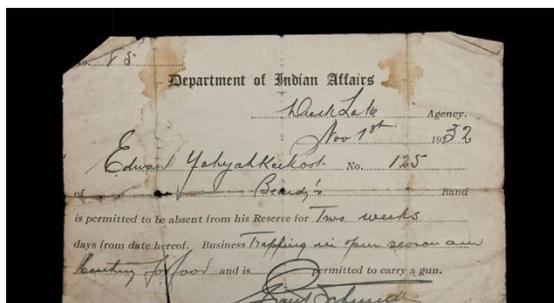
The committee started its work after the release of the report of the Truth and Reconciliation Commission (2015) and its 94 calls to action. Universities have responded collectively through Universities Canada with the development of a set of principles for Indigenous Education (Exhibit II) and the lens of 'Indigenization'. Their project involves most of the elements that Trent has already put in place over the last half century (Exhibit III):

Indigenous students, faculty and staff, space, programs and governance involvement. Trent's leadership in indigenization efforts have served as a template for the efforts of universities throughout the country. Trent's overall approach has been to build Indigeneity into its academic culture and academic programs while developing a set of programs and processes consistent with its overall mission.

Trent was the first university in Canada to create unique Indigenous spaces, to hire Indigenous student support staff, to recruit and admit Indigenous students through special entry programs, and to teach Indigenous languages and Indigenous Knowledge with Elders and Traditional peoples. The existing curriculum addresses Indigenous issues through a series of 54 courses cross-listed between Indigenous Studies and other academic programs as well as unique undergraduate academic programs such as the Indigenous Environmental Studies and Science within the Trent School of the Environment, the Indigenous Bachelor of Education within the School of Education and Professional Learning, the Indigenous Performance program and the Naanigamawin emphasis with the School of Business. At the graduate level, Trent offers a unique PhD in Indigenous Studies with a focus on Indigenous Knowledge and an MA in Canadian Studies and Indigenous Studies with the School for the Study of Canada. The Aboriginal Education Council (AEC) guides the university on Indigenous education policy. The Traditional Advisory Council provides guidance and assistance in addressing Indigenous and cultural knowledge to the Department, its programs and graduate programs when needed.

Trent University has a long history of preparing students to contribute to the development of places of respect and dignity for Indigenous peoples (see Exhibit III). The latter part of the twentieth century required citizens who understood the sources of injustices that Indigenous people have experienced and could, after graduation, address these issues in their workplaces, social and environmental activism and personal lives.

The twenty-first century brings a new set of challenges and requires a new set of knowledge and skills from our graduates. The P21 Framework for twenty-first century learning describes the skills and knowledge required for living and working in an increasingly complex and global world: critical and integrative thinking and problem solving, communication, and collaboration skills, social and cross cultural leadership, as well as social entrepreneurship skills in addition to disciplinary knowledge. The challenges emanating from the national project of reconciliation are immense and require students who understand the complexity of addressing social issues; who are adept at working in a collaborative fashion; who know how to engage different knowledge systems creating a broader context; and who understand the principles and practices



Picture 3 Pass Issued by Indian Affairs allowing Indian to be absent from reserve

of Indigenous knowledge and what it has to offer both to Indigenous communities and to Canada at large.

The next steps in our Indigenization efforts build upon this foundation. Our mission is to weave Indigenous knowledges and Indigenous issues in various ways through our teaching, research and community engagement activities, to make these activities visible to our students and faculty colleagues and to strengthen our foundation as a university that is strongly supportive of Indigenous education. Our goal is to strengthen our efforts in support of Trent's 2010 vision statement: We foster an environment where Indigenous knowledges are respected and recognized as a valid means by which to understand the world.

To meet these goals, we hereby make the following eighteen recommendations. Given the comprehensive nature of this report the recommendations are divided into Senate and Board of Governors (Board) jurisdictions for consideration:

**Senate:**

1. The creation of a requirement for undergraduate students to have a foundational understanding of the history, traditions, cultures, and knowledge of Indigenous peoples. We will do this by adding to the University Undergraduate Degree regulations a requirement that all undergraduate students must successfully complete at least 0.5 credits at the 1000 level or beyond from an approved list of courses with Indigenous content (hereafter referred to as the 'Approved Indigenous Course List' (AIC)). This university-wide requirement will ensure that the institution remains a leader in this area and works toward the calls to action outlined in the Truth and Reconciliation Commission report.

