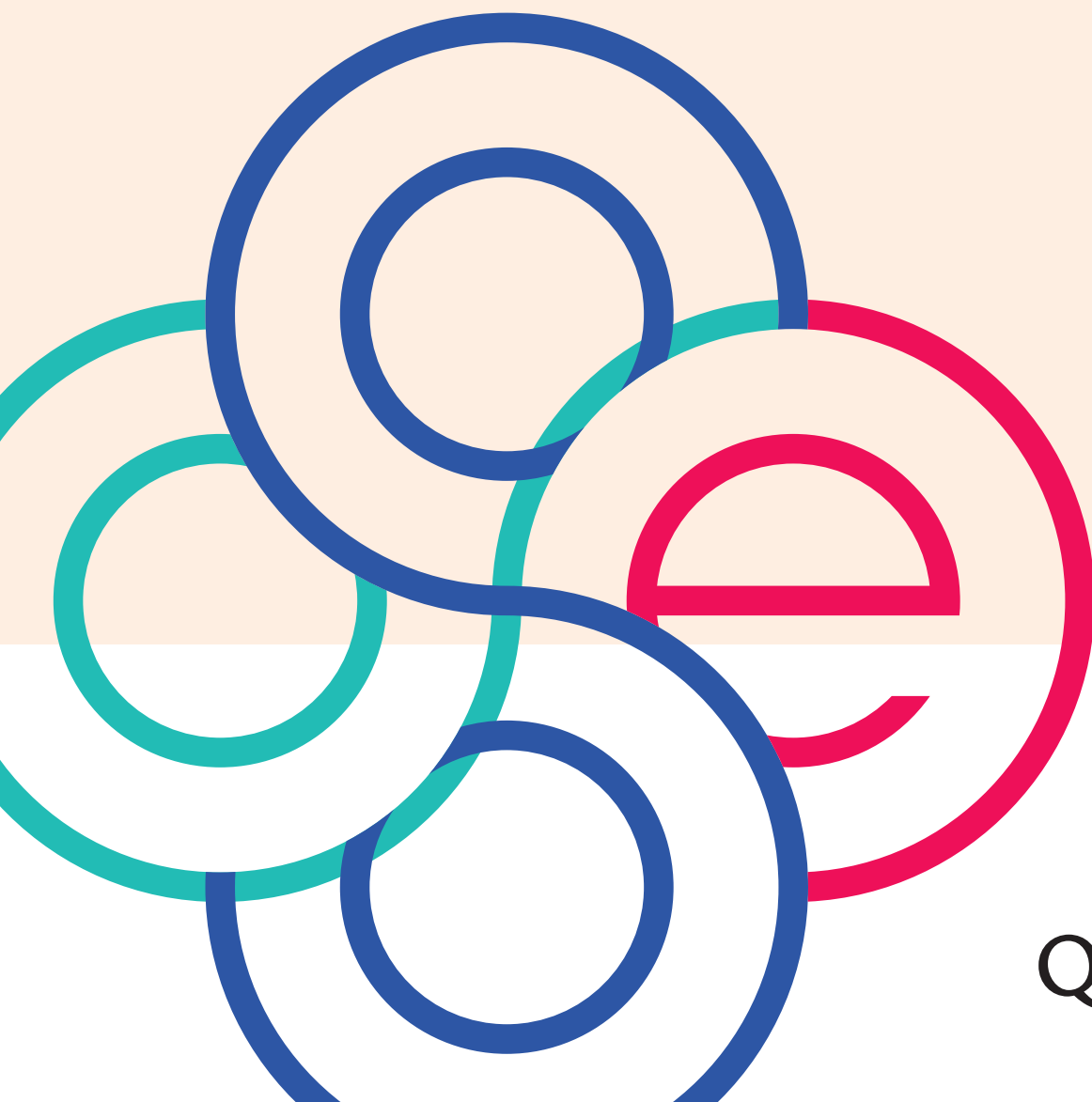


CONSEIL  
SUPÉRIEUR  
DE L'ÉDUCATION

**Beyond Québec's Borders:**  
A Look at Inspiring Initiatives in  
Canadian Universities for, by and  
with First Peoples — 2021 Portrait

Summary

April 2023



Inspired by the richness and importance of the survey by the Bureau de coopération interuniversitaire (BCI) titled *Québec Universities' Action for, by and with First Peoples – 2019 Portrait*, which presents an overview of actions undertaken in Québec's 19 universities to promote the access, inclusion, retention, educational success, academic accreditation, and well-being of Indigenous communities within university institutions, the Conseil supérieur de l'éducation decided to continue this major work by adding a pan-Canadian perspective. With the input of respondents from 58 Canadian universities, the Council was able to engage in an extensive data collection between May and August 2021 to produce a portrait of initiatives implemented by Canadian universities outside Québec to improve education for Indigenous people and continue on the path of reconciliation.

## Methodology

The data collection was carried out in three steps. The first aimed to produce descriptive fact sheets for each of the 58 participating universities to identify and describe initiatives in five spheres of activity: organization, education and teaching, student experience, research and creation, and community services. This information was obtained from websites, press reviews and articles, and more importantly, strategic plans, annual reports, and other internal documents from the universities. The fact sheets were then sent to the universities for their approval<sup>1</sup>. In the second step, we invited Canadian universities to participate in a telephone interview or videoconference to provide additional information on some of the initiatives and to add a human and participatory dimension to the project. The interviews were carried out during the summer of 2021 with staff in charge of Indigenous affairs at the responding universities. The third and final step was the creation of an Indigenous Advisory Committee to review the entire written document before publication and ensure an Indigenous perspective, an essential aspect of the ethics of working with First Peoples.

The report is divided into four sections: organization (which includes governance), education and teaching, student experience, and research and creation. Community services were included within these four sections, since the themes we identified overlapped with those mentioned above. Each section contains two parts. The first establishes the current state of higher education offered to Indigenous people and research related to Indigenous realities at the 58 universities surveyed. The second highlights the success stories and inspiring ways of some Canadian universities in meeting the specific needs and interests of Indigenous people, following an innovative approach that emphasizes egalitarian, equitable and culturally relevant relationships between First Peoples and non-Indigenous peoples.

<sup>1</sup> The fact sheets can be found in an appendix accompanying the report. It is important to note that the fact sheets were first translated into English and then sent out between March and April 2022. For this reason, they contain updates that were added by respondents and that are not reflected in the final report.

## Section 1: Organization (including governance)

Section 1 focuses on the universities' organization, including governance, administrative structure, strategic planning, and institutional policies and regulations. It considers the Indigenous presence in governing bodies and administrative structures and provides a brief description of the roles and responsibilities of the senior positions held by Indigenous people. In 2021, 90% of responding universities had an Indigenous presence in their governance or administrative management bodies. Of these, 14% hired a special advisor on Indigenous affairs who reports directly to the university president and who provides institutional leadership by supporting faculty, staff and students in respecting the commitment to reconciliation. First Peoples' perspectives in the university's governance; of this number, 12% have an Elders advisory council which, beyond supporting Indigenous students and staff, is involved in the integration of Indigenous content into existing courses and programs and in creating courses and programs related to Indigenous studies. In terms of strategic planning, 98% of the universities state that their strategic plan contains elements that support the realization of their mission with First Peoples. Strategic objectives typically address the following four areas: (1) indigenization<sup>2</sup> and decolonization of education; (2) indigenization of the physical space; (3) increased Indigenous participation in the institution; and (4) increased Indigenous partnerships, collaboration, and research networks. The majority of Indigenous staff who hold administrative positions work within an office dedicated to Indigenous affairs, which exists at one third of the universities studied. This body typically includes members of the management team, vice rectorate, administrative support, or various coordination and support positions.

Policies and regulations are major issues in Canadian universities. While some protocols demonstrate a willingness to create an environment that is welcoming and respectful of First Peoples' heritage— mandatory training for staff, admission procedures that give priority to Indigenous applicants, land acknowledgements, the presence of Elders and Knowledge Keepers, etc.— they are still not widespread and sometimes lack precision. It will likely take a few more years before the discussions underway between First Peoples and Canada's university institutions result in the creation of inclusive policies focused on the well-being of the Indigenous community in universities.

The inspiring actions in the first section illustrate the importance of reaching out to Indigenous peoples and listening to their specific needs for education and inclusion in university. Moreover, their involvement in the indigenization process should not be limited to the development of a strategy focused on their needs; rather, it should be ongoing at all stages of the process and on a permanent basis. A successful strategy is one that is regularly updated by a committee made up of Indigenous people and non-Indigenous allies within the university. The presence of Indigenous people in the administrative structure ensures that the Indigenous perspective is taken into account, which will then be reflected in all the departments and all the bodies that stem from it. It is also understood that a decentralized approach focusing on the needs of each department has the potential to accelerate the indigenization process while maximizing financial resources. This strategy can enable universities to invest more time and resources in the creation of policies and regulations that aim to improve the experience of Indigenous people at university.

2 Indigenization is “The integration of Indigenous worldviews, knowledge and perspectives into the structures of an institution.” (TERMIUM Plus)

## Section 2: Education and Teaching

This section draws a portrait of the academic aspects relevant to First Peoples' knowledge and realities. It contains an estimate of the Indigenous student population, an overview of transition and bridging programs that encourage inclusion of new Indigenous students, and an analysis of programs and courses on the culture, perspectives, and needs of Indigenous communities, as well as training and resources developed to raise awareness among faculty working with Indigenous people.

In 2021, the Indigenous student population was estimated at 10% of the total population of responding universities. In an effort to increase this percentage, many universities have created transitional programs and culturally relevant pathways, including upgrading and remedial courses, to encourage Indigenous students to persevere and succeed in their chosen program while promoting access to post-secondary education. More than half of the universities have set up interdisciplinary programs related to Indigenous studies and which include courses on Indigenous history, culture, arts, and languages. More recently, courses and programs offered by Canadian universities have addressed current issues facing First Peoples, such as those related to the environment, land, justice, social policies, and intergenerational trauma.

According to our survey, 67% of universities offer courses in Indigenous languages, the majority of which can be taken online or within communities, facilitating accessibility and peer exchange. Programs that address the specific needs of Indigenous peoples are on the rise and cover a variety of topics such as land claims, community capacity building for remote and rural communities, community-based Indigenous teacher training, and the revitalization of Indigenous entrepreneurship. By implementing this type of program, universities are making a commitment to First Peoples to improve their long-term living conditions and strengthen relationships with surrounding Indigenous communities. As well, it is important to note that Indigenous education is not limited to Indigenous studies programs. On the contrary, the decolonization of knowledge requires the integration of content about First Peoples' cultures, perspectives, and realities into all existing courses and programs, regardless of the field of study.

In an effort to decolonize the curriculum, 10% of universities have established permanent bodies such as departments or institutes dedicated to the principle of “two-eyed seeing.”<sup>3</sup> One of the main objectives of this type of body is to rethink societal structures as they are articulated in today's world, as well as the relationship between Indigenous and non-Indigenous populations in Canada. Several of these structures are working to integrate Indigenous teachings through dedicated training for all staff within the institution. In this respect, nearly half of the universities have implemented measures to develop staff competencies related to the cultural safety of Indigenous students (e.g. guide to working with Indigenous students, annual or monthly training sessions with or without hands-on workshops, online programs followed by

3 Introduced in 2004 by Mi'kmaq Elder Albert Marshall, “two-eyed seeing”, or *Etuaptmank* in the Mi'kmaq language, is a principle of co-learning in the integrative sciences. Since its introduction into academic research and creation, the concept has spread beyond the field of integrative sciences to all spheres of intercultural and interdisciplinary studies such as history, geography, anthropology, and sociology. It is an approach that seeks to reconcile two distinct ways of understanding the world (Indigenous and Western) with the intention of achieving a new and inclusive consciousness for the good of all.

an evaluation). The courses are made up of different components covering the history of relationships between First Peoples and Canada, the culture and traditions of local communities, current realities and issues, discrimination and racism, and appropriate language to use in discussions related to First Peoples.

The actions identified in the second section reveal that there has been a proliferation of courses and programs addressing First Peoples themes since 2017. The COVID-19 pandemic and the intensification of the Black Lives Matter movement have also contributed to the student community's growing interest in this type of education. This has forced universities to develop initiatives to meet this demand. Non-Indigenous people want to understand Canada's history and contemporary issues from an Indigenous perspective, while for Indigenous youth, it is an opportunity to reconnect with a history that, although it is theirs, has not always been taught to them within their families or at school. Updating the curriculum has helped to initiate the decolonization of teaching and education while emphasizing the integration of culturally appropriate Indigenous content. Moreover, the creation of courses devoted entirely to capacity building for Indigenous people living in communities has laid the essential groundwork for the empowerment and full sovereignty of Indigenous peoples within their territories. Students are becoming agents of change who can improve living conditions in their communities while reconnecting with the knowledge and teaching methods of their own culture and ancestral traditions. As in the first section, it is important in the teaching and education sphere to reach out to Indigenous peoples so they can accompany and support staff in creating revised content that includes Indigenous perspectives.

Finally, one of the major challenges brought about by the significant increase in courses, training, and bodies dedicated to First Peoples themes is the lack of Indigenous people who are trained and available to respond to all the requests for assistance and support in the process of indigenization and decolonization of the curriculum. This has prompted some universities to develop tools and resources about Indigenous history and culture to inform and help professors when an Indigenous professional is not available.

## Section 3: Student Experience

The third section presents a wide range of initiatives aiming to ensure inclusion, well-being, and the establishment of culturally safe approaches for Indigenous students on university campuses. The information collected in this section is divided into general parameters such as orientation and integration, support services for success, cultural and social activities intended for Indigenous students or for the general student population, and the establishment of infrastructures reflecting First Peoples' heritage as well as those dedicated to learning about Indigenous culture and realities. Some universities have taken the opportunity to build trust with neighbouring Indigenous communities by developing educational programs for elementary and secondary school students (from kindergarten to Grade 12). These include remedial and upgrading courses given by university students to help facilitate the transition to high school and post-secondary education. As well, many universities organize welcoming ceremonies and culturally relevant special events to celebrate the success and achievements of the Indigenous university population. Other means have been put in place to create a safe environment for new Indigenous students, such as the Indigenous student handbook, which promotes autonomy on campus and in the city.

The majority of universities offer undergraduate and graduate support services for success to meet the specific needs of the Indigenous population (academic advisors, professional advisors, Elders in Residence, therapists, psychologists, social workers, tutors, mentors, writing workshops, language exercises, leadership workshops, etc.). More than half of the universities provide access to support from Elders or Knowledge Keepers on campus to assist Indigenous students in their academic, personal, and spiritual journey.

All the universities have at least one cultural and social activity to honour First Peoples, whether it is an event to mark National Indigenous Peoples Day or the National Day of Truth and Reconciliation, sharing circles and cultural exchanges, Indigenous student radio and podcasts, or even activities celebrating Indigenous success. About 67% percent of the universities have set up spaces on their campuses to promote cultural safety for the Indigenous student population. In addition to this infrastructure, nearly half of the universities have committed to the indigenization of their campuses through the addition of commemorative sites reflecting Indigenous culture and traditions.

The inspiring initiatives presented in the third section demonstrate the importance of creating a welcoming environment for Indigenous students so that they feel comfortable and know that their culture is recognized and respected. Even today, students attending band schools do not receive the same support and resources as those enrolled in the public system. This contributes to perpetuating unequal dynamics that do not encourage Indigenous people to pursue secondary and post-secondary education. In this regard, one initiative that would benefit from being replicated is that of tutoring and mentoring programs for youth in band schools, delivered within communities by university students. This initiative has the double benefit of helping Indigenous youth by providing remedial education and homework assistance while allowing university students to gain practical training in teaching or social work in the communities where band schools are located.

In addition, more and more universities are implementing Living-Learning Communities, a university residence program that brings together students with an interest in extending collaboration and learning beyond the classroom. This initiative has been very successful with new Indigenous students, some of whom are leaving their communities for the first time to pursue their university studies. Living-Learning Communities serve to recreate a sense of belonging to a peer group while ensuring cultural security through the many activities offered. Indigenous student radio and podcast series are among the initiatives that have marked the pandemic and are likely to continue, given their widespread popularity. We also saw the emergence of one of the first student channels broadcasting exclusively in Indigenous languages. These initiatives perpetuated a sense of belonging to a distinct community despite the considerable distance imposed by health measures. Finally, the significant increase in financial assistance for Indigenous students has been highly instrumental in encouraging university enrolment and in promoting the well-being and comfort of Indigenous students.

## Section 4: Research and Creation

The fourth section examines the status of research for, by and with First Peoples. It describes the measures implemented to promote the inclusion of Indigenous perspectives and the consideration of themes that address specific needs. Whether through the development of training to build skills and capacity in Indigenous research, or the creation of an ethical framework that promotes positive relationships between institutions and local communities, actions in recent years have had beneficial effects on the communities involved.

To demonstrate the importance of the contribution of First Peoples in research as well as the growing interest in related themes, this section provides an overview of the following aspects: researchers and their research and creation themes; strategic networks and partnerships; research groups, alliances, creation laboratories and research chairs; ethics and protocols; and means of disseminating results. Nearly all the universities have researchers whose interests are linked to themes related to Indigenous realities, issues or perspectives, in a wide variety of fields. A large majority of universities are currently conducting (or have recently conducted) research projects on themes related to the realities of First Peoples. In addition, we noted a number of trends, such as a significant number of studies related to environmental justice and protection, population health (e.g. accessibility of health services), education advocating “two-eyed seeing,” the revitalization of languages, and the principles of Indigenous law. The COVID-19 pandemic has also influenced new directions in research on the effects felt and experienced by Indigenous people living in communities or in urban settings. Nearly 30 of the universities studied have formed partnerships with Indigenous communities and organizations. These initiatives aim to promote positive relationships between university institutions and communities through the creation of programs that address the specific needs of communities with a goal to improving their living conditions.

Some 30 universities report having research groups, alliances, creation laboratories and research chairs to support the realization of their mission with First Peoples. Because Indigenous research presents certain challenges due to its many distinct characteristics, particularly with respect to the notions of intellectual property and copyright, some universities have already begun to put in place measures to provide a better framework for Indigenous research by offering various resources to help and support researchers. Dissemination of research results and projects underway is another challenge of Indigenous research, since many communities do not grant permission for their data to be circulated. Nonetheless, nearly half of the universities organize an annual event in the form of a symposium or presentation where speakers discuss themes related to First Peoples’ perspectives, realities, and issues.

The inspiring actions surrounding research and creation underline the importance of identifying the problems of Indigenous peoples with the intention of improving their living conditions in the long term. This means that university researchers need to engage in a dialogue even before establishing a research plan and methodology. Today, it is no longer a question of working *on* First Peoples, but rather *with* their participation, following an ethical framework established with the people involved right from the beginning of the project. That is why each study and each research project requires a personalized and culturally relevant approach. It is also important that those involved in university research and working with Indigenous peoples demonstrate openness, flexibility, and sensitivity in their approach and in



the methods used to gather information, analyze data, and disseminate results. While there are some protocols regarding the ethical framework for working with First Peoples, each agreement should be defined according to the specific people involved.

At the same time, research with First Peoples can also serve non-Indigenous people, particularly through partnerships that lead to the creation of cultural awareness tools and programs. This helps to bring Indigenous and non-Indigenous communities together and fosters an inclusive and collaborative learning environment that can reduce the stigma that hinders the development of positive relationships. In addition to the partnerships and collaborations that are essential to Indigenous research, in order to address the under-representation of Indigenous researchers, it is critical to introduce Indigenous students to academic research and publishing upon their entry into university. Mentorship programs in Indigenous interdisciplinary research have been shown to have a positive impact on the number of publications authored by Indigenous people.

## Conclusion

The information contained in this survey and the highlighting of innovative initiatives that can be emulated in Québec and elsewhere in Canada have allowed us to pinpoint specific challenges shared by Canadian universities. This report proposes avenues that are proven to have a positive impact on the experience of Indigenous people in university in the different spheres of activity. This document should therefore be useful for Canadian universities as well as government departments and organizations dedicated to higher education. Furthermore, by calling attention to these numerous university initiatives, we are reminded of the importance of looking to others for inspiration in order to improve access to higher education in a spirit of solidarity, and with the objective of collective fulfillment through the respect, support, recognition, and success of Indigenous students.

The Conseil supérieur de l'éducation hopes this project will serve as a springboard for the ideas presented within to support Indigenous people in taking control of education by, for, and with First Peoples and, in turn, provide levers for action to overcome the barriers they face.

# Bibliography

- Acadia University (2021a). [Indigenous Student Resource Centre](#). Accessed July 20, 2021.
- Acadia University (2021b). [Acadia 2025: Transforming lives for a transforming world](#). Accessed July 20, 2021.
- Algoma University (2021a). [Algoma University 2016-2021 Strategic Plan](#). Sault-Ste-Marie, Ontario: Algoma University. Accessed July 10, 2021.
- Algoma University (2021b). [Algoma University 2018 Strategic Plan for Research \(Long Version\)](#). Accessed July 10, 2021.
- Algoma University (2021c). [Anishinaabe Studies](#). Accessed July 10, 2021.
- Algoma University (2021d). [Equity, Diversity and Inclusion 2020-21](#). Sault-Ste-Marie, Ontario: Algoma University. Accessed July 10, 2021.
- Algoma University (2021e). [Special Mission](#). Accessed July 10, 2021.
- Athabasca University (2021a). [Nukskahowin](#). Accessed June 28, 2021.
- Athabasca University (2021b). [Nukskahowin: Strategic Plan 2020](#). Athabasca, Alberta: Athabasca University. Accessed June 28, 2021.
- BCcampus (2021). [Indigenization guides](#). Accessed July 5, 2021.
- Brandon University (2021). [Indigenous Education](#). Accessed July 6, 2021.
- Brock University (2021a). [Brock University Institutional Strategic Plan 2018-2025](#). St. Catharines, Ontario: Brock University. Accessed July 10, 2021.
- Brock University (2021b). [Office of the Vice-Provost, Indigenous Engagement](#). Accessed July 10, 2021.
- Bureau de coopération interuniversitaire (2020). [L'action des universités québécoises pour, par et avec les Premiers Peuples – Portrait 2019](#). Report prepared under the direction of Johanne Jean. Accessed May 12, 2021. [English version: [Québec Universities' Action for, by and with First Peoples – 2019 Portrait](#). Accessed April 5, 2022].
- Canadian Encyclopedia (2020). [Éducation des Autochtones au Canada](#). Accessed June 8, 2021. [English version: [Education of Indigenous Peoples in Canada](#)].
- Cape Breton University (2021a). [2019-2024 Strategic Plan](#). Accessed July 20, 2021.
- Cape Breton University (2021b). [Office of Research & Graduate Studies \(ORGS\)](#). Accessed July 20, 2021.
- Cape Breton University (2021c). [Unama'ki College](#). Accessed July 20, 2021.

Capilano University (2020a). [Envisioning 2030 Report](#). North Vancouver, British Columbia: Capilano University. Accessed June 16, 2021.

Capilano University (2020b). [Institutional Accountability Plan and Report 2019-2020](#). North Vancouver, British Columbia: Capilano University. Accessed June 15, 2021.

CAPRES (2018). [Caractéristiques socioculturelles de l'étudiant autochtone](#). Accessed May 20, 2021.

Carleton University (2021). [Indigenous Offices at Carleton](#). Accessed July 11, 2021.

Concordia University of Edmonton (2021a). [Indigenous Community Information](#). Accessed June 28, 2021.

Concordia University of Edmonton (2021b). [Strategic Research Plan 2019-2024](#). Edmonton, Alberta: Concordia University of Edmonton. Accessed June 28, 2021.

Conseil supérieur de l'éducation (2021). [Mémoire sur la liberté académique en enseignement supérieur. Québec: Le Conseil](#). Accessed April 5, 2022.

Conseil supérieur de l'éducation (2019a). [Les collèges après 50 ans: regard historique et perspectives. Québec: Le Conseil](#). Accessed April 5, 2022. [English Summary available under the title: [Québec Colleges After 50 Years: A Look Back and a Look Forward](#)].

Conseil supérieur de l'éducation (2019b). [Les réussites, les enjeux et les défis en matière de formation universitaire au Québec](#). Québec: Le Conseil. Accessed April 5, 2022. [English Summary available under the title: [Successes, issues and challenges for university education in Québec](#)].

Conseil supérieur de l'éducation (2010). [Conjuguer équité et performance en éducation, un défi de société, Rapport sur l'état et les besoins de l'éducation 2008-2010](#). Québec: Le Conseil. Accessed April 5, 2022. [English Summary available under the title: [Balancing Equity and Performance in Education: A Challenge for Society, 2008-2010 Report on the State and Needs of Education](#)].

Dalhousie University (2021a). [Indigenous Connection](#). Accessed July 21, 2021.

Dalhousie University (2021b). [Research & Innovation](#). Accessed July 21, 2021.

Dalhousie University (2021c). [Strategic Plan 2021-26](#). Accessed July 21, 2021.

Emily Carr University of Art & Design (2021). [Aboriginal Gathering Place](#). Accessed June 17, 2021.

Emily Carr University of Art & Design (2020). [Institutional Accountability Plan + Report](#). Vancouver, British Columbia: ECUAD. Accessed June 17, 2021.

Emily Carr University of Art & Design (2018). [Eight Commitments to an Emergent Future, Emily Carr University's Strategic Plan to 2021](#). Vancouver, British Columbia: ECUAD. Accessed June 16, 2021.

First Nations Information Governance Centre (2021). [The First Nations Principles of OCAP](#). Accessed July 23, 2021.

First Nations University of Canada (2021a). [Academic](#). Accessed July 5, 2021.

First Nations University of Canada (2021b). [Strategic Plan 2019-2024](#). Regina, Saskatchewan: FNU. Accessed July 5, 2021.

Gouvernement du Québec (2019). [Public Inquiry Commission on relations between Indigenous Peoples and certain public services in Québec: listening, reconciliation and progress, Final report](#). Val-d'Or, Québec: Public Inquiry Commission.

