

# FORWARD TOGETHER

## INDIGENIZATION STRATEGY



COLLEGE OF  
THE ROCKIES

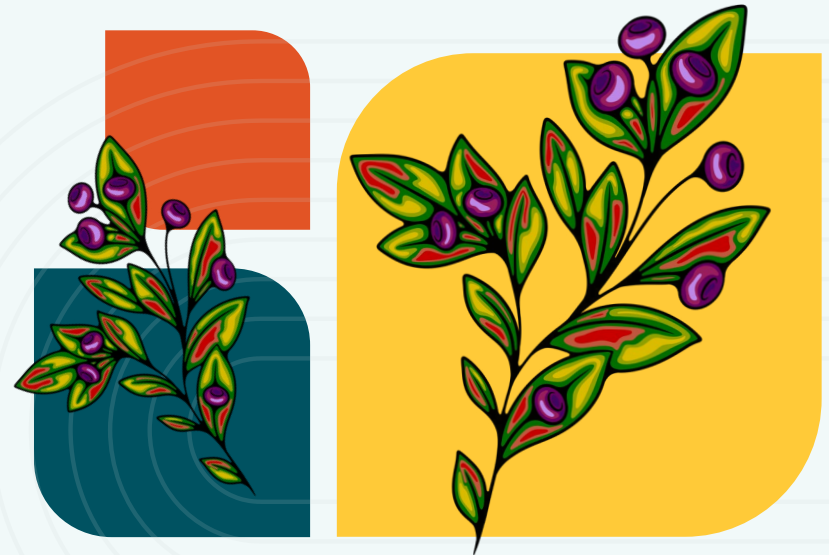


# Introduction

The College of the Rockies has taken many important steps toward Indigenization — including the creation of yaqakiᑦ ᑭᑦᑭᑦᑭᑦᑭᑦ (the Place Where People Gather), the Indigenous Advisory Committee, Indigenous-led programming, curriculum changes, new partnerships, and Indigenous community engagement. These actions reflect years of work by students, employees, Elders, Knowledge Holders, and leaders across the College.

This strategy builds on that momentum by bringing these efforts together into a clear, coordinated framework.

**It is designed to guide institutional direction, strengthen shared accountability, and provide a foundation for ongoing planning, engagement, and reflection.**



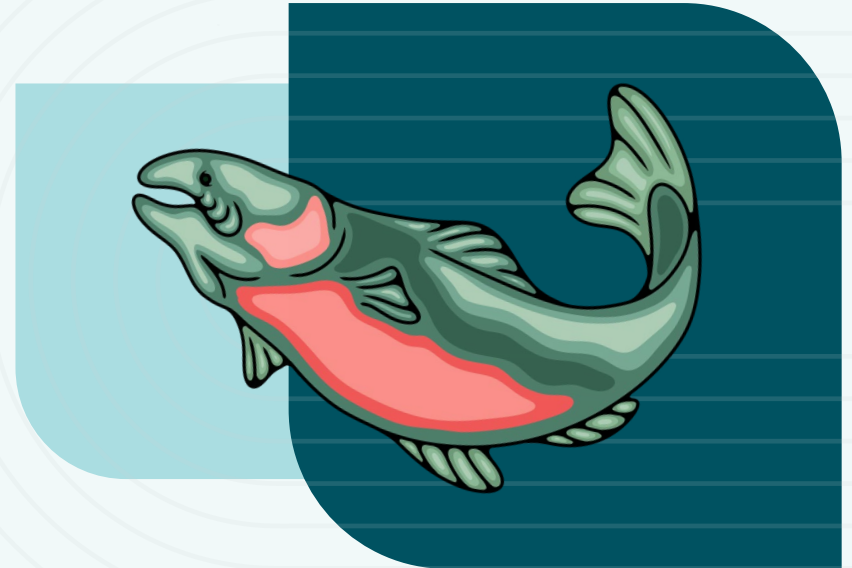
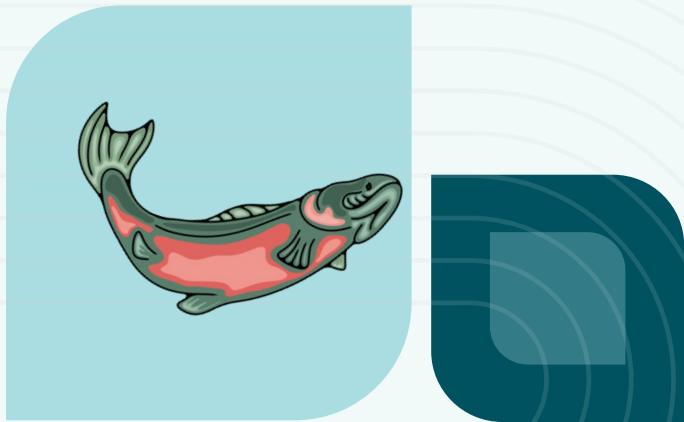
**The title *Forward Together: The College of the Rockies Indigenization Strategy* reflects our belief that reconciliation is a shared journey that must be embedded into all that we do.**

The name intentionally complements the College's broader strategic direction (Forward and Upward), reinforcing our commitment to walk shoulder to shoulder with Indigenous partners, and to ensure Indigenization is meaningfully integrated across all institutional priorities.

# A Distinctions-Based Approach

While the term “Indigenous” is used throughout the strategy to reflect inclusive commitments to First Nations, Métis, and Inuit Peoples, implementation will be guided by a distinctions-based approach.

This means recognizing and responding to the specific rights, governance structures, histories, and knowledge systems of the distinct Nations and Indigenous communities we serve.



A distinctions-based lens ensures that policies, programs, and services reflect our Indigenous partners' priorities and are rooted in respectful, place-based relationships.

# Areas of Focus and Our Commitments

The goals outlined in this strategy are organized across five core areas of institutional focus: Governance and Policy, Teaching and Learning, Student Supports and Services, Employee Recruitment and Development, and Facilities and Cultural Presence. These themes reflect the structural and relational dimensions of the College and where sustained, coordinated change is both possible and necessary.

**The goals are living commitments — not checkboxes, but ongoing responsibilities to act, reflect, and grow. They require continuous listening, shared accountability, and openness to being changed by the work.**



Each goal is rooted in the voices we've heard and reflects our responsibility to act on the Indigenization commitments we have already made. Relevant references are included to show how each goal aligns with these existing commitments:

- *The Truth and Reconciliation Commission's (TRC) Calls to Action*
- *The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*
- *The Colleges & Institutes Canada's (CICan) Indigenous Education Protocol*
- *The College's Strategic Plan, Forward and Upward*

By organizing our strategy in this way, we ensure that Indigenization is embedded across all areas of the institution, not siloed or symbolic, but integral to who we are and how we serve our communities.

# Governance & Policy

## Vision Statement:

*We envision College governance that is rooted in respectful partnerships and accountability, where Indigenous rights, values, and priorities are reflected through strengthened relationships, formal agreements, transparent reporting, and empowered Indigenous voices.*

01



This section focuses on embedding Indigenous self-determination and relational accountability in the College's decision-making structures, strategic planning, and policies. It emphasizes respectful governance relationships and alignment with Indigenous rights and protocols.

## Governance & Policy

01

### Goals:

- A** **Strengthen Indigenous governance mechanisms** by establishing and empowering an Indigenous Advisory Committee (IAC) for Indigenous partners to advocate for the educational priorities of their community members.  
*| TRC #92, CICan Principle P2, UNDRIP A18, COTR Peak 3*
- B** **Apply an Indigenization lens to policies** that impact Indigenous students, employees, or partners, ensuring alignment with Indigenous knowledge systems, values, and governance principles.  
*| TRC #47, CICan P7, UNDRIP A19, COTR Peak 3*
- C** **Ensure transparent reporting by continuing to track progress annually** on reconciliation and Indigenization commitments.  
*| TRC #44, CICan P7, UNDRIP A15.1, COTR Peak 3*
- D** **Strengthen relationships with Indigenous partners and communities** through new and renewed partnership agreements and Memoranda of Understanding (MOUs), like the MOU between the College and the Ktunaxa Nation Council.  
*| TRC #45.iii, CICan P2, UNDRIP A21.1&2, COTR Peak 3*
- E** **Support institutional planning alignment with the strategic priorities of Indigenous partners** in areas such as education, workforce development, and economic growth, ensuring collaboration and shared outcomes.  
*| TRC #92, CICan P2, UNDRIP 23, COTR Peak 3*



# Teaching & Learning

## Vision Statement:

*We envision a learning environment where Indigenous knowledges, voices, and pedagogies are integral to teaching and curriculum — fostering deeper understanding, respect, and transformation for all learners.*

02



Teaching and Learning addresses the integration of Indigenous knowledge systems, pedagogies, and perspectives into curriculum, program design, and faculty development. It supports academic transformation that benefits all learners.

## Teaching & Learning

02

### Goals:

- A** **Apply an Indigenization lens to course and program review** to ensure content is meaningful, respectful, and reflective of Indigenous knowledges and perspectives.  
*| TRC #10, CIGan P3, UNDRIP A14.1, COTR Peak 1*
- B** **Create diverse learning environments where learners engage with Indigenous voices and knowledges** across classrooms, experiential settings, and land-based learning.  
*| TRC #10, CIGan P4, UNDRIP A15.1, COTR Peak 1*
- C** **Offer regular faculty professional development** in Indigenous pedagogies, decolonized learning design, Universal Design for Learning, and land-based approaches.  
*| TRC #57, CIGan P4, UNDRIP A15.1, COTR Peaks 1 & 2*
- D** **Provide accessible tools and resources for learning and growth** to support employees in respectfully integrating Indigenous knowledge and perspectives into their practice, like the Pathways into Indigenization.  
*| TRC #57, CIGan P4, UNDRIP A15.2, COTR Peaks 1 & 2*
- E** **Establish a plan for Indigenous student recruitment, retention, and completion** as part of the College's Strategic Enrolment Management (SEM) framework, with corresponding holistic supports and culturally relevant interventions.  
*| TRC #11, CIGan P6, UNDRIP A14.2, COTR Peak 1*



# Student Supports & Services

## Vision Statement:

*We envision a student experience where Indigenous learners are welcomed, celebrated, and supported through culturally grounded, community-informed services that nurture belonging, well-being, and success at every step of their journey.*

03



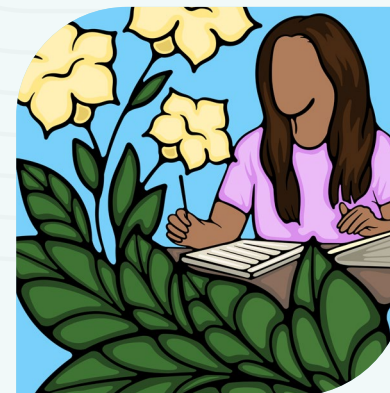
This section outlines how the College can create welcoming, culturally grounded supports that promote belonging and success for Indigenous students across all locations and learning formats.

## Student Supports & Services

03

### Goals:

- A** **Develop a culturally rooted Indigenous student services plan** that incorporates Elders, Knowledge Holders, mentorship, ceremony, language revitalization, transition supports, and creates opportunities for non-Indigenous students to participate, learn, and engage.  
*/ TRC #10, CICan P6, UNDRIP A23, COTR Peak 1*
- B** **Indigenous student supports are offered through in-person and online approaches**, designed to meet learners where they are and ensure they feel connected, supported, and included in their educational journey.  
*/ TRC #10, CICan P6, UNDRIP A21, COTR Peaks 1 & 3*
- C** **Capture Indigenous student experiences related to belonging**, cultural safety, and service access, and use results from the student experience survey to inform continuous improvements.  
*/ TRC #10, CICan P6, UNDRIP A23, COTR Peak 1*
- D** **Ensure Indigenous visibility in all College materials and services**, including outreach efforts and digital platforms, so that Indigenous students feel represented, welcomed, and reflected in the College environment.  
*/ TRC #10, CICan P6, UNDRIP A16.2, COTR Peak 1*
- E** **Support Indigenous student leadership and governance involvement** through cultural and institutional engagement opportunities.  
*/ TRC #10, CICan P2, UNDRIP A18, COTR Peak 1*



# Employee Recruitment & Development

## Vision Statement:

*We envision a workplace where Indigenous employees are valued and supported, and all employees are engaged in ongoing learning, humility, and responsibility in advancing reconciliation and Indigenous belonging.*

04



This theme focuses on creating an inclusive and respectful workplace where Indigenous employees are supported, and all staff are engaged in meaningful professional development that advances reconciliation.

## Employee Recruitment & Development

04

### Goals:

- A** **Revise hiring policies and job postings to value Indigenous knowledges**, community leadership, and lived experience, removing barriers to recruitment and advancement.  
*| TRC #10, CIGan P6, UNDRIP A17.3, COTR Peak 2*
- B** **Develop professional development opportunities for all employees** that introduces foundational Indigenous history and concepts, fosters respectful engagement, and builds understandings of anti-racism, cultural safety, and decolonization.  
*| TRC #57, CIGan P4, UNDRIP A15.2, COTR Peak 2*
- C** **Support and grow the presence of Indigenous employees** by strengthening recruitment and retention, ensuring wages are appropriate to the scope of work, and providing meaningful opportunities for leadership development, mentorship, and holistic wellness.  
*| TRC #7, CIGan P5, UNDRIP 21 & A24.2, COTR Peak 2*
- D** **Integrate Indigenization goals into annual planning for all College leaders**, ensuring that reconciliation actions and support for Indigenous employees are embedded in team culture, leadership accountability, and evaluation through mechanisms such as performance plans and employee experience plans.  
*| TRC #92, CIGan P1, UNDRIP A21, COTR Peak 2*
- E** **Develop a clear and respectful institutional policy on Indigenous identity** to guide hiring, representation, and engagement practices in alignment with Indigenous values and protocols.  
*| TRC #92, CIGan P2, UNDRIP A33, COTR Peak 2*



# Facilities & Cultural Presence

## Vision Statement:

*We envision campuses that honour Indigenous cultures, languages, and presence in every space — creating environments that reflect the lands we're on and affirm the identities, histories, and contributions of Indigenous Peoples.*

05



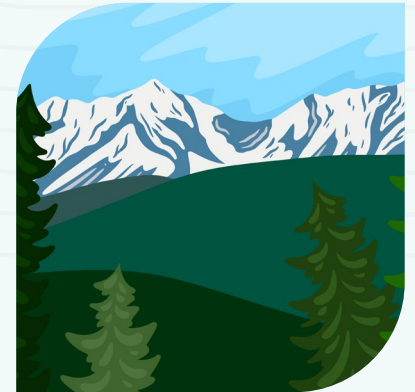
Facilities and Cultural Presence addresses how physical spaces, including buildings, signage, and gathering areas can reflect Indigenous cultures, histories, and values, creating a sense of belonging and visibility across the College environment.

## Facilities & Cultural Presence

05

### Goals:

- A** **Implement place-based territorial acknowledgements and signage at each campus,** developed in collaboration with the local Indigenous Nations.  
*| TRC #79, CICan P7, UNDRIP A13.1, COTR Peak 3*
- B** **Ensure all campuses have access to welcoming, culturally safe spaces** for gathering, smudging, land-based learning, and ceremony.  
*| TRC #79, CICan P6, UNDRIP A11.1, COTR Peak 1*
- C** **Incorporate Indigenous languages and place names into signage,** wayfinding, and naming of buildings or features.  
*| TRC #14, CICan P6, UNDRIP A13.1, COTR Peaks 3*
- D** **Reflect Indigenous culture and knowledge** through art, landscape, and dedicated Indigenous spaces.  
*| TRC #79, CICan P6, UNDRIP A11.1, COTR Peaks 3*
- E** **Create a plan to incorporate Indigenous design principles into future capital projects** from planning to implementation.  
*| TRC #79, CICan P6, UNDRIP A11.1, COTR Peaks 3*





## Acknowledgements

The College of the Rockies gratefully acknowledges the many Indigenous students, Elders, Knowledge Holders, community members, and partners who contributed their time, experiences, and wisdom to shape this strategy. Your voices, teachings, and priorities are at the heart of this work.

We also thank College employees across all campuses who contributed through engagement sessions, consultations, and collaborative dialogue. Your dedication to transformation is deeply appreciated.

This strategy highlights artworks by Ktunaxa artist Darcy Roshau, which are displayed across the Cranbrook campus. The College of the Rockies extends its sincere appreciation for the creation of these works, which enrich and inspire our campus community.

# Moving Forward

This strategy outlines a coordinated set of goals to guide our shared journey toward Indigenization and reconciliation. It reflects what we've heard through engagement, what we've already begun, and where we must go together. These goals are not exhaustive — they are a starting point for ongoing work.

Implementation will be an evolving process led by the College, anchored in the development of implementation plans that are reviewed, renewed, and adapted on a regular basis. These plans will ensure that institutional commitments are carried out in a way that is responsive, distinctions-based, and accountable. Through this process the College will ensure that implementation remains dynamic and aligned with its broader commitments to reconciliation and Indigenization.

**With courage and commitment, we step Forward Together, turning these goals into lasting change.**





## Appendix: Referenced Documents

This strategy is informed by and aligned with several key frameworks and documents that guide Indigenous education and reconciliation across Canada and within our institution. The following resources are referenced throughout:

- **Truth and Reconciliation Commission of Canada: Calls to Action (TRC)**  
A set of 94 calls outlining concrete steps for governments and institutions to redress the legacy of residential schools and advance reconciliation.
- **United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)**  
An international framework affirming the rights of Indigenous Peoples to self-determination, education, language, and culture.
- **Colleges & Institutes Canada's Indigenous Education Protocol**  
A national commitment signed by Colleges and Institutes Canada members to support Indigenous learners and embed Indigenous knowledge and leadership into their institutions.
- **Forward and Upward: College of the Rockies Strategic Plan**  
The College's institutional strategy outlines priorities for innovation, equity, and educational excellence, to which this Indigenization Strategy is aligned.