



Wichitowin ahci kaskihtamâsowin ati nikan

(Michif) Helping each
other with success
for the future

Indigenous Student Success Strategy

2024-2029



Wichitowin ahci kaskihtamâsowin ati nikan

(Michif): Helping each other with success for the future Indigenous Student Success Strategy 2024–2029 builds on the foundation created by the 2009 Aboriginal Student Achievement Plan and the Indigenous Student Success Strategy 2018–2023 which followed the original plan. Updates to the Wichitowin ahci kaskihtamâsowin ati nikan Strategy were informed by students, faculty, staff, and communities across Saskatchewan. The wîtōkamâhtôtân Indigenous Student Success team has done their best to listen and honour the ideas and perspectives provided.

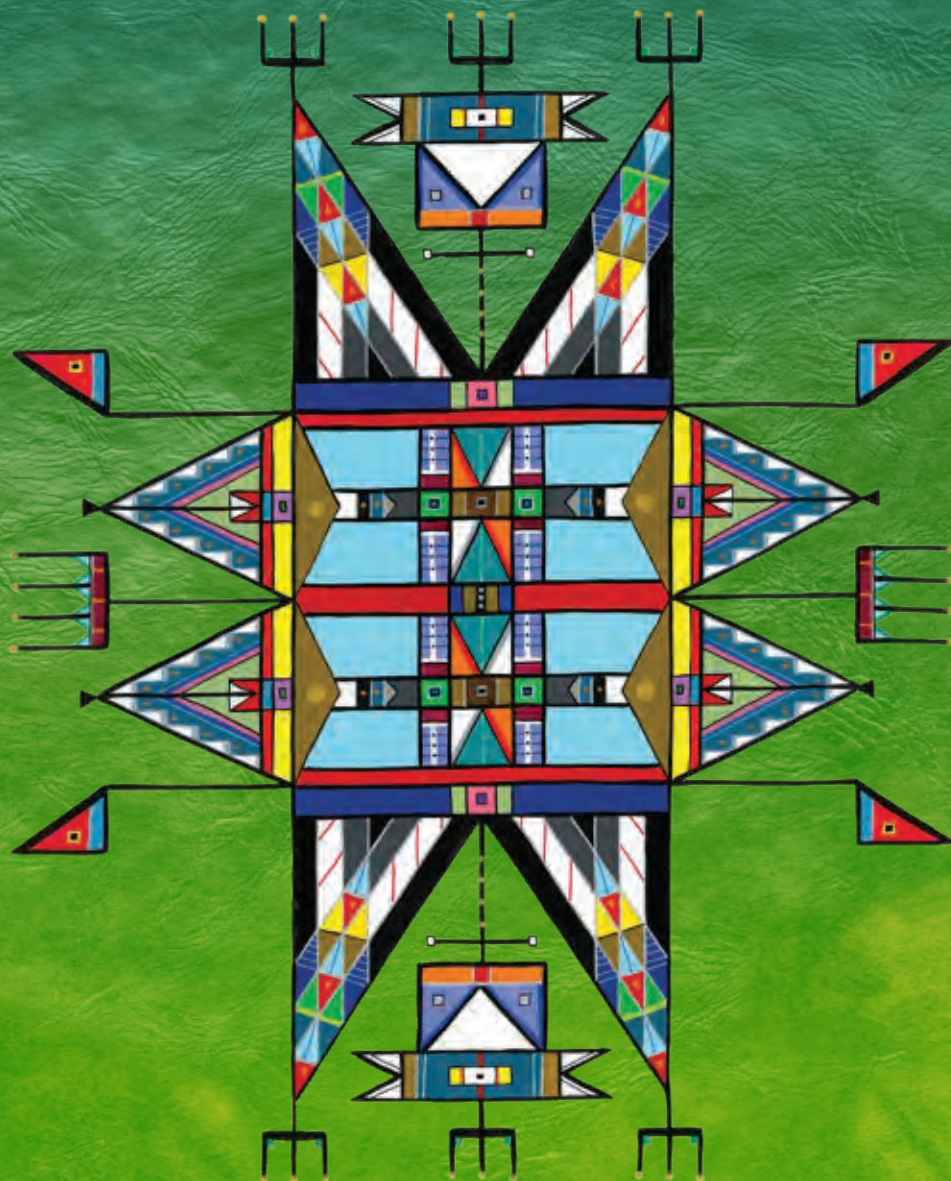


Table of Contents

Saskatchewan Polytechnic's guiding statements	2
Messages from leadership	4
Who we are	7
What we've accomplished	8
2018–2023 strategy quick facts	9
Success stories	10
How the strategy was developed	14
Mahsi cho	16
What we heard	17
The next five years	18
Hoʔá	20
Ombi-ah`	21
Mnihéya	22
Heca	23
How we will make it happen	24
Glossary	26
Pronunciations	28

Saskatchewan Polytechnic is situated on Treaty 4 and Treaty 6 Territories and the ancestral lands of the Cree, Saulteaux, Dene, Dakota, Lakota and Nakoda peoples and the traditional homeland of the Métis.

Saskatchewan Polytechnic's guiding statements



Indigenous belief statement

We indigenize by holistically integrating Indigenous ways of knowing, teaching, and learning within all of the institutional practices, procedures and services we provide to students, staff and communities. This results in Indigenous people seeing themselves and their realities reflected in our institutional practices. It also results in non-Indigenous people gaining the skills and knowledge that enable them to work with and live alongside their Indigenous neighbours knowledgeably and respectfully.

Indigenous declaration

Saskatchewan Polytechnic is committed to the indigenization of our institution. Indigenization is our social and collective responsibility and it enriches and benefits all aspects of our institutional culture.

Indigenous education protocol

Saskatchewan Polytechnic is a signatory to the Colleges and Institutes Canada's Indigenous Education Protocol which means we:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Messages from leadership

Heca (Dakota) Belonging



Indigenous students are an integral part of the Saskatchewan Polytechnic community. We are honoured to provide a place of belonging where all students feel welcome, inspired and empowered. In doing so, we honour miyo wâhkôhtowin, or good relations.

This new Indigenous Student Success Strategy will serve as our guide for the next five years as we build on efforts we began in 2009, providing Indigenous students at each of our campuses with a variety of services to enhance their experiences and remove barriers to success. While I am proud of what we have accomplished, I acknowledge there is still work to do. My colleagues and I recognize that the cultural change necessary to fully embrace reconciliation will take time. Such change will also require willing hearts and minds—something our students, faculty and staff have in abundance.

Sask Polytech is committed to fostering an open and inclusive environment that embraces diverse cultures, heritages, and opinions. As an institute of higher education, this is important as it goes to the heart of our mission of inspiring success in every learning journey.

I want to thank everyone who has had a hand in shaping this strategy and to those who participated in the consultation process. Although our journey may be long, I am confident that together we will succeed in achieving the goals we have set. In doing so, we will build a stronger and more inclusive society.

Dr. Larry Rosia
President and CEO

Ombi-ah` (Nakawe) Inspiring



At the heart of Saskatchewan Polytechnic's value system is the principle of social responsibility and the desire to promote an equitable society. We believe that every individual should have an opportunity to develop their full potential. We are passionate about creating an environment where lifelong learners can gain the knowledge and attain the relevant professional skills to succeed at work, contribute meaningfully to their communities and achieve their most cherished goals in life.

In order to establish such an environment, Sask Polytech has made it a strategic priority to focus on inclusivity. As we continue to build on our success in creating an inclusive environment for our learners, we are committed to finding more effective and meaningful ways to integrate Indigenous ways of being, knowing, teaching and learning into our daily practice. We want Sask Polytech's classrooms and gathering spaces to be places that engage our learners and contribute to a rich, vibrant campus culture. At the same time, we think it is imperative that our curriculum support the principles of miyo wâhkôhtowin (Cree): good relations.

Wichitowin ahci kaskihtamâsowin ati nikan (Michif): Helping each other with success for the future Indigenous Student Success Strategy 2024–2029 builds upon four important goals: ho?â (Dene): welcoming, ombi-ah` (Nakawe): inspiring, mnihéya (Nakoda): empowering and heca (Dakota): belonging. This strategy also guides our efforts to meet the Truth and Reconciliation Commission of Canada's Calls to Action and to live up to our commitments under the Colleges and Institutes Canada's Indigenous Education Protocol.

Having an appreciation for diverse perspectives is a crucial component of learning in an increasingly global society. As we work towards reconciliation, Sask Polytech is committed to having the supports Indigenous students require for success while acknowledging with deep respect the contributions of Indigenous peoples everywhere.

A handwritten signature in black ink, appearing to read 'Has Malik'.

Dr. Has Malik
Provost and Vice President, Academic

Messages from leadership

Hoʔá (Dene) Welcoming



At Saskatchewan Polytechnic, our mission is to inspire success in every learning journey. This includes our Indigenous students, which is the focus of *Wichitowin ahci kaskihtamâsowin ati nikan* Indigenous Student Success Strategy 2024–2029.

We have recorded many successes since we released our previous plan in 2018—a plan rooted in the principles of *miyo wâhkôhtowin*—good relations. Faculty, staff and community members helped us make significant progress on closing the gap between Indigenous and non-Indigenous student success rates over the last five years.

Although we have seen tremendous headway, the work is far from finished. Barriers remain for Indigenous students. Notably, we must reach out and welcome more Indigenous students to participate in the Sask Polytech experience. Proactive recruitment and setting Indigenous students up for post-secondary success before they walk through our doors will be a key focus over the next five years. This strategy will help Sask Polytech address and mitigate the barriers which exist. In doing so, we can and will create a real sense of belonging for our Indigenous students.

I am proud of the work that has gone into the development of this strategy, including input from members of Indigenous communities, as well as our own faculty, staff and students. More than 300 people were involved in consultations.

As a signatory to the Colleges and Institutes Canada’s Indigenous Education Protocol, my colleagues and I are committed to making Indigenous education a priority. We also recognize that the right structures and approaches must exist to address Indigenous peoples’ learning needs and support self-determination and socio-economic development of Indigenous communities.

I know from personal experience that learning is powerful. Because of this, I am optimistic about what is ahead—and excited to learn along with you.

A handwritten signature in black ink that reads "Deanna Speidel".

Deanna Speidel
Director, *witôkamâhtôtân* Indigenous Student Success

Who we are

Saskatchewan Polytechnic serves students through applied learning opportunities on Treaty 4 and Treaty 6 Territories and the homeland of the Métis. Learning takes place at campuses in Moose Jaw, Prince Albert, Regina and Saskatoon and through extensive distance education opportunities. Programs serve every economic and public service sector. As a polytechnic, the organization provides the depth of learning appropriate to employer and student need, including certificate, diploma and degree programs, and apprenticeship training. Saskatchewan Polytechnic engages in applied research, drawing on faculty expertise to support innovation by employers, and providing students the opportunity to develop critical thinking skills.

Our purpose: We empower a better Saskatchewan

Our vision: To lead the rise of polytechnic education

Our mission: Inspire success in every learning journey

Our values:



Respect

We support every learning journey, whether for our students, colleagues or industry partners. And so we show our care for one another and our workplace. We foster an open and inclusive environment that embraces diverse cultures, heritages and opinions. We honour, learn from, work with and support each other as one team.



Integrity

We are leaders in the global polytechnic community, and as such we are honest and fair in all we do. We are committed to being accountable and transparent. We are truthful with one another. We hold ourselves to high standards of ethical behaviour and take responsibility for our actions.



Sustainability

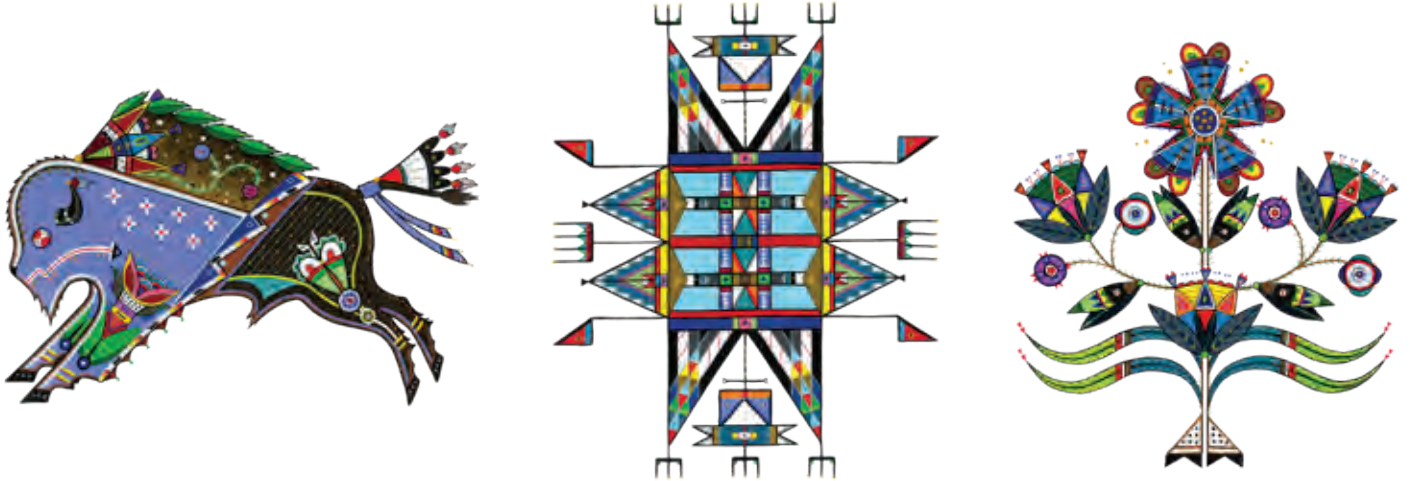
We aim to empower a better future by leading the rise of polytechnic education. Therefore, we work, live and learn in a socially and environmentally responsible manner. We support the health, safety and overall well-being of our learners, employees and partners. We are conscientious stewards of our resources and continuously look for entrepreneurial and creative ways to strengthen and improve our institution.



Excellence

We aim to inspire success in every learning journey, which in turn inspires each of us to go above and beyond expectations to achieve the highest levels of quality — in our teaching, our programming, our learning and our services. We are able to do this by maintaining high standards, strong competencies, committed partnerships and by being responsive and accessible.

What we've accomplished



In the five years since the Indigenous Student Success Strategy 2018–2023 was launched, there have been many notable successes:

- **Powwow**—providing an opportunity to celebrate traditions, showcase talent and bring people together in a spirit of unity and friendship.
- **Summer Transition Program**—helping students prepare for student life through cultural activities, personal skill development workshops, academic assessment and support and peer group building activities.
- **Funded applications**—removing financial barriers to participation where possible is a cornerstone of Sask Polytech's Indigenous Student Success Strategy. Under this initiative, fees to apply for admission may be waived based on need for Indigenous students.
- **Role model calendar**—helping Indigenous students see themselves and their culture reflected at Sask Polytech by widely featuring Indigenous role model stories and videos and distributing annual calendars.
- **Holiday hampers and give aways**—offering financial and mental health supports for Indigenous students during the holidays as well as events to celebrate the season.
- **Indigenous students' centre refresh**—providing space for students to connect with Elders, Knowledge Keepers, Indigenous advisors and coordinators and to participate in cultural activities and teachings on campus. Keeping these spaces fresh and relevant is important in meeting our goals to welcome and create a sense of belonging.
- **Indigenous art**—Created by Dakota artist Chantel Yuzicappi, Standing Buffalo First Nation in Treaty 4 Territory, the artwork tells Sask Polytech's story. Each image has deep significance. Education is the new buffalo. The relationship between students and teachers is represented through the star. Student success and growth is celebrated by the Dakota flower.

2018–2023 strategy quick facts

11,305

Indigenous students* enrolled in Sask Polytech delivered programs:

5,553

in certificate,
degree and diploma
programs

1,835

in
apprenticeship
training

3,917

in literacy
and
basic education

200,000+

interactions through
Indigenous student advisors
and coordinators and
community outreach teams

**\$2.2
million**

provided to Indigenous
students through
scholarships and
awards

**\$604
thousand**

provided to
Indigenous students
through emergency
bursaries to meet urgent
need for essentials

**10th
anniversary**

of the Indigenous role model
calendar celebrated

**Education
Award of
Excellence**

from the World Federation of
Colleges and Polytechnics

**President's
Award**

of Excellence to Indigenous
Students' Centre coordinators
for their tireless work

*This is the number of Indigenous students who have self-declared. The actual number may be higher.

Success stories

Representation of Indigenous role models is important to the success of Indigenous students. These stories showcase the resilience and strength of Indigenous people, providing inspiration for others to follow their lead.





Arielle Merasty

Dreams do come true

When Arielle Merasty's daughter turned one in 2017, Arielle set a goal of becoming a Cree Judicial Officer for the Saskatchewan Provincial Court. The Cree Court is the first of its kind in Canada. Judicial hearings are conducted entirely or partially in Cree. Based in Prince Albert, the Cree Court travels to sit in four northeastern communities up to five times monthly. Arielle enrolled in the Court Services Administrator program at Sask Polytech. After graduating, she started work as a court administrative assistant and then trained as a court clerk with the Provincial Court of Saskatchewan. Ms. Merasty says, "After a lot of hard work, patience, sweat and tears, I knew I had learned what was required. I achieved my goal in five years. I was a Cree Judicial Officer. Dreams do come true."

Arielle Merasty is from Pelican Narrows and is a member of the Peter Ballentyne Cree Nation. Ms. Merasty graduated from the Court Services Administrator program, Prince Albert campus.

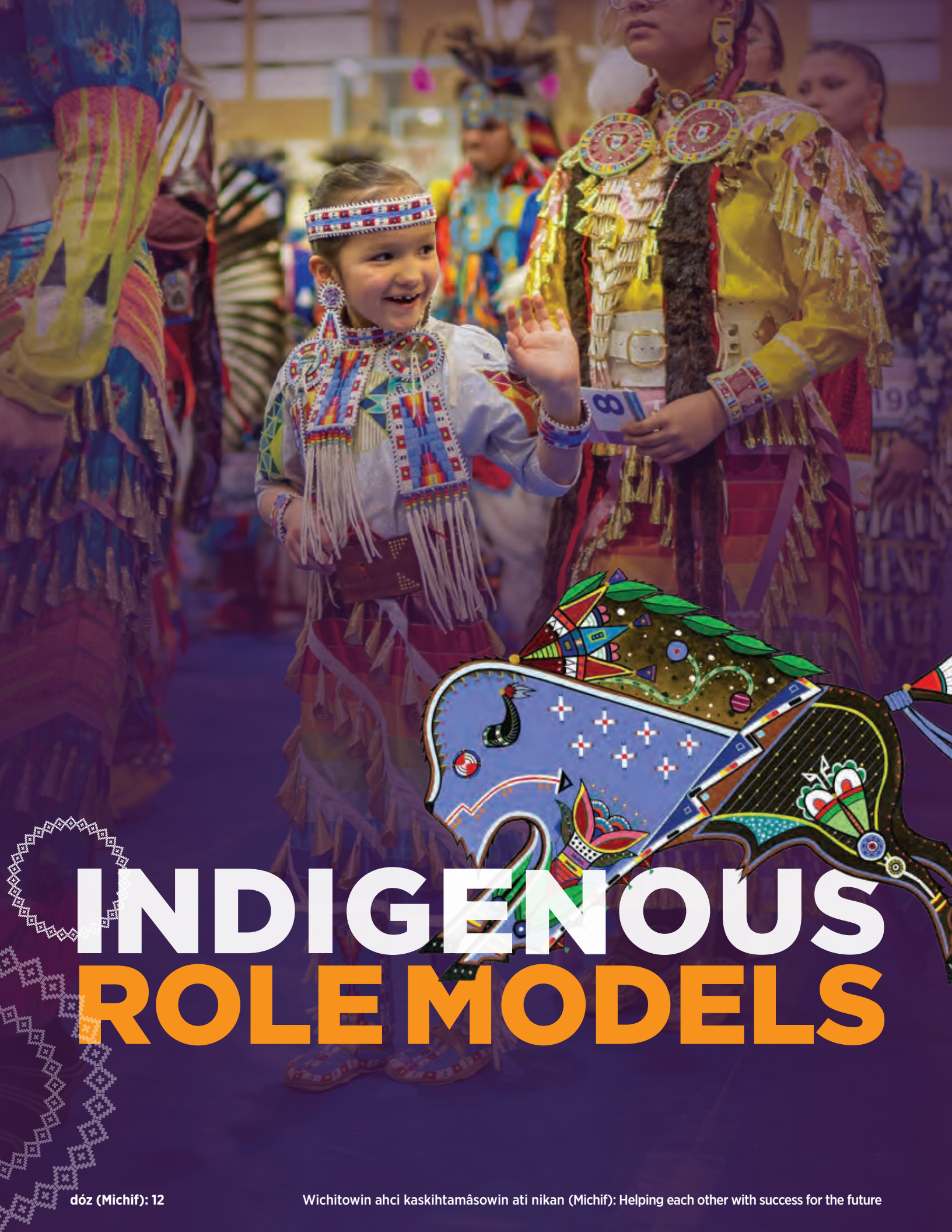
Kimowan Ahenakew

Success is a lifestyle

"I come from the Ahtahkakoop First Nation. Stemming from a cultural background of Plains Cree practice, I understand success to be a lifestyle. I live in Saskatoon and own and operate Fire Kiss Iskotew Ochem Cosmetics. I feel like my work life, part-time with the Wanuskewin Gift Shop, the pow-wow dance class I instruct with the White Buffalo Youth Lodge and my Fire Kiss Iskotew Ochem Cosmetics weave together like a beautiful braid of strength, will and independence. Attending Saskatchewan Polytechnic provided the intelligence I gained in the field of business, which led to a greater sense of self confidence that is guiding me towards a tangible independence in my life. I became a stronger human being by attending Sask Polytech. I feel happy when I think about the possibilities the future holds. We all have family watching us and our actions are the examples for future generations."

Kimowan Ahenakew is from Ahtahkakoop First Nation. Ms. Ahenakew graduated with a Business Diploma, Human Resources speciality, Moose Jaw Campus.





INDIGENOUS ROLE MODELS



Indigenous role models are important to the success of Indigenous students. Since 2013, Saskatchewan Polytechnic has celebrated and shared success stories through the annual Indigenous role model calendar. In more recent years, these stories have been shared online and on social media. 120 unique and inspiring Indigenous success stories showcase the resilience and strength of Indigenous people, providing inspiration for others to follow their lead. Following the principles of miyo wâhkôhtowin (good relationships), Sask Polytech strives to provide a place of belonging where all students can feel welcomed, inspired and empowered. Sharing Indigenous success stories helps to create a positive and inclusive learning environment on Sask Polytech campuses. One of our goals is to inspire Indigenous students to continue their education and to inspire and empower future Indigenous leaders. We encourage everyone to take some time to read these stories.



How the strategy was developed



Context setting

November 2022 to March 2023

Secondary research including:

Internal

Current state assessment including:

- Indigenous Student Success Strategy 2018–2023 progress on recommendations
- Balanced scorecard key performance indicators and data

External

Best practice scan and literature review encompassing:

- Indigenization in post-secondary education (PSE)
- Barriers to Indigenous student success
- Indigenous student services and supports provided by PSEs in Canada
- Federal and provincial government reports and priorities for education and indigenization
- Truth and Reconciliation Commission of Canada's Calls to Action

Information from the context setting phase informed stakeholder engagement

Community engagement

December 2022 to March 2023

Primary research designed to gather input from communities including:

Internal

- Elders
- Students, faculty and staff at all four campuses
- Indigenous Strategy Advisory Committee
- wītōkamāhtōtān (Cree) Indigenous Student Success
- Senior leadership

External

- First Nation communities in Saskatchewan
- Business and industry

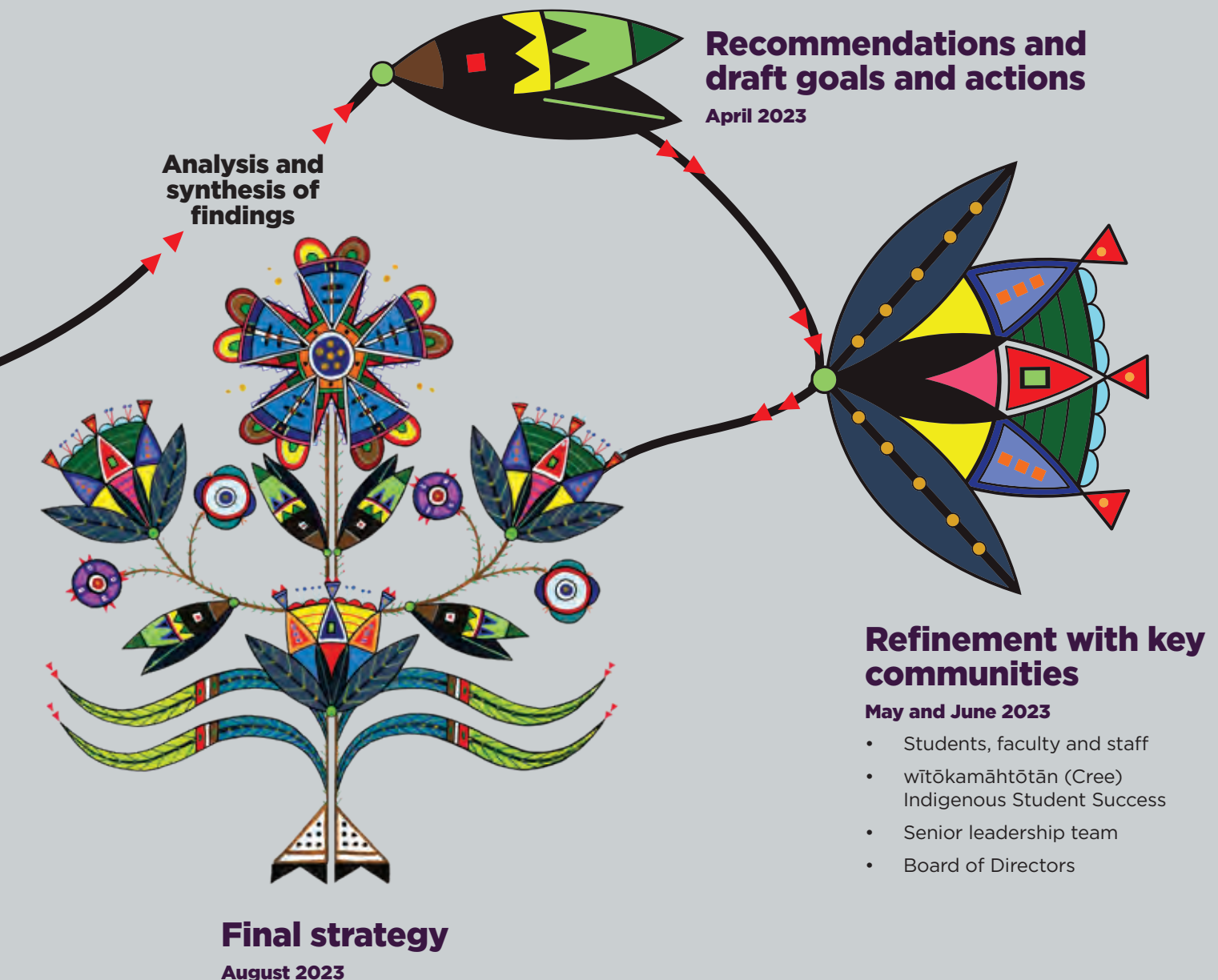


In late 2022, **wītōkamāhtōtān** (Cree) Indigenous Student Success conducted research to review leading practices in Indigenous student success to help assess our service provision against other post-secondary institutions. We examined our progress against the recommendations and targets we had set in the Indigenous Student Success Strategy 2018–2023. We reviewed Sask Polytech’s progress on the education-related Truth and Reconciliation Commission’s Calls to Action. We identified key successes and areas for improvements. This research was used to frame questions about how best to continue our efforts to support Indigenous student success over the next five years.

In early 2023, wītōkamāhtōtān Indigenous Student Success talked with internal and external communities and gathered input on their priorities, hopes and expectations through a series of facilitated group sessions and online questions. These conversations coupled with the secondary research conducted in 2022 helped us develop potential goals and actions for the next five years. We brought these goals and actions back to our communities to check we were focused on the right things. The feedback received helped us refine our final strategy.

wītōkamāhtōtān (Cree)

Indigenous Strategy has been the department name for the team which delivers services to support Indigenous student success. Going forward, the department will be named wītōkamāhtōtān Indigenous Student Success. This translates to working together towards a common goal. Over time, our desire is to simply be known as wītōkamāhtōtān. This is part of the work to meet our obligations defined in Saskatchewan Polytechnic’s Indigenous Belief Statement and Declaration.



Mahsi cho **(Dene) Thank you**

kinanâskomitin (Cree)

Marsee (Michif)

Miigwech (Nakawe)

Philámayaye (Lakota)

Pidamaya (Dakota)

Wopina (Nakoda)

Over 300 community members provided input on this strategy refresh. Special thanks to the Nations, Elders, Tribal Councils, Labour Force Development Coordinators, Education and Student Support Coordinators, and Administrators who shared their insights and wisdom.

Big River First Nation

Blue Quills First Nation

Carry the Kettle
Nakoda Nation

Gabriel Dumont Institute

File Hills Qu'appelle
Tribal Council

Kahkewistahaw First Nation

Little Pine Cree Nation

Makwa Sagaeihican
First Nation

Métis Nation of
Saskatchewan

Ministikwan Cree Nation

Montreal Lake Cree Nation

Mosquito, Grizzly Bear's
Head, Lean Man First Nation

Ochapowace First Nation

Piapot Cree Nation

Poundmaker Cree Nation

Saskatchewan Indian
Institute of Technology

Saskatchewan Indigenous
Cultural Centre

Saskatoon Tribal Council

Saulteaux First Nation

Standing Buffalo
Dakota First Nation

Stanley Mission
Woodland Cree

Thunderchild Cree
First Nation

University of Alberta

University of Regina

University of Saskatchewan

Yellow Quill First Nation

Yorkton Tribal Council

What we heard

Input from both internal and external communities indicated strong endorsement for the Indigenous Student Success Strategy 2018-2023 and its four goals—welcome, inspire, empower, belong. Consultations provided suggestions on how to continue to advance and action these goals, building on the foundation developed over the last five years and through the previous Aboriginal Student Achievement Plan (2009).

As a result, Sask Polytech's goals for Indigenous student success will stand for another five years. The actions taken to advance each goal have been refreshed to advance miyo wâhkôhtowin which is embedded throughout Sask Polytech and is the foundation of the work of wîtōkamāhtōtān Indigenous Student Success.

Wichitowin ahci kaskihtamasowin ati nikan Indigenous Student Success Strategy 2024-2029 continues to emphasize the overall goal to increase Indigenous student recruitment, retention and success.



Over the next five years, we will continue work on our four goals:

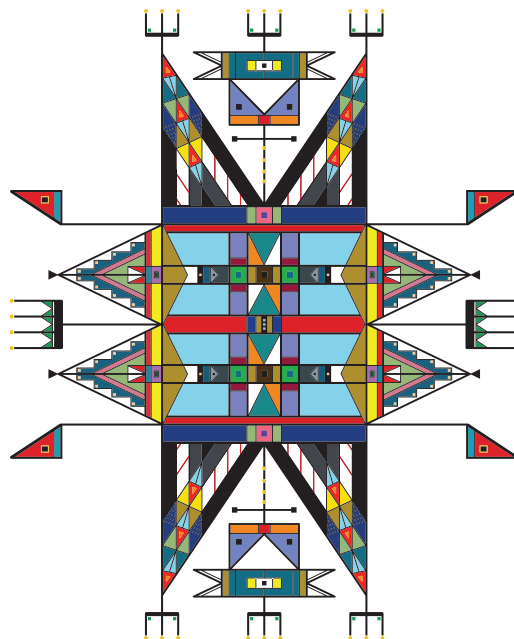
Hoʔá (Dene): Welcoming focuses on how we will continue to help Indigenous students navigate the transition to post-secondary and set them up for success at Sask Polytech.

Ombi-ah` (Nakawe): Inspiring focuses on how we will continue to provide meaningful services and supports for our Indigenous students, encouraging them to keep going in difficult times and helping them realize their potential.

Mnihéya (Nakoda): Empowering focuses on how we will continue to celebrate our Indigenous students' success and build long-lasting relationships with our Indigenous graduates.

Heca (Dakota): Belonging focuses on how we will continue to foster warm, supportive and respectful campuses and build miyo wâhkôhtowin—good relations with our Indigenous students and their communities.

Beneath each of these four goals are a series of actions to help us achieve that goal.



Hoʔá (Dene) Welcoming

Help Indigenous students coming to Saskatchewan Polytechnic prepare and be ready for post-secondary life

Many of our Indigenous students leave their families and communities to study with us and we know this transition can be difficult. The more we can help them understand what studying at Sask Polytech will be like and provide a friendly face to help them navigate unfamiliar processes and systems, the easier this move will be.

tôtamowin (Cree): Actions 2024-2029

- Create an Indigenous recruitment plan
- Enhance and expand pathways to learning
- Offer authentic supports in-community to:
 - Help Indigenous students understand what is needed to succeed at post-secondary and the services and supports Sask Polytech can offer
 - Reduce barriers to applying to Sask Polytech
 - Provide information and support on finding housing, childcare and other necessities when living away from home
- Reduce funding barriers
- Provide Indigenous students with a supportive campus community that is invested in their success from day one



Ombi-ah` (Nakawe) Inspiring

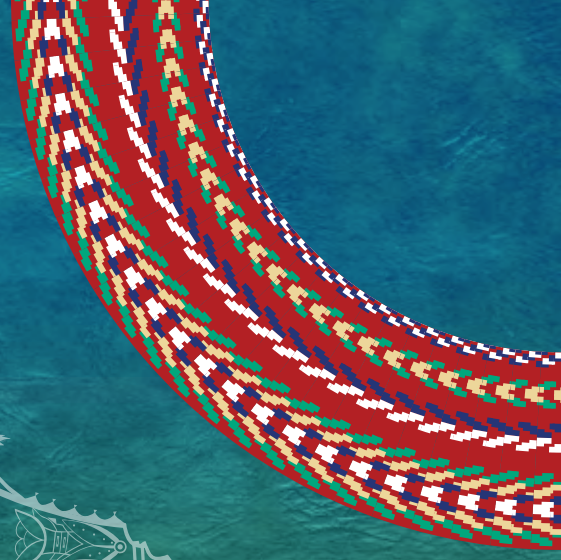
Help Indigenous students thrive at Saskatchewan Polytechnic

We hope that Indigenous students will participate actively in all aspects of post-secondary life, but we know that often our spaces and ways of doing things are intimidating and foreign for them. We can help make post-secondary life more accessible by embracing an Indigenous worldview, establishing Indigenous-centred holistic services and learning environments and authentically celebrating Indigenous culture and identity.

tôtamowin (Cree): Actions 2024–2029

- Work with Schools to support the integration of Indigenous knowledge and ways of learning in programs and curricula so that an Indigenous perspective informs teaching and learning
- Support faculty and staff knowledge development so they know how to integrate Indigenous knowledge and teaching methods into the curriculum and services we provide
- Provide specific supports to help Indigenous students overcome identified obstacles to learning success
- Increase Indigenous student representation at Sask Polytech
- Offering dedicated Indigenous services on all four campuses
- Help Indigenous students maintain connections to identity and community





Mnihéya (Nakoda) Empowering

Celebrate Indigenous student success and prepare Indigenous graduates for successful lifelong careers

We take great pride in our students' achievements and want all our students, Indigenous and non-Indigenous, to leave us ready to change their communities, Canada and the world.

tôtamowin (Cree): Actions 2024-2029

- Build supportive business and industry networks, so that Indigenous students have connections to the world of work
- Foster an Indigenous alumni network, so Indigenous graduates truly feel part of the Sask Polytech family
- Provide career counselling and employment services
- Foster Indigenous student leadership
- Enhance Indigenous students' global competencies



Heca (Dakota) Belonging

Foster inclusive, respectful and welcoming campuses where Indigenous students feel at home

This starts with miyo-wâhkôhtowin good relations which Sask Polytech works to build with Indigenous communities before students come to study with us. We must listen and learn to fully understand what Indigenous students need us to do to help them succeed.

While students are with us, we must continue to listen and learn, so that we can improve our institutional culture, processes and practices to truly support Indigenous student persistence and success.

Our campuses must reflect the rich Indigenous heritage of the lands on which they are situated and feel safe and inviting for everyone.

tôtamowin (Cree): Actions 2024-2029

- Develop close and trusted relationships with Indigenous communities in Saskatchewan, so we can respond to their specific educational concerns and needs
- Maintain strong connections between wîtôkamâhtôtân Indigenous Student Success and Schools to support Indigenous students
- Build safe and nurturing virtual and physical environments
- Create formal mechanisms for Indigenous students and community members to provide input and feedback on the Indigenous student experience at Sask Polytech
- Provide updates to community on progress on the strategy and key successes
- Appraise all campuses with an Indigenous lens, explore ways to Indigenize spaces, facilities and ancillary services and seek to make campuses more welcoming

How we will make it happen

Each year, wītōkamāhtōtān Indigenous Student Success will select a handful of actions for focused implementation. This does not mean work will not be ongoing on other actions, but it does mean that the team will prioritize work associated with these actions and will dedicate resources to making these actions happen.

In years one and two, the team will focus on:

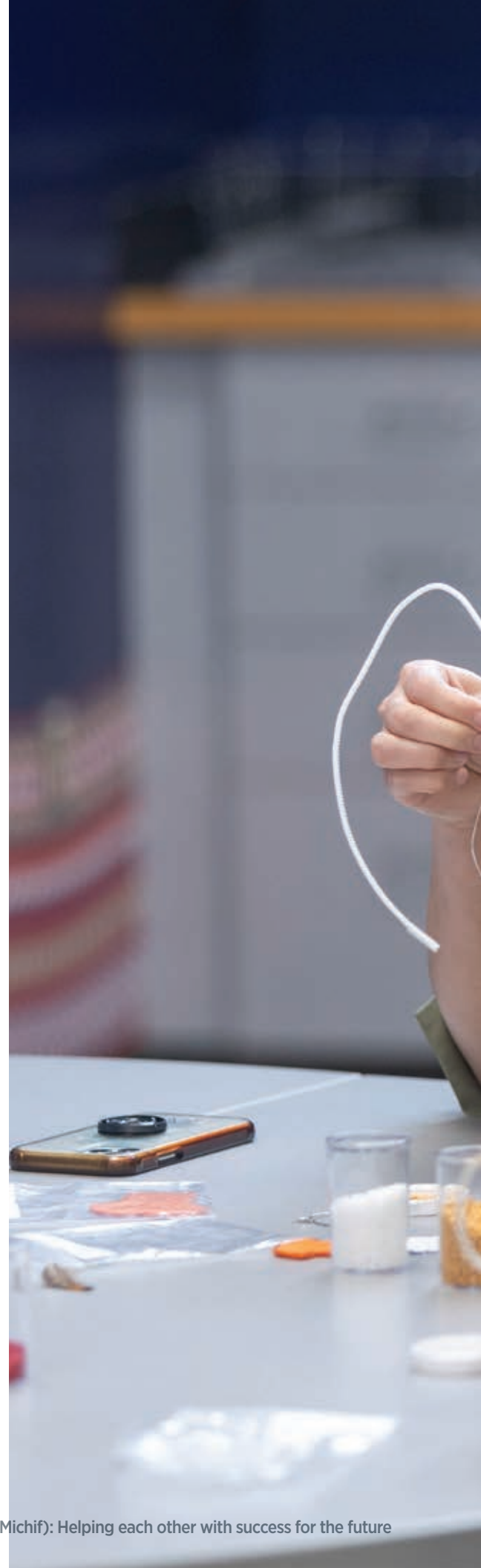
- Creating an Indigenous recruitment plan
- Enhancing and expanding pathways to learning
- Offering dedicated Indigenous services on all four campuses
- Fostering an Indigenous alumni network, so Indigenous graduates truly feel part of the Sask Polytech family
- Collaborating internally to establish targets for key Indigenous student success measures (see table below)

Metric
Indigenous student program enrolment
Indigenous student program retention rate
Indigenous student satisfaction with learning environment
Indigenous student graduation rate
Indigenous graduate employment rate
Indigenous graduate satisfaction with program

Keeping on track

Keeping Communities Informed

wītōkamāhtōtān Indigenous Student Success will regularly report on success and progress on the Wichitowin ahci kaskihtamāsowin ati nikan Strategy 2024-2029.





Glossary

- **Aboriginal:** The term “Aboriginal” refers to the first inhabitants of Canada, and includes First Nations, Inuit, and Métis peoples. This term came into popular usage in Canadian contexts after 1982 when the Constitution Act was passed. However, while a step in the right direction, the use of the word was met with resistance from some groups.
- **Aboriginal vs. Indigenous:** Indigenous is a word developed by First Nation, Métis and Inuit people for First Nation, Métis and Inuit peoples and is considered to be more inclusive than Aboriginal. The term Aboriginal was not chosen by any group it refers to. Sask Polytech uses the term Indigenous in everything it does, from the classroom to the administration offices.
- **Academic Model, Tomorrow’s Learning in the Making:** An academic model is the framework that guides the design and delivery of programs in a polytechnic institution. It is not the “what” of program content, but the “how” of learning and teaching. The Academic Model addresses the current and future learning and career development needs of our students, and adapts to business, industrial, technological and social advancements. It defines innovative ways to build on our existing structure, including the learning outcomes-based curriculum model and learning ecosystem, to create flexible modes of program delivery and learning pathways.
- **Completion rate:** is calculated based on the number of students who complete a program level compared to the number of students who are enrolled in the same program and level.
- **Elder:** In Indigenous cultures, Elders play a prominent, vital and respected role as custodians for traditional knowledge and ways of teaching and learning. They are leaders, teachers, role models, and mentors in their respective communities.
- **Employment rate:** Sask Polytech conducts an annual survey of graduates 6 to 12 months following graduation. The graduate employment rate is calculated as a percentage of graduates surveyed that are employed out of the total graduates available for work. Given the time period between graduation and survey administration, the results reported are based on the graduating class of the previous academic year.
- **English language learners:** For some Indigenous students, the language spoken in their homes may not be English and some of their formative school years may have been in their first language. The way mainstream curriculum is currently delivered does not completely reflect Indigenous ways of knowing and does not take cultural and linguistic differences of Indigenous ELL students into account. The Indigenous English Language Learner procedure allows ELL students to approach the curriculum in a way that reflects their Indigenous ways of knowing. Academic accommodations can be made in partnership between students and support staff at Saskatchewan Polytechnic.
- **Enrolment rate:** Numbers reflect a count of each enrolment in a program, including adult basic education, apprenticeship and certificate, diploma, degree programming. This is not a distinct headcount as a student may be enrolled in more than one program over an academic year. Enrolment rate is only calculated for students who either self-declare in a particular demographic (Indigenous, female, disability, visible minority) or are studying with a study visa.
- **First Nations:** The term First Nations came into common use in the 1970s to replace the offensive and inappropriate term, “Indian.” While no legal definition is available, many communities have also replaced “band” with “First Nation” in their names.

Definitions in this glossary were informed by Indigenous information from: the Assembly of First Nations, Carleton University, Federation of Sovereign Indigenous Nations, Gabriel Dumont Institute, Government of Canada, Saskatchewan Indigenous Cultural Centre, Saskatchewan Polytechnic, University of British Columbia and University of Victoria.

- **Graduation:** The cohort graduation rate measures the percentage of a group of first-time students (cohort) admitted to on-campus, full-time delivery certificate, diploma, degree programs, as at 1.5 years out (150%) from the expected time to complete (i.e., the graduation rate of a three-year-program is captured at five years out from intake). Data excludes the joint degree Bachelor of Science in Nursing and Collaborative Nurse Practitioner programs, for which Saskatchewan Polytechnic is not the credentialing institution.
- **Homeland of the Métis:** The Homeland of the Métis includes the three prairie provinces (Manitoba, Saskatchewan and Alberta), northwest Ontario, northeast British Columbia, Montana, North Dakota and the Northwest Territories. Saskatchewan Polytechnic campuses are on the Homeland of the Métis.
- **Indigenization:** The act of incorporating Indigenous ways of knowing, teaching and learning into the everyday life of an organization or community. It serves to recognize and validate Indigenous worldviews and perspectives and identified opportunities for Indigenous culture to be expressed.
- **Indigenous:** A collective noun for First Nations, Métis and Inuit people of Canada.
- **Knowledge Keeper:** Knowledge Keepers play a role in Indigenous cultures similar to an Elder and often a Knowledge Keeper is an Elder. Knowledge Keepers have and share knowledge regarding traditional ways of teaching, learning, healing and customs. Knowledge Keepers also keep and share Indigenous history.
- **Métis:** The Métis are a specific and distinct Indigenous nation with historical roots in Western Canada. Descending from the fur trade, the emergence of the Métis people began in the historic Northwest in the 18 and 19 centuries. They settled in what is currently known as the Homeland of the Métis.
- **Non-status:** People who consider themselves as Indigenous or as a member of a First Nation, but are not registered under the Indian Act.
- **Retention rate:** The annual program retention rate measures the percentage of a group of first-time students (cohort) admitted to on-campus, full-time delivery, multi-year, certificate, diploma, degree programs who return to enrol in any term in the program.
- **Treaty 4 and Treaty 6 Territories:** Between 1871 and 1907, First Nations in Saskatchewan signed a series of treaties with the Crown, known as the numbered treaties. Each of these treaties provided reserve land to be set apart by the Government of Canada for a First Nation. The size of reserve land was based on an Indigenous population and the per capita formula within the specific treaty. Saskatchewan Polytechnic campuses can be found on Treaty 4 and Treaty 6 territories, and Saskatchewan is home to a total of six treaty territories.

Pronunciations

Anin sikwa (Nakawē)

Pronunciation: ah neen See qua
Definition: welcome

Avik wiiyawow (Michif)

Pronunciation: ah-vick wee yah wow
Definition: belong, with them, to be part of them

awiyak kasehkimiht (Cree)

Pronunciation: ahh-wee-yahk gah-see-he-gee-imm-mitt
Definition: giving inspiration to someone, inspiring

bdihe'ic'iya (Dakota)

Pronunciation:
Definition: to strengthen oneself, empowering

Bi-zhaazhig (Nakawē)

Pronunciation: bee- zaa-ah-zig
Definition: all of you are welcome, welcoming

Daya ya hi (Nakoda)

Pronunciation: dye- yah—yah—hi
Definition: welcoming

ê-sihtoskâtoyahk (Cree)

Pronunciation: e see toe ska tie yahk
Definition: strengthening/supporting each other
The name of the Indigenous Students' Centre, Saskatoon campus.

Edlanet'e (Dene)

Pronunciation: it lawn EE tay
Definition: welcome

hai, hai (Cree)

Pronunciation: hi hi
Definition: thank you

Hau koda (Dakota)

Pronunciation: how koda
Definition: welcome

Hau kola (Lakota)

Pronunciation: how cola
Definition: welcome

Hau kona (Nakota)

Pronunciation: how ko na
Definition: welcome

Heca (Dakota)

Pronunciation: hey-ka
Definition: to be, to belong to something, belonging

Hoʔá (Dene)

Pronunciation: hoe awh
Definition: welcoming

Hóhiya (Dakota)

Pronunciation: hoe-ee-yah
Definition: Encouragement, inspiring Men's way

Ihkewāk (Nakawē)

Pronunciation: ik way wuk
Definition: women

iknúwagaḡuwa (Nakoda)

Pronunciation: New Wag ga Dowah
Definition: to build oneself up, inspiring

Ininiwāk (Nakawē)

Pronunciation: nin ee wuk
Definition: men

Kaykiyow Nassyoon Mamawapowuk Enn plass (Michif)

Pronunciation: ka key ow, nass yoon, ma ma wo po wuk, enn place
Definition: All Nations Gathering Place
The name of the Indigenous Students' Centre, Prince Albert campus.

Ki-kinomawo (Nakawē)

Pronunciation: ky kin oh mah woh
Definition: inspire, teach by example, teach by role modelling

kinanâskomitin (Cree)

Pronunciation: kin na nask coo meh tin
Definition: thank you

kiscâyâwin (Cree)

Pronunciation: kiss - cah-yaa-win
Definition: to belong, belonging

kiskēyhtamowin (Cree)

Pronunciation: kiss kay it ahh moe win
Definition: experience

kiskēyhtamowin asiwacikan (Cree)

Pronunciation: kiss kay it a moo win, a si wutch i kun
Definition: A collection of resources to help you along your journey towards Indigenization, reconciliation and decolonization
The name of Saskatchewan Polytechnic's knowledge container.

Mahsi cho (Dene)

Pronunciation: mah see cho
Definition: thank you

mamâhtâwihew (Cree)

Pronunciation: mah-maah-tao-wee-hue
Definition: he/she empowers him/her to do extraordinary things, empowering

Marsee (Michif)

Pronunciation: mar see
Definition: thank you

Marsi (Dene)

Pronunciation: mar see
Definition: thank you

Mikwêc (Nakawē)

Pronunciation: meeg- wich
Definition: thank you

Miigwech (Nakawē)

Pronunciation: mee gwe tch
Definition: thank you

Mnihéya (Nakoda)

Pronunciation: Min Hey yah
Definition: to strengthen, to make strong, empowering

miyo wâhkôhtowin (Cree)

Pronunciation: mee yoh wah gooh toe win
Definition: good relationships

Nâpêwak (Plains Cree)

Pronunciation: nah pay wuk
Definition: men

Nebah hoʔá (Dene)

Pronunciation: nib nah hoe awh
Definition: welcome, there is room for you, there is room for everyone

Nundoweydahgozi (Nakawē)

Pronunciation: NUN do way dah gozee

Definition: where you are wanted, belonging

Ohpihâ (Michif)

Pronunciation: ooh pēē ha

Definition: inspire

Okâch (Nakoda)

Pronunciation: Oak Cha

Definition: to welcome one person

Okâ otâgach (Nakoda)

Pronunciation: Oak ohtay Cha

Definition: to welcome more than one person

Okhódaya (Dakota)

Pronunciation: Oak ho die yah

Definition: welcoming

Ombi-ah` (Nakawē)

Pronunciation: oh-bee-ah

Definition: inspiring, to fill someone with confidence and eagerness, inspiring

Pēžik Tēwē-ihkan, Pēžik Mihtē-ihkan (Nakawē)

Pronunciation: p/bay-shhick meh deh ig gaan, p/bay-shhick deh way ih gaan

Definition: One Heart, One Drum Beat
The name of the Indigenous Students' Centre, Regina campus.

Pidamaya (Dakota)

Pronunciation: pee dah ma yah

Definition: thank you

Men's way: ho pidamayado

Women's way: hau pidamayaye

Pihtikewé - kihèw waciston (Cree)

Pronunciation: pee-ta-guay

ku-hay-you watch i son

Definition: Eagle's Nest

The name of the Indigenous Students' Centre, Moose Jaw campus.

Philámayaye (Lakota)

Pronunciation: pee lah mah yah yee

Definition: thank you

Sītoskawâ (Michif)

Pronunciation: see tōōs kawa

Definition: empower

Tanshi (Michif)

Pronunciation: taun shee

Definition: welcome

tatawaw (Cree)

Pronunciation: tah tah wow

Definition: welcoming

tawâw (Cree and Michif)

Pronunciation: ta wow

Definition: welcome

Tipyihtâkosô (Michif)

Pronunciation: tee pēēya tāā kōōsōō

Definition: belong

Tóhe (Nakoda)

Pronunciation: toh-hey

Definition: his/her place, belonging

tôtamowin (Cree)

Pronunciation: toe ta moe win

Definition: action

wāpa kih ôtēh nīkāhn (Cree)

Pronunciation: wah paw key

ohtay nee kahn

Definition: tomorrow in the making, looking forward to tomorrow

Wicaša (Dakota/Lakota)

Pronunciation: wee cha sha

Definition: men

Wichitowin ahci kaskihtamâsowin ati nikan (Michif)

Pronunciation: wee chee hee too win

- a chēē - gaas gee ta ma soo win a

tee nēē kan

Definition: helping each other with success for the future

The name of the 2024-2029

Indigenous Student Success Strategy.

Winyañ (Dakota/Lakota)

Pronunciation: wee yeah

Definition: women

wītōkamāhtōtān (Cree):

Pronunciation: wee-toe-ga-maah-toe-tan

Definition: working together toward a common goal

Wiyokihya (Dakota)

Pronunciation: wee yoke key yah

Definition: empower, to empower someone, to make someone capable of accomplishment

Wįca (Nakota)

Pronunciation: wee cha

Definition: men

Wįya (Nakota)

Pronunciation: wee yeah

Definition: women

Wopina (Stoney Nakota)

Pronunciation: woah-pin-nah

Definition: thank you

zoongitayehwin (Nakawē)

Pronunciation: Zoo knee tay yah win

Definition: strong Heart/Ability to do something, empowering



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