Gouvernement du Québec (2021). [Instaurer une société bienveillante pour nos enfants et nos jeunes, Rapport de la Commission spéciale sur les droits des enfants et la protection de la jeunesse](#). [English version: *Québec: Special Commission on the Rights of the Child and Youth Protection*].

Government of Canada (2021a). [Chaires de recherche du Canada](#). Accessed July 23, 2021. [English version: *Canada Research Chairs*].

Government of Canada (2021b). [Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#). Accessed July 23, 2021.

Government of Canada (2021c). [Recherche en santé autochtone](#), Canadian Institutes of Health Research. Accessed July 23, 2021. [English version: *Indigenous Health Research*].

Government of Canada (2021e). [Setting new directions to support Indigenous research and the research training in Canada 2019-2022](#). Accessed July 23, 2021.

Habermacher, Adrien (2021). “[Understanding the Ongoing Dialogues on Indigenous Issues in Canadian Legal Education Through the Lens of Institutional Cultures \(Case Studies at UQAM, UAlberta, and UMoncton\)](#).” *Osgoode Hall Law Journal* 57:1.

Indspire (2021). [Truth and Reconciliation in Post-Secondary Settings: Student Experience](#). Accessed May 21, 2021.

Jean, Johanne (ed.) (2020). [Québec Universities' Action for, by and with First Peoples – 2019 Portrait](#). Montreal, Bureau de coopération interuniversitaire. Accessed April 5, 2022.

Kwantlen Polytechnic University (2021). [Indigenous Services for Students](#). Accessed June 18, 2021.

Kwantlen Polytechnic University (2018). [Vision 2023](#). Accessed June 18, 2021.

Lakehead University (2021b). [Indigenous Initiatives](#). Accessed July 11, 2021.

Laurentian University (2021a). [Bureau de l'enseignement et des programmes autochtones](#). Accessed July 15, 2021. [English version: *Office of Academic and Indigenous Programs*].

Laurentian University (2021b). [Niigaan Ninaabin: Regard vers l'avenir 2019-2024](#). Accessed July 15, 2021.

Laurentian University (2021c). [Recherche et créativité](#). Accessed July 15, 2021.

Lefevre-Radelli, Léa (2019). [L'expérience des étudiants autochtones à l'université: racisme systémique, stratégies d'adaptation et espoir de changement social](#). Doctoral thesis. Université du Québec à Montréal and Université de Nantes. Accessed May 21, 2021.

MacEwan University (2021a). [Comprehensive Institutional Plan 2019/20-2021/22](#). Edmonton, Alberta: MacEwan University, accessed June 29, 2021.

MacEwan University (2021b). [Indigenous Centre Kihêw Waciston](#). Accessed June 29, 2021.

MacEwan University (2021c). [Teaching Greatness: Strategic Vision 2030](#). Edmonton, Alberta: MacEwan University. Accessed November 2, 2021.

McGregor, Deborah (2017). "From 'Decolonized' To Reconciliation Research in Canada: Drawing from Indigenous Research Paradigms" *ACME: An International Journal for Critical Geographies*, 17(3), 810–831. Accessed April 5, 2022.

McMaster University (2021a). [Indigenous Research Institute](#). Accessed July 12, 2021.

McMaster University (2021b). [Institutional Priorities and Strategic Framework 2021-2024. Hamilton, Ontario: McMaster University](#). Accessed July 12, 2021.

Memorial University of Newfoundland (2021a). [2021-2026 Strategic Framework for Indigenization](#). Accessed July 22, 2021.

Memorial University of Newfoundland (2021b). [Indigenous Memorial](#). Accessed July 22, 2021.

Memorial University of Newfoundland (2021c). [Indigenous Research at Memorial](#). Accessed July 22, 2021.

Mount Allison University (2021a). [Indigenous Engagement](#). Accessed July 19, 2021.

Mount Allison University (2021b). [Strategic Planning \(Academic, Campus, Research\)](#). Accessed July 19, 2021.

Mount Royal University (2021a). [Indigenous Mount Royal](#). Accessed June 30, 2021.

Mount Royal University (2021b). [Indigenous Strategic Plan](#). Accessed June 30, 2021.

Mount Saint Vincent University (2021a). [Indigenous Initiatives](#). Accessed July 21, 2021.

Mount Saint Vincent University (2021b). [Research with Indigenous Communities](#). Accessed July 21, 2021.

Mount Saint Vincent University (2021c). [Strength through Community; MSVU Strategic Plan 2021-2028](#). Accessed July 21, 2021.

Mount Saint Vincent University (2014). [Engaging Aboriginal Communities through Education: A Consultation on Post-Secondary Education Needs](#). Accessed July 25, 2021.

National Centre for Truth and Reconciliation (2021). [About NCTR](#). Accessed July 7, 2021.

National Inquiry into Missing and Murdered Indigenous Women and Girls (2019). [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#). Accessed April 5, 2022.

New Brunswick Community College (2021). [Indigenous Student Gathering Centres](#). Accessed July 20, 2021.

Nipissing University (2021a). [Annual Academic Action Plan 2019-2022](#). North Bay, Ontario: Nipissing University. Accessed July 12, 2021.

Nipissing University (2021b). [Enji giigdoyang – Office of Indigenous Initiatives](#). Accessed July 12, 2021.

Nipissing University (2021c). [Strategic Research Plan 2019-2024](#). North Bay, Ontario: Nipissing University. Accessed July 12, 2021.

