



Recommendations from the Provost's Task Force on Indigenous Learning Fall 2018

Student Supports
1. Address the impacts the implementation of the Academic Plan may have on increasing instances of racism on campus by drafting interim protocols of reporting, response, and resolution for addressing Indigenous students' concerns in a culturally safe way. ¹
2. Create an Indigenous representative position within ODESI
3. Create opportunities for existing and new affordable housing for Indigenous students within reasonable proximity of the campus.
4. Increase student support services for Indigenous students by providing knowledge keepers, advocacy support, academic support and/or ombudsperson.
5. Create a Vice Provost, Indigenous Initiatives position.
Governance
6. Reconfigure the structure of the Aboriginal Education Council (AEC) such that it consists primarily of local Indigenous representatives, while maintaining two or three national members. Increase the number of meetings of the AEC and develop new terms of reference.
7. Ensure all Board and Senate members receive cultural competency training before joining those governance bodies.

¹ Under the recommendation of Professor Tannis Nielsen, a member of the Provost's Task Force on Indigenous Learning, the Task Force will work to recognize the unique constitutionally protected rights of Indigenous Peoples, which guarantee them the right to remain separate and distinct, and from becoming further marginalized under the terms of equity and diversity.

8. Consider a tri-cameral governance system, which would include the Aboriginal Education Council to work to strengthen the Indigenous Senate Committee and interface with the Board and Senate.

9. Ensure that Indigenous initiatives are part of the operating budget and not funded separately.

10. Create a dedicated Indigenous faculty seat on Senate (in addition to the seat for the co-chair of the AEC).

11. Make one of the co-chairs of the AEC a member of the Board of Governors.

12. Create at least one dedicated external Indigenous seat on the Board of Governors.

Professional Development to Support Integration of Indigenous Ways of Knowing at the University

13. Make cultural competency training a requirement for all faculty and staff.

14. Provide professional development for faculty to address Indigenous copyright and cultural appropriation.

15. Develop a bibliography on Indigenous learning, decolonization, settler/Indigenous reconciliation.

16. Provide funds for visiting artists and other modes of knowledge delivery.

17. Provide funds to reading groups and other self-directed groups to invite scholars, artists and activities to supplement their learning.

18. Develop a list of Indigenous practitioners such as filmmakers, artists, designers that can be referred to in course outlines and other resources and events.

19. Providing cultural/ceremonial leave for Indigenous staff.

Recruitment and Retention

20. Develop a targeted recruitment campaign for prospective Indigenous students.

21. Develop an Indigenous faculty/student mentorship program.

22. Develop a mentorship program for new Indigenous faculty.

23. Create enhanced Indigenous peer mentor positions to work with Indigenous first year students.

24. Consider domestic tuition for US-based Indigenous students to attend OCAD University (i.e. Jay Treaty).

Integrating Indigenous Knowledges and Research Practice

25. Support Indigenous research/creative practice:

- Find funding for and reinstate the N'gig visiting artist program.
- Engage Indigenous undergraduate and graduate students with Canada Research Chair activities.

26. Ensure all students at OCAD U graduate with one course with Indigenous content.