

# Indigenous Student Success Strategy

2021–2022 Report

SASKATCHEWAN  
POLYTECHNIC



Saskatchewan Polytechnic serves students through applied learning opportunities on Treaty 4 and Treaty 6 Territories and the homeland of the Métis.



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**miyo wâhkôhtowin/  
good relationships**



# Indigenous Student Success Strategy

Indigenous students are an important part of Saskatchewan Polytechnic's community. The goal of the Indigenous Student Success Strategy 2018–2023 is to increase recruitment, retention, graduation rates and the overall success of Indigenous students across all programs. Each of the strategy's four goals contribute to achieving this.

- ➡ **Nebah ho?á (Denesuline) Welcome:** Ensure Indigenous students attending Sask Polytech are well prepared for post-secondary life and are set up for success.
- ➡ **Ki-kinomawo (Nakawe) Inspire:** Help Indigenous students thrive at Sask Polytech.
- ➡ **Wiyokihya (Dakota) Empower:** Celebrate Indigenous student success and prepare Indigenous graduates for successful careers.
- ➡ **avik wiiyawow (Michif) Belong:** Create inclusive, respectful and welcoming campuses, where Indigenous students have a sense of belonging.

The strategy contributes to Sask Polytech's efforts to meet the Truth and Reconciliation Commission of Canada's Calls to Action and to live up to its commitments under the Colleges and Institutes Canada's Indigenous Education Protocol.

The strategy, along with other institutional plans and initiatives, such as Innovation in Action: Academic Plan 2020–2025, are based on *miyo wâhkôhtowin*—good relationships. This Cree phrase expresses the positive value and richness of experience that stems from interconnectedness and relationships. This worldview represents the individual and the community, and encompasses the foundation of all we do at Sask Polytech. We honour this principle in every interaction, institutional practice, procedure, policy, and service we provide to learners, faculty, staff, alumni and our communities. We work together to create an inclusive, collaborative and respectful environment in which everyone can grow, thrive and lift each other up.



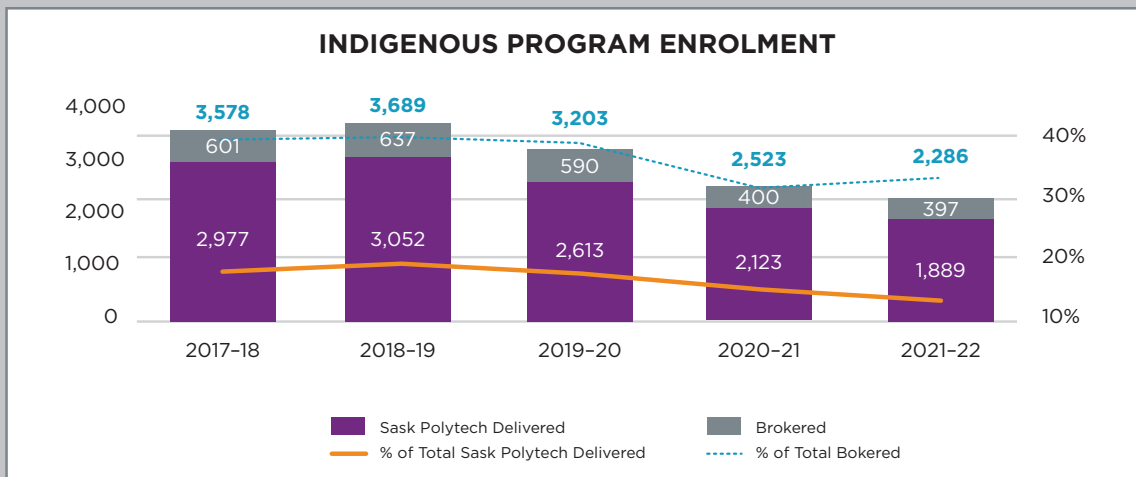
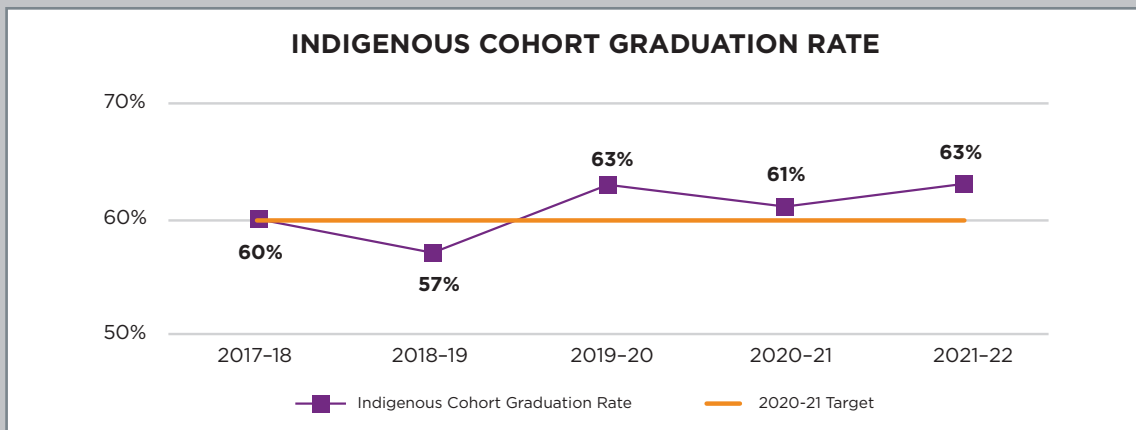
# Statistics & balanced report card results



**94 per cent of Indigenous graduates find employment**



**Sask Polytech has 2,286 Indigenous students who make up 15 per cent of our student population**



Note: Indigenous program enrolment includes regional college.

Source: 2021-22 Saskatchewan Polytechnic Annual Report



**Indigenous coordinators had 10,137 student interactions**



**Indigenous advisors had 5,792 student interactions**

**Indigenous Student Scholarships & Awards**  
435 awards valued at **\$499,525**

**Indigenous Student Emergency Bursary**  
44 bursaries valued at **\$22,000**

Sask Polytech accessed an additional \$66,437 for Indigenous students in emergency bursaries through the Government of Saskatchewan Innovation and Opportunity Scholarship Program.

The information above is 2021-2022 academic year to date. A Sask Polytech submission with 2021-22 academic year data will be provided to the Ministry of Advanced Education in October 2022 to meet this reporting requirement.

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.

## Indigenous strategy advisory committee

The Indigenous Student Success Strategy advisory committee is a multidisciplinary group of individuals to guide strategy implementation, provide support to the institution's process of indigenization, and consider additional ways to support Indigenous student success. The committee is chaired by the director, Indigenous Strategy and includes a representative from Gabriel Dumont Institute, the provost and vice president, Academic, Assistant Vice President, Student Services and other key Sask Polytech Indigenous Strategy and other employees, as well as a student representative. Committee members are appointed for a term of either two or three years to allow for planned replacement of committee members. Committee members may serve more than one term.

### Committee responsibilities include:

- ➡ Act as champions for the Indigenous Student Success Strategy
- ➡ Receive regular updates on progress
- ➡ Review and provides feedback on recommendations from strategy working committees
- ➡ Provide input on issues that arise as part of the strategy's implementation
- ➡ Review and provide feedback on recommended initiatives, projects and actions to address barriers to student recruitment and program completion
- ➡ Guide prioritization of initiatives, projects and actions





# Core functions and services

## Indigenous student advisors

Indigenous student success is fostered through dedicated student advisors. Indigenous student advisors cultivate relationships of support to help orient students to Sask Polytech and the community, and connect students with outside resources and networks. They help students secure funding, housing, tutorial support, and assist with budgeting and employment information. They also organize study groups and informational, social and cultural events.

Indigenous student advisors work with instructors, program heads and deans to help students achieve academic success in their chosen area of study. Advisors advocate for students if needed.

Advisors present to faculty Indigenous cultural and academic teachings, and ways of knowing to further the understanding of Indigenous curriculum-building, understanding and miyo wâhkôhtowin—good relationships.

## Indigenous students' centres

Indigenous students' centres offer students a safe space to connect with Elders, knowledge keepers and cultural advisors who can provide academic, emotional and spiritual support for Indigenous students. Sask Polytech has an Indigenous students' centre on each campus staffed with Indigenous coordinators and student advisors. In addition to providing a space to study and socialize, with computers and kitchens for use, each centre hosts a variety of cultural activities and events and uses the space to deliver services.

**Elder access**—One day a week drop in at all centres, special occasions and as needed.

**Smudging**—Students and employees can stop in at any time if they need to smudge. Ceremonies varies from campus to campus. Prince Albert campus has a weekly smudging ceremony. Regina campus offers guidance if needed every morning.

**Soup and bannock**—At minimum, monthly at all centres and may happen more often depending on need.

**Cree for beginners**—Weekly where students and employees can attend in person or join virtually through zoom.

**Men's sharing circle**—Weekly through zoom.

**Lunch and learn**—At least monthly on various topics, and as needed. For example, there is a weekly lunch and learn on beading in Regina.

**Facebook Live: Community Connections**—Monthly

Indigenous students' centres were closed temporarily due to COVID-19 and reopened in Fall, 2021. During this time, Indigenous students' centre coordinators delivered services virtually, including consultations, access to Elders, drop-in chats and a variety of regular online events through Zoom and Facebook Live. During Winter term 2022 as COVID-19 protocols were lifted. Indigenous Strategy began the transition to in-person events. Virtual events enhance accessibility and some events moving forward may be hybrid in-person and virtual through zoom.

## Summer Transition Program

The week-long Summer Transition Program is open to all registered Indigenous students. Organized by Indigenous student advisors, the program helps students prepare for student life. Assistance with finalizing funding arrangements is also offered.

### The virtual program includes:

- ➡ Cultural information
- ➡ Personal skill development workshops
- ➡ Academic assessment and support
- ➡ Peer group building activities

In 2022, the Summer Transition Program was held virtually via Brightspace, Sask Polytech's online learning environment, due to COVID-19.



## Honour ceremonies

Sask Polytech has been hosting honour ceremonies to celebrate the hard work, dedication and achievements of Indigenous students since 1990, but this year's celebration had special significance. The theme for 2022 is *ka-kistēyimayak kitahcawkowinaw*, which means to honour our spirit in Cree. The honour ceremony was live streamed March 24 with come and go celebrations at Indigenous Students' Centres on each campus.



## Community engagement and outreach

An Indigenous Strategy community liaison role has been established to provide service and raise awareness about Sask Polytech in urban and rural Indigenous communities. The community liaison will support Sask Polytech's efforts to recruit Indigenous students throughout Saskatchewan and further strengthen relationships in First Nations communities, with Indigenous organizations and institutions and in high schools throughout Saskatchewan. A particular area of focus will be establishing relationships with guidance counsellors in urban high schools and with principals in First Nations schools and rural high schools. There is extensive travel involved in this role to build in person relationships to further raise awareness and increase Indigenous student enrolment. Hiring for this position was deferred to Winter term 2022 due to COVID-19 which imposed limitations on fulfilling the responsibilities.



## Success coach

In May 2022, Sask Polytech hired a success coach to provide personalized support for Indigenous students as they start out, move through their program/training, graduate and leave Sask Polytech. One of the goals is for students to feel part of a supportive community that is invested in their success from day one.





# Projects

## Indigenous strategy funded applications

A pilot program was launched in October 2021 to cover the application fee for up to 100 prospective Indigenous students. Phase two of the pilot program ran from January 24–February 14, 2022 and included marketing to promote the pilot and Facebook live events to describe the program and answer questions. In total, 236 application fees were funded for Indigenous students. The pilot program is being evaluated and may be delivered in future if it met planned outcomes and funding is available.



## Men's sharing circle

An online weekly men's sharing circle was initiated during COVID-19 to address potential isolation and provide alternative service delivery options. The group is an informal sharing circle for men to meet and support each other with life issues at school or personal issues at home. The sharing circle encourages men to seek positive mental, physical, emotional, and spiritual well-being in an environment of inclusivity. This service is proving to be a successful component of Indigenous Strategy's work to retain students and support them through to graduation and will become a part of regular programming.



## Indigenous day of learning

Launched in 2021, in cooperation with Sask Polytech's Instructional and Leadership Development Centre, Indigenous Strategy presents an Indigenous Day of Learning. All faculty and staff are invited to travel their learning journeys together. Indigenous Strategy facilitates sessions focused on Indigenous ways of knowing and doing, weaving these ways into Sask Polytech teaching and learning, and the learning needs and strengths of Indigenous students.



## Indigenous art

One of the Indigenous Student Success Strategy goals is *avik wiiyawow* (Michif): belong. Sask Polytech strives to create an inclusive, respectful, and welcoming campus where Indigenous students have a sense of belonging. Featuring Indigenous artwork on our campuses is just one of the ways in which Sask Polytech celebrates our Indigenous communities and supports the Truth and Reconciliation Commission Calls to Action.

In September 2021, Indigenous Strategy commissioned new Indigenous art in support of this goal.

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. Sask Polytech is committed to the indigenization of our institution. We believe indigenization is our social and collective responsibility, enriching and benefiting all aspects of our institutional culture.



## Prince Albert campus art installation

In September 2021, Prince Albert campus welcomed a new art installation. Filling a 12-foot circle, the mural was painted in four quadrants to represent an Indigenous medicine wheel. A purple turtle in the institution's colours is the focal point of the piece. The turtle represents the story of Turtle Island, the Indigenous name for North America, and tells a creation story. From the turtle's back grows a strong tree with the world map depicted in its foliage. The backdrop of the painting outlines the local landscape of Treaty 6 Territory, including the community of Prince Albert, complete with a river flowing through. In this way the painting links the local community to the world, all through the life-giving turtle. Three bison can also be seen in the painting. They represent education, or the "new buffalo" as described by Knowledge Keeper, Myrna Yuzicapi.



## Role model calendar

Continuing to put students' needs first, the Indigenous Student Success Strategy guides efforts to ensure students can see themselves and their culture reflected throughout the institution. To this end, Indigenous role models are featured throughout institutional publications as an important way for students and prospective students to be inspired to pursue and realize their educational and career goals at Sask Polytech.

Indigenous role model photos and stories are shared in our annual calendar, on our website and on social media. Each success story includes information on their learning journey, program and home community.

The calendar is printed and distributed through Indigenous Students' Centres, Indigenous Student Advisors and the Community Liaison at events like career fairs. The target is grade 6 and up. In total, 10,000 calendars are printed and distributed annually.



## 10 Days of holiday giveaways and holiday hampers

The 10 days of holiday giveaways had special meaning as it was one of the first in-person events held at Indigenous Students' Centres. Students were invited to daily events taking place in early December over the noon hour including a virtual scavenger hunt, holiday crafts, holiday stress busters and an end-of-year celebration with Cree carols, hot chocolate and treats. Indigenous students in attendance had the opportunity to win a gift card.

2021 marked the tenth anniversary of the Indigenous student holiday hamper initiative. The Indigenous Strategy team handed out over 200 holiday hampers to Indigenous students across the province. This year, the hampers were provided as \$200 e-transfers. These initiatives are designed to provide financial and mental health supports for Indigenous students during what can be a stressful time for many people.





## Indigenous activity book

Designed for elementary students ages 9-12, Sask Polytech's Indigenous activity book aims to engage and encourage Indigenous students to achieve their education and career goals with Sask Polytech.

With the Indigenous Activity Book learning about Indigenous culture and language is made fun with a variety of puzzles, mazes, word games and colouring pages.

## Indigenous students' centres refresh

The Indigenous art is being used to further enhance the sense of being a welcoming space of belonging for Indigenous students. On Regina campus, Graphic Communications students designed and worked with the Indigenous Students' Centre coordinator to install a ten-panel wall wrap which was celebrated with a grand re-opening March 29, 2022. Each panel is 52 inches wide by 9 feet tall. Through this project, students learned about Indigenous culture and language while also working on a project that used their graphic design skills to benefit the Pēžik Tēwē-ihkan, Pēžik Mihtē-ihkan (Saulteaux): One Heart, One Drum Beat Indigenous Students' Centre.

Work is underway to feature the Indigenous art in Kaykiyow Nassyoon Mamawapowuk Enn pllass (Michif): All Nations Gathering Place Indigenous Students' Centre on the Prince Albert Campus and pihtikewé—kihèw waciston (Cree): Eagle's Nest Indigenous Students' Centre on the Moose Jaw campus.



## Indigenous Declaration

Sask Polytech 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.



## Sask Polytech projects

Although these are not Indigenous Strategy projects, they are initiatives the Indigenous Strategy team provides input into, supports and helps promote at Sask Polytech, among Indigenous organizations and institutions, and First Nations communities. These projects support the goals of the Indigenous Student Success Strategy 2018–2023 to increase recruitment, retention, graduation rates and the overall success of Indigenous students across all programs.

### Innovation in Action Academic Plan 2021–2026

Innovation in Action Academic Plan 2021–2026 supports the goals of the Indigenous Student Success Strategy to nebah ho?á—welcome, ki-kinomawo—inspire, wiyokihya—empower, and avik wiiyawow—belong. Guided by the Indigenous Declaration and in the spirit of miyo wâhkôhtowin, the academic plan outlines desired outcomes and the commitments Sask Polytech is making to achieve these outcomes over the next five years .

#### The following highlight select plan commitments:

**Enriching the learner experience**—Meet learner needs in an individualized, personalized and lifelong way, guided by a fully developed strategic enrolment management plan.

**Enhancing programming**—Build our curriculum in a way that supports positive relationships with all and an appreciation for diverse perspectives.

**Evolving our academic culture**—Create a workforce that is reflective of the learner community and society, and develop appreciation of cultural and socio-demographic diversity throughout Sask Polytech.

**Embracing community partnerships**—Contribute to the progress of reconciliation, working with Indigenous partners and the community.

## Instructor competency: Indigenization and Reconciliation

To support achieving the goals of the Indigenous Strategy 2018–2023 and the Academic Plan 2021–2026, a new instructor competency has been included: Indigenization and Reconciliation. This competency focuses on demonstrating knowledge of Indigenous content, incorporating Indigenous ways of knowing and doing within the learning environment, and committing to reconciliation and miyo wâhkôhtowin.

Instructor competencies articulate the knowledge, skills, and attitudes necessary to be a successful instructor at Sask Polytech and provide a framework for continuous professional development. These competencies are used in the faculty assessment process as well as the Provost's Faculty Awards of Excellence in Teaching.

## Curricula indigenization

Sask Polytech is indigenizing program instruction and curricula with the goal of integrating Indigenous content into 100 per cent of programs by the end of 2023 as outlined in the Indigenous Student Success Strategy 2018–2023. To date, good progress has been made with approximately 70 per cent of programs including Indigenous content. Sask Polytech is on track to meet this goal.

## Expanding employment readiness programs

Sask Polytech is shifting resources from traditional literacy programming toward expanded employment readiness programs based on the structure of the Essential Skills in the Workplace program. According to the 2021 labour market data collected, analyzed, and distributed by the Skills Training Branch of the Ministry of Immigration and Career Training, 47 per cent of current job vacancies in Saskatchewan can be filled by completers of the Essential Skills (Adult Basic Education) programs offered at Sask Polytech. Of these, 32 per cent require programming that includes a GED or Adult 12 and 15 per cent can be filled by those in Employment Readiness or Adult 10 programs. In any given year, between 42 per cent and 49 per cent of the student population is Indigenous, and this ratio is similar when counting completers and/or graduates.

## Seamless transition into post-secondary education

Sask Polytech's Essential Skills programs are a conduit to post-secondary programs for urban Indigenous adults. Work to improve opportunities for a more seamless experience for learners while transitioning into post-secondary education is important to meet the Indigenous Student Success Strategy goals.

The Program Plan for Sask Polytech's Adult 12 program is to create this seamless experience to transition into post-secondary education. Within the Adult 12 program, there will be multiple transition to post-secondary streams, allowing a cohort of learners connected through a common post-secondary and labour sector goal to form a learning community. The learning community will take dual credit courses where possible, engage with post-secondary program learners, and have common student services follow them through Adult 12 and into their post-secondary year(s).

## Standardizing training agreements

Work is underway with regional colleges, Gabriel Dumont Institute of Native Studies and Applied Research, and the Saskatchewan Indian Institute of Technologies to advance mutual understanding and modernization of brokerage and skills training allocation expectations. The focus of this work is to clarify and standardize training agreements which will contribute to the overall sustainability and quality of the system.





## New policy—Avik Wiiyawow (belonging)

Sask Polytech is in the process of adopting a new policy—Avik Wiiyawow (Michif): belonging. It articulates Sask Polytech's values and commitments related to truth, reconciliation and indigenization of the institution. The policy aims to create avik wiiyawow through inclusive, respectful and welcoming campuses and offices. It applies to all members of the Sask Polytech community and acknowledges that each person has a role to play in supporting Indigenous student success and integrating Indigenous ways of knowing within all of the institutional practices, processes and services we provide to students, staff and communities.

## New resource—Indigenous style guide

The *Saskatchewan Polytechnic Style Guide* is for employee use to ensure written communication is consistent throughout our organization and presented in a professional manner. The Indigenous section of the style guide will serve also as an important resource to support the goal of inclusion in written material.

## Representative workforce

Implementing the Representative Workforce Strategy remains a focus. A pilot program for developing the Equity, Diversity and Inclusion competency was created and tested. The Diversity and Inclusion competency focuses on demonstrating respect and inclusivity in our instructional practice and utilizing intercultural communication in all learning environments. Over the next several years, the program will be rolled out to faculty and staff to ensure continued development.

## Training and awareness

Indigenous awareness sessions for employees dispel myths and misconceptions, create awareness of the history of Indigenous peoples, and improve race relations and understanding of differing cultures by providing information from an Indigenous perspective. These one-day sessions for employees provide a safe atmosphere for any participant to ask questions in an open and non-judgmental environment.

The Blanket Exercise is an opportunity for employees to engage in an interactive learning experience that teaches Indigenous rights history. Each session is a full day and can accommodate up to 30 people. Participants receive a training manual as an informational resource once the session is complete.

The 4 Seasons of Reconciliation is a certificate program for students and employees. This multi-media educational resource provides a grounding in the history and contemporary realities of Indigenous people in Canada. The four portals offer different learning opportunities for staff, faculty and students to begin or continue on their learning journey.

The Indigenous Gathering brings Indigenous employees together from all areas of the institution to strengthen cultural connections and supportive relationships. This two-day event promotes professional and personal development sessions in a variety of Indigenous cultural practices. It is a retention initiative which is proving successful.

## International travel mobility awards

A partnership with Colleges and Institutes Canada provides international travel mobility awards to Indigenous students who are selected based on academic and practical progress. Fifteen Indigenous students in the Justice Studies Diploma program, Correctional Studies speciality traveled to Mexico May 1-14 to participate in a two-week study abroad opportunity at the Autonomous University of Yucatan. Students learned and experienced both Mexican and Mayan culture, through intercultural activities such as language and history classes, experiencing local traditions and customs, cuisine, interacting with students and surrounding communities.

These students are among the first cohort of the Saskatchewan Student Ambassador Program. This program provides students studying abroad and international students studying in Saskatchewan with specialized training to become global citizens and ambassadors of the province. The program will also support the promotion of the province's post-secondary education institutions to increase partnerships with institutions around the world and enhance opportunities in areas such as research and student exchange. Saskatchewan student ambassadors will promote the province as a destination of choice to live, work, study, do business and raise a family.

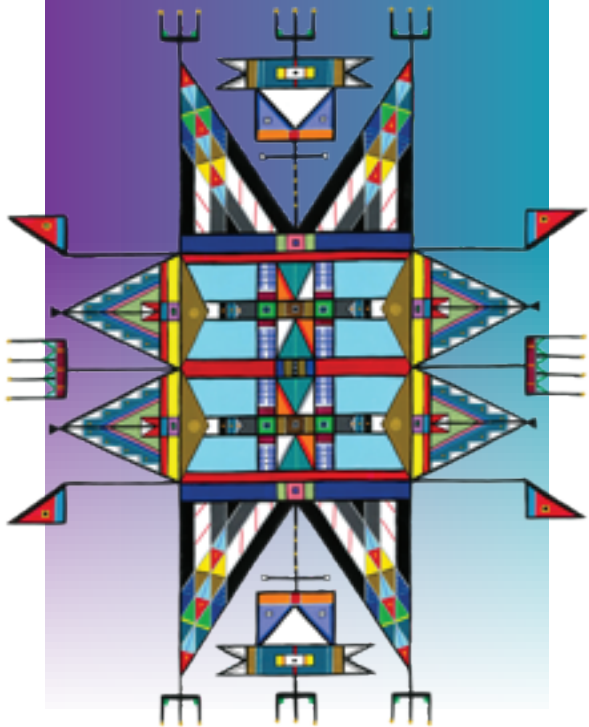
With funding from the Global Skills Opportunity Fund.





## 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 throughout our institution. It also results in non-Indigenous people gaining the skills and knowledge that enable them to work with and live alongside their Indigenous neighbours knowledgeable and respectfully.



## Community partnerships and outreach

Sask Polytech has fostered partnerships in support of the goals of the Indigenous Student Success Strategy and to meet the goals of Leading the Rise, Sask Polytech's Strategic Plan 2020-2025. Among others, and in the spirit of miyo wâhkôhtowin, the Leading the Rise goal of empowering Saskatchewan's communities to lead, thrive and grow is particularly relevant.

### The Remote Sensing of Residential School Cemeteries project

In partnership with Cowessess First Nation, Sask Polytech used remote sensing technologies, specifically unmanned aerial vehicles with imaging sensors, together with traditional ground penetrating radar to locate 751 unidentified and unmarked grave sites. The Marieval Indian Residential School at Cowessess First Nation in southern Saskatchewan operated from 1899 to 1997 with adjacent ground used as a community cemetery. Existing headstones were removed in the 1960s, and the graves were unmarked/unidentified.

The project is ongoing. An extensive search of records and interviews with Elders helped to associate names with some of the graves. Geographic information systems were used to create digital, online, interactive maps of the cemetery, with story maps to come. The story maps will be used to preserve some of the oral history of residential schools and by community members to organize virtual ceremonies with friends and families.

The League for Innovation in the Community College (LIICC) has recognized Sask Polytech with the 2021-2022 Innovation of the Year Award Winner for its applied research work done in partnership with Cowessess First Nation. LIICC is an international non-profit organization with a mission to cultivate innovation in the community college environment.

### Indigenous Learning Centre

The award-winning Hannin Creek Education and Applied Research Center at Candle Lake is creating an Indigenous Learning Center to facilitate land-based learning for a variety of people, including Sask Polytech students and Saskatchewan youth. Sask Polytech is working with the Prince Albert Grand Council to provide programming for sharing Indigenous knowledge. The Learning Center will include a camping area of four tipis. The opening of the Indigenous Learning Center is planned for June 30.

The Hannin Creek Education and Applied Research Centre is one of Saskatchewan's major centres of applied research. The centre is an equal partnership between Sask Polytech and the Saskatchewan Wildlife Federation. As the only boreal forest field station in the province and one of two boreal stations in Canada, it is a unique place to study and conduct research in such diverse programs as forestry, fisheries, wildlife, conservation law, and environmental, civil and water resources engineering technology.



## First accredited dental therapy program in Canada

A partnership between the Northern Inter-Tribal Health Authority, Northlands College, Sask Polytech and the University of Saskatchewan is creating a model for establishing the only accredited dental therapy program in Canada.

The program's focus will use multiple campuses to enable Indigenous students to learn where they live. A laddering model will be adopted to establish a career path for dental aides and dental assistants who can complete the program in steps.

With funding from Indigenous Services Canada.



## The kanātan nipīy

The kanātan nipīy (Cree): for water is clean/clean water is a Pathways to Employment program launched in 2021 and will continue in 2022. Through kanātan nipīy, Indigenous students gain essential skills and access employment opportunities in water treatment and distribution facilities—such as with the City of Saskatoon's Water and Waste Operations. This program is a collaboration between the City of Saskatoon, Gabriel Dumont Institute, Radius Community Centre, Sask Polytech, and the Saskatoon Tribal Council.



## The Sekwe'ha

The Sekwe'ha (Dene): for the children is a community-based, applied research project working with students in La Loche on how to use virtual reality to provide better mental health supports and enhance accessibility to care. The project through Sask Polytech's Centre for Health Research, Improvement and Scholarship is still in the early stages. The results from the first round of data collection show there is a gap in mental health care. The final virtual resource will balance the traditional knowledge of the Elders, along with what the students see as their own pathways to wellbeing using new technologies. The solution will be developed by the local community.

With funding from the College and Community Social Innovation Fund, managed by the Natural Sciences and Engineering Research Council of Canada.



## Innovative digitization toolkit preserves Indigenous history

Working with Muskeg Lake Cree Nation, Sask Polytech developed a digitization toolkit for Indigenous communities to use in creating community archives. The toolkit provides resources, best practices and recommendations on how to best approach creating a digital archive. This could include photos, VHS tapes, documents, and anything that needs to be digitized. By creating a digital archive with Muskeg Lake Cree Nation, best practices to help other Indigenous communities create their own digital archives were tested and refined. The digital toolkit is free of charge and accessible online.

With funding from the Social Innovation Fund, managed by the Natural Sciences and Engineering Research Council of Canada.



## Skills Enhancement Training project

Aimed at reducing barriers to education and employment for vulnerable and at-risk student populations in Saskatchewan, the Skills Enhancement Training project focuses on females, Indigenous peoples, new Canadians, visible minorities, LGBTQ+ and those living with disabilities by providing essential skills training, work preparedness interventions, trade exploration and trade program participation. Sask Polytech will offer client-centered essential skills and trades training to underrepresented students in four training sites across Saskatchewan.

With funding from the Royal Bank of Canada.

## New Southern Plains Métis Local 160 MOU

New Southern Plains Métis Local 160 and Sask Polytech signed a memorandum of understanding to establish a framework for collaboration to support Métis in Moose Jaw and explore initiatives to encourage Métis culture within the education systems of Saskatchewan.

## Wanuskewin Heritage Park partnership expands

Wanuskewin and Sask Polytech formalized and expanded their relationship by signing a memorandum of understanding. Work will include collaboration on the development and sharing of Indigenous content, learning opportunities and experiences. Wanuskewin will continue to provide work integrated learning opportunities for students from the Recreation and Tourism Management program and other Sask Polytech programs. Sask Polytech and Wanuskewin will also explore the opportunity to collaborate on applied research projects.



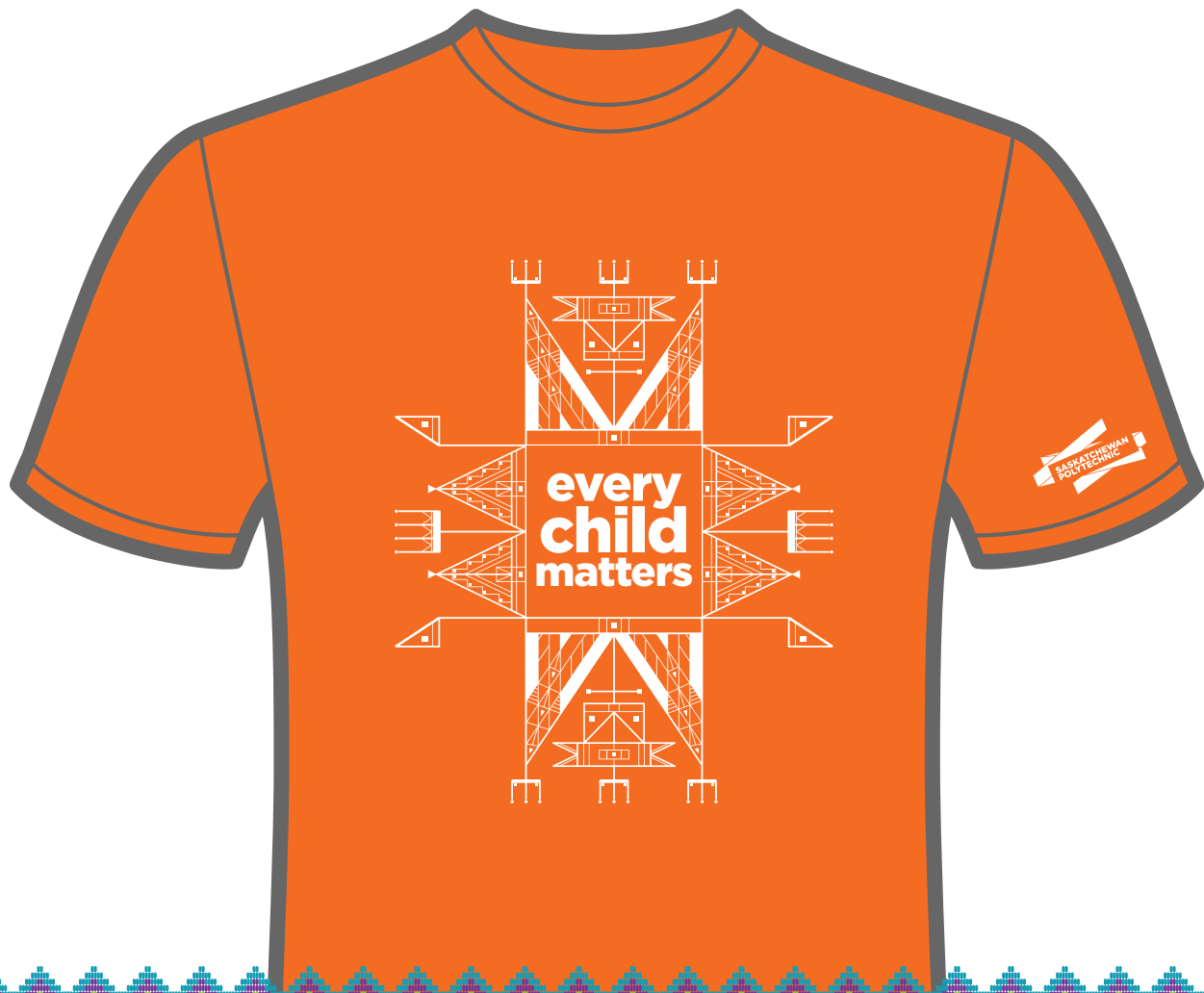
## Events and celebrations

Events and celebrations were held virtually due to COVID-19 until Fall 2021. A small number of in person events and celebrations were held in Fall and Winter term 2022. Attention was paid to limit the gathering size. These included the Honour Ceremonies and the grand re-opening of Pēžik Tēwē-ihkan, Pēžik Mihtē-ihkan (Saulteaux): One Heart, One Drum Beat Indigenous Students' Centre on Regina campus.

**Indigenous Strategy has lead Sask Polytech's recognition of the following virtually and on social media.**

- ▣▣▣▣➔ Orange Shirt Day
- ▣▣▣▣➔ Louis Riel Day
- ▣▣▣▣➔ National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit Peoples
- ▣▣▣▣➔ National Indigenous Peoples Day
- ▣▣▣▣➔ Moose Hide Campaign

Beginning Spring 2022, Indigenous Strategy looks forward to hosting events on campus to acknowledge these important days of recognition.





## Expenditures

<b>SUMMARY OF EXPENDITURES RELATED TO CORE FUNCTIONS</b>	
Salaries and benefits	\$ 1,291,435.22
Materials and supplies	\$ 25,898.02
Services	\$ 19,505.20
Travel and PD	\$ 7,768.68
<b>Total</b>	<b>\$ 1,344,607.12</b>

### Giving

2021-22 academic year to date, Sask Polytech received 25 gifts totaling \$66,085 designated to the Indigenous Student Success Strategy. The generous support of donors and community partners contributed to meeting strategy goals: nebah ho?á—welcome, ki-kinomawo—inspire, wiyokihya—empower, and avik wiiyawow—belong. Their generosity provided direct financial supports to Indigenous students and enabled students to participate in fun, cultural activities as a community. Donors also celebrated Indigenous Student successes by supporting the Honour Ceremony and the Indigenous Role Model Calendar. By supporting programming that elevates Indigenous student success, donors honour the hard work and achievements of Indigenous students and share in the future success of Indigenous students at Sask Polytech.

### Scholarships, awards and bursaries.

2021-22 academic year to date, Sask Polytech disbursed 435 scholarships and awards valued at \$499,525.00 to Indigenous students. Sask Polytech also disbursed \$22,000 through a donor-supported Indigenous Student Emergency Bursary which provides \$500 in emergency funds to meet urgent need for essentials like food, shelter, medicine, and unanticipated costs related to being in school.

Through the Government of Saskatchewan Innovation and Opportunity Scholarship Program, Sask Polytech accessed two student emergency bursaries which provided short-term financial assistance to students. 2021-22 academic year to date, a total of \$66,437 was disbursed to Indigenous students from the program as follows:

- Valued at \$500 each, a total of \$33,000 was disbursed.
- Valued to a maximum of \$2,500, a total of \$36,437 was disbursed.

### Detail of targeted and actual output and outcome success measures

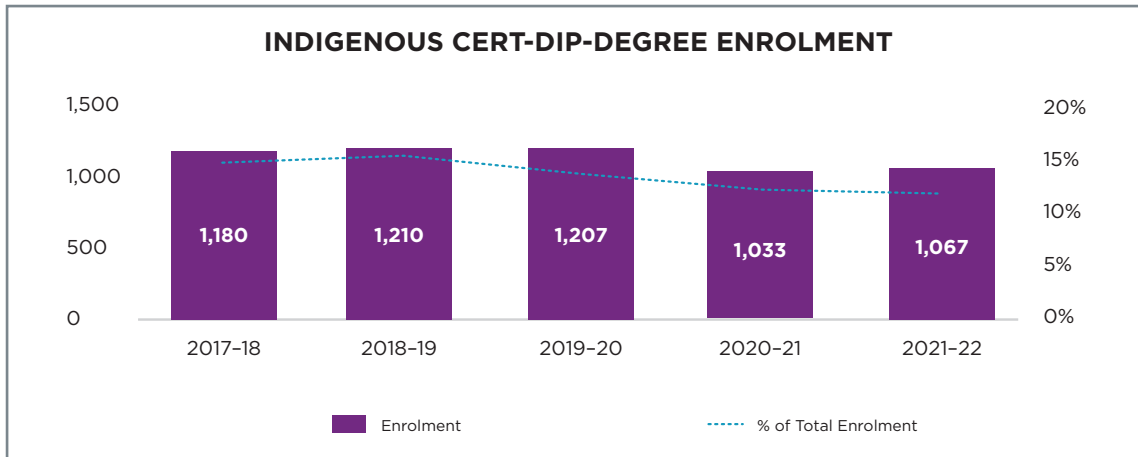
Sask Polytech has identified outcomes to monitor as the Indigenous Student Success Strategy is implemented. These outcomes focus on increasing Indigenous student enrolment, retention and graduation as well as on indigenizing curriculum as per Sask Polytech Academic Model.

Outcomes and success are measured through the Indigenous balanced report card. The report card will be reviewed, updated and monitored over the course of this strategy (2018-2023). Results of the 2021-2022 Indigenous report card will be provided to the Ministry of Advanced Education in October 2022.

## Indigenous student enrolment, participation and graduation rates

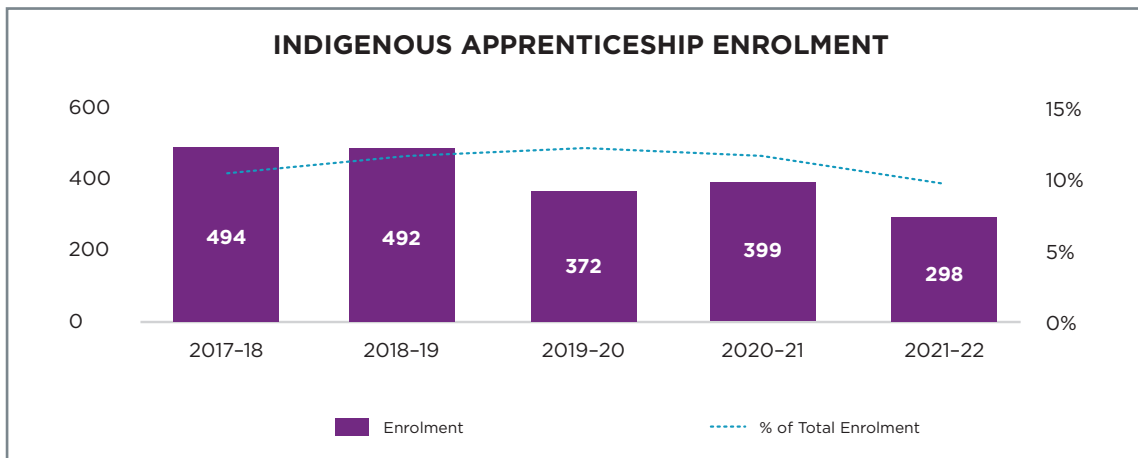
Indigenous student enrolment includes students who self-declare as Indigenous. Indigenous student enrolment, with a total of 1,889 students in 2021-22 make up 13 per cent of enrolment in Sask Polytech delivered programs.

Over the five-year period 2017-2022, the percentage of Indigenous students in certificate, degree and diploma programs has averaged 13 per cent of total enrolment, ranging from 12 per cent in 2020-21 and 2021-22 to 15 per cent in 2017-18 and 2018-19.

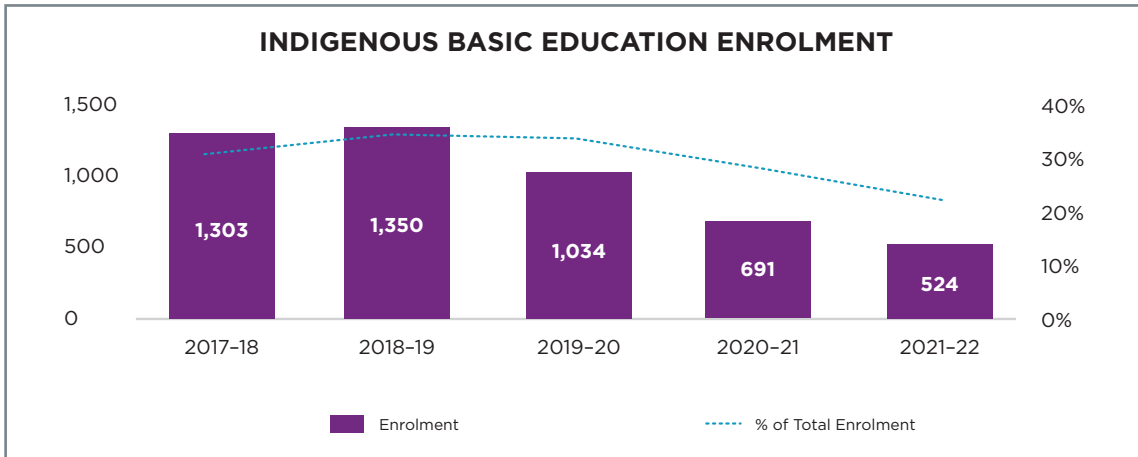


In 2021-22, there were an additional 429 Indigenous students enrolled in non-program courses through the School of Continuing Education. The School of Continuing Education was launched in September 2020 to meet the needs of business and industry by providing professional development, micro-credentials and corporate training.

Over the five-year period 2017-2022, the percentage of Indigenous students taking apprenticeship training has averaged 11 per cent of total enrolment, ranging from 10 per cent in 2021-22 to 12 per cent in 2018-19, 2019-20 and 2020-21. Sask Polytech delivers the in-school portion of apprenticeship training on behalf of the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC). All apprenticeship training is scheduled by the SATCC.

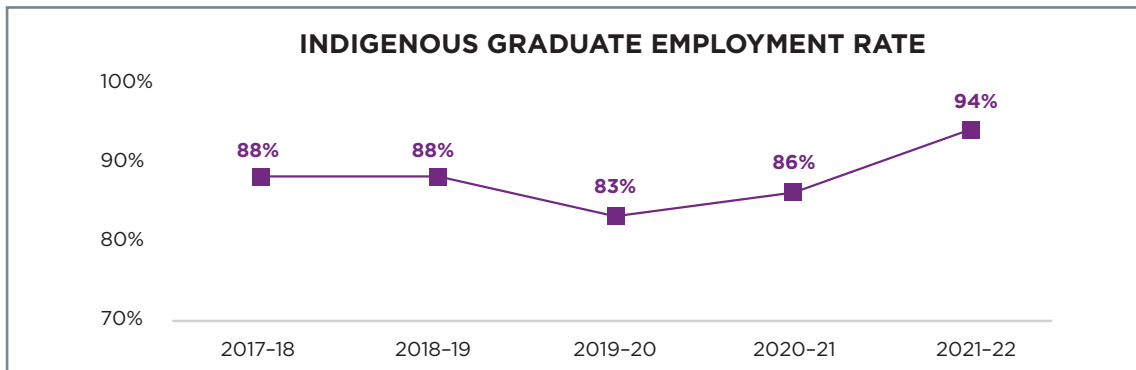


Over the five-year period 2017–2022, the percentage of Indigenous students taking basic education has averaged 31 per cent of total enrolment, ranging from 22 per cent in 2021–22 to 35 per cent in 2018–19. COVID-19 negatively impacted enrolment in basic education.





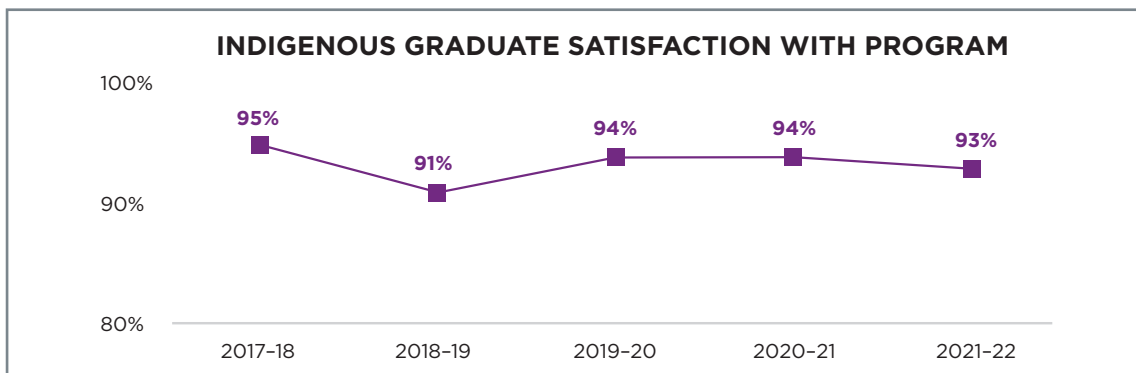
Sask Polytech graduate follow-up survey results show the Indigenous graduate employment rate increased by eight per cent to 94 per cent. This is comparable to Sask Polytech’s overall graduate employment which is at 96 per cent.



The Indigenous graduate satisfaction rate is 93 per cent; equal to the overall graduate satisfaction rate for 2021-22. Sask Polytech is pleased with this outcome as the impact of COVID-19 necessitated a shift to online learning for many programs with a transition to on-campus learning in 2021-22.

**Graduate satisfaction rates**

Sask Polytech student data is compiled annually in mid-September for the preceding academic year; July 1 to June 30. The exception is the graduate follow-up survey. The reported results are based on the 2021-2022 graduate follow-up survey of 2020-2021 from Sask Polytech-delivered programs administered six to 12 months following graduation.





[saskpolytech.ca/indigenous](https://saskpolytech.ca/indigenous)