

LUMINARY

ADVANCING INDIGENOUS
INNOVATION FOR ECONOMIC
TRANSFORMATION, JOBS,
AND WELLBEING

CREATING A NATIONAL NETWORK OF
INDIGENOUS GRADUATE STUDENTS



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EXECUTIVE SUMMARY

Fulbright Canada and Indigenous Works' Luminary initiative have partnered together to address pressing issues and opportunities relating to Canada's Indigenous post-secondary graduate students and their pursuit of academic and research excellence.

Fulbright Canada provides grants in support of exchange opportunities to students, scholars, and researchers in a wide variety of fields of study. Fulbright students and scholars share a desire to use their talents in positive ways to create a meaningful impact on society as they progress in their careers. Fulbright also uses its resources to introduce innovative new programming and initiatives to enhance mutual understanding and grow innovation in areas of public policy, economic development, sustainability, wellness, and many other areas.

Indigenous Works was established in 1998 as a national Indigenous NGO focused on developing bridging engagements with Indigenous people and communities with Canadian economic, government, and learning institutions. Indigenous Works has given the name 'Luminary' to a new Indigenous-led initiative to advance Indigenous innovation for economic transformation, employment, and wellbeing. One hundred and forty partners have joined the Luminary initiative which is dedicated to developing Indigenous research talent, improving innovation planning, and forward-looking knowledge mobilization strategies as catalysts to prosperity and wellbeing. Luminary partners co-created a national Luminary 2022-2027 Strategy to Advance Indigenous Innovation for Economic Transformation, Jobs and Wellbeing. It is both an institutional and a program strategy.

Luminary itself is evolving into an institutional hub and house for the eight program areas of the strategy identified by the partners. The eight program areas include: (i) growing Indigenous research talent; (ii) Indigenous curriculum, knowledge, and student support; (iii) growing research collaborations; (iv) increasing innovation awareness, education, and skills; (v) building indigenous leadership and institutional capacity for research and innovation; (vi) creating knowledge transfer & mobilization strategies; (vii) identifying and supporting indigenous business innovation needs, priorities, and clusters, and; (viii) economic transformation, employment, and wellbeing: evaluation and measurement.

In 2021 Fulbright and Luminary signed a Memorandum of Understanding to jointly work to develop partnerships and networks and seek resources and support from various funders and investors to develop and implement projects and activities that align with and support the Luminary initiative.

The first national network Luminary is developing is devoted to the needs of Indigenous Graduate students. The network will unite these students across the country and provide them a collective voice about matters that are important to them culturally, academically, and professionally. The network will provide better strategies and means of asserting First Nations, Inuit, and Métis cultural identities and community goals into their programs and studies by offering an opportunity for dialogue and advocacy for change. The network will also enable students to better understand the career choices, options, and pathways that are needed to accelerate Indigenous pursuit of graduate studies.

The network and the services it will offer will be a means by which many positive changes will be achieved by students in the near-term and in the years to come.

- Increase opportunities for Graduate students to undertake research, and support research with Indigenous communities.
- Create events, on-line tools, and news to connect and unite Indigenous graduate students.
- Document the career journey and experiences of Indigenous graduate students and their pathways to research and academic excellence.
- Develop and deliver the programs by which graduate students attain incremental professional development, skills, mentoring, and coaching.
- Provide the tools and means to empower Indigenous graduate students to advocate for change.

Fulbright and Luminary will advance this 5-year \$6.4 million project and spend the first year further shaping and developing the network with Indigenous student representatives. This will be followed by a 4-year project implementation plan which will be further developed and rolled out. Additional Investments will be raised as the project expands and takes root. The target budget for the start-up year for this project is \$783K. Your contribution to the start-up year and the 5-year objectives will help launch the network.

Dr. Michael Hawes
Chief Executive Officer
Fulbright Canada

Kelly J. Lendsay
President and Chief Executive Officer
Indigenous Works Luminary Initiative



FULBRIGHT
Canada

Our Project will bring together today's Indigenous graduate students providing them a collective voice for a new vision and strategy which will fundamentally re-shape the Indigenous research and innovation eco-system in ways which benefit Indigenous communities and Canada's post-secondary research institutions by growing Indigenous-led research excellence.

Your investment is strategic and will pay dividends in the near and immediate future as the current group of Indigenous students graduate and assume positions of influence and authority in post-secondary institutions, government, and industry.

– Dr Michael Hawes, CEO Fulbright Canada
& Kelly J. Lendsay, President and CEO
Indigenous Works Luminary Initiative

INTRODUCTION

Fulbright Canada and Indigenous Works' Luminary initiative have partnered together to address pressing issues and opportunities relating to Canada's Indigenous post-secondary graduate students and their pursuit of academic and research excellence. Our project will develop a new national network of Indigenous graduate students which will unite these students across the country and provide them a collective voice about matters that are important to them culturally, academically, and professionally. The network will provide better strategies and means of asserting First Nations, Inuit, and Métis cultural identities and community goals into their programs and studies by offering an opportunity for dialogue and advocacy for change. The network will also enable students to better understand the career choices, options, and pathways that are needed to accelerate Indigenous pursuit of graduate studies. No such network currently exists!

Indigenous people share a design for their own sovereign development and nation-building. They need to ensure that they are cultivating leaders who are well-educated and who have the knowledge, skills, and acuity to build their economies and wellbeing for future generations. In this project and journey which Fulbright and Indigenous Works are advancing, we will need to disrupt some of the core principles and assumptions on which today's (non-Indigenous) post-secondary institutions are founded.

We need to tear down the barriers and systems which are impeding Indigenous pursuit of the studies and programs which are important to them. We want to help grow the number of First Nations, Métis, and Inuit that attain graduate degrees. We will create more opportunities for the students who want to pursue particular kinds of research and academic interests that fuel Indigenous nation-building, community development, and wellbeing. We believe that the experiences that Indigenous people have inside post-secondary institutions will forever shape their attitude and enthusiasm for academic and research pursuits and how it can be done from an Indigenous perspective.

Today's students are the ambassadors for the future. They can encourage younger Indigenous generations to follow academic and research pathways but to do so they need to trust in those institutions. Our first step is to help organize students so that together we can develop a strategy by which to address the current systems' barriers and improve the post-secondary experiences of today's talented Indigenous graduate pool currently attending Canada's universities. While we anticipate a longer journey, our current project focuses on a five-year plan with clear outcomes and timelines.



Photo by: Cattroll Photo Associates

BACKGROUND

Indigenous Works, a national Indigenous not-for-profit organization (est. 1998) established Luminary in 2019, and it convened 143 Indigenous and post-secondary partners to co-design a strategy to increase Indigenous-led research and innovation. In 2021, Fulbright Canada partnered with Indigenous Works and Luminary to collaborate on 7-generation projects that advance Indigenous prosperity, value-creation, and wellbeing. The Fulbright/Luminary partnership will confront grand challenges, forge solutions, and showcase opportunities that have the potential to benefit communities and societies in Canada, the United States, and beyond. We will promote and practice nation-to-nation understanding and together build a new and broader pathway to prosperity by engaging the best minds and building coalitions for action.¹

The Luminary strategy has identified three objectives in pursuit of the goal to establish a national network to unite, connect and empower Indigenous student researchers, an initiative which has been endorsed by the Luminary partners:

- Expand Luminary's Indigenous student researchers' career study which began in 2020;
- Develop career planning resources for Indigenous student researchers;
- Deliver professional development opportunities for student researchers, e.g., national events.



Photo by: Cattroll Photo Associates

¹ Fulbright Canada and Indigenous Works/Luminary MOU 2021

ANALYSIS OF BARRIERS AND ISSUES

Indigenous people want to pursue higher education, but they discover that even if they get the chance, there are many barriers which get in the way of achieving academic and research excellence. Since 2019, Luminary has been holding roundtables and forums listening to Indigenous students. In the past year, the Luminary initiative has been collaborating with universities including Carleton, University of Regina, UNBC, Nipissing University, University of Victoria, Ryerson University, and others to convene students to talk about their experiences pursuing graduate studies. (Figure 1)

The dialogues, sharing circles and interviews to which Luminary has been a privileged listener point to an unsettling narrative which is revealing of the experiences and deep challenges that many Indigenous graduate students are facing while pursuing their programs and research interests at settler universities. The graduates that Luminary has met with report these statements about their student experience:

- Despite talk about decolonization efforts, most post-secondary settler universities in Canada are still coming to grips with the fact that their roots reside in western thought and orientation. Their very establishment is modelled after a long tradition of western education, values, and desired outcomes which are often antithetical to Indigenous values and cultural norms;
- Settler universities are not currently meeting Indigenous students' needs at a deep cultural level. If Canada hopes to grow Indigenous student populations inside the settler university network, it must work with students to introduce a wide range of changes. These changes can be better pursued respectfully and with a clearer sense of strategy if students have an opportunity to unify and grow a collective voice;
- Indigenous students face obstacles in their efforts to introduce Indigenous knowledge streams and integrate them with western knowledge. It can be difficult to use Indigenous knowledge and theories as proof sources in academic papers and discourse. In academic circles, Indigenous knowledge is not treated on a par with western thought;
- Students report that they are sometimes met with intolerance from non-Indigenous professors and authorities at these institutions that do not have a grounding in or orientation toward Indigenous culture, issues, and interests. Indigenous students face challenges trying to focus their academic interests on community-based research needs;
- Indigenous students report that they are sometimes matched with thesis supervisors who are not Indigenous and who may not encourage and may even actively discourage students' efforts to steer their research into issues and matters which have Indigenous origins and leanings. When a conflict arises, students lack resources and assistance in the institutions to talk issues through and seek mediation. The power imbalance is a difficult hurdle and students may either quit, try to find a different supervisor, or become embroiled in unwanted administrative battles.

These are just five examples of a wide range of issues that Indigenous students report they are facing in their effort to assert their culture and community interests into institutions which are still not prepared or able to accept them. While we know that many institutions have good will, the main challenge they face is that they are unable and unready to accommodate the great number of issues and opportunities which are surfacing as Indigenous thought and identity tries to find a place in settler institutions. Motivations and capacities aside, there are some big divisions that are apparent, and students' underlying experiences are very negative about the lack of flexibility they encounter from post-secondary institutions and the discouraging lack of resources available to them to surmount the obstacles they face. The students that Luminary management have met with more often point to the lack of fit and the problems with post-secondary institutions rather than the opportunities these institutions offer.



Photo by: Cattroll Photo Associates

There are many systemic changes that are needed before post-secondary schools are able and willing to decolonize and Indigenize their programs, curricula, research methodologies, knowledge currency, their organizational culture and values, and many other aspects of their institutions. Furthermore, the pace at which these changes take place will vary depending on many factors. Change is rarely easy and settler institutions have deeply engrained ways of managing their organizational structures, goals, and program offers. In the meantime, the academic lives of Indigenous students press on and they continue to cope under difficult situations. They want to complete their programs in ways which are true to their identity and their aspirations.

If Indigenous students were provided opportunities to attend institutions which provided more culturally relevant graduate level courses and training which better align with their goals for nation-building and sovereignty, this would be a good thing. There is a potential to grