

Organization Review

Submission Guidelines for Indigenous Institutes

How to apply to the Indigenous Advanced Education and Skills Council
for an organization review



Submission Guidelines for Indigenous Institutes

Applying for organization review under the Indigenous Institutes Act, 2017

These *Guidelines* support Indigenous Institutes seeking an organization review through the Indigenous Advanced Education and Skills Council (the “Council”), pursuant to the *Indigenous Institutes Act, 2017* (the “Act”). The completion of an organization review by an Indigenous Institute is required prior to submission of a program for approval under the Act. The Indigenous Institutes Quality Assessment Board (the “Board”) is responsible for the review of applications for organization reviews and to provide recommendations to the Council.

These *Guidelines* were developed with partners and other accrediting bodies, including the partnership with the Council and the World Indigenous Nations Higher Education Consortium (WINHEC). The Council is honoured to partner with WINHEC, an internationally recognized and respected organization with the vision of, “...*Indigenous Peoples of the world united in the collective synergy of self-determination through control of higher education...*”. As stated in the 2016 WINHEC Proclamation,

“As Indigenous peoples we recognize that “education” is a lifelong process and occurs across time, space, and place and within relationships. As Indigenous peoples we also recognize the cycle of education as Elders pass knowledge to those younger and the younger learn from all of creation through a lifetime of learning and sharing... WINHEC has embraced like-minded peoples in our journey to remember, share, and relearn our respective teachings. In doing so, we have been humbled by the depths and heights of knowledge held in our languages, songs, stories, and ceremonies. We now understand “Higher Education” as that which opens our Indigenous minds to all that has been given to us by the Creator and our ancestors, and challenges us to be who we were intended to be as Indigenous peoples. We must remember and take our place in this world and seek to stand on our highest ground, with our clearest Indigenous minds, hearts, spirit and body, reaching for Indigenous Higher Education.”

The Council is grateful to WINHEC and the WINHEC Board of Accreditation for their leadership in accreditation of Indigenous institutes globally. The Council is also grateful for access to the WINHEC Accreditation Handbooks - *Higher Education* and *Pre-School-Secondary (P-12)*, which have been adapted to meet international and Ontario requirements.

The reader will note references to WINHEC standards in these *Submission Guidelines*, which have been cited in a manner that maintains the integrity of their content. The WINHEC *Pre-School-Secondary (P-12)* Handbook standards are referenced as the most recent version published, reflecting the evolution of WINHEC processes along the continuum of lifelong education, with the addition of WINHEC standards for higher education institutes from the WINHEC *Higher Education* Handbook.

In addition to WINHEC requirements, the Council has included additional standards and benchmarks for organization reviews of Indigenous Institutes, developed in partnership with the Postsecondary Education Quality Assessment Board (PEQAB) in Ontario, pursuant to the *Indigenous Institutes Act, 2017*.

Applicants should note that the Council may revise these *Guidelines* from time to time and it is the responsibility of the applicant to ensure that they are using the most current version. In instances

where there are differences in the information presented between print and online version of these *Guidelines*, the online version will be the principal source. For an overview of the Board, and its assessment criteria and procedures, please refer to the *Handbook for Indigenous Institutes*.

Inquiries about the criteria or procedures identified in these *Guidelines* may be directed to the interim Secretariat:

Email: info@iaesc.ca

Submission and Mailing Instructions

All applications for organization review are to be addressed and submitted to the interim Secretariat.

Applicants will begin the application by writing to the Council stating the desire for an organization review.

Upon receiving the letter and the completed application, the interim Secretariat will contact the applicant to invite them to give a presentation to the Board on their Indigenous Institute's organization review self-study. The presentation will provide the information requested in accordance with these *Guidelines*.

The interim Secretariat will proceed with organization review process when the applicant has submitted the following materials electronically on a USB stick (or equivalent). Please see detailed formatting instructions on page 1.

Applicants will mail submission materials (USB or equivalent) to:

**The Indigenous Advanced Education and Skills Council
30 Wellington Street West, 5th Floor
Toronto, Ontario
M5L 1E2**

Accreditation between WINHEC and IAESC

One of the key features of the partnership between WINHEC and the Council is that Indigenous Institutes may receive accreditation from WINHEC (through a WINHEC-appointed representative on the Indigenous Institutes Organization Review Committee) and approval from the Council. Should an Indigenous Institute desire WINHEC accreditation, the WINHEC representative will make recommendations to WINHEC accordingly with the documentation for WINHEC Board of Accreditation¹.

- Indigenous Institutes may receive approval from the Council with all rights and privileges thereof, which will be subject to renewal in 10 years.

¹ The list of documentation will be provided by WINHEC.

- Indigenous Institutes that receive Council approval are required to submit an Interim Report to the Council at the 5-year mark of the 10-year approval period.

The Council will recognize an Indigenous Institute’s WINHEC accreditation if the accreditation was received less than two years prior to submitting an application for an organization review to the Council. Please review the steps below to meet the current requirements in Ontario; a visual format is presented on the next page.

If an institute received WINHEC accreditation greater than two years prior, it is kindly asked that a full application to the Council be completed. Please refer to the Council’s *Handbook for Organization Reviews* and page 1 for instructions.

Steps:

1. Determine whether your institute received full WINHEC accreditation less than two years prior to submitting an application for an organization review to the Council.

Note: Date of WINHEC accreditation is the date upon the WINHEC Executive Board awards accreditation status to your institute. Accreditation is typically awarded at the WINHEC Annual Meeting.

- If the answer is yes:
 - Complete the additional and/or modified standards from the Handbook for *Indigenous Institutes* that the Council has included for organization reviews of Indigenous Institutes, pursuant to the *Indigenous Institutes Act, 2017*. These are:
 - Standard 2: Vision, Mission, Goals, Cultural Standards and Overall Work
 - Standard 4: Review of Oversight Board
 - Standard 8: Ethical Conduct
 - Standard 17: Institutional Effectiveness
 - Standard 21: Students Interests and Public Information/Communication (complete the Student Interests marked with an asterisk*)
 - Standard 22: Financial Resources
 - Once completed, please proceed to step two.
- If the answer is no, please complete a new application for an organization review to the Council.

2. Assess whether your institute has evolved, grown, changed or any other modifications in regard to governance, administration and general operations since receiving full WINHEC accreditation.

- If the answer is yes:
 - Please identify the WINHEC standards affected by your institutional changes and recomplete these standards with refreshed narratives and documentation.
 - Submit a letter and documentation presenting an overview of the changes to your institute and the WINHEC standards affected by the changes.

Standards for Student Interests have been added to WINHEC’s Public Information/Communication standard to meet requirements under Ontario’s *Indigenous Institutes Act, 2017*. The additional requirements that an Indigenous Institute must complete are marked with an asterisk *

- Submit the completed additional standards included for organization reviews for Indigenous Institutes in step one.
- If the answer is no, please submit:
 - A letter signed by the institute attesting that the information provided by your institute for your full accreditation or Interim Report to WINHEC is still valid.
 - The completed additional standards from step

Recognition of WINHEC Accreditation

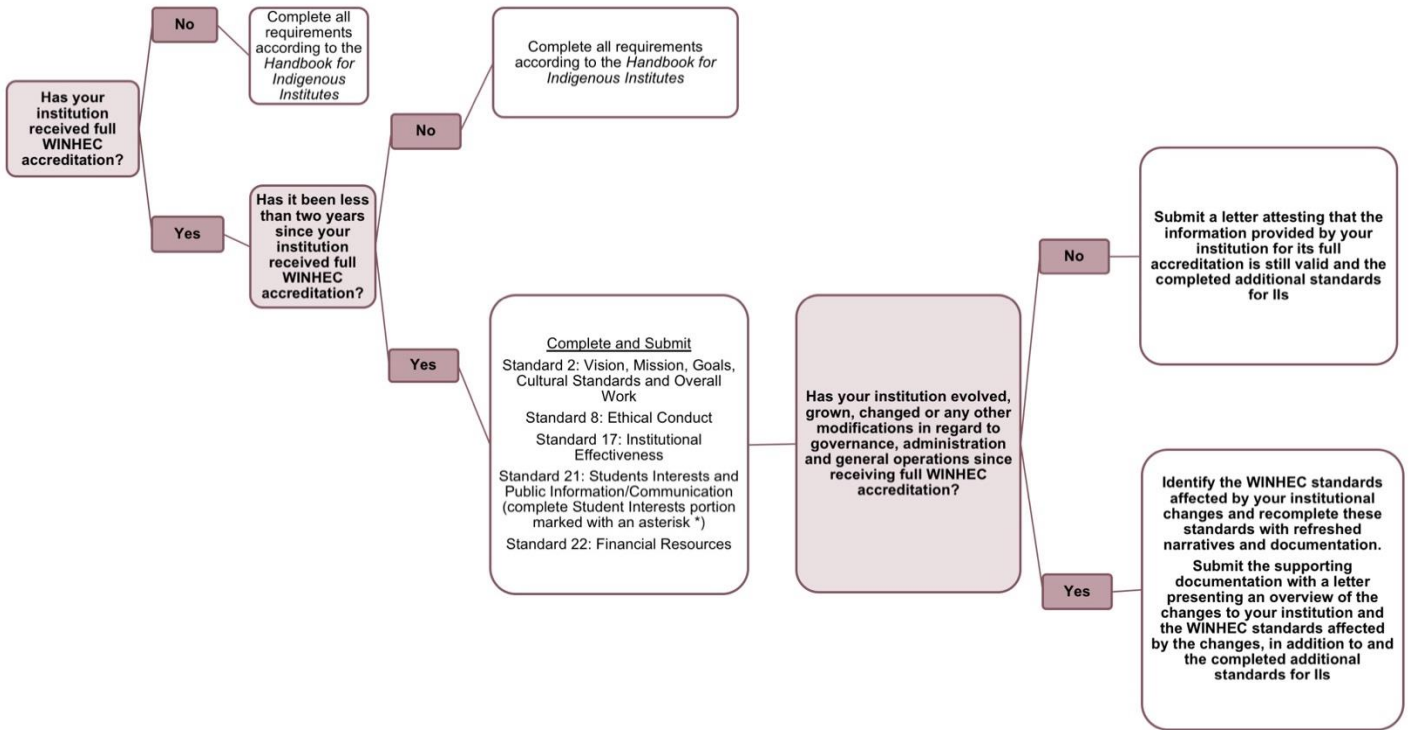


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* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.

