

ôtê nîkân

"in the future"

First Nations University of Canada Strategic Plan 2019 — 2024



First Nations University of Canada: About Us...

- In May 1976, the Federation of Saskatchewan Indian Nations entered into a federation agreement with the University of Regina, to establish the Saskatchewan Indian Federated College (SIFC). The Agreement provides for an independently administered university-college which is to serve the academic, cultural and spiritual needs of First Nations' students.
- On June 21, 2003, the Saskatchewan Indian Federated College officially changed its name to the First Nations University of Canada (FNUUniv).
- When SIFC first opened its doors in the fall of 1976 there were nine students and SIFC offered the following programs at that time; Indian Studies, Indian Languages, Indian Teacher Education, Social Work, Fine Arts (Indian Art, Indian Art History) and Social Sciences.
- Since then, enrolment has steadily grown, and the FNUUniv now maintains an average annual enrollment of over 3,000 students. In addition, over 30,000 learners have made FNUUniv part of their educational journey.
- The university offers programs and services on three campuses in Saskatchewan: Regina, Saskatoon and Prince Albert (Northern Campus) as well as through online and community-based programs that can be accessed throughout the country and beyond.
- FNUUniv offers undergraduate degrees, diplomas and certificates in Business, Indigenous Education, Indigenous Social Work, Indigenous Health, Science, Indigenous Languages, Linguistics, Arts and Fine Arts and a Master of Indigenous Social Work, Masters of Arts with specialization in Indigenous Languages/ Linguistics and a Master of Indigenous Education.



INDG 290: Buffalo and the People of the Plains





Introduction to the Strategic Plan

The purpose of strategic planning is to provide a clear understanding of the direction and purpose of the represented organization. The objective of planning is often focused on creating collective organization wide actions in pursuit of a stated direction. These elements of planning are articulated within this document. One additional element of this plan is the expression of the unique institutional identity of the First Nations University of Canada. The Board of Governors has identified two strategic priorities for the institution to focus on: students and the unique Indigenous identity of the FNUUniv. This direction can be found throughout this strategic plan. For example, we have incorporated elements of our Indigenous worldview into the fundamental aspects of strategic planning in order to build a plan that is based on a foundation of Indigenous worldview. These elements are further explained in the relevant sections of the plan.

The process used to develop this plan is very different than the process used to develop the 2013 – 2018 *Lighting the Path* institutional plan. The reason for a change in process is because of the direction received from the Board of Governors -- that students must be a strategic priority and the importance of our unique Indigenous identity. Therefore, we ensured a consultative process with students and involved them through participation on the strategic plan development committee. In addition to the planning process, we recently engaged in two extensive, three campus-wide consultations that resulted in important feedback from our faculty and staff. FNUUniv's planning process will address the desired changes that were expressed in these consultations.

The First Nations University of Canada has undergone many changes over the past several

years. The impetus for the changes that have occurred within the institution are driven by both internal and external forces. For example, the implementation of "Indigenization" plans and policies at many Canadian universities could be very beneficial to Indigenous students in those institutions. However, there may be several negative impacts to the FNUUniv that should be considered. For example, the competitive environment for Indigenous students has certainly intensified in Saskatchewan. Additionally, the competition for qualified Indigenous faculty will also be more difficult for all smaller universities like the FNUUniv. Nevertheless, the FNUUniv has a very distinctive advantage over all other Canadian universities that are members of Universities Canada; we are the only Indigenous owned post-secondary institution in the country. The Board of Governors directed we take action and highlight this unique Indigenous identity and strengthen all areas of our institution in ways that are consistent with our cultural heritage.

The federal government's changes to policy and legislation are creating new opportunities for First Nations to begin the processes to rebuild communities, strengthen governance capacity and enhance language revitalization initiatives. In addition, Indigenous youth are completing secondary education in increasing numbers and, more and more, they are entering post-secondary institutions directly from high school. The strategic direction outlined in this five-year institutional plan will allow the First Nations University of Canada to be the preferred institution for all students, Indigenous and non-Indigenous, with an interest in assuming leadership roles in all areas of this changing Canadian society.