This new 'AIC' requirement can be accomplished in one of two ways. Undergraduate degree programs may suggest or require a course from the AIC list for students to meet their degree requirements; or programs may instead not recommend or specify any specific course and students may then take a foundation course from Indigenous Studies, Indigenous Performance or Indigenous Environmental Studies and Science programs.

Departments may also consider developing a new course or re-framing an existing course to incorporate teaching related to Indigenous history, traditions, culture and knowledge relevant to that discipline which can be included within the AIC list. An Indigenous learning experience includes active engagement with Indigenous peoples, knowledges, history, ways of knowing, Indigenous learning processes, cultural practices and understanding of the importance of ceremony.

2. The creation of a working group on Indigenous knowledges and pedagogies within the Centre for Teaching and Learning to assist faculty in the design, or review and redesign of their courses as appropriate, and in the creation of new course offerings.

3. The redesign of the Native Studies Reading Room in the Library into a Centre for Indigenous Learning. This centre, operated jointly by Indigenous Studies, the Centre for Teaching and Learning and the library would gather Indigenous resources together in one place for use by faculty and students. This will include prominent display of significant documents such as the Williams Treaty, Treaty 20 and the Guswentah or Two Row Wampum and other Indigenous documents that are significant to the history of the territory that Trent is located on.
4. The creation of a permanent sub-committee of Undergraduate Studies Committee (USC) to recommend and periodically review courses on the Approved Indigenous Course list.
5. The creation of a lecture-talk series sponsored by the Provost which would bring prominent and influential Indigenous leaders to the university to speak on Indigenous issues open to both the university and the surrounding communities. In conjunction with this lecture-talk the university should seriously explore the possibility of a reconciliation scholar in residence.
6. The creation and support of the Chanie Wenjack School for Indigenous Studies to strengthen our ability to respond to community education, research and training needs, including through the development and offering of short term programs and certificate programming.

7. The creation of an Indigenous Research Centre that will unite researchers across the university who share an interest in Indigenous issues.

## Health, Environment and Indigenous Communities Research Group



8. The review, by the VP Research and Innovation, of the Research Office's portfolio and operations with the aim of developing and/or adjusting current policies to raise awareness of, and respect for, Indigenous people.
9. The extension of the Special Committee on Indigenous Education into a permanent committee of Senate reporting on an annual basis the results of the previous year's activities and setting out the plan for future activities.
10. The establishment of a comprehensive Marketing Plan to reassert and promote Trent University's pre-eminence in Indigeneity and Indigenous Knowledge and to create a welcoming space for all Indigenous peoples.

11. That the VP External Relations and Advancement develop a fundraising plan focusing on improving support for Indigenous students, educational programming, and Indigenous Scholarship.

**Board:**

12. The formation of a Presidential Advisory Council on Reconciliation to establish and sustain mutually respectful, beneficial and informed relationships between Indigenous and non-Indigenous peoples, diverse cultures, and different knowledge systems. This council shall include students, staff, faculty, alumni and community members to advise the President on initiatives that might be adopted, including calls to action to meet the goals of reconciliation and to address the perspectives and realities of First Nations, Métis and Inuit peoples.
13. The establishment of an annual meeting between the Aboriginal Education Council, the Traditional Advisory Council and representatives from the Board, Senate and the University senior administrators to discuss ways to support and enhance Trent's Indigenous Learning Experience and how to continue to meet the challenges of Reconciliation.
14. The establishment of a site within the Trent properties for the use of Indigenous land and water-based teaching, experiential learning and research.
15. The Creation of a Keeping Place that includes both a past and living history. This shall ensure that traditional knowledges and stories of the Trent Indigenous community are valued and shared.
16. A recommendation that an (academic) member of AEC sit on Senate and that a local Indigenous community member sit on the Board of Governors.
17. The raising of the Anishinaabeg Nation flag on the Symons campus to make a clear commitment by the university to make space for reconciliation, Indigenous ways of knowing, Indigenous culture and ceremonies.
18. That the traditional greeting of welcome take place at convocation, the meetings of Senate, the Board, and official University events.

These recommendations are intended to strengthen our Indigenous foundations, revise and adjust our governance and service structures and processes and communicate the distinctiveness of our contribution to our students, both existing and potential and our local communities and foster a climate of dignity and respect for Indigenous peoples.



# Peter Gzowski College

Nendimowinan e-niigaanbidegin zhidchigaadenoon nongwa  
The minds of the future are made great beginning today.

## Exhibit I

### **Status of Recommendations of the President's Task Force on Indigenous Education (report, p 17-19)**

1. That Senate establish a broad-based standing committee mandated (a) to develop a detailed and analytical review of all existing infrastructures and structures supporting "Indigenous education" as defined in this Report; and (b) to develop a new University- wide strategic plan to replace the 2002 Comprehensive Plan on Indigenous Education at Trent University. Timeline: May Senate, 2015. Executor: Senate.

Status: Committee established. Strategic Plan responsibility of SCIE

2. That the Provost invite a qualified, external person to facilitate and aid this internal, broad-based Senate Committee; this individual must be familiar with MTCU's Aboriginal postsecondary policies. Timeline: September 2014. Executor: Provost.

Status: complete

3. That the Review, in consultation with individual units, explore all academic programs at Trent with the aim of developing and including indigenous content throughout the curriculum where possible. Timeline: May Senate 2015. Executor: Senate.

Status: still to be planned – SCIE Recommendations 1, 2 and 4

4. That the Department of Indigenous Studies (INDG) explore with the Senate Committee, the possibilities of establishing a Centre for the Preservation and Dissemination of Indigenous Knowledges and Indigenous Languages. The review, moreover, should clarify the roles, responsibilities and memberships of various unique committees in INDG such as The Traditional Advisory Council, the PhD Council, etc. The Task Force strongly recommends that the review addresses ways of optimizing the role of Elders in both INDG and the University as a whole. Timeline: May Senate 2015. Executor: Senate.

Status: SCIE Recommendation 6

5. That FPHL explore with the Committee its various roles and responsibilities, mandate, limits of authority, and reporting lines. The review should clarify FPHL's relationship with the Department of INDG, the AEC, the Office of Student Affairs, and the Recruitment and Admissions portfolios of the Registrar's Office and AVP: Strategic Enrolment Management. Timeline: May Senate 2015. Executor: Senate.

Status: Complete

6. That this new Indigenous Strategic Plan explore the possibility of establishing either a new senior administrative position overseeing Indigenous issues at Trent, or a regularized series of meetings between The Traditional Advisory Council and representatives from the

Senate, Board, and University senior executive team. The Task Force also recommends that the review provide research evidence on what Indigenous post-secondary students expect and, equally importantly, what Indigenous communities expect from Trent University. Timeline: May Senate 2015. Executor: Senate.

Status: SCIE Recommendations 9, 12 and 13

7. That the leadership teams of the AEC, INDG, FPHL and PVP meet to review the by-law(s) of the AEC. This separate review needs to affirm that AEC is a University body that should be more visible at both Senate and Board. Timeline: January 2015. Executor: Provost and Co-chairs of AEC.

Status: complete. New AEC by-laws approved by AEC in December 2014

8. That an academic member of AEC should be chosen to sit on Senate and that a member of a local Indigenous community should be chosen to sit on the Board.

Timeline: January 2015. Executors: Provost/Senate Nominating and Governance/University Secretariat.

Status: SCIE Recommendation 16 – Trent Board of Governors, Special Resolution iii.8 – Indigenous Appointments to the Board, Section 3(ii) As the governing body of an institution that is a leader in the area of Indigenous Studies in Canada, and in recognition of the surrounding Aboriginal populace, the Board will have as its objective the appointment and maintenance of more than one governor of Aboriginal descent on the Board continuously.

9. That the VP Research review the research portfolio with the aim of developing incremental steps to raise awareness of, and respect for, Indigenous people (e.g., reviewing all application forms to accommodate Indigenous protocols.) Timeline: January 2015. Executor: VP Research and International.

Status: SCIE Recommendations 7 and 8

10. That the AVP Students review the student services portfolios in conjunction with FPHL with the aim of developing incremental steps to raise awareness of, and respect for, Indigenous people (e.g., ISW might include a welcome to the territory, Trent Reads might routinely choose literature by Indigenous authors, each residence room might have a small card of welcome to the territory, etc.). Timeline: January 2015. Executors: AVP: Students/Director, FPHL.

Status: complete



*Picture 4 Sacred Water Symposium 2012 held in the Ernest and Florence Benedict Gathering Space, First Peoples House of Learning in the Enweying Building*

## Exhibit II

### University Canada's Principles of Indigenous Education

Ensure institutional commitment at every level to develop opportunities for Indigenous students.

Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.

Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.

Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.

Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.

Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.

Continue to develop accessible learning environments off-campus.

Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.

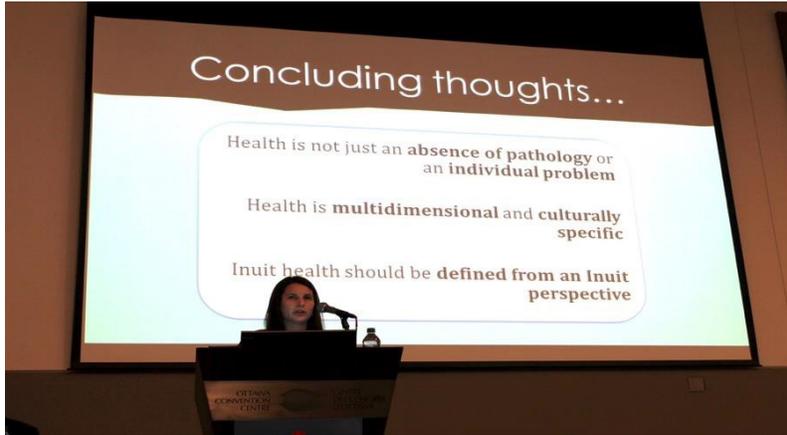
Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.

Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.

Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Ontario and across Canada.

Recognize the importance and benefits of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff

Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.



*Picture 5 Student Presentation at Northern Studies Colloquium 2015*

## Exhibit III

### Trent's Reconciliation and Indigenization Efforts since 1964

Trent University has been engaged in the process of reconciliation since its founding in 1964. The founding President THB Symons believed that the university had an important mission to assist in improving the conditions of life for Indigenous peoples in Canada. It was the first Canadian University to establish an inter-disciplinary Indigenous Studies Program (beginning in 1969) that has a dual mandate to advance knowledge about Indigenous peoples in Canada and the world and to educate Indigenous and non-Indigenous students about Indigenous issues through the creation of an academic space that fosters respectful and joint learning.

#### Governance, Vision Statements, and Strategic Plans

- The first donor to the original university fund was the Mississauga Anishinaabeg of Curve Lake First Nation, they were also one of the first to donate to the building of Gzowski College and Enweying First Peoples House of Learning. Since then, the university has remained committed to reconciliation with Indigenous peoples through numerous policies, practices, programs.
- 1988 created the Council of Directors (COD), an Aboriginal Advisory Council for the Native Management and Economic Development Program that provides the model for the Ontario government's Aboriginal Education Councils.
- 1992: transformed the COD into the Aboriginal Education Council (AEC) to provide advice on Aboriginal education to Trent Senate and Board of governors. The AEC membership consists of local Aboriginal community representatives and university representatives working in partnership to improve Indigenous education at Trent (AEC still active).
- 1993: Developed a Comprehensive Plan on Indigenous Education, updated in 2011.
- 1993 Introduction of the Honour Song at convocation ceremonies.
- 1995 Introduction of the Condolence Cane to convocation ceremonies and Senate.
- 1996 Aboriginal Education Council granted status to review research proposals involving Indigenous Peoples. REB processes adjusted to include this review.
- 2001 Criteria for Tenure for Traditional Aboriginal Knowledge and Dual Tradition Scholars approved by Committee on Academic Personnel, formalizing two-decade practice of appointed Elders to tenure track academic faculty positions on basis of Indigenous Knowledge.

- 2006 Developed a Recognition Statement of Traditional Territories which is now used at official functions of the university: the beginning of introductory week ceremonies, opening of convocation, etc.
- 2006 Developed a Statement of Affirmation and Support that includes a commitment to: "...continue to lead by example and to remain at the forefront of higher education with respect to Aboriginal peoples, by fostering their development, their cultures and their knowledge within the University and in society."
- 2012 Developed a University Vision Statement that reads: "We foster an environment where Indigenous knowledges are respected and recognized as a valid means by which to understand the world."



*Picture 6 Wab Kinew speaking to Students at Elder's Gathering Feb 2015*

- 2012 Radical Recovery: An Academic Plan for Trent (2012-15) establishes Canadian Studies and Indigenous Studies as a signature area for targeted marketing, recommends a Chancellor and President's Task Force on Indigenous Education and updates the Indigenous Student recruitment target of 600 students.
- 2014 The Strategic Mandate Agreement 2014-17 sets out 'remaining at the forefront of Indigenous education and scholarship as part of the Trent Mission, identifies "Indigenous Knowledge" as one of 10 areas of Institutional Strength and proposes 'The Study of Canada and Indigenous Knowledge' as a program area for growth.
- 2014 Presidential Task Force on Indigenous Education releases Enweying: Continuing the Conversation about Indigenous Education at Trent University Report.
- 2015 Formed a Senate Subcommittee on Indigenous Education. The committee will address recommendations from the Truth and Reconciliation Commission, recommendations from the Enweying Report and develop a new comprehensive strategic plan on Indigenous education at Trent University.

### Teaching & Learning

- 1969 Created Indian Eskimo Studies Program, converted to Department of Native Studies in 1972 and Department of Indigenous Studies 2004.
- 1969 Bachelor of Arts degree in Native Studies.

- 1972 Created Native Studies Lounge in Otonabee College, first Aboriginal student space in a Canadian University.
- 1973 Largest Lecture Theatre in Otonabee College named after Chanie Wenjack recognizing the impact of Indian Residential Schools in Canada.
- 1975 Created honours BA program in Indigenous Studies.
- 1975 Created 2 year Native Studies Diploma, first special access program for Indigenous students in Canada, now renamed as the Foundations of Indigenous Learning Program.
- 1975 First Indigenous Elders hired to teach Nishinaabemowin language and culture, and Haudenosaunee language, culture and history. Elders subsequently appointed tenured faculty positions based on their traditional knowledge.
- 1985 created MA in Canadian Studies and Indigenous Studies in Frost Centre for Canadian Heritage and Development Studies, now Frost Centre for Canadian Studies and Indigenous Studies.
- 1986 Created Native Management and Economic Development Program.
- 1998 Created PhD in Indigenous Studies in 1998, first in Canada, with unique Bimaadiziwin/Atonhetseri:io option within Ph.D. program of study (term spent studying with an Elder).
- 1998 Created Director of Studies for PhD program with responsibility for cultural aspects of program.
- 2001 Created First Peoples House of Learning as “a community within the university for the exploration and development of Indigenous knowledge” and “a celebration of Aboriginal learning and knowledge”.
- 2001 Created Indigenous Environmental Studies Program.
- 2004 Canada Research Chair in Aboriginal Arts and Literature appointed.
- 2005 Created the Indigenous Performance program and Nozhem Theatre.
- 2008 Creation of a Chair of Indigenous Knowledge responsible for research and transmitting Indigenous knowledge to undergraduate and graduate students.
- 2009 Established the Indigenous Environmental Studies and Science as a degree granting program.
- 2010 Created Indigenous course offerings supporting the Trent Fleming Ecological Restoration Joint program.

- 2016 Indigenous content requirement in the Bachelor of Education Program for all teacher candidates in the School of Education and Professional Learning.
- 2016 Indigenous content requirement for all undergraduate students enrolled in Teacher Education Stream.
- 2016 “Aboriginal Health Issues” is one of three areas of focus in the Trent/Fleming School of Nursing.
- 2016 Created an Indigenous Bachelor of Education Degree open to students who identify as Indigenous. Trent’s Aboriginal Education Council identified the need for this program and supported it through development and implementation.
- 2016 Trent calendar indicates 54 courses cross listed with the Department of Indigenous Studies and other university Departments.
- 2016 Created online course in Native Studies as a teachable in both consecutive and concurrent Indigenous Bachelor of Education degrees.
- 2017 Chanie Wenjack School of Indigenous Studies proposed for Senate approval.



### Community Engagement

- 1971 Trent hosts the organizational meeting of the Inuit Tapirsat of Canada, the national Inuit Organization.
- 1976 Creation of First Elders and Traditional Persons’ gathering in a Canadian university (yearly event since 1976).
- 1992 Creation of Aboriginal Education Council.
- 1998 Creation of Indigenous Studies PhD Council.
- 1999 Creation of Friends of Native Studies Council to assist in fundraising for First Peoples House of Learning.
- 2016 Trent hosts a Reconciliation Forum.

- Commitment to numerous community led initiatives, including but not limited to Gchinbi – Water Awareness Walk, Sacred Water Circle, Indigenous Student Community Welcome Celebration, Seeds of Good Life Documentary Project, TRent Aboriginal Cultural Knowledge and Sciences (TRACKS) youth outreach program, Arctic and Northern Community Food Security Research.



*Picture 7 Elder Josephine Mandamin, founder, Water Walks, Elder Shirley Williams, Elder Doug Williams leading 2016 Water Walk*

### Human Resources

- First University in Canada to appoint professors to tenure track positions based on their Indigenous Knowledge.
- 2008 Creation of the Chair in Indigenous Knowledge.
- 2004 Canada Research Chair in Aboriginal Arts and Literatures.
- 2016 10 Indigenous faculty, 8 Indigenous staff members (self-identified).

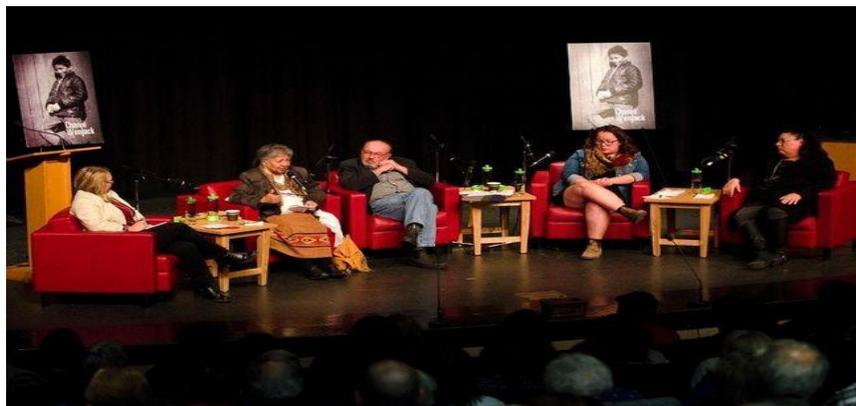
### Student Success for Indigenous Learners

- 1993 Indigenous Counsellor hired in Indigenous Studies.
- 1993 Indigenous Cultural Advisor hired in Indigenous Studies.
- 1998 Director of Studies hired in the Indigenous Studies PhD program.
- 2001 First Peoples House created as community of learners and student support centre..
- 2001 Ernie Benedict Gathering Space named to provide a unique cultural and heritage student space.
- 2002 Chief Jacob E. Thomas space to provide faculty, staff and students meeting space.
- Introduction of a diploma program – special access program for Indigenous learners in the 1970's. This allows access to university level studies for the first time to Indigenous learners who have come from a non-traditional academic background.
- 2007 Indigenous Environmental Studies – created IES student tutoring for Math and Sciences.

- Development of a pilot project for incoming Aboriginal learners funded through the Mental Health Innovation Fund in 2015, entitled “Biishkaa” (Anishnaabemowin for Rise Up).



*Picture 9 Biishkaa Student Orientation August 2015*



*Picture 8 Reconciliation Forum, Oct 2016 evening showing of 'A Secret Path' by Gord Downie*