Instructions

- Prepare the Organization Review submission consisting of the letter, the Introduction and the following sections corresponding with the standards and benchmarks in the *Handbook for Indigenous Institutes*.
- The standards indicated with an asterisk below (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.
- It is noted that Indigenous Institutes might submit documents still under development in their application, which must be marked as such with target dates for future submission. Members of the Organization Review Panel may review draft documents and provide guidance, as appropriate. Members are not in a position to directly contribute to the development of an Indigenous Institutes' materials. Approval of an application will be considered once all documents in the application are final.

Organizational Authority and Structure

1. Indigenous Philosophies
2. Vision, Mission, Goals, Cultural Standards and Overall Work*
3. Authority to Operate
4. Review of Oversight Board*
5. Board Leadership/Person-in-Charge
6. Culturally-Based Patterns of Participation in Leadership and Decision-Making
7. Institutional/Program Integrity
8. Ethical Conduct*

Educational Programming

9. Program Integrity
10. Academic Faculty/Appointees
11. Indigenous-Based Curriculum
12. Indigenous-Based Pedagogy/Instruction
13. Indigenous Language & Culture
14. Community/Institutional Support/Integration
15. Academic Freedom
16. Student Assessment/Achievement
17. Institutional Effectiveness*

General Operations

18. Facilities
19. Administrative Staff
20. Admissions
21. Students interests* and Public Information/Communication

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.

- 22. Financial Resources*
- 23. Financial Accountability
- 24. Community/Institutional Resources
- 25. Operational Status

- Submit the documentation as a single, searchable electronic file saved in PDF format. Supporting documentation (e.g., faculty curriculum vitae, letters of support) are to be included in the electronic file and can be scanned if that is the easiest option. Please provide the Board with any additional material, clearly labelled, that is beneficial to your submission for an organization review.
- Submit a second, single electronic file containing the same materials for the organization review, but with the confidential or proprietary information removed (e.g., curriculum vitae, detailed course outlines).
- All policies submitted should be those that are formally approved by the applicant's governing body. Identify clearly the date each policy was approved and the approving body.
- Clearly indicate where information requested in a particular section is not applicable to the submission or not available.
- The submission will be assessed according to each of the standards and benchmarks described in full detail of the Board's *Handbook for Indigenous Institutes*. The *Handbook* should be consulted to clarify any questions regarding what to include in your submission, the review process, and the assessment criteria.
- Only complete submissions will be processed. Once the Interim Secretariat has answered any questions the applicant may have, submissions that do not follow these *Guidelines* or are incomplete will be returned to the applicant to be completed.
- Interim Secretariat staff will provide confirmation that a request for an organization review has been submitted and will contact the institute's representative to provide an estimate of the costs associated with the review.
- If seeking WINHEC Accreditation concurrently, indicate so and provide documentation to be forwarded to WINHEC Board of Accreditation⁵.

⁵ The list of documentation will be provided by WINHEC.

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.

Organization Review

Introduction

Organization Information

Prepare a title page for your submission that includes the following information:

- Full legal name of the organization
- Operating name of organization (if different from legal name)
- URL for the organization (if applicable)
- Location(s) (specific address) for the institute
- Contact information for the person responsible for the organization review submission (e.g., primary contact on matters pertaining to application content and communications with the interim Secretariat)

Table of Contents

Include a table of contents for the organization review submission. Identify the items included within each section.

Executive Summary

Include an executive summary of the organization review submission.

Standards

The Organization Review Panel and Indigenous Institutes Quality Assessment Board will verify the applicant's self-study/application per the Board's standards and benchmarks, published in the *Organization Review Handbook for Indigenous Institutes*, and information listed below.