Yvette Arcand

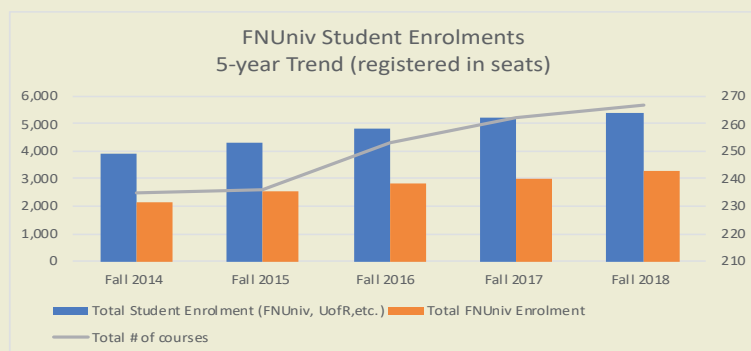
First Nations University of Canada Highlights

The, First Nations University of Canada (FNUUniv) is Canada's only national Indigenous owned post-secondary institution.

Campuses in Saskatoon, Prince Albert and Regina, Saskatchewan. The Regina campus is located on the Starblanket First Nation reserve land on the campus of the University of Regina.

Host to Canada's longest running (over 40 years) indoor pow-wow.

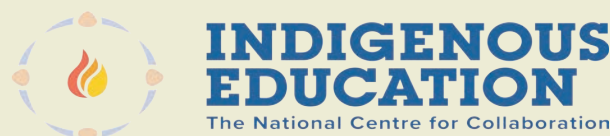
Five-year trend upwards of student enrolments with annual increases that surpass many other post-secondary institutions.



The FNUUniv will open a 90 seat daycare in 2019 on the Regina campus and a 30 seat daycare in Saskatoon in the near future. The opening of daycare facilities on-campus meets the primary concern of many FNUUniv students.

Host to the following national/provincial youth camps

- National Science Camp in July 2017 and August 2018 for youth 12-15 years old from across Canada.
- The 10th Annual Aboriginal Youth Entrepreneurship Camp for youth in grades 11 and 12.
- In partnership with Frontier College, the first FNUUniv Indigenous Summer Literacy Camp for children and youth ages 5 to 12.



The National Centre for Collaboration in Indigenous Education is the First Nations University of Canada's largest ever research project with a \$6 million contribution over two years.

We offer national programs to build capacity in communities and organizations through online programming:

- Certificate in Reconciliation Studies
- Certificate in Indigenous Management (Level I & II)
- We also offer 15 academic programs through our federated agreement with the University of Regina. Programs in Business, Science, Indigenous Studies, Health, Indigenous Social Work and Education, at both undergraduate and graduate levels.

We partner with communities to develop and deliver programs for communities to build student leadership and capacity. Our Dene Teach Education Program is in the 3rd year of delivery in the Clearwater River Dene Nation (CRDN) and is expected to graduate more than 20 Dene teachers in CRDN and surrounding communities.