OCAD University (2021a). [Indigenous Student Centre](#). Accessed July 13, 2021.

OCAD University (2021b). [OCAD University Academic Plan 2017-2022](#). Toronto, Ontario: OCAD University. Accessed July 13, 2021.

Ontario Tech University (2021a). [2017-2022 Strategic Plan: Challenge, Innovate, Connect](#). Accessed July 13, 2021.

Ontario Tech University (2021b). [Indigenous Education and Cultural Services](#). Accessed July 13, 2021.

Queen’s University (2021a). [Office of Indigenous Initiatives](#). Accessed July 13, 2021.

Queen’s University (2021b). [Queen’s Strategy](#). Accessed July 13, 2021.

Queen’s University (2021c). [“University to launch consultation on Indigenous identity.”](#) Queen’s Gazette. Accessed November 2, 2021.

Royal Military College of Canada (2021a). [Plan stratégique 2020-2025](#). Accessed July 11, 2021. [English version: [2020-2025 Strategic Plan](#)].

Royal Military College of Canada (2021b). [Savoir et apprentissage autochtones](#). Accessed July 11, 2021. [English version: [Indigenous Knowledge and Learning](#)].

Royal Roads University (2021a). [Indigenous engagement](#). Accessed September 2, 2021.

Royal Roads University (2021b). [Learning for Life: 2045 and beyond \(new strategic vision\)](#). Accessed September 2, 2021.

Saint Mary’s University (2021a). [Indigenous Community](#). Accessed July 21, 2021.



Saint Mary's University (2021b). [Indigenous Initiatives](#). Accessed July 21, 2021.

Saint Mary's University (2021c). [Strategic Plan 2017-2022](#). Accessed July 21, 2021.

Saint Mary's University (2022d). [Current Active Research at SMU](#). Accessed January 7, 2022.

Simon Fraser University (2021a). [Office for Aboriginal Peoples](#). Accessed June 20, 2021.

Simon Fraser University (2021b). [Report of the SFU Aboriginal Reconciliation Council 2018-2023: Walk This Path](#). Burnaby, British Columbia: SFU. Accessed June 20, 2021.

St. Thomas University (2021a). [Indigenous](#). Accessed July 20, 2021.

St. Thomas University (2021b). [Strategic Plan 2020-2025](#). Accessed July 20, 2021.

The King's University (2021). [Equity, Diversity, and Inclusion](#). Accessed June 29, 2021.

Thompson Rivers University (2021a). [Coyote Project](#). Accessed July 25, 2021.

Thompson Rivers University (2021b). [Aboriginal Service Plan 2016/17 to 2018/19](#). Kamloops (British Columbia), The University. Accessed June 20, 2021.

Thompson Rivers University (2021c). [Indigenous TRU](#). Accessed June 20, 2021.

Trinity Western University (2021a). [Institute of Indigenous Issues and Perspectives \(Canada/Austria/New Zealand\)](#). Accessed June 23, 2021.

Trinity Western University (2021b). [TWU Equity, Diversity and Inclusion Plan](#). Accessed June 23, 2021.

Trinity Western University (2021c). [TWU Strategic Research Plan: Our Vision of 2022](#). Accessed June 23, 2021.

Truth and Reconciliation Commission of Canada (2015). [Truth and Reconciliation Commission of Canada: Calls to Action](#). Winnipeg, Manitoba: TRC.

Université de Moncton (2021). [Research – Indigenous Peoples & Forestry](#). Accessed July 19, 2021.

Universities Canada (2021). [Indigenous Student Education](#). Accessed July 26, 2021.

University of Alberta (2021a). [Faculty of Native Studies](#). Accessed June 30, 2021.

University of Alberta (2021b). [Plan stratégique institutionnel «Au service de l'intérêt public»](#). Accessed June 30, 2021. [English version: [Institutional Strategic Plan: For the Public Good](#)].

University of British Columbia (2021a). [Indigenous Portal](#). Accessed June 25, 2021.

University of British Columbia (2021b). [UBC Indigenous Strategic Plan 2020](#). Vancouver, British Columbia: UBC. Accessed June 25, 2021.

University of Calgary (2021a). [li'taa'poh'to'p Indigenous Strategy: Imagining Renewal – 2021 Journey Update](#). Accessed August 5, 2021.



University of Calgary (2021b). [The Office of Indigenous Engagement](#). Accessed June 31, 2021.

University of the Fraser Valley (2021a). [Indigenizing Our Academy: Strategic Planning Indigenous Post-Secondary Education at UFV](#). Abbotsford, British Columbia: UFV. Accessed June 22, 2021.

University of the Fraser Valley (2021b). [Indigenous Affairs](#). Accessed June 22, 2021.

University of the Fraser Valley (2021c). [Lálém ye mestfyexw: Re-envisioning a Structure for Indigenization](#). Accessed June 22, 2021.

University of Guelph (2021a). [Bi-Naagwad It Comes Into View: Indigenous Initiatives Strategy Summary](#). Guelph (Ontario), The University. Accessed July 14, 2021.

University of Guelph (2021b). [Indigenous Initiatives](#). Accessed July 14, 2021.

University of Guelph (2021c). [Strategic framework: Our Path Forward](#). Guelph, Ontario: University of Guelph. Accessed July 14, 2021.

University of Lethbridge (2021a). [Indigenous Initiatives](#). Accessed June 31, 2021.

University of Lethbridge (2021b). [Strategic Plan 2014-2022](#). Lethbridge (Alberta), The University. Accessed June 31, 2021.

University of Manitoba (2021a). [Taking Our Place Strategic Plan 2015-2020](#). Winnipeg, The University. Accessed July 7, 2021.

University of Manitoba (2021b). [The Indigenous Community at UM](#). Accessed July 7, 2021.

University of New Brunswick (2021a). [Mi'kmaq-Wolastoqey Centre](#). Accessed July 20, 2021.

University of New Brunswick (2021b). [Strategic Plan 2021-2022](#). Fredericton (New-Brunswick), The University. Accessed July 20, 2021.

University of Northern British Columbia (2021a). [Aboriginal Service Plan](#). Accessed June 25, 2021.

University of Northern British Columbia (2021b). [Indigenous Resource Dati](#). Accessed June 25, 2021.

University of Northern British Columbia (2021c). [Institutional Accountability Plan and Report](#). Prince George, British Columbia: UNBC. Accessed June 25, 2021.

University of Ottawa (2021a). [Centre de ressources autochtones Mashkawaziwogamig](#). Accessed July 15 2021. [English version: [Mashkawaziwogamig Indigenous Resource Centre](#)].

University of Ottawa (2021b). [Plan d'action autochtone](#). Accessed July 15, 2021. [English version: [Indigenous Action Plan](#)].

University of Ottawa (2021c). [Recherche et innovation : Équité, diversité et inclusion](#). Accessed July 15, 2021. [English version: [Research and innovation: Equity, diversity and inclusion](#)].

University of Regina (2021a). [All Our Relations: Strategic Plan 2020-2025](#). Regina, Saskatchewan: University of Regina. Accessed July 5, 2021.

University of Regina (2021b). [Office of Indigenous Engagement](#). Accessed July 5, 2021.

University of Saskatchewan (2021a). [Indigenous Engagement](#). Accessed July 5, 2021.

University of Saskatchewan (2021b). [Ohpahotân: Indigenous Strategy](#). Accessed July 6, 2021.

University of Toronto (2021a). [Indigenous Initiatives](#). Accessed July 14, 2021.

University of Toronto (2021b). [Institutional Strategic Research Plan 2018-23](#). Accessed July 14, 2021.

University of Toronto (2021c). [Strategic Plan 2020-2025](#). Accessed July 14, 2021.

University of Toronto (2021d). [U of T Indigenous Gateway](#). Accessed July 14, 2021.

University of Victoria (2021a). [Aboriginal Service Plan 2021/21: Creating a Shared Path](#). Victoria, British Columbia: UVic. Accessed June 21, 2021.

University of Victoria (2021b). [Indigenous Plan 2017-2022](#). Accessed June 21, 2021.

University of Victoria (2021c). [Office of Indigenous Academic & Community Engagement](#). Accessed June 21, 2021.

University of Windsor (2021a). [Indigenous Initiatives](#). Accessed July 15, 2021.

University of Windsor (2021b). [Office of Research & Innovation Services](#). Accessed July 15, 2021.

University of Windsor (2021c). [2020-2025 Strategic Mandate Agreement](#). Windsor, Ontario: UWindsor. Accessed July 15, 2021.

University of Winnipeg (2021a). [Growing Leaders: Strategic Directions](#). Winnipeg, Manitoba: UWinnipeg. Accessed July 6, 2021.

University of Winnipeg (2021b). [Indigenous UWinnipeg](#). Accessed July 6, 2021.

University Study (2021). [Programmes et services pour étudiants autochtones](#). Accessed May 12, 2021. [English version: [Indigenous Programs and Services Directory](#)].

Vancouver Island University (2021a). [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, 2020 Vision for the Future](#). Vancouver (British Columbia), The University. Accessed June 23, 2021.

Vancouver Island University (2021b). [Indigenous VIU](#). Accessed June 23, 2021.

Western University (2021a). [Indigenous Initiatives](#). Accessed July 16, 2021.

Western University (2021b). [Indigenous Scholarship & Research](#). Accessed July 16, 2021.

Western University (2021c). [Strategic Plan 2020-2021](#). Accessed July 16, 2021.

Wilfrid Laurier University (2021a). [Indigenization](#). Accessed July 16, 2021.

- Wilfrid Laurier University (2021b). [Laurier Strategy: 2019-2024](#). Accessed July 16, 2021.
- Wilson, Shawn (2001). “[What is indigenous research methodology?](#)” Canadian Journal of Native Education. Accessed July 20, 2021.
- York University (2021a). [Building a Better Future: York University Academic Plan 2020-2025](#). Accessed July 19, 2021.
- York University (2021b). [Centre for Indigenous Student Services](#). Accessed July 19, 2021.
- York University (2021c). [Research and Innovation: Guidelines for Research Involving Aboriginal/ Indigenous Peoples](#). Accessed July 19, 2021.
- York University (2021d). [The Indigenous Framework for York University: A Guide to Action](#). Toronto, The University. Accessed July 19, 2021.
- York University (2021e). “[York announces launch of Centre for Indigenous Knowledges and Languages](#).” York in Focus. Accessed September 21, 2021.
- Yukon University (2021). [Indigenous YukonU](#). Accessed July 22, 2021.

50-2118-SU

**Conseil supérieur  
de l'éducation**

**Québec** 

   @csequebec  
cse.gouv.qc.ca