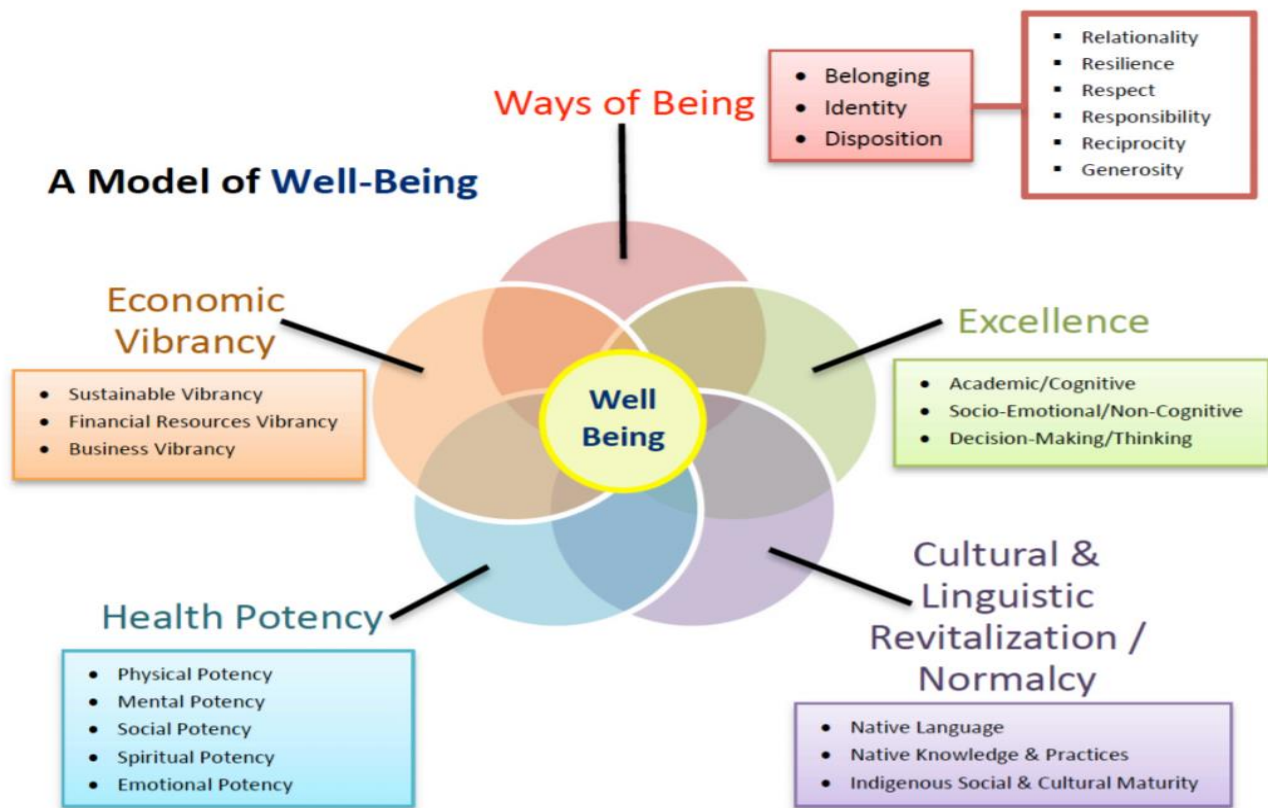
Please clearly label the information provided for each section.

Section 1: Indigenous Philosophies

In this section, outline the establishment of clear Indigenous philosophies that ground your institute's vision, mission, goals, cultural standards, and overall work. In addition, clearly present how your institute's operating Indigenous philosophies support the broader well-being of your community, which can be based on the five general themes of: Economic Vibrancy, Health Potency, Cultural and Linguistic Revitalization/Normalcy, Excellence, and Ways of Being.

An overview of the five themes listed for the broader well-being of your community is presented below in Grant (2010) *A Model of Well-Being*. Please see pages 11-14 of the *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) for further guidance.

A Model of Well-Being (Grant, 2010)



Examples of information that can be provided in this section include:

- Identify, define, and provide an example for each Indigenous⁶ philosophy upon which your institute/organization is founded.
- Identify, define and provide an example of each component of your Indigenous community's well-being model.
- Identify/articulate how your institute/organization's philosophies support/align with your community's well-being model.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (11-14) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

⁶ For the purpose of this document, the Board will use the word "Indigenous" as an inclusive term meant to encompass the diversity of Indigenous communities. In some cases, the use of this word may differ from the text cited in WINHEC (i.e., Native).

Section 2: Vision, Mission, Goals, Cultural Standards and Overall Work*

In this section, describe in a narrative, your institute's vision, mission, goals, cultural standards and overall work.

Examples of information that can be provided in this section include:

- Identify and articulate your vision, mission, goals, cultural standards, and overall work.
- Identify and provide clear explanations for how your vision, mission, goals, cultural standards, and overall work are founded on your Indigenous philosophies.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (11) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 3: Authority to Operate

In this section, address in a narrative, with appropriate supporting materials, that your institute is authorized to operate by an education authority approved by the appropriate governmental organization, agency, or controlling entity as required by the jurisdiction in which you operate (i.e. tribe, state, province, nation).

Examples of information that can be provided in this section include:

- Description of authorization by an educational authority to operate, such as any resolutions, agreements, declarations, legislation etc. as applicable/available.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 17) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 4: Review of Oversight Board*

In this section, address in a narrative, with appropriate supporting materials, your institute's functioning oversight board and how it is responsible for the quality and integrity of the institute to ensure that the institute's Indigenous mission is being achieved.

It is recommended that the oversight board has at least five voting members, a majority of whom are representative of the Indigenous communities being served and have no contractual, employment, or personal financial interest in the institute.

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.

Examples of information that can be provided in this section include:

- Explanation of the oversight board’s function and relationship to the institute, such as the board’s constitution, terms of reference or equivalent documentation, and board meeting minutes.
- Description of the composition of the board, such as a list of members, their biographies, and their relationship to Indigenous communities being served.
- Outline of the institute’s governance and administrative structure, with a description of the responsibilities and authority of each element identified, such as responsibility for: managing the assets of the organization; maintaining the purpose, viability, and integrity of the institute; achieving institutional policies and goals; selecting administrative leadership; and providing the appropriate physical, fiscal, and human resources.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 17) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 5: Board Leadership/Person-in-Charge

In this section, address in a narrative, with appropriate supporting materials, that your institute employs a responsible administrative authority who is appointed by the oversight board and whose principal responsibility is for the well-being of the institute.

It is expected that the person-in-charge may not serve as the Chair of the institute's oversight board.

Examples of information that can be provided in this section include:

- Documentation of the leader/person-in-charge’s qualifications and primary responsibilities, such as curriculum vitae and curriculum vitae release⁸, job description, and the mechanism used to delegate administrative authority to this person by the oversight board.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 17) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

⁸An example of a curriculum vitae release could reflect: The institution has on file and available for inspection, from all faculty and staff whose curriculum vitae (CV) are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in the CV and agreeing to the inclusion of their CV in any documents/web sites associated with the submission, review and final status of the program application.

Section 6: Culturally-Based Patterns of Participation in Leadership and Decision-Making

In this section, address in a narrative, with appropriate supporting materials, how your institute employs socio-cultural-political processes associated with leadership and decision-making for the institute that reflect traditional and contemporary, spiritual, cultural, and social, as well as structural and governing patterns that reflect the norms of the community being served.

The narrative will include how the institute strikes a balance between culturally appropriate and modern contexts.

Examples of information that can be provided in this section can be found starting on Page 35 of the *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12) (Third Edition)* - Indigenous Cultural Well-Being Continuum and Culture-Based Education Rubrics.

< http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 7: Institutional/Program Integrity

In this section, address in a narrative, with appropriate supporting materials, how your institute is governed and administered with respect for and in consideration of the educational needs and legitimate claims of the constituencies it serves, as determined by its chartered purposes.

Examples of information that can be provided in this section include:

- Documentation of your institute's charter and/or accredited status with other organizations and/or community mandate.
- Illustration of how your institute is governed and administered with respect for and in consideration of the educational needs and legitimate claims of the constituencies your institute serves, such as your institute's strategic and/or annual plan, and documented engagement with members of your constituency to identify/confirm educational needs.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 8: Ethical Conduct*

In this section, address in a narrative, with appropriate supporting materials, how your institute's Indigenous philosophies guide your conduct and business practices in the course of your operations.

Examples of information that can be provided in this section include:

- Documentation of how your Indigenous philosophies guide your conduct and business practices in the course of your institute's governance, administration and general operations.

Section 9: Program Integrity

In this section, address in a narrative, with appropriate supporting materials, how your institute offers one or more educational programs that are congruent with its mission and that are conducted at levels of quality and rigour appropriate to the credentials offered. Describe how your institute provides a locus or environment in which the learning experience is enriched through interaction with Indigenous people and communities.

Examples of information that can be provided in this section include:

- Articulation of how your institute's Indigenous philosophies govern your educational programming, curriculum, pedagogy/instruction, and assessment, such as a table outlining your institute's Indigenous philosophies and their influence in your programming, curriculum, pedagogy/instruction and assessment.
- Presentation of evidence-based indicators of program effectiveness and impact, such as a sample of indicators and outcomes are collected for a program over time (e.g., three years) to illustrate program effectiveness.
- Documentation of how your programs are enriched through interaction with Indigenous people and communities, such as course outlines/teaching and learning plans, community-based learning opportunities.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.

Section 10: Academic Faculty/Appointees

In this section, address in a narrative, with appropriate supporting materials, how your institute employs a core of full-time, qualified academic faculty/appointees who are representative of the Indigenous populations being served and adequate in number and qualifications to meet your obligations toward achievement of the institute's mission and goals and learning needs of students attending the institute. In addition, indicate how individual faculty qualifications reflect the mission and goals of the institute and are consistent with the educational needs of the Indigenous people being served.

Illustrate how your faculty members are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, instruction and assessment, professional development, student academic advising, governance, and are evaluated in a periodic and systematic manner.

Examples of information that can be provided in this section include:

- Documentation that demonstrates the qualifications of your academic faculty/appointees, such as curriculum vitae and curriculum vitae release; list of research and/or publications; description of faculty/appointees' involvement or expertise with the community.
- Materials that show that the faculty/appointees are involved in the formulation of policy, academic planning and execution, governance, and other aspects of your institute's work, such as:
 - An outline of and meeting minutes from the bodies, committees, individuals and communities involved in the development and/or decision-making pertaining to policy, academic planning, and governance of your institute to meet student learning needs.
 - Samples of solicitation for feedback/input from faculty/appointees on policy, academic planning and execution and governance of your institute.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 11: Indigenous-Based Curriculum

In this section, address in a narrative, with appropriate supporting materials, how your institute teaches through:

- 1) A core body of content that blends Indigenous as well as modern subject matter knowledge and skills,

2) Culturally relevant contexts for teaching and learning,

3) Assessments that are grounded in Indigenous knowledge, culture and language use, worldviews and ways of knowing and linked to skills, knowledge and dispositions that allow Indigenous students to thrive in multiple worlds.

