UNIVERSITY OF ALBERTA



FACULTY OF NATIVE STUDIES

STRATEGIC PLAN 2026-2031


UNIVERSITY
OF ALBERTA

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" Future growth must be undertaken in ways that are sustainable, **and growth is most sustainable when it is supported."**



Adam Gaudry



Message from the Dean

COLLEAGUES, FRIENDS, AND COMMUNITY MEMBERS,

I am proud to present our new strategic plan for the Faculty of Native Studies, which outlines our path for sustainable growth and progress for the next five years. As we navigate the complexities of our rapidly changing province, nation and world, thinking strategically about what our core values are and how to embrace them will be crucial to our ability to practice resilience and adaptability to the changing environments we work in.

With this in mind, we have positioned sustainable growth as the key element of this plan. Our faculty and staff have worked hard to make the Faculty a world leader in Indigenous studies research, teaching and learning. Our collective successes over the past decade have been achieved through hard work and extensive relationship building across (and beyond) our UAlberta campuses. As we move into the next stage in our development, keeping in mind the lessons we have learned over this period will be key. Future growth cannot come at the cost of our physical, emotional, mental or spiritual well-being. It must instead be undertaken in ways that are sustainable, and growth is most sustainable when it is supported.

As such, we are committed to supporting our growing community of students through a diversity of learning opportunities, as well as robust, stable support systems. This plan also focuses on supporting the growth of the Faculty by creating new opportunities for our faculty and staff to engage in new pedagogical, curricular and research modalities. This involves fostering an environment where faculty, staff, and students feel empowered to contribute to the advancement of Indigenous knowledge systems in all their complexities, and to playing a role in the building of an educated public consciousness among non-Indigenous publics as well. Equally importantly, this plan re-emphasizes our commitment to Indigenous community engagement, one that shapes the continued reciprocal sharing of knowledge and learning between FNS faculty, staff and students and the communities we engage with and who, in their generosity, engage with us.

Finally, we are committed to investing in our people's professional development, and to creating opportunities for building up our collective capacity to lead: within our Faculty but across our campuses as well. This strategic plan likewise emphasizes the importance of Indigenous community participation, and in doing so, ensuring that our initiatives are shaped by the voices and desires of those we serve. By building administrative capacity within our faculty, our aim is to strengthen our resilience as a dynamic academic unit that can adapt to future challenges and opportunities in ways that align with our values and principles.

In sum, this plan is meant to guide our efforts in building a resilient, supportive, and vibrant Faculty of Native Studies. We are poised to make a lasting impact, and we will seek to do so sustainably, in ways that align with collective values and principles.

All the best,

Adam Gaudry, PhD
Dean, Faculty of Native Studies
Citizen of the Manitoba Métis Federation



Territorial Acknowledgement

The University of Alberta respectfully acknowledges that we are located on Treaty 6 and Métis territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Haudenosaunee, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit and many others whose histories, languages, and cultures continue to influence our vibrant community.



THE ONLY FACULTY OF NATIVE STUDIES IN CANADA

THE FACULTY OF NATIVE STUDIES at the University of Alberta is the only faculty in Canada dedicated solely to Indigenous studies. As a Faculty, we are overseen by a Dean of Native Studies, and we have a dean's office tasked with overseeing all academic and strategic matters, as well as a team responsible for the day-to-day operations. We administer all of our own academic programming, staff hiring, and student services, as well as setting our strategies for recruitment, advancement, and communications. Our status as a Faculty is key to our identity, not only as an independent academic unit, but in fostering the kind of community that our faculty, staff, and students want to see at the University of Alberta.

THE FACULTY'S SUCCESS is linked to this distinct status. As a Faculty we exercise substantial control over our strategic direction, we employ our own staff to oversee our daily operations, and we endeavour to do so based on Indigenous principles and worldviews, to the extent possible in a university. Much of our success derives from this degree of independent decision-making, which provides autonomy for the Faculty to respond to our community's needs, and to be flexible to changing dynamics in the provincial and Canadian post-secondary sector. Our rapid growth since becoming a Faculty underscores both the importance and potential of Indigenous-run academic spaces. It is this Indigenous form of governance that has allowed us to prosper and grow, making space for new approaches and experimentation that lead to ethical innovation and transformation.

37+ YEARS AS ONE OF THE **WORLD'S LEADING INDIGENOUS STUDIES PROGRAMS**

OUR COMMITMENT

TO A DIVERSE AND WELCOMING NATIVE STUDIES COMMUNITY

THE FACULTY OF NATIVE STUDIES aims to be an open, accessible, and inclusive space for everyone seeking justice for Indigenous peoples. We retain a strong commitment to diversity in our student body and among our faculty and staff. We welcome people from all Indigenous nations, treaty groups, and diverse geographies, as well as Canadian and international students committed to creating a better world. We welcome First Nations, Métis, and Inuit, as well as international Indigenous peoples. We welcome Indigenous students from the Prairies, the North, and everywhere else. We welcome Two-Spirit and trans students, as well as sexual and gender-diverse people. We welcome Black students and students of colour. We welcome those who grew up in Indigenous communities, and those rebuilding those connections. We welcome students with disabilities and neurodivergent students, aspiring to be a barrier-free place of learning for everyone.

In welcoming a diverse student body into the Faculty of Native Studies, we also commit to nurturing this diversity and working toward the supports necessary for everyone to thrive, to dismantle the barriers that can hinder success and to targeting supports for those who need them.

Core Strategic Priorities

TO ACHIEVE SUSTAINABLE GROWTH, we must identify our core strategic priorities and act on them, while also ensuring that we identify potential opportunities that fail to align with our strategic direction. In determining the future actions we take, we will be guided by four core strategic priorities.

THESE PRIORITIES ARE:

- **Strategic Leadership in Indigenization and Reconciliation**
- **Purposeful Indigenous Teaching and Learning**
- **Purposeful Indigenous Community-Driven Research**
- **Purposeful Indigenous Community Engagement**

UNIFYING THEME

BALANCING GROWTH WITH SUSTAINABILITY

OUR PURPOSE at the Faculty of Native Studies is to realize broad-based, societal-level change through Indigenous community collaboration, academic scholarship and transformational learning experiences. This goal, while ambitious and long-term in its focus, informs all of what we do. It drives our research projects, inspires our learning environment and permeates our service to Indigenous communities. We embrace this vision through an expansive range of public education initiatives, a rapidly growing research profile and through our leadership in community partnerships.



THE FACULTY OF NATIVE STUDIES HAS long embraced principles of Indigenization and reconciliation. Our origin is in student and community activism, fighting to create a space for Indigenous students on campus to answer Indigenous questions using Indigenous perspectives. We continue to be motivated by these activist origins, striving to be a site of change and transformation, and using education and research to impact our communities. Our people, and the Faculty as a whole, provide invaluable leadership on Indigenous initiatives both on University of Alberta campuses and across Canada. We lead by example and both the university as well as Canadian higher education are stronger for it.

Our time is in high demand. Our people are often working over-capacity, so while we remain committed to this transformative change, we must work in ways that are sustainable and affirming, keeping our people happy and healthy. We must balance this desire to transform with the need to do so sustainably.

WAHKOHTOWIN:

Our Faculty, Staff, and Students are Fundamental to Our Success

WE THINK OF THE FACULTY OF NATIVE STUDIES as a family. This family, both tight-knit and expansive, is what keeps the Faculty strong. It is the glue that holds us together, even as we face the many challenges that accompany being a key Indigenous voice in an institution of higher learning. It is rooted in the idea of relationality and interconnectedness, inherent to prairie Indigenous cosmologies. In Cree and Michif, we call this governing principle ***wahkohtowin***, the act of living as family, as relations. This orientation implies not only responsibilities, but also an expectation of care and support from one's relatives. We are committed to ensuring that our family remains strong, dynamic, and forward-looking, but also that our individual members are cared for.

OUR FAMILY has grown dramatically in many respects since the launch of our last Strategic Plan in 2018. We teach five times as many students now as we did a decade ago, including a 50% growth in majors, a rapid increase in the size of our graduate program, and an enormous expansion of our service teaching. We have more faculty and staff than ever before. We have worked to consolidate this growth, but further growth lies ahead.



This growth will bring new challenges and opportunities. This strategic plan identifies the core goals that will ensure we can *grow sustainably*.

A key feature of the Faculty is our desire to share our successes. We must tell these stories of our contributions to multiple audiences, on University of Alberta campuses and off, in Indigenous community contexts and in Canadian media. Our contributions to public education on reconciliation and justice are significant, but our culture of modesty has sometimes resulted in us being overlooked and under-acknowledged. Increased visibility and recognition of our achievements is not only warranted, but vital for our continued success. Being a leader requires recognizing ourselves as such, and celebrating the ways in which we relationally create sustainable change.

Our faculty, staff and students have together made the Faculty of Native Studies into the world-class Indigenous studies destination that we are. We are known for producing high quality graduates of exemplary potential, who are working in diverse fields around the world. We have long considered ourselves underdogs, telling the stories of a **"small but mighty faculty"** that **"punches above our weight."** But if this story was ever fit for purpose, it is less so now. The Faculty is now widely regarded as a leader in its own right, elite in its contributions, and a sought-after partner across Canadian higher education. Our people are global leaders in the discipline of Indigenous studies and many lead multi-institutional and multinational research collaborations. Our community partnerships are likewise growing in breadth and depth, providing active demonstrations that a different academy is possible.



Support for Well-Being and Flourishing Will Underpin Our Strategic Direction

AS THE FACULTY OF NATIVE STUDIES GROWS in size and scope, we strive to remain committed to sustainable workloads for our people.The University of Alberta and the province are both growing rapidly and will continue to do so for the foreseeable future. The demand for Native Studies courses is growing exponentially. Our scholars are publishing with increased frequency and have had unprecedented success in securing research grants. Almost every activity we engage in is in demand—not just in the Faculty, but at the University of Alberta, and beyond. With exceptional growth we must also ensure a sustainable workload, and this involves pairing that growth with a growth in staffing levels and to the resources available to us. Prioritizing future hiring of academic and support staff to meet the new demands we face will be essential. As we grow, we must also continue to prioritize the well-being of staff and faculty. **This will ensure we continue to propel the Faculty in exciting new directions.**



STRATEGIC LEADERSHIP IN

INDIGENIZATION & RECONCILIATION

THE FACULTY OF NATIVE STUDIES is a global leader in Indigenization initiatives. As the only Indigenous studies faculty in Canada, the Native Studies is built upon this foundation. Indigenization permeates everything we do. It informs our teaching and scholarship, our work with Indigenous community partners, and our support for the Indigenization of the University of Alberta. We are also committed to reconciliation, being a place for Canadians, whether long standing or newly arrived, to learn about Indigenous histories and cultures, and to create a better path forward to a shared future of prosperity and justice. Our faculty, staff and students provide their expertise to the University to pursue its reconciliation and Indigenization goals, staffing many of the committees and task forces, creating policies and contributing our knowledge, time and labour on top of our everyday workload. However, we must do this sustainably, and this requires the strategic growth of our Faculty, increasing the number of staff, scholars and instructors to do this work.

" Indigenization permeates **everything we do."**

TO REALIZE THIS STRATEGIC VISION, WE WILL:

1. **Be national and on-campus leaders for Indigenization and reconciliation**
   a. Provide accessible learning opportunities on issues relevant to Indigenous communities, ensuring that many different groups of learners may access them.
   b. Continue to nurture a campus culture of Indigenization and reconciliation, but with a focus on workload sustainability. By creating strategic partnerships, we can ensure that Native Studies is not taking on an unsustainable workload, that partnerships are mutually beneficial, and that resources are equitably shared.
2. **Continue to grow our diverse team of Indigenous and non-Indigenous faculty and staff**
   a. Create a recruitment plan to hire new scholars, instructors, and staff to meet the strategic goals of our growing Faculty. By identifying areas of strategic need, we can marshal our resources and ensure that our hiring practice supports our model of sustainable growth.
   b. Practice ongoing succession planning, allowing our people to gain new skills, as well as supporting their career development, professional growth, and ensure that FNS can transition effectively in times of personnel change.
   c. Create a retention plan to retain high-performing team members and reward members of the FNS community who contribute to the Faculty's success.

1st FACULTY OF **NATIVE STUDIES** IN NORTH AMERICA

PURPOSEFUL INDIGENOUS

TEACHING AND LEARNING

THE FACULTY OF NATIVE STUDIES teaches more students about Indigenous peoples, cultures and issues than any other unit on campus. As the University of Alberta expands its enrolment to meet the needs of a growing province, the Faculty will teach even more students, cementing our vital role in culturally relevant Indigenous teaching and learning at the U of A.



1. Expand enrolment in our degrees and registrations in our courses

a. As the university grows, we will increase the number of students in our degree programs. Working with FNS recruitment, the Registrar's Office and the Indigenous recruitment team, we will develop a new FNS recruitment strategy to promote our six undergraduate degree programs and two graduate degrees. This strategy will target Indigenous and non-Indigenous students from diverse communities, with a particular focus on Alberta and northern Canada.

b. We will continue to be a welcoming place for anyone interested in an innovative, Indigenous community-connected education, intended to produce job-ready skills, and a more just world. To support broad access to our programs, we will offer core courses in a range of modalities, in order to maximize student impact, schedule flexibility, accessibility as well as health and wellness. Our students will also have opportunities for immersive experiences, work-integrated learning, learning on the land and in community settings as an essential part of their degree.

c. We will be responsive to the University of Alberta's colleges, faculties and programs as they create Indigenous course requirements for their degrees. Native Studies will work to meet this increased need for high-quality and accessible Indigenous content while also maintaining our commitment to teaching and learning excellence for students in NS majors. We will promote our existing online and in-person classes and, when feasible, co-develop new learning opportunities with other units. We will use a service-teaching strategy to help the university meet its ambitious goals of the U of A's Indigenous strategic plan, including of including "Indigenous knowledge systems, experiences, and perspectives in all undergraduate, graduate and continuing professional education programs." This includes recruiting non-Native Studies majors to our online courses and increasing student registration in NS courses from relevant allied programs with the use of cross-listed courses.

d. We will create a retention plan for our undergraduate majors and graduate students, identifying the barriers to completion and developing strategies to support student success. Through enhanced student support we will improve student retention and decrease degree completion time.

e. As the number of students taught in NS courses increases, we must ensure that these teaching obligations remain sustainable. With an eye toward sustainable growth, we will explore options for greater standardization of introductory-level courses to accommodate multiple instructors and to create a common experience across different introductory courses and course sections.

2. Create a robust portfolio of online courses in areas of distinct strength

a. Building on the success of the Indigenous Canada massive open online course (MOOC), we have expanded our online course offerings to meet the growing demand. These courses showcase our expertise to a wide audience and will generate revenue to support the enhancement of Faculty programming, helping to cover costs of online course maintenance and future course development.

b. We will strategically develop new online courses that reflect cutting-edge Indigenous studies scholarship in areas with significant unmet demand at the U of A and beyond. This includes an Indigenous engagement and partnership development course currently in development.

c. We will enhance our blended learning offerings in our upper-year courses, developing a progression of blended undergraduate learning from introductory to an advanced level.

3. Enhance student access to experiential and work-integrated learning in the FNS curriculum, prioritize relevant skills development in our degree programs

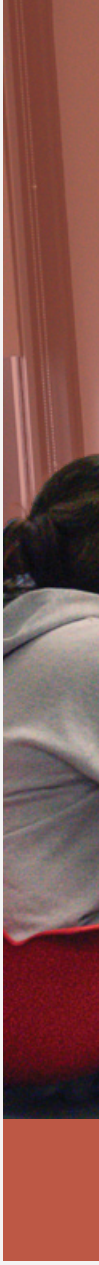
a. The Faculty of Native Studies has established itself as a leader of experiential learning at the University of Alberta. Drawing from the diversity of our online learning, community-service learning, land-based learning, and community-engaged research course offerings, we will provide each of our undergraduate majors with an opportunity to have a transformative community-based experience as part of their degree.

b. Following assessment of our curriculum's skills focus with the FNS Skills Study, we will ensure that our students continue to have job-ready skills relevant to their lives after graduation. **Following the recommendations of the Skills Study, we will develop and offer two new skills-focused courses:** *NS 190–Reading, Writing, and Communicating for Indigenous Studies and NS 2XX--Skills for Indigenous Studies Leadership,* in addition to enhancing our existing course offerings. These courses will support additional skills development identified by our alumni as relevant to post-graduation job success.

c. We will develop a strategy to enhance our capacity to teach ***nêhiyawêwin***, the Cree language, both on campus and in community settings. We will explore the feasibility of offering an online introductory Cree course both as a free MOOC and as a for-credit course for students at the University of Alberta.

d. We will review the Certificate of Indigenous Sport and Recreation with our partners in the Faculty of Kinesiology, Sport, and Recreation to ensure it is streamlined and remains relevant toward students' educational and professional goals.

e. We will create a Certificate in Indigenous Studies and Criminology in partnership with the Department of Sociology, developing experiential learning opportunities responsive to students' educational and professional goals.





4. Expand continuing and online education opportunities for a diversity of learners

a. We will diversify the pathways to Native Studies learning, inviting those who have completed the Indigenous Canada MOOC to take our microcredentials or to enroll in our for-credit courses. We will create clear and accessible points of entry to these different learning environments and ensure learners can move between them with greater ease. This includes establishing dual credit courses for high school students to support their transition into post-secondary education.

b. We will strengthen our public and private sector partnerships, especially with employers and professional organizations to increase enrollment in our online and continuing education programs.

c. We will review the Certificate in Indigenous Governance and Partnership program to ensure ease of access for students in both embedded and standalone options and that the certificate remains relevant in a changing Indigenous governance environment.

d. As our continuing and online education capacity expands, we will increase our staffing support to ensure that we can offer these courses sustainably.



Creating a Better Society

Our mission is to produce graduates who have respect for Indigenous knowledges, who are educated about Indigenous histories and contemporary issues and who can work collaboratively with Indigenous communities and peoples.



"The Faculty of Native Studies teaches more students about Indigenous peoples, cultures, and issues **than any other unit on campus.**"

5. Increase student services and student financial support through strategic collaboration and advancement

a. Working with our on-campus student service partners and the Advancement team, we will establish more sustainable student funding to support Native Studies students and develop a plan to target underserved members of our student body.

b. The Faculty will continue our relationship with the Transition Year Program (TYP), supporting students transitioning into an FNS degree program and ensuring Native Studies remains a key destination for TYP students.

c. In addition to academic student services, we will develop opportunities for professional development and cultural growth for FNS students by hosting more events aimed at wellness, cultural learning and career readiness.

d. The Faculty will also continue to support incarcerated and formerly incarcerated students by developing pathways for those students to audit and take NS classes on campus as well as transition into FNS degree and certificate programs.

6. Internationalize Indigenous studies to create new learning opportunities for our students

a. The Faculty has expertise in prairie Indigenous cultures, histories and politics. These experiences are shared with many other Indigenous peoples, including those outside of Canada. In the spirit of inclusivity of Indigenous experience, we will explore the feasibility of offering more international content in our courses.

b. The Faculty of Native Studies will join the Newberry Consortium for Native American and Indigenous Studies. We will encourage graduate student participation in the Newberry courses held at the member universities at the Newberry itself. We will also explore the opportunity for a similar exchange at the undergraduate level.

c. In addition to providing international learning opportunities to our students, we will support international students who wish to learn about Indigenous studies in Canada. The Faculty can be a venue for international students to learn about their new context and we will develop a plan to increase enrolment of international students in our service teaching courses.

PURPOSEFUL INDIGENOUS COMMUNITY-DRIVEN RESEARCH

THE FACULTY OF NATIVE STUDIES has prioritized community-engaged research collaboration for decades. What has emerged is a dynamic research culture that is focused on addressing issues of concern to Indigenous communities.

These partnerships are both local and international and, in many cases, have existed for years. That the Faculty is responsive to real-world needs has ensured our research is relevant and cutting-edge, with a transformative impact and a sense of responsibility to serving Indigenous community.

TO REAFFIRM OUR COMMUNITY-DRIVEN RESEARCH COMMITMENT, WE WILL:



- 1. Define our priority areas to enhance capacity and multidisciplinary collaboration

    a. We will continue to be a world-leading research ecosystem in our four established areas of excellence: **Critical Indigenous Studies Theory and Methods; Indigenous Governance; Indigenous Peoples and Place;** and **Indigenous Genders, Sexualities, and Feminisms.**

    b. The Faculty aspires to include **Indigenous Arts and Creative Practice** as an "**area of growth**" in our research strategy. Over the long term, and with the leadership of our faculty experts in this field areas, we will turn **Indigenous Arts and Creative Practice** into a world leading "**area of excellence**" in the future.

UNIVERSITY AREAS OF

Global Excellence

- Energy Solutions
- Artificial Intelligence
- Health & Well-Being

UNIVERSITY AREAS OF

Growth

- Renewing Indigenous Relationships
- Agriculture and Food
- Reducing Social Disparities

FNS AREAS OF

Excellence

- Critical Indigenous Studies Theory and Methods
- Indigenous Governance
- Indigenous Peoples and Place
- Indigenous Gender, Sexualities, and Feminisms

FNS AREAS OF

Growth

- Indigenous Arts and Creative Practice

2. Maximize the impact of Native Studies research and creative practice

a. Over the past five years, the Faculty has seen substantial growth in research funding and research outputs. We will leverage our past successes while also supporting sustainable research project expansion.

b. To grow our research funding in the Faculty, we will encourage a grant-writing culture in FNS to support researchers in the development of their research grant applications. Our goal is to sustain our high success rates and empower researchers to pursue innovative new research with greater resources than previously available to us.

c. As demand for in-kind and matching funding increases with a growing number of successful grants, we will develop a strategic research support fund to ensure success in large research grant applications.

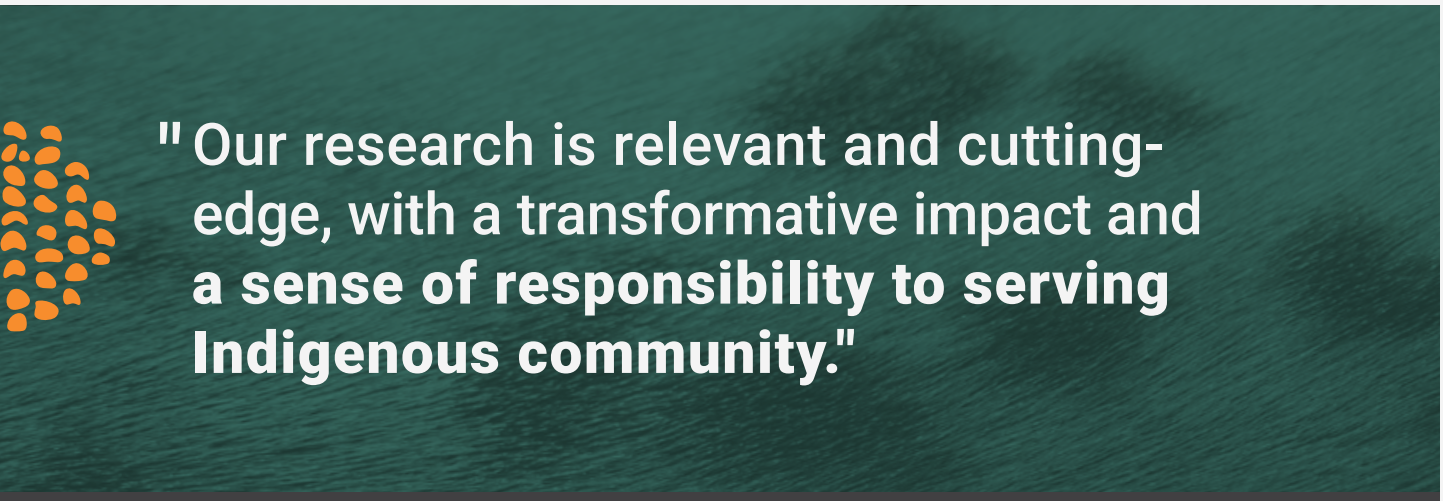
d. We will work with our colleagues in CIHR and NSERC disciplines to lead transdisciplinary research projects, allowing Native Studies researchers to pursue innovative research and access new resources.

e. In order to publicize the research impact of Native Studies research projects, the Faculty will continue to grow our annual Research Day gathering and we will share successes in our own publications and with external media outlets.

3. Be a leader in collaborative, community-driven research partnerships

a. The Faculty is home to several large community-driven research projects and networks, including the Rupertsland Centre for Métis Research, the Critical Approaches to Indigenous Relationality Network, the Indigenous Governance and Partnership Program, the Métis Archival Project, Light Fires: Indigenous Prison Arts & Education Project and several growing research networks. As an incubator for new research collaborations between scholars, community, and Indigenous governance organizations,
we will solidify our capacity to nurture and grow collaborative, community-driven research in the Faculty of Native Studies, incorporating community goals into research design.

b. Building off this expertise we will encourage the co-development of new research with First Nations, Métis, and Inuit communities as the Faculty grows and new scholars join the FNS family. We will further establish Faculty leadership in Indigenous community-driven research on campus and across Canada and create spaces for our faculty, staff and students to learn from community.



"Our research is relevant and cutting-edge, with a transformative impact and a sense of responsibility to serving Indigenous community."

4. Establish and expand international research partnerships

a. As our reputation has grown, we have built relationships with scholars and institutions around the globe. We will continue to leverage existing international relationships into innovative research projects and learning opportunities for our students.

b. With a growing interest among scholars around the world in engaging with the Faculty of Native Studies, we will consolidate our relationships in countries where we have well-established connections. We will also work to develop new relationships with researchers in countries with less developed Indigenous studies traditions, nurturing new relationships to support the global growth of our discipline.

c. Native Studies will also encourage international scholars to travel to Edmonton as visiting fellows in the Faculty, taking advantage of the Fulbright program and other visiting scholar opportunities.



5. Provide supports for sustainable excellence in Native Studies research

a. Support early career researchers in developing their research profile and mentoring them to maximize their research impact.

b. Conduct a space audit to ensure the efficient use of space in the Faculty. This includes expanding research space and repurposing underutilized space for core research, teaching and community engagement activities.

c. As Native Studies' research profile grows, we will seek more cross-Faculty collaboration at the university. In keeping with principles of Indigenous leadership in research, we will encourage these projects to have the Faculty of Native Studies as their home.

d. The Faculty is home to two labs, the Relationality Lab and the Métis Archival Project Lab, both of which are a relative rarity in Indigenous studies. To support this innovative approach, we will promote our labs and lab spaces and, where appropriate, create opportunities to explore creation of additional lab space in the future.

PURPOSEFUL INDIGENOUS

COMMUNITY ENGAGEMENT

THE FACULTY OF NATIVE STUDIES has strived to work in partnership with Indigenous communities in all that we do. We have developed research partnerships with Indigenous nations and community organizations, our students learn in community settings and an ethos of community service is ingrained in the Faculty's culture.

WE WILL CONTINUE TO:

1. Expand our relationships with the Indigenous communities we serve

a. We will continue to support our existing collaborative relationships and build new ones with a broad range of Indigenous communities. This will be reflected in Faculty governance processes, as we invite longstanding community partners onto Faculty Council and other governance bodies.

b. We will also support Indigenous communities in reclaiming their jurisdiction, history, and power, augmenting community-based processes of decolonization and cultural revitalization with educational and research collaborations.

c. We must also work to increase the profile of our research and teaching partnerships, allowing us to celebrate these relationships and their impacts at the University of Alberta and beyond.

d. Through research collaboration, we enhance community research capacity and research infrastructure development. In doing this, we will encourage faculty and staff to help community access resources, including those whose expertise can contribute to grant writing and development for communities, and recognize them for those contributions.

e. We will continue to encourage faculty and staff to use their **"community days"** to support strategic community events and programs. This engagement will contribute to Indigenous communities as well as build stronger relationships between the Faculty and those communities.

2. Be a leader in public education for Canadians who aspire to better relationships with Indigenous communities

a. The Faculty is committed to educating the Canadian public about the historical processes of exclusion, marginalization and colonization of Indigenous peoples, to show the resiliency of Indigenous communities in the face of this interference and to encourage Canadians and Canadian institutions to pursue fundamentally different relationships with Indigenous communities and nations.

b. Using a sustainable-growth approach, we will offer accessible learning opportunities via MOOCs, professional development activities, introductory courses and advanced learning opportunities, on topics relevant to Indigenous communities and the Canadian public.

3. Create a consolidated communications and advancement strategy to generate long-term financial sustainability for the Faculty and our people

a. We will develop a communications strategy that shares our successes, including the career successes of our graduates and impacts of our researchers, to demonstrate the importance of their contributions.

b. Such a communications strategy will invite new opportunities for collaboration and partnership among Indigenous communities and emphasize our long-term relationships with our community partners.

c. The Faculty will also develop an advancement strategy, with particular emphasis on establishing FNS-specific student awards to address financial barriers to student success. We will expand advancement activities and donor engagement to encourage ongoing support for innovative Indigenous studies research and student excellence.



UNIVERSITY OF ALBERTA

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