



The Indigenous Directions Action Plan

**Concordia's Path Towards
Decolonizing and Indigenizing
the University**



Territorial Acknowledgment

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/ Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.



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A Word from Our President

It's an honour to introduce this new edition of our Indigenous Directions Action Plan, the importance and impact of which should be felt every day.

The health pandemic that began early in 2020 exacerbated and threw into even starker relief many longstanding inequities in our society. Tragically, it also created new hardships and vulnerabilities. We experienced this in the higher education sector as many of our Indigenous students, particularly those living in remote communities, were severely disadvantaged by the online environment in which we were forced to operate. For many of our students—and the communities of which they're part—the pandemic brought additional burdens to access and success for them, for us, to overcome.

That is only one example. If something good is to come from the challenges we have experienced perhaps it will be the further realization of how systemic inequities operate to frustrate opportunities for Indigenous peoples in society including, unfortunately, in institutions like ours. And with that realization, I hope, will come an even greater sense of urgency to act together to design a better future.

This is why Concordia's Indigenous Directions Action Plan, as it is so aptly named, matters greatly to us all. While I feel very proud of the progress we have made to date, we will be judged by our delivery of the meaningful actions yet to come.

The Action Plan is a road map for Concordia. It outlines the steps we need to take to fulfill our commitment to decolonize and indigenize the university. It guides us to think about our collective grand project of building a better university, a stronger community, by celebrating different knowledges and grounding our actions in the values of equity, diversity, inclusion and accessibility.

In that spirit, our ability to make progress also depends on frequent consultations, active listening and, let's be clear, a lot of hard, dedicated work. Here, I want to express my sincerest appreciation and deep gratitude to all members of the Indigenous Directions Leadership Council, past and current, who have lent their invaluable insight, but also committed much time and energy—both personal and professional—to this process for more than five years now.

Our Indigenous Directions Action Plan is important for what it intends to accomplish. With its ambition to make meaningful social change and strive always for a higher standard, the Plan is emblematic of what makes Concordia a next-generation university.



Graham Carr

President and Vice-Chancellor

A Word from Our Provost

It gives me great pleasure to introduce this most recent version of the Indigenous Directions Action Plan. A roadmap to decolonization, the Action Plan embodies Concordia's continuous engagement with the recommendations of the Truth and Reconciliation Commission. It also underscores our engagement with the Indigenous students, faculty and staff we welcome to our campus, as well as the Indigenous communities that surround our university and on whose lands we are honored to live, work and study. A living document, the Action Plan reflects the progress that Concordia has made in implementing many of the recommendations from the original action plan released in 2019; but we are equally reminded of the work that remains to be done and of our shared responsibilities that come from our commitment to decolonization.

Although all the actions listed are important, I would like to highlight the series of recommendations related to decolonizing the curriculum as being particularly critical for us as an institution. Indigenous ways of knowing have largely been subsumed by Eurocentric approaches to knowledge and scientific thought. Greater awareness and application of Indigenous knowledge systems and traditions will result in the kind of innovative and critical thinking that Concordia, as a next-gen university, aspires towards. Decolonizing the curriculum asks us to question why we look at the world in the way we do; requires us to reevaluate our frames of reference; and pushes us to think differently. While this rethinking brings Indigenous knowledge into the spotlight, it also sharpens our critical abilities as teachers and researchers, as we train the thinkers and doers of tomorrow.

I thank the members of the Indigenous Directions Leadership Council, as well as the staff of the Indigenous Directions Office, for their ongoing work on the Action Plan, and for more generally guiding the University on its collective journey to decolonization. In particular, I want to thank the IDLC for asking difficult questions and for pushing all of us to recognize the value of Concordia's commitment to decolonization.

I look forward to our continued collaboration,

Anne Whitelaw, PhD

Interim Provost and Vice-President Academic



Introduction

The Indigenous Directions Action Plan, first published in 2019, was envisioned as a guide and tool to enable all Concordians to move the University towards a more equitable and inclusive future, where Indigenous peoples, knowledges, research and scholarship are prioritized and celebrated. It was created, in part, to respond to the 2015 Calls to Action of the Truth and Reconciliation Commission (TRC).

With this document, Concordia has committed to taking concrete steps towards the decolonization and indigenization of our institution, in order for us to co-construct a new, shared future based on responsibility, reciprocity, relevance and respect.

Context

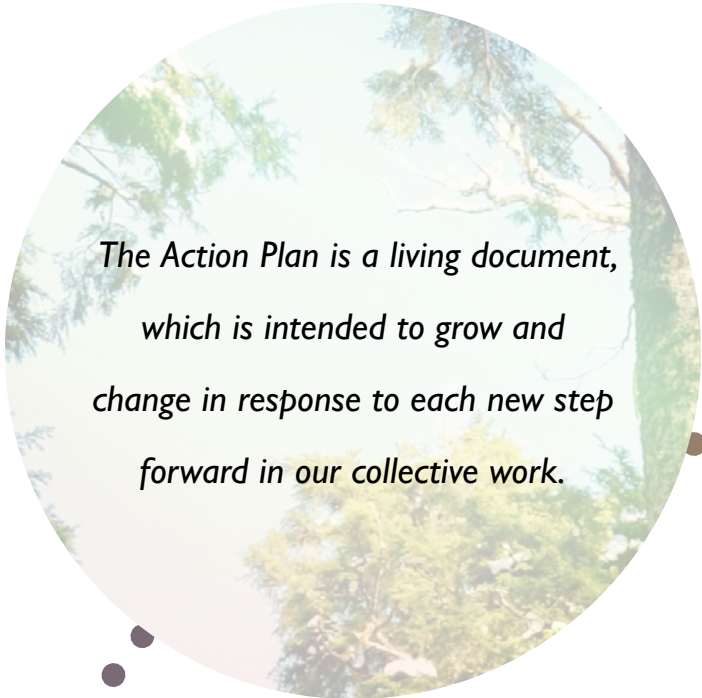
Efforts to decolonize and indigenize Concordia University began decades ago, notably with the establishment of what is today the Otsenhákta Student Centre in 1992, and through the ongoing efforts of our past and current Indigenous faculty, staff and students.

In 2014, Dr. Jason Edward Lewis, professor in the Department of Design and Computation Arts, submitted the first proposal to then-President Alan Shepard and then-Provost Benoit-Antoine Bacon to develop a plan to address Indigenous issues at Concordia, prior to the conclusion of the TRC in 2015. In 2016, Dr. Elizabeth Fast, Strategic Hire for Indigenous Youth and professor in the Department of Applied Human Sciences and Charmaine Lyn, then-Senior Director of the Office of Community Engagement, were appointed as Special Advisors to the Provost on Indigenous Directions, with a 3-year mandate to identify and recommend priority areas in which Concordia can improve its responsiveness to the TRC's Principles for Reconciliation and Calls to Action.

One of their key recommendations was the formation of the Indigenous Directions Leadership Group (IDLG). The IDLG's main mandate was to undertake a university- and community-wide engagement and consultation process. In 2019, the Indigenous Directions Action Plan was launched. The first iteration of the Action Plan was the result of more than a year of invited, open, and targeted consultations, primarily with our Indigenous students, faculty and staff, as well as other interested parties across the University and community members outside of the institution. The IDLG then jointly undertook the task of compiling, writing, refining, vetting, and finalizing the recommended actions that resulted from this community engagement process and led to the creation of the Indigenous Directions Action Plan.

Following the launch of the Action Plan, what began as the Indigenous Directions Leadership Group (IDLG) then became the Indigenous Directions Leadership Council (IDLC), a permanent governance body overseeing the implementation of the Action Plan. One of the first recommended actions of the Indigenous Directions Action Plan to be completed was the establishment of the Office of Indigenous Directions and the creation of a new Senior Director position in the Office of the Provost.

As laid out in the original text, the Action Plan is a living document, which is intended to grow and change in response to each new step forward in our collective work. As such, in 2020, the IDLC began the process of reviewing the Action Plan. This new revised version draws from the feedback received from community stakeholders. Furthermore, our work has been impacted by the release of critical new research and policy documents that have been launched since 2015, including the 231 Calls to Justice of the final report of the National Inquiry on Missing and Murdered Indigenous Women and Girls and the Public Inquiry Commission on Relations Between Indigenous Peoples and Certain Public Services in Québec (Viens Commission).



*The Action Plan is a living document,
which is intended to grow and
change in response to each new step
forward in our collective work.*

About the Indigenous Directions Action Plan

The Indigenous Directions Action Plan draws its strength from the Truth and Reconciliation Commission's (TRC) Calls to Action; Universities Canada's Principles on Indigenous education; the Royal Commission on Aboriginal Peoples (RCAP); the United Nations Declaration on the Rights of Indigenous Peoples; the calls to action articulated over the years by Concordia's internal community of Indigenous faculty, staff and students; the work of our colleagues at other institutions across Canada and internationally; and the longstanding leadership of Indigenous peoples and communities in ongoing grassroots collective action.

The Indigenous Directions Action Plan is not a panacea to the multiple complex challenges to indigenization and decolonization that we have observed and experienced. Rather, we have set out a number of actions that we believe have the potential to prepare the ground for further, ongoing and increasingly intensified efforts to recalibrate and transform the University's internal and external relationships with Indigenous peoples and communities. We have sought to develop a plan that will create optimal conditions for the continued growth and celebration of Indigenous presence at Concordia.

While the calls in this Action Plan are directly a result of the engagement processes - aimed at the highest levels of our university to ensure long-term, effective institutional change - we welcome and encourage all Concordians to take up the spirit of this living document by considering how each of us can work together towards these shared goals.

We welcome new ideas, strategies, and voices that support, build upon, and make visible the work of the Action Plan in all areas of the University.



Through community engagement and collaborative effort, the Action Plan puts forth:

- structures and policies that allow for greater participation of Indigenous communities, students, staff and faculty in the University's governance;
- the integration of Indigenous knowledge and the Principles of Reconciliation into existing courses, programs, and governance structures at Concordia;
- steps that should be undertaken to enhance the cultural climate at Concordia for Indigenous students, staff, and faculty;
- strategies, programs and services that will support and facilitate Concordia's recruitment, admission, retention, and graduation of Indigenous students;
- strategies, programs and services that will support and facilitate Concordia's recruitment and retention of Indigenous faculty and staff; and
- ways to foster, strengthen and showcase innovative by and with Indigenous faculty and students in partnership with Indigenous communities.

We are guided by Concordia's mission to be welcoming, engaged, and committed to innovation and excellence in education, research, creative activity and community partnerships. Concordia dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world.

We are guided by the University's Nine Strategic Directions and envision this Action Plan as entirely aligned with the ambitious goals that Concordia has set for itself as an institution and as a community that embraces diversity.

We are guided by the meaning of Concordia Salus – wellbeing through harmony – the City of Montreal's motto.

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that Concordia has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

Sincerely,



Heather Igloliorte

Special Advisor to the Provost on Advancing Indigenous Knowledges, on behalf of the Indigenous Directions Leadership Council



Governance and Community Participation

Accelerating the indigenization of governance and increasing community engagement

Concordia University commits to a renewed relationship with Indigenous peoples by recognizing the original and ongoing relationships of Indigenous peoples with the lands and waters of this territory.

The University undertakes the task of developing clear structures, processes and resources in order to build long-term mutually respectful and meaningful relationships with Indigenous communities, Elders and knowledge holders. Concordia also allocates adequate resources to facilitate participation in policy and decision-making as well as governance. Concordia takes concrete steps to ensure sustained Indigenous representation within the University's upper administrative structures.

The University establishes protocols to guide its interactions with Indigenous communities, collectives and organizations. By taking action to establish structures and policies that allow for greater participation of Indigenous people in the University's governance, Concordia moves forward with the decolonization of its administrative processes.

Concordia University commits to a renewed relationship with Indigenous peoples by recognizing the original and ongoing relationships of Indigenous peoples with the lands and waters of this territory.

Recommended Action 1.1

Establish a permanent Indigenous Directions Leadership Council (IDLC).

Intended Outcomes

- Concordia University commits to the processes of decolonizing and indigenizing the academy through the creation of a permanent Indigenous governing body.
- Concordia develops clear structures, processes and adequate resources for robust participation in decision-making and governance by Indigenous members of the Concordia community.
- The IDLC leads and oversees the implementation of the recommended actions of this Action Plan on behalf of the Indigenous community and the University.
- The IDLC provides the University with advice and guidance on an array of issues critical to Concordia's commitment to decolonization and indigenization.

Specific Tasks and Indicators	Timeline
Set the terms of reference for the Indigenous Directions Leadership Council.	Completed
Secure resources and administrative support to facilitate the participation of IDLC members in ongoing activities within the scope of the IDLC's mandate.	Completed

Recommended Action 1.2

Create Indigenous leadership positions at upper administrative levels.

Intended Outcomes

- Establish permanent Indigenous leadership roles with a university-wide mandate.
- Ensure the continued presence of Indigenous people in university policy and decision-making roles.

Specific Tasks and Indicators	Timeline
Hire a Senior Director for the Office of Indigenous Directions (OID), reporting to the Provost.	Completed
Hire a full-time Director of Decolonizing Curriculum and Pedagogy within the Centre for Teaching and Learning.	Completed
Appoint a Special Advisor to the Provost responsible for developing and promoting Indigenous research and knowledge systems.	Completed
Appoint a Special Advisor to the Provost responsible for developing plans for Indigenous spaces and facilities.	Completed

Recommended Action 1.3

Develop financial transaction policies and procedures for working with Indigenous communities and individuals.

Intended Outcome

- Concordia develops transparent policies and procedures for financial transactions with Indigenous peoples that ensure the timely and culturally sensitive compensation of invited speakers, Elders and other guests.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop new policies and best practices for financial transactions	Office of Indigenous Directions (OID); Financial Services	Fall 2022

Recommended Action 1.4

Develop university-wide guidelines, training and tools on Indigenous identity.

Intended Outcomes

- Concordia establishes a clear, transparent and respectful process to verify claims of Indigenous identity.
- Concordia provides tools and resources to guide the hiring of Indigenous peoples.
- Concordia has a clear and transparent policy to handle complaints of fraudulent self-identification.

Specific Tasks and Indicators	Responsible(s)	Timeline
Create and disseminate guidelines and policies.	OID; IDLC	Spring 2022
Develop training sessions.	OID	Spring 2022

Recommended Action 1.5

Develop a strategy for building partnerships and long-term mutually beneficial relationships with Indigenous communities.

Intended Outcomes

- Concordia adopts a community engagement action plan that lays out targets and deliverables for engagement with Indigenous communities, collectives and organizations. The action plan is responsive to community priorities, needs and expectations.
- Concordia cultivates and maintains a strong relationship with the Indigenous community.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a community engagement action plan.	OCE; IDLC	Winter 2022
Create a communication plan to highlight community engagement initiatives.	OID; University Communications Services (UCS); OCE	Fall 2022
Create a full-time Indigenous Community Engagement Coordinator position within the Office of Community Engagement (OCE).		Completed

Recommended Action 1.6

Develop and promote an institutional protocol for engaging with Indigenous Elders, knowledge holders and community members.

Intended Outcomes

- Concordia adopts a community engagement action plan that lays out targets and deliverables for civic engagement with Indigenous communities, collectives and organizations.
- Concordia cultivates and maintains a strong relationship with the Indigenous community and is responsive to community priorities, needs and expectations.

Specific Tasks and Indicators	Timeline
Research and draft an institutional protocol.	Completed
Promote and disseminate institutional protocol.	Completed

Recommended Action 1.7

Provide regular and continuous training on the importance and the appropriate use of Concordia's Territorial Acknowledgement.

Intended Outcomes

- The Concordia community has access to training, education and resources on the Territorial Acknowledgement.
- Concordia reviews the Territorial Acknowledgement and its protocols periodically as required.

Specific Tasks and Indicators	Responsible(s)	Timeline
Provide training and education on the Territorial Acknowledgement to staff and faculty.	OID; Decolonizing Curriculum and Pedagogy (DCP)	Ongoing
Concordia reviews the Territorial Acknowledgement periodically, in keeping with the emerging priorities and expectations of the Kanienkehà:ka people.	OID; IDLC	Ongoing
Establish guidelines for email signatures, syllabi, events, media relations, and questions about the Territorial Acknowledgement.	IDLC; DCP; UCS	Winter 2022

Recommended Action 1.8

Periodically review Concordia's success in implementing the Indigenous Directions Action Plan.

Intended Outcomes

- Progress on the implementation of the Indigenous Directions Action Plan is assessed and reported yearly.
- The IDLC keeps track of the progress in implementing the Action Plan and informs Concordia on challenges and obstacles related to specific recommended actions.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop tracking tools that measure the progress of the implementation of the Action Plan.	OID	Summer 2021
Develop an annual progress report outlining successes and challenges, including next steps for the University.	OID	Annually

Recommended Action 1.9

Participate in the establishment of an Indigenous senior leadership network seeking to work together to advance Indigenous post-secondary education.

Intended Outcomes

- Concordia is an active participant in an inter-institutional network of Indigenous senior leaders and keeps up to date on Indigenous concerns, needs and priorities in Canada's post-secondary institutions.
- Concordia cultivates and maintains a strong relationship with the Indigenous community and is responsive to community priorities, needs and expectations.

Specific Tasks and Indicators	Timeline
Concordia participates in the establishment of a strong inter-institutional network of Indigenous senior leaders.	Completed

Curriculum and Pedagogy

Advancing the recognition and integration of Indigenous knowledge in curriculum and pedagogy

Concordia University understands the value that Indigenous leadership and guidance bring to teaching and learning at the University. It aspires to become a leader in the training and mentorship of the next generation of Indigenous and non-Indigenous professionals.

The University commits to the growth of the First Peoples' Studies program (FPST) as well as establishing and resourcing an FPST Advisory Council.

With the help of its Office of Decolonizing Curriculum and Pedagogies, Concordia encourages all faculties and departments to undertake self-assessments on the inclusion of Indigenous perspectives in their course offerings and remain actively engaged in the ongoing decolonization and indigenization of the University's curriculum and pedagogy. This will encourage all departments across the University to offer courses grounded in and reflective of diverse Indigenous histories, epistemologies, worldviews, research and pedagogical practices.

As an academic institution, Concordia University values and welcomes the knowledge systems encoded in the Indigenous languages of Turtle Island and understands the urgent priority to revitalize, maintain and develop Indigenous languages. Concordia recognizes the widespread language loss brought about by the residential school system and other assimilation policies and commits to working on the development of policies, programs and special activities that establish and enhance the presence, recognition and inclusion of Indigenous languages on campus.

Concordia underlines the importance of Lands and Waters as valuable pedagogical teachers and will facilitate the development and offer of land-based programs in partnership with Indigenous communities.

By advancing the recognition and integration of Indigenous ways of knowing into Concordia's curriculum and pedagogy, the University strives to become a leader in decolonizing teaching and learning and an institution that attracts both Indigenous and non-Indigenous students, faculty and researchers seeking excellence in Indigenous scholarship.

Recommended Action 2.1

Develop a plan to build the capacity of faculty members to decolonize and indigenize curriculum content across all academic departments.

Intended Outcomes

- Concordia University develops a university-wide plan that seeks to introduce Indigenous perspectives in its curriculum.
- Concordia offers regular training to faculty members to strengthen their ability to teach Indigenous subjects and facilitate respectful discussions in the classroom.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop and offer university-wide training for all faculty members on decolonizing curriculum and pedagogy and realigning course content in ways that promote Indigenous ways of knowing.	Provost; Vice-Provost Innovation in Teaching and Learning (VPITL); DCP; Equity Office	Ongoing
Work with all faculties and departments to identify current gaps and future opportunities for teaching Indigenous content and co-construct new core Indigenous course(s) with departmental chairs and faculty committees.	Special Advisor to the Provost on Advancing Indigenous Knowledges (SAPAİK); Faculty Deans; Chairs and Departments; DCP	Fall 2021
Develop a strategic plan that outlines actions, timelines and milestones to decolonize curriculum and pedagogy.	VPITL; DCP	Fall 2021
Build capacity to teach and facilitate sensitive material and difficult discussions.	Provost; VPITL; DCP; Equity Office	Fall 2022
Create a 3-year fund to seed and support the strategic plan.		Completed

Recommended Action 2.2

Create teaching and learning opportunities for all Concordia students to gain awareness of Indigenous peoples, their histories, cultures and contemporary issues.

Intended Outcome

- Concordia offers learning opportunities grounded in and reflective of diverse Indigenous histories, epistemologies, worldviews, research and pedagogical practices.

Specific Tasks and Indicators	Responsible(s)	Timeline
Creation of a mandatory training module on Indigenous peoples	Provost; Faculty of Arts and Science (FAS); First Peoples' Studies program (FPST); DCP	Fall 2022



Recommended Action 2.3

Promote and celebrate the use of Indigenous languages at Concordia University.

Intended Outcomes

- Concordia University provides ongoing support for the use of Indigenous languages on campus and in academic work.
- Concordia develops new, future-oriented policies and procedures that allow for the inclusion of Indigenous languages in internal and external communications, such as in advertising, recruitment materials, and in the media.

Specific Tasks and Indicators	Responsible(s)	Timeline
Ensure that Indigenous languages courses are consistently offered every year.	VPITL; SAPAIK; Faculty Deans; FPST	Winter 2022
Develop a policy on the inclusion and acceptance of Indigenous languages in academic work and communications.	Provost; VPITL; Faculty Deans; OID; UCS; School of Graduate Studies (SGS); DCP	Spring 2022
Establish mechanisms for quality control in the use of Indigenous languages in written form to ensure that standard orthographies are used and that translations are accurate.	Provost; FAS; OID; UCS; DCP	Fall 2023

Recommended Action 2.4

Conduct a feasibility study to explore the creation of academic programs in specific Indigenous fields of study.

Intended Outcomes

- Concordia is responsive to emerging community needs and priorities
- Concordia creates forward-looking Indigenous programming that positions it as a leading institution in Indigenous studies and research.

Specific Tasks and Indicators	Responsible(s)	Timeline
Research and produce a feasibility study that analyzes and assesses the possibility of adding additional Indigenous studies programs.	OID; Associate Vice-President Lifelong Learning (VPLL); Faculties; SGS; SAPAIK; DCP	Summer 2023

Recommended Action 2.5

Facilitate the growth of the First Peoples' Studies program (FPST) to pave the way towards a stand-alone program.

Intended Outcomes

- FPST grows and develops into an authoritative and forward-looking stand-alone program that focuses on Indigenous knowledge systems.
- FPST increases its research capacity and partnerships with Indigenous communities and scholars.
- Concordia University creates a graduate program establishing the University as a leader in Indigenous research and teaching excellence

Specific Tasks and Indicators	Responsible(s)	Timeline
Establish an FPST Advisory Council.	SAPAİK; FAS; School of Community and Public Affairs (SCPA); FPST	Fall 2021
Increase the number of Indigenous tenure track faculty members by 50% in the next 3 years.	Provost; FAS	December 2021
Create a strategic action plan that addresses course sequencing and establishes objectives and milestones for the transition of FPST to a stand-alone program.	Provost; SAPAİK; FAS; FPST	Spring 2022
Develop a plan for Indigenous faculty hiring that focuses on growing the number of faculty who are well versed in Indigenous knowledge systems.	Provost; FAS; FPST	Spring 2022
Develop a master's program.	SGS; FAS; FPST	Spring 2024

Recommended Action 2.6

Develop training to build the capacity of Indigenous graduate students in the pursuit of academic careers.

Intended Outcomes

- Concordia becomes a leader in the training and mentorship of the next generation of Indigenous scholars.
- Indigenous graduate students have access to opportunities for professional development and training that helps them acquire the necessary tools and skills to become outstanding teachers and scholars.

Specific Tasks and Indicators	Responsible(s)	Timeline
Work with stakeholders to incorporate Indigenous perspectives and methodologies into the training of future Indigenous scholars.	DCP; Indigenous faculty	Spring 2022
Build capacity of Indigenous graduate students for post-graduate careers as future faculty members through peer-network mentorship programs.	SGS; DCP	Fall 2021
Support the decolonization of the GradProSkills program.	SGS; DCP	Fall 2021

Recommended Action 2.7

Develop comprehensive land-based education programs.

Intended Outcome

- Concordia is responsive to the needs and priorities of Indigenous people in facilitating access to alternative and traditional Indigenous methods of teaching and learning.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a comprehensive plan for the creation of a land-based program that includes proposed teaching and learning activities and evaluation of participants.	Provost; DCP; FPST	Fall 2022
Create land-based learning opportunities that reflect the needs, the priorities and the expectations of Indigenous students and Indigenous communities.	OID; SAPAIK; DCP; FPST; Land-Based Learning and Indigenous Pedagogies	Ongoing

Institutional Environment

Enhancing the cultural climate of the university for Indigenous peoples

Concordia University commits to creating a campus that is culturally safe for Indigenous students and celebrates Indigenous cultures and knowledge systems. It recognizes that in order to do so respectfully and meaningfully, decolonizing and anti-racist training programs need to be regularly offered to faculty, staff, students and administration.

Opportunities for organized gatherings throughout the year that celebrate Indigenous cultures and knowledges at Concordia, as well as the creation of permanent gathering spaces for Indigenous students and communities on campus will position Concordia as one of the leading universities in Eastern Canada.

Cultural safety also means that Concordia University's communications on all platforms are respectful of and responsive to Indigenous people within and outside of Concordia. When Concordia participates in truth-telling, it results in new policies and procedures for the University, enabling staff and faculty to be more informed in their discussions of Concordia's history in relation to space and place. As such, Concordia will transform institutional narratives and spaces, and create landmarks that reflect and acknowledge the histories, voices and perspectives of Indigenous peoples.

By taking action to improve the institutional environment of the University, Concordia creates a cultural climate that welcomes Indigenous students, staff, faculty and community members.

Recommended Action 3.1

Provide decolonizing and anti-racist Indigenous awareness training for the Concordia community.

Intended Outcomes

- Concordia creates a culturally safe space for Indigenous students.
- Concordia develops opportunities for Concordia’s faculty and staff to gain a better understanding of the issues that impact Indigenous people.

Specific Tasks and Indicators	Responsible(s)	Timeline
Design a professional development session tailored to key leadership levels.	OID; DCP; IDLC	Ongoing
The Library creates a guide to support the Indigenous Directions Learning Series.	OID; Library	Fall 2021
Create an Indigenous Directions Learning Series.		Completed
Develop decolonizing and anti-racist workshops for faculty and graduate students.		Completed

Recommended Action 3.2

Develop a communication and multimedia strategy that affirms, supports and celebrates the presence and contributions of Indigenous faculty, staff and students.

Intended Outcomes

- Concordia University develops a comprehensive communications strategic plan to enhance the visibility of Indigenous peoples on campus.
- The Concordia community is better informed of the varied ways that Indigenous Concordians contribute to the institution.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a communications plan and multimedia strategy that includes a policy on the use of appropriate images to represent Indigenous peoples.	OID; UCS	Winter 2022
Develop an Indigenous Directions Hub that highlights and provides information about programs, services and events.		Completed

Recommended Action 3.3

Develop a strategy for naming public spaces, theatres, buildings, or other landmarks, to acknowledge and highlight Indigenous presence and history.

Intended Outcomes

- Concordia transforms its institutional spaces and creates prominent landmarks that reflect, acknowledge and enhance the histories, voices and perspectives of Indigenous peoples.
- Concordia celebrates the achievements and contributions of Indigenous people to society.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a naming strategy that acknowledges and highlights and celebrates Indigenous presence on campus and the contributions of Indigenous people to society.	Provost; University Advancement; OID; SAPAIK; UCS; Vice-President Services and Sustainability (VPSS)	Spring 2023

Recommended Action 3.4

Establish an annual budget for Indigenous programming and special events.

Intended Outcome

- Concordia demonstrates its commitment to decolonization and indigenization by supporting regular extra-curricular activities and special events that celebrate Indigenous cultures and achievements.

Specific Tasks and Indicators	Timeline
Create an event coordinator position.	Completed
Establish an annual budget for Indigenous programming.	Completed

Recommended Action 3.5

Undertake critical research on Concordia's history in relation to colonialism, including its founders and founding organizations.

Intended Outcomes

- Concordia gains a deeper awareness of the history of the institution and the role it may have played in endorsing and shaping policies that continue to oppress Indigenous people.
- The report results in forward-thinking actions that contribute to decolonization and serve as a blueprint for the building of future relationships with Indigenous people.

Specific Tasks and Indicators	Responsible(s)	Timeline
Investigate Concordia's history in relation to colonialism; produce a comprehensive report that includes concrete recommendations.	SAPAİK; OID	Fall 2021

Recommended Action 3.6

Develop a prominent and permanent Indigenous space at Concordia.

Intended Outcomes

- Concordia establishes a new distinct and dedicated space for the Concordia Indigenous community to gather and work together.
- Concordia provides its Indigenous students with expanded services in a culturally safe environment.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a vision for the space to position the scope of the project.	Special Advisor to the Provost on Indigenous Spaces and Donor Engagement (SAPISDE)	Summer 2021
Conduct an assessment on the expectations, needs and priorities of the Indigenous community through a comprehensive engagement and consultation process.	OID; SAPISDE; University Advancement; VPSS; OSC	Fall 2021
Develop a master plan and a funding proposal for Advancement.	SAPISDE; University Advancement; VPSS	Winter 2022

Indigenous Students

Increasing recruitment, admission, retention and graduation of Indigenous students

Concordia University commits to increase the enrolment, recruitment, and retention of Indigenous students, support their educational goals and help them achieve their highest academic potential.

The University is eager to increase the number of Indigenous students, both at the undergraduate and graduate levels. Concordia recognizes that more accurate and timely data gathering and analysis is crucial to better understand student needs and improve support services.

To help meet the goal of increasing Indigenous student recruitment, admission, retention and graduation, there is a need for the development of responsive Indigenous transition programs that address admission barriers and that provide students with the skills to succeed in post-secondary education.

Concordia recognizes that increasing the number of awards, bursaries and scholarships available to Indigenous students will become a more competitive and attractive option for prospective students.

The retention of Indigenous students is contingent on the support services that Concordia offers. This requires adequate human and financial resources to support the mandate and the activities of the Otsenhákta Student Centre.

Recommended Action 4.1

Develop a strategy to increase the number of Indigenous students.

Intended Outcomes

- Concordia establishes targets to increase its Indigenous student population.
- Guidelines and best practices are put in place to ensure the retention of Indigenous students and to address the causes of attrition.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop and implement an Indigenous student recruitment strategy that includes guidelines on how to best support and integrate new students.	Enrolment Services	Fall 2022

Recommended Action 4.2

Increase funding opportunities for Indigenous students.

Intended Outcomes

- Concordia provides a wider range of funding opportunities for Indigenous students to help them achieve their highest academic potential.
- A comprehensive number of Indigenous awards, scholarships and bursaries contributes to making Concordia competitive with other universities and helps to increase recruitment of students with a potential for academic excellence.

Specific Tasks and Indicators	Responsible(s)	Timeline
Increase the number of scholarships, awards and bursaries for Indigenous students.	OID; University Advancement; SGS; Enrolment Services; Financial Aid & Awards Office (FASO)	Ongoing
Develop a proposal to attract endowments for scholarships, awards and bursaries in collaboration with the Advancement Office.	OID; University Advancement; SAPISE; Enrolment Services; SGS; FASO	Ongoing
Work in close collaboration with the faculties to allocate the number of scholarships, awards and bursaries for Indigenous students.	OID; University Advancement; Faculty Deans; Enrolment Services; SGS; FASO	Ongoing

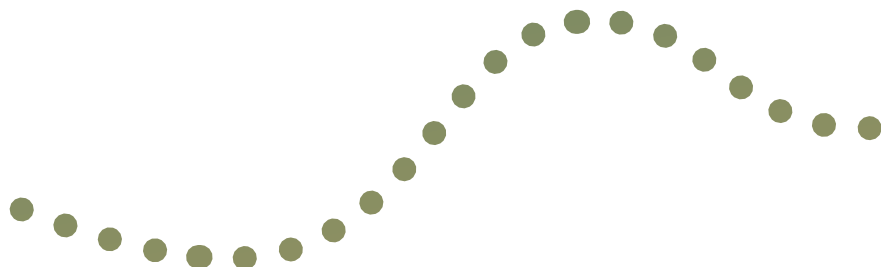
Recommended Action 4.3

Create reliable data collection and analysis tools in order to better understand Indigenous student demographics.

Intended Outcomes

- Concordia has reliable Indigenous student data that is used to support decision making on recruitment, admissions, student services, financial aid and academic support.
- Concordia gains a better understanding of the variables that constitute challenges or drive academic success.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a verification process for Indigenous self-identification.	Enrolment Services; OID	Spring 2022
Produce an annual report on Concordia's Indigenous student demographics.	Enrolment Services; Student Services; Otsenhákta Student Centre (OSC); Office of Institutional Planning and Analysis (OIPA)	Ongoing



Recommended Action 4.4

Build the capacity of the Otsenhákta Student Centre (OSC) to provide a range of relevant and effective services to Indigenous students.

Intended Outcomes

- Concordia allocates the necessary financial and human resources to ensure the reliable and effective delivery of support services to Indigenous students.
- Concordia provides Otsenhákta staff with the necessary training and professional development to effectively carry out their tasks.
- Concordia builds OSC into an outstanding student support unit.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a human resources strategy to address staffing needs.	Student Services; OID	Fall 2021
Develop an action plan that maps out the programs and services and sets targets for implementation.	Student Services; OID; OSC	Fall 2021
Create a permanent fund for a Visiting Elder program.		Completed

Recommended Action 4.5

Create an Indigenous-centred transition program designed to facilitate access to STEM and commerce programs.

Intended Outcomes

- Concordia creates a structured pathway that provides potential students with the necessary pre-requisites and training to be admitted into STEM and commerce programs.
- Concordia plays an important part in addressing educational gaps in Indigenous communities by facilitating access to its programs.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop and implement a bridging program that provides prospective Indigenous students with the necessary pre-requisites to enrol in the program of their choice.	Provost; Enrolment Services; Faculties; OID; Student Success Centre	Spring 2022

Recommended Action 4.6

Concordia creates admission streams for Indigenous students in select programs.

Intended Outcome

- Concordia removes barriers and creates a more accessible and inclusive environment for prospective Indigenous students in programs that are fundamental to the healthy socio-economic development of Indigenous communities.

Specific Tasks and Indicators	Responsible(s)	Timeline
Conduct an assessment in order to identify programs in high demand in Indigenous communities.	OID; Enrolment Services	Fall 2024
Develop a strategy to facilitate access for Indigenous students.	Provost; Vice-Provost, Faculty Development and Inclusion (VPFDI); Faculties; Chairs and Departments; Enrolment Services	Fall 2024

Recommended Action 4.7

Explore opportunities to develop transfer agreements with Indigenous colleges and institutes.

Intended Outcomes

- Concordia creates unique and exciting pathways for graduates of Indigenous colleges and institutes interested in furthering their education.
- Concordia helps to remove barriers for Indigenous students seeking a university education.
- Concordia increases its Indigenous student population.

Specific Tasks and Indicators	Responsible(s)	Timeline
Identify programs offered in Indigenous colleges and institutes to explore the establishment of articulation agreements.	Enrolment Services; Provost; OID; Faculty Deans; Vice-Provost, Partnerships and Experiential Learning (VPPEL)	Ongoing
Develop partnerships with identified Indigenous colleges and institutes.	Enrolment Services; Provost; OID; Faculty Deans; VPPEL	Ongoing

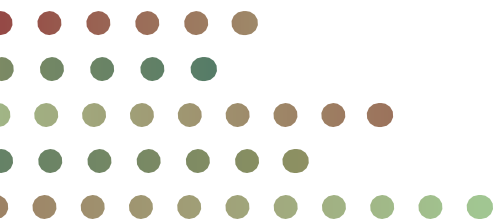
Recommended Action 4.8

Develop partnerships with employers to create summer employment, internships and coop placements for Indigenous students.

Intended Outcomes

- Concordia facilitates employment opportunities that allow students to acquire on the job training related to their field of study.
- Concordia increases Indigenous students' participation in cooperative education.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop partnerships with employers.	OSC; Career and Planning Services (CAPS); Faculties; Institute for Co-operative Education (ICE); VPPEL; OCE	Ongoing
Develop awareness training, monitoring and evaluation tools for employers to provide the best possible employment experience for Indigenous students.	OID; CAPS; ICE	Ongoing



Indigenous Faculty and Staff

Increasing recruitment and retention of faculty and staff

Concordia University commits to strengthening its relationship with the Indigenous community through the creation of an Indigenous talent management policy that addresses the recruitment, hiring, retention and career progression of Indigenous staff and faculty.

The University is aware that developing sound recruitment, hiring and retention policies and practices will allow for a more culturally safe workplace for Indigenous peoples and a more diverse workplace that is inclusive of Indigenous perspectives and knowledge systems. Concordia also acknowledges that creating an Indigenous staff and faculty support network and service plan will address Indigenous-specific employment needs at the University.

Concordia is eager to examine innovative and forward-thinking ways to attract Indigenous faculty and staff.



Recommended Action 5.1

Develop and implement a university-wide hiring, on-boarding, retention and career progression strategy for Indigenous faculty members.

Intended Outcomes

- Concordia increases the number of Indigenous faculty across all departments to position itself as a leading employer in Québec.
- Concordia continues to build on the diversity of voices and perspectives in academia and welcomes the teaching and learning of Indigenous knowledge systems.

Specific Tasks and Indicators	Responsible(s)	Timeline
Build the capacity of hiring committees by providing guidance, tools and resources to encourage the successful hiring of Indigenous faculty.	Provost; OID; VPFDI; Faculties	Ongoing
Create an institutional strategy to increase the number of full-time Indigenous faculty across all departments.	Provost; OID; Faculties	Spring 2022



Recommended Action 5.2

Develop and implement an Indigenous talent management strategy for staff.

Intended Outcomes

- Concordia develops a strong Indigenous recruitment, hiring, onboarding, retention and career progression strategy and establishes university-wide practices to increase the number of Indigenous staff to meet employment equity goals.
- Concordia fosters a workplace culture that welcomes Indigenous employees and values their experience and contributions within the university community.
- Concordia develops a reputation as an employer of choice in the Indigenous community.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop, promote and implement the strategy.	OID; Human Resources	Spring 2022

Recommended Action 5.3

Ensure that Canada Research Chairs (CRC) in Indigenous subject matters are awarded to Indigenous faculty.

Intended Outcome

- Concordia recognizes the importance and validity of Indigenous knowledge systems in academia and continues to further the decolonization of its institution by prioritizing Indigenous perspectives and voices in Indigenous fields of study.

Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia institutes a policy ensuring that Indigenous faculty are exclusively targeted for appointment to CRCs in Indigenous fields of study.	Provost; Vice-President Research and Graduate Studies (VPRGS); Faculty Deans; Chairs and Departments	Winter 2022

Recommended Action 5.4

Establish a Concordia Indigenous employees' network.

Intended Outcomes

- Concordia fosters a sense of community and creates a culturally safe space for Indigenous employees to share common experiences and to discuss common issues.
- Concordia contributes to the retention of its Indigenous staff by creating a peer support network and creates opportunities for Indigenous staff to interact socially.

Specific Tasks and Indicators	Responsible(s)	Timeline
Establish an Indigenous employee network.	OID	Fall 2021

Recommended Action 5.5

Establish an Indigenous Faculty Council.

Intended Outcomes

- Concordia establishes a network that provides opportunities for Indigenous faculty to bring to the forefront common issues and concerns.
- Concordia empowers Indigenous faculty to adopt a unified position to address persisting issues with higher administration and find equitable solutions.
- Concordia contributes to the retention of its Indigenous faculty by creating a peer support network and creates opportunities for Indigenous faculty to interact socially.

Specific Tasks and Indicators	Responsible(s)	Timeline
Establish an Indigenous Faculty Council.	SAPISDE; SAPAIK	Fall 2021

Recommended Action 5.6

Create and fund a visiting Indigenous scholar program.

Intended Outcomes

- Concordia creates opportunities for students to meet and learn from external experts.
- Concordia enriches its Indigenous course offerings and contributes to broadening horizons on Indigenous research.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop a proposal for a visiting Indigenous scholar program.	SAPAİK	Fall 2022

Indigenous Research

Supporting Indigenous-led research and building capacity for community-based research

Concordia University commits to the ethical, reciprocal and meaningful conduct of Indigenous research, in partnership with Indigenous communities. Through the establishment of an Indigenous Research Centre, Concordia supports world-class Indigenous-led research and research-creation on campus and with community partners.

By attracting exceptional Indigenous graduate students to work on research projects that respect and benefit Indigenous communities, and by aiding in their development as professionals and scholars, Concordia cements its reputation as an institution that supports Indigenous students in the pursuit of research excellence.

Concordia recognizes that the research production of Indigenous faculty and students must be publicly documented and highlighted throughout the University's communications platforms and made easily accessible to Indigenous community members. This includes, but is not limited to, featuring Indigenous-related conferences on campus, publications regarding Indigenous research, knowledge mobilization and translation, and research installations at Concordia.

By taking action to foster, strengthen and showcase the innovative research conducted by Indigenous faculty and students in partnership with Indigenous communities, now and in the future, Concordia establishes itself as an institution that deeply values the contributions of Indigenous peoples to academia.

Recommended Action 6.1

Create an Indigenous research policy.

Intended Outcome

- Concordia sets guidelines and policies on research by and with Indigenous peoples including provisions on obtaining consent from Indigenous communities, data management, intellectual property rights and sharing research results.

Specific Tasks and Indicators	Responsible(s)	Timeline
Create and disseminate a research policy that aligns with the Tri-Council Policy on Indigenous research and includes OCAP™ principles.	SAPAİK; SGS; OID; VPRGS	Fall 2022

Recommended Action 6.2

Create increased opportunities for participation in national and international Indigenous research and study networks.

Intended Outcome

- Concordia supports Indigenous students and researchers in their development as professionals and scholars by multiplying opportunities to attend research-oriented events.

Specific Tasks and Indicators	Responsible(s)	Timeline
Establish a conference fund for Indigenous students and researchers.	Provost; SGS; OID	Summer 2022
Provide support for the University to host Indigenous national and international conferences.	Provost; VPRGS	Summer 2022

Recommended Action 6.3

Foster and strengthen Indigenous research by and with Indigenous communities.

Intended Outcomes

- Concordia establishes ethical and mutually beneficial partnerships in research with Indigenous communities, collectives and organizations.
- Concordia empowers Indigenous communities by responding to their research needs and priorities and helping to build research capacity.

Specific Tasks and Indicators	Responsible(s)	Timeline
Develop partnerships with Indigenous communities and identify community research needs.	SAPAİK; VPRGS; OID	Ongoing
Prioritize research that addresses community priorities.	SAPAİK; VPRGS; OID	Ongoing
Develop a plan to build the capacity of Indigenous communities to lead their own research projects.	SAPAİK; VPRGS	Ongoing

Recommended Action 6.4

Create opportunities for innovative Indigenous research.

Intended Outcome

- Concordia positions itself as a leader that supports innovative Indigenous research.

Specific Tasks and Indicators	Responsible(s)	Timeline
Create attractive entrance offers for prospective graduate students.	SAPISDE; Provost; Faculty Deans; University Advancement; SGS	Ongoing

Recommended Action 6.5

Establish an Indigenous Research Centre (IRC).

Intended Outcome

- Concordia becomes a centre for innovative Indigenous-led research and research-creation.

Specific Tasks and Indicators	Responsible(s)	Timeline
Work with University Advancement to find funding for the IRC.	SAPAIK; SAPISE; VPRGS; University Advancement	Ongoing
Establish an Indigenous Research Centre.		Completed



Stakeholder Annex and Glossary

Stakeholder	Task(s) corresponding to Action Plan
Career and Planning Services (CAPS)	4.8
Chairs and Departments	2.1, 4.6, 5.3
Decolonizing Curriculum and Pedagogy (DCP)	1.7, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1
Enrolment Services	4.1, 4.2, 4.3, 4.5, 4.6, 4.7
Equity Office	2.1
Faculties	2.4, 4.5, 4.6, 4.8, 5.1
Faculty Deans	2.1, 2.3, 4.2, 4.7, 5.3, 6.4
Faculty of Arts and Science (FAS)	2.2, 2.3, 2.5
Financial Aid & Awards Office (FASO)	4.2
Financial Services	1.3
First Peoples' Studies program (FPST)	2.2, 2.3, 2.5, 2.7
Human Resources	5.2
Indigenous Directions Leadership Council (IDLC)	1.4, 1.5, 1.7, 3.1
Indigenous faculty	2.6
Institute for Co-operative Education (ICE)	4.8

Stakeholder	Task(s) corresponding to Action Plan
Land-Based Learning and Indigenous Pedagogies	2.7
Library	3.1
Office of Community Engagement (OCE)	1.5, 4.8, 6.3
Office of Indigenous Directions (OID)	1.3, 1.4, 1.7, 1.8, 2.3, 2.4, 2.7, 3.1, 3.2, 3.5, 3.6, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3
Office of Institutional Planning and Analysis (OIPA)	4.3
Otsenhákta Student Centre (OSC)	3.6, 4.3, 4.4, 4.8
Provost	2.1, 2.2, 2.3, 2.5, 2.7, 3.3, 4.5, 4.6, 5.1, 5.3, 6.2
School of Community and Public Affairs (SCPA)	2.5
School of Graduate Studies (SGS)	2.3, 2.4, 2.5, 2.6, 4.2, 6.1, 6.2, 6.4
Special Advisor to the Provost on Advancing Indigenous Knowledges (SAPAİK)	2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 3.5, 5.5, 5.6, 6.1, 6.3, 6.5
Special Advisor to the Provost on Indigenous Spaces and Donor Engagement (SAPISDE)	3.6, 4.2, 5.5, 6.4, 6.5
Student Services	4.3, 4.4
Student Success Centre	4.5
University Advancement	3.3, 3.6, 4.2, 6.4, 6.5

Stakeholder	Task(s) corresponding to Action Plan
University Communications Services (UCS)	1.5, 1.7, 2.3, 3.2, 3.3
Vice-Provost, Faculty Development and Inclusion (VPFDI)	4.6, 5.1
Vice-Provost Innovation in Teaching and Learning (VPITL)	2.1, 2.3
Vice-Provost, Partnerships and Experiential Learning (VPPEL)	4.7, 4.8
Vice-President Lifelong Learning (VPLL)	2.4
Vice-President Services and Sustainability (VPSS)	3.3, 3.6
Vice-President Research and Graduate Studies (VPRGS)	5.3, 6.1, 6.2, 6.3, 6.5

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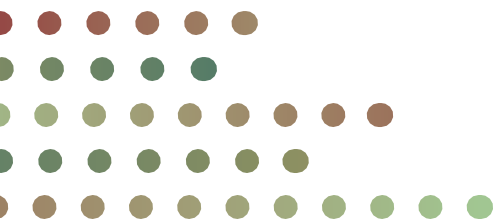
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