Examples of information that can be provided include:

- Documentation that illustrates how your core body of content blends Indigenous as well as modern subject matter knowledge and skills, such as course schedules, descriptions and syllabuses; course outlines/teaching and learning plans; textbooks/required readings; community-based learning opportunities.
- Demonstration of culturally relevant contexts for teaching and learning, such as physical location of institute and/or course delivery (e.g., based in community, proximity to land-based learning); culturally relevant practices and ways of being employed by your institute that are available to students, faculty, staff (e.g., daily smudge, prayer, Elder support, sweat lodges).
- Documentation of how your institute's assessments are grounded in Indigenous knowledge, culture and language use, worldviews and ways of knowing and linked to skills, knowledge and dispositions that allow Indigenous students to thrive in multiple worlds, such as course description and syllabuses; course outlines/teaching and learning plans; samples of student assessment that are grounded in Indigenous knowledge, culture and language use, worldviews and ways of knowing.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) - Indigenous Cultural (Socio-Psych) Well-Being Continuum (36); Indigenous Culture-Based Education: Five Rubrics (40); Culture-Based Education Exemplars (43). Adopted October 1, 2016. (36-43) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 12: Indigenous-Based Pedagogy/Instruction

In this section, address in a narrative, with appropriate supporting materials, how your institute teaches through pedagogical strategies that are grounded in Indigenous knowledge, culture and language use, worldviews and ways of knowing and linked to skills, knowledge and dispositions that allow Indigenous students to thrive in multiple worlds.

Examples of information that can be provided include:

- Documentation that demonstrates that your pedagogical strategies are grounded in Indigenous knowledge, culture and language use, worldviews and ways of knowing and linked to skills, knowledge and dispositions that allow Indigenous students to thrive in multiple worlds.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) - Rubric on Culturally-Based Pedagogy Adopted October 1, 2016. (40) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) - Exemplars of Culturally-Based Pedagogy. Adopted October 1, 2016. (44) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 13: Indigenous Language & Culture

In this section, address in a narrative, with appropriate supporting materials, how your institute utilizes Indigenous culture and language to empower Indigenous students' identity and renormalize the use of each in its Indigenous community.

Examples of information that can be provided include:

- Documentation of how the Indigenous language and culture is integrated into educational programs and further the aims of the Indigenous community your institute serves, such as list of cultural and/or language-based credentials and programs; course outlines/teaching and learning plans; documentation of cultural and language integration in your institute.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) - Rubric on Culturally-Based Indigenous Language Use. Adopted October 1, 2016. (40) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) - Exemplars of Culturally-Based Indigenous Language Use. Adopted October 1, 2016.

(43) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 14: Community/Institutional Support/Integration

In this section, address in a narrative, with appropriate supporting materials, how your institute integrates community/institutional resources and services with teaching and learning to execute your mission and vision. In addition, address how your institute actively seeks community involvement and support, and integrates community resources and services into your educational programs.

Examples of information that can be provided include:

- Documentation of community/institutional involvement, support, and integration in your educational work, such as:
 - Mapping of community resources and services to your programs and/or institutional operations;
 - Documentation of partnership agreements for program development and delivery;
 - Samples of community involvement and support (e.g., meetings/meeting minutes, correspondence, community events, ceremonies); and,
 - Notation of community involvement and support in your institute's strategic and/or annual plans.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 15: Academic Freedom

In this section, address in a narrative, with appropriate supporting materials, how your institute subscribes to internationally recognized conventions related to the cultural and intellectual property rights of Indigenous peoples (including the Mataatua Declaration), as well as all locally applicable guidelines for research in Indigenous settings.

In addition, illustrate how your faculty members and students are free to examine and test established views and present unpopular opinions appropriate to their area of study, as judged by the Indigenous and academic/educational community.

Examples of information that can be provided include:

- Documentation of how you adopt internationally recognized conventions related to the cultural and intellectual property rights of Indigenous peoples, as well as all locally applicable guidelines for research in Indigenous settings, such as policies and procedures relating to intellectual property rights of Indigenous peoples (e.g., reflecting the Mataatua Declaration), ownership of intellectual products of your faculty and students.
- Documentation of how you support faculty members' and students' examination and testing of established views and present unpopular opinions appropriate to their area of study, as judged by the Indigenous and academic/educational community, such as policies and procedures relating to academic freedom; samples of publications, research proposals, course material and papers of faculty members and students.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Higher Education* (Third Edition). Adopted August 25, 2010. (10) < http://winhec.org/wp-content/uploads/2016/06/WINHEC-Accredit_Handbook_Higher-Ed_3rd-Ed.pdf >

Section 16: Student Assessment/Achievement

In this section, address in a narrative, with appropriate supporting materials, how your institute identifies and publishes the expected learning and cultural outcomes, its programs, provides appropriate instruction, guidance and support to faculty to assess student growth, and has a systematic process for assessing, analyzing, reporting, archiving, and using data to ensure that students achieve these outcomes.

Examples of information that can be provided include:

- Documentation of how cultural outcomes are taught to students, such as samples of program outlines including a teaching plan or mapping of cultural outcomes.
- Documentation of expected learning outcomes for each of its credentialing programs, such as mapping how program parameters and requirements will meet the learning outcomes identified in the *Ontario Qualifications Framework*; samples of program outlines (or equivalent) that communicate to students expected learning outcomes with source of publication (e.g., links to electronic publication or hardcopy academic calendar).
- Illustration of appropriate instruction, guidance and support to faculty to assess student growth, such as professional development opportunities; peer/sector/community engagement; institutional policies, procedures, and frameworks for assessing student growth.
- Processes for assessing, analyzing, reporting, archiving, and using data to ensure that students achieve learning outcomes, such as parameters of student data system; policies and procedures pertaining to the collection and analysis of student data; policies and

procedures for records management; professional development opportunities and/or resources to support data analysis.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition) - Indigenous Cultural (Socio-Psych) Well-Being Continuum (36); Indigenous Culture-Based Education: Five Rubrics (40); Culture-Based Education Exemplars (43). Adopted October 1, 2016. (36-43) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 17: Institutional Effectiveness*

In this section, address in a narrative, with appropriate supporting materials, how your institute systematically applies clearly defined evaluation and planning procedures (involving participation of the Indigenous community(ies) served by the institute), assesses the extent to which it fulfills its mission, vision, goals, and cultural standards, and periodically publishes/disseminates the results to its constituencies, including the principal communities it serves.

Examples of information that can be provided include:

- Documentation of policy and procedure for the periodic review of your institute's operational and administrative policies and procedures, in alignment with your mission, vision, goals, and cultural standards.
- Documentation of the systemic application your policy and procedures related to the periodic review of your institute and the subsequent publishing of the results, such as completed reviews of your institute; implementation of recommendations/findings; links to or copies of the publishing of the results of your review to your constituencies.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*.

Section 18: Facilities

In this section, address in a narrative, with appropriate supporting materials, how your institution houses educational programming and general operations in appropriate, healthy, and safe environments that support quality, rigorous education for students and are appropriate to the credentials offered governed by your Indigenous philosophies.

Examples of information that can be provided include:

- Documentation of how your Indigenous philosophies govern your facilities use and how this is reflected in your facilities.
- Documentation of your learning and physical resources available to students, faculty and staff, such as on-site and electronic library, computer resources, web access, classroom space and seating capacity, specialized equipment, workspace and laboratory space.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 19: Administrative Staff

In this section, address in a narrative, with appropriate supporting materials, how your institute provides the administrative and support services necessary to achieve your mission and meet your goals and how your Indigenous philosophies inform the work of the administrative staff at your institute. In addition, articulate how your core administrative staff are qualified, representative of the Indigenous community your institute serves, able to fulfill the workload, and involved in the formulation of policy, academic planning and execution, governance, and other aspects of your work.

Examples of information that can be provided include:

- Documentation that demonstrates how the core administrative staff are qualified, representative of the Indigenous community the candidate serves, and able to fulfill the workload, such as curriculum vitae and curriculum vitae release; illustration of administrative staff involvement with the community(ies) served by the institute.
- Materials that show how the core administrative staff are involved in the formulation of policy, academic planning and execution, governance, and other aspects of the institute's work, such as:
 - Meeting minutes from the bodies, committees, individuals and communities involved in the development and/or decision-making pertaining to policy, academic planning and execution, and governance of your institute;

- Samples of solicitation for feedback/input from administrative staff on policy, academic planning and execution, and governance of your institute.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (16, 19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 20: Admissions

In this section, address in a narrative, with appropriate supporting materials, your institute's student admission policy which specifies the characteristics and qualifications appropriate for your programs and how you adhere to that policy in your admission procedures and practices. In addition, indicate how your Indigenous philosophies govern the admission of students.

Examples of information that can be provided include:

- Documentation that demonstrates the characteristics and qualifications appropriate for student admission into your programs and dissemination of this information, such as student admission policy; link to the publication of your student admission policy (e.g., links to electronic publication or hardcopy academic calendar).
- Documentation that illustrates how you follow your student admission policy, such as student admission procedures and practices.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (15, 19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 21: Students Interests* and Public Information/Communication

In this section, address in a narrative, with appropriate supporting materials, how your institute provides accurate and current information that describes purposes and objectives, admission requirements and procedures, as well as academic rules and regulations that directly affect students, program and course requirements, costs and refund policies, student rights and responsibilities, academic credentials of faculty and administrators, and other items relative to the relationship of the institute to the students and Indigenous populations being served.

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*. Specifically, standards for Student Interests have been added to WINHEC's Public Information/Communication standard to meet requirements under Ontario's legislation. The additional requirements that an Indigenous Institute must complete are marked with an asterisk *

In addition, include how you communicate with the wider community and adhere to such procedures in its practices. Finally, illustrate how you use a balance of modern and traditional practices to communicate with stakeholders, including the sharing of information on your institute in publications and/or electronic sources.

Examples of information that can be provided include:

- *Documentation that demonstrates how your institute provides accurate and current information on your institute and the mechanisms to protect the interests of students, such as:
 - Current academic calendar or equivalent documentation such as promotional material or draft academic calendar materials.
 - Method(s) used to ensure that, prior to registration, students are provided with all relevant policies and procedures, such as samples of communications with students prior to registration where relevant policies and procedures are shared.
 - Policies and procedures pertaining to the protection of student and consumer interests, such as security of academic student records, payment schedule of fees and charges, student dismissal, and withdrawals and refunds.
 - Policies and procedures pertaining, where appropriate, to:
 - Admissions
 - Credit transfer arrangements for incoming students
 - Credit transfer arrangements with and recognition by other institutes
 - Entrance examinations
 - Prior learning assessment
 - Grading
 - Ability of international students admitted to the program to meet program requirements for credential completion
 - Method of course delivery
 - Academic honesty
 - Intellectual property rights
 - Student dismissal
 - Student support and services
 - Tuition
 - Scholarships and other financial assistance
 - Payment of fees and charges
 - Withdrawals and refunds
 - Institutional closure