Strategic Priorities

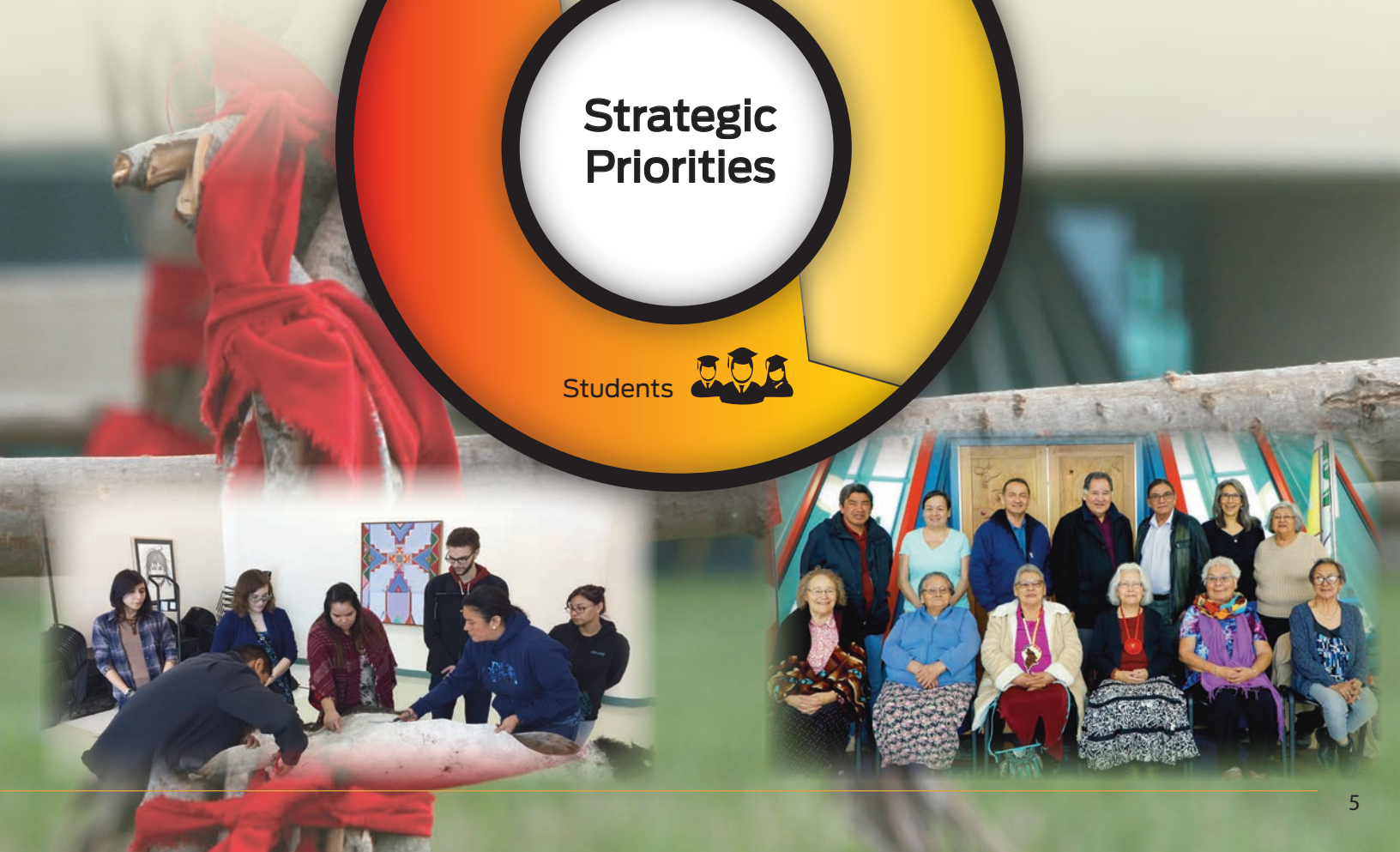
Students are at the center of the First Nations University of Canada’s mission. This is as true today as it was when the institution first opened as the Saskatchewan Indian Federated College in 1976. The pursuit of high-quality post-secondary education within an institution that reflects the goals, values and beliefs of Indigenous peoples is strengthened by the fact that the First Nations University of Canada is owned by First Nations people. The intersection of students pursuing post-secondary education and the heritage, culture and knowledge systems of Indigenous peoples is what the Board of Governors identified to be the strategic priorities for the next five years.



Students



FNUUniv Unique Indigenous Identity





Vision Statement

Indigenous people view the world through lenses of interconnectedness and interrelationships of all life. We view all of Creator's gifts as being equal and interdependent. We rely on plants, animals, birds, fish, land, rocks for life – and each of these is imbued with spirit. All of these are equal and interdependent, part of the great whole. We view the world with the acknowledgement and awareness of our impact on all life, with the understanding that we live in cycles, of seasons, phases of the moon, animal migrations, etc.

We sought to incorporate this element of Indigenous worldview into the FNUUniv strategic plan by:

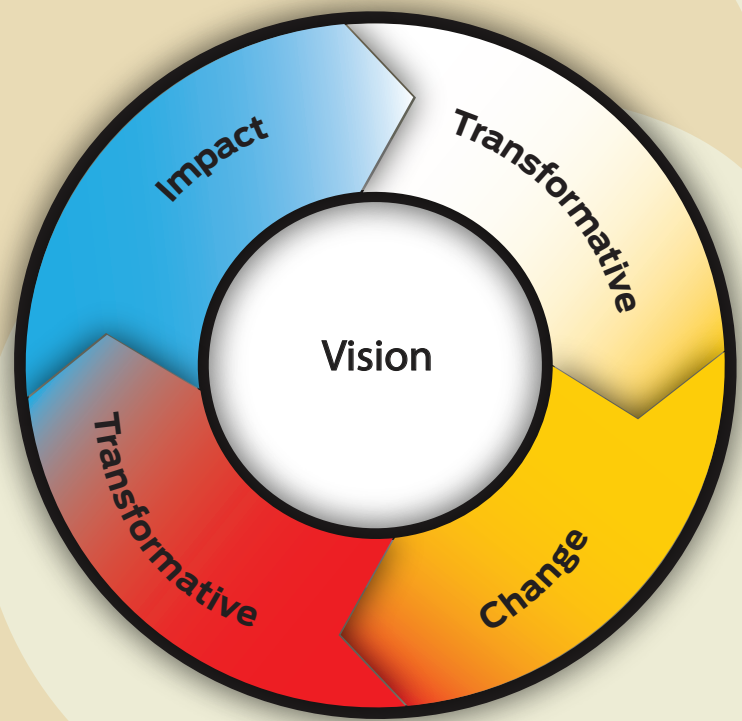
Viewing the “Vision” of the institution as a process rather than a destination point. We seek to have ongoing transformative impact through education based on a foundation of Indigenous Knowledge.

We have also included four (4) strategic processes instead of goals. These strategic processes are iterative rather than linear. The idea is that we will add something of value, some modification to each process, with each repetition of measurement, review and reconfiguration.

The First Nations University of Canada is a First Nations owned post-secondary institution that aspires to have transformative impact by bridging our ceremonies, knowledge keepers, languages, and traditions with the delivery of high-quality education that will lead to the pride and success of all students, First Nations communities, and Canada.

Vision

Ongoing Process of...





Mission Statement

*The mission of the First Nations University of Canada is to enhance the quality of life, and to preserve, protect and interpret the history, language, culture and artistic heritage of **First Nations**.*

*The First Nations University of Canada will acquire and expand its base of knowledge and understanding in the best interests of **First Nations** and for the benefit of society by providing opportunities of quality bi-lingual and bi-cultural education under the mandate and control of the First Nations of Saskatchewan.*

*The First Nations University of Canada is a First Nations' controlled university-college which provides educational opportunities to both **First Nations** and non-First Nations university students selected from a provincial, national and international base.*



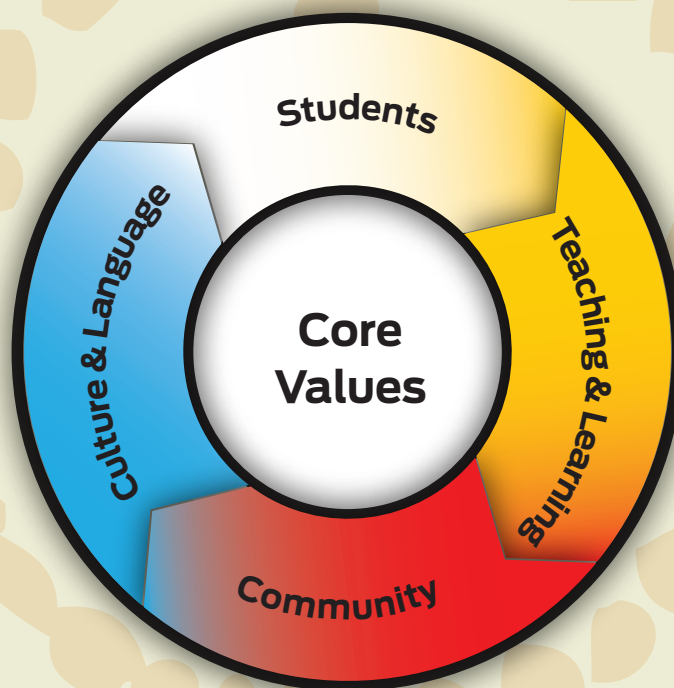


FNUniv Values and Principles

As First Nations, we treasure our collective values of **wisdom, respect, humility, generosity, honesty, bravery and caring**. They have preserved and passed down our traditions through countless generations.

The Elders teach us to respect the beliefs and values of all nations. Under the Treaties, our leaders bade us to work in **cooperation** and **equal partnership** with other nations.

The First Nations University of Canada provides an opportunity for students of all nations to learn in an environment of First Nations cultures and values. The university is a special place of learning where we recognize the spiritual power of knowledge and where knowledge is respected and promoted. In following the paths given to us by the Creator, the First Nations have a unique vision to contribute to higher education. With the diversity and scope of the First Nations degree programs, the university occupies a unique role in Canadian higher education. The university promotes a high quality of education, research and publication.



Core values shape the FNUniv organizational culture by reflecting what the institution values.

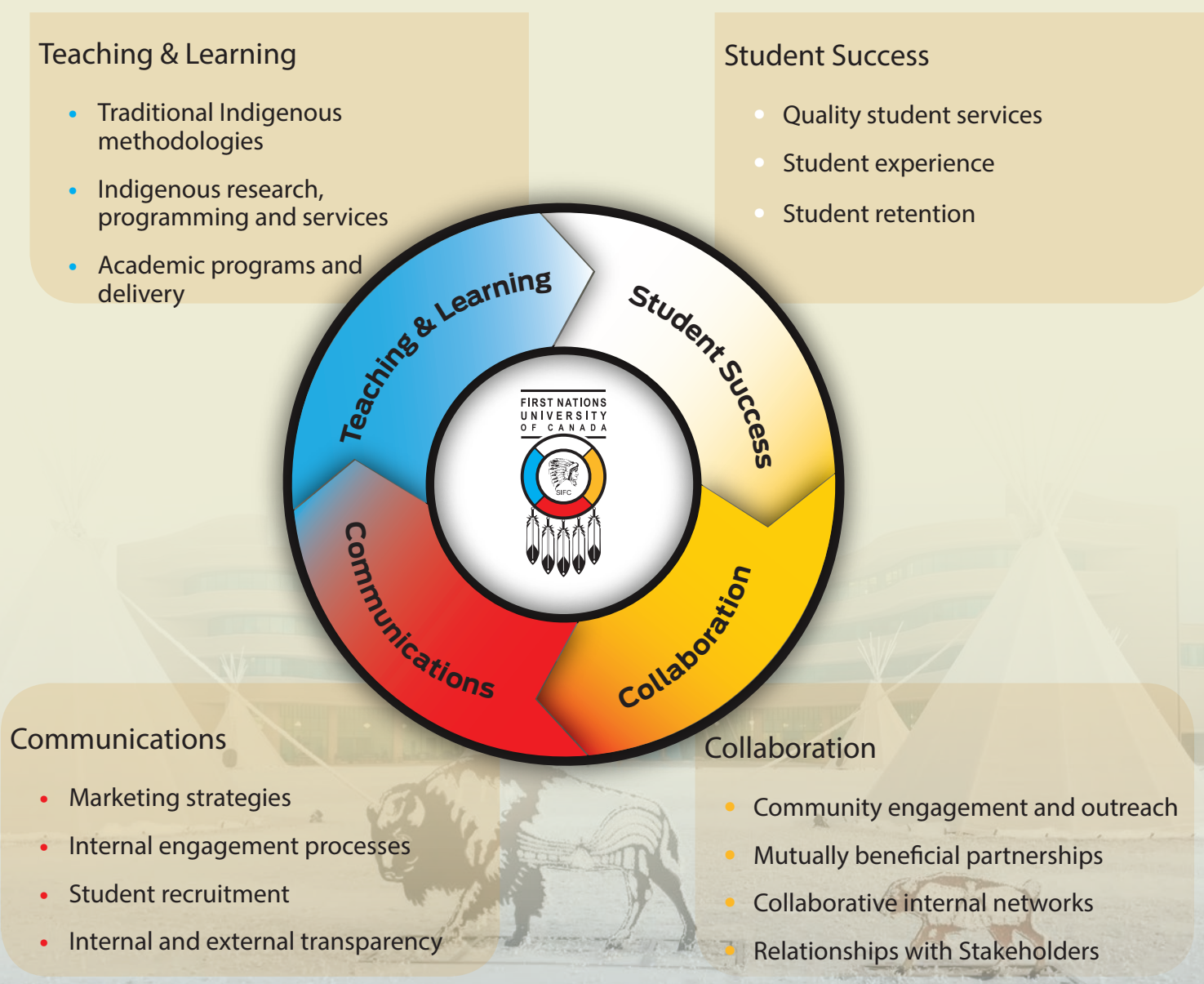
Core values form the foundation on which we perform our daily work by articulating how we should always conduct ourselves.

Strategic Processes

Goals within strategic planning are often communicated as destination points. Often, the language and wording used within strategic plans express actions towards future and static states. We do not make an argument against the veracity of that perspective. Rather, the perspective expressed in this plan is that we are focused on the iterative processes that will bring us closer to transformation with each measurement, review and reconfiguration rather than the pursuit of static destination points.

Four (4) strategic processes will be used as guides. These strategic processes are iterative rather than linear. The idea is to ensure we address strategic issues, add value and make modifications to each process, with identified forms of measurement, and perform reviews and reconfigurations.

These four processes, Teaching & Learning, Retention, Communications and Collaboration are all focussed on the short- and long-term outcomes of students.



Strategic Actions & Measures

Process

Teaching & Learning

The foundation of a transformative education experience.

Actions

1.1 Encourage the use of traditional Indigenous methodologies

1.2 Strengthen the University's unique Indigenous programming and services

1.3 Enhance pedagogical practices for academic programs and delivery options

1.4 Facilitate effective and efficient program and operational administration

1.5 Support Indigenous research

Measurements

- Student satisfaction survey and other student feedback mechanisms
- Participation in professional development activities
- Employee and staff satisfaction surveys
- Unit reviews

Process

Student Success

Ensuring academic and career success for all students.

Actions

2.1 Increase student engagement

2.2 Improve the quality of student services to enhance student experience

2.3 Increase student retention from Year 1 to graduation

2.4 Strengthen the University's unique cultural heritage by continuing to build community for students

Measurements

- Student satisfaction survey
- Student persistence rates
- Student graduation rates
- Alumni employment survey

Strategic Implementation process is ongoing and is reviewed annually for continuous improvements towards the four processes to achieve long-term impacts for students.

Strategic Actions & Measures

Process

Collaboration

Working in partnership to collectively pursue the delivery of high-quality post-secondary education.

Actions

3.1 Improve community engagement and extend outreach awareness initiatives

3.2 Strengthen partnerships with Indigenous organizations, institutions, and all levels of government

3.3 Improve internal networks of collaboration processes

3.4 Strengthen the relationships with the University of Regina and the federated colleges

Measurements

- Number of community-based programs
- Number of community initiatives
- Number of academic agreements
- Increase scholarships and sponsorships
- Number of alumni engagement initiatives

Process

Communication

The foundation of how we relate to one another.

Actions

4.1 Strengthen internal and external communications

4.2 Enhance marketing strategies and processes

4.3 Enhance student recruitment strategies

Measurements

- Employee engagement and satisfaction survey
- Website utilization rates
- Public perception survey
- Number of Alumni engagement events
- Post-secondary coordinators engagement survey

Strategic Expectations

Planning
The Path Forward

Responsive: Meet the needs of the students, communities, faculty and staff.

Outputs
Setting the Direction

Quality: Build confidence in programs and services.

Outcomes
Meeting the Direction

Accountability: Achieve expected outcomes for long term impacts and to be transparent.

Strategic Outcomes

Senior Management
Outcomes

Prescriptive Analytics: optimized decision making

Directors/Academics
Outcomes

Predictive analytics: learn and predict

Employee Outcomes

Descriptive Analytics: then and now (real time data)

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OF CANADA



www.fnuniv.ca



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