* The standards indicated with an asterisk (*) highlight the Council's standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*. Specifically, standards for Student Interests have been added to WINHEC's Public Information/Communication standard to meet requirements under Ontario's legislation. The additional requirements that an Indigenous Institute must complete are marked with an asterisk *

- Where appropriate, supervision, preparation, and examination of theses/dissertations
 - *Documentation of student involvement in the governance and administration of the institute, such as an outline of and meeting minutes from the bodies, committees, individuals and communities involved in the development and/or decision-making pertaining to policy, academic planning and execution, and governance of your institute; samples of solicitation for feedback/input from students on policy, academic planning and execution and governance of your institute.
 - *Policies and procedures ensure that academic appeals, complaints, grievances, and/or other disputes of students, faculty, staff, and administration are dealt with in accordance with the principles of natural justice.
 - *Documentation of opportunities for students to take responsibility for their well-being, such as invitations to community, developmental and mentoring opportunities; and availability of resources and culturally-appropriate supports (e.g., morning smudge, breakfast).
- Documentation of how you communicate with the wider community, using a balance of modern and traditional practices, such as attendance at community events and ceremonies; links to publications and/or community websites where information regarding your institute is shared.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 22: Financial Resources*

In this section, address in a narrative, with appropriate supporting materials, that your institute has a funding base, financial resources, and plans for financial development adequate to achieve your mission and meet your goals within an annual balanced operating budget, under the jurisdiction of the appropriate oversight board. In addition, illustrate how your institute seeks new/expanded resources to prepare for future needs and possible expansion of efforts to ensure sustainability of the institute’s mission, vision, goals, and cultural standards.

Examples of information that can be provided include:

* The standards indicated with an asterisk (*) highlight the Council’s standards as a modification or addition to WINHEC, pursuant to the *Indigenous Institutes Act, 2017*. Specifically, standards for Student Interests have been added to WINHEC’s Public Information/Communication standard to meet requirements under Ontario’s legislation. The additional requirements that an Indigenous Institute must complete are marked with an asterisk *

Business Plans

- A most likely and worst-case business plan/ budget for five years. The business plan/ budget will include the revenue and expense sources by category.
- The assumptions embedded in the plan/budget for those years, including efforts to secure new/expanded resources to prepare for future needs and possible expansion of efforts to ensure sustainability of the institute's mission, vision, goals, and cultural standards
- The (attached) budget template incorporates the above but is not a required format.

Budget Template

Specifically, in regard to the (attached) Budget Template:

- Treat the specific budget lines as general indications only: ignore non-applicable lines (e.g. "rent" if you own the facility); and replace these with alternate lines which make sense; add sub-categories as necessary. Expand the "Other" lines to illuminate the situation.
- Complete the most likely as well as the worst-case scenario.
- Complete the most likely as well as the worst-case scenario in both the assumptions and the budget template format.
- Project Student Enrolment Numbers, the first line, as this will drive the tuition and other fee amounts.
- The more detailed calculations driving other numbers can be presented either in pivot tables or attached at the end as Notes/Schedules as you deem necessary.
- It will be particularly important to provide more detail in either an attached Schedule or a pivot table of the compensation for "Academics" i.e. the instructors for the program.
- The Balance sheet inclusion in this Template is to assess the current and expected level of debt to ensure they will not impair the operations nor create an unaddressed liability.

Budget Narrative

- The relationship of the budget to the attainment of the institutional strategic/ academic plan/s.
- The full detail of the budget plan and projections.
- The realistic achievability of the most likely scenario.
- The major risks to the most likely scenario and mitigation plans for the risks and
- The likelihood of the worst-case scenario.
- The risk discussion could cover risks in the context of likelihood, consequences, causes and mitigation. Concentrate on the few risks that could materially affect the budget.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (16, 19-20) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 23: Financial Accountability

In this section, address in a narrative, with appropriate supporting materials, how your institute employs accurate, sound system for recording financial transactions, an annual auditing process by an independent certified public accountant or on a regular schedule by

an authorized audit agency, and financial policies/procedures that ensure proper execution of fiduciary duties.

Examples of information that can be provided include:

- Documentation that reflects the financial accountability mechanisms established and implemented by your institute, such as financial policies and procedure; contract(s) with independent certified public accountant and/or firm; and copies of previously audited annual financial reports.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (16, 20) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 24: Community/Institutional Resources

In this section, address in a narrative, with appropriate supporting materials, how your institute is supported by your Indigenous community through a set of resources and services that ensure the viability and sustainability of its operations.

Examples of information that can be provided include:

- Documentation of how your institute is supported by your community(ies), such as:
 - Documented engagement with your community(ies);
 - Partnership agreements for program development and delivery; representation of your Board or similar governing body, by community members, as appropriate;
 - Illustration of integration of community/institutional involvement through documents such as your strategic and/or annual plans.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (16, 20) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Section 25: Operational Status

Documentation of how your institute has completed at least one year of its principal educational operations at the time of consideration, such as through an annual financial statement, annual report, copy of your institutes Articles of Incorporation, if applicable.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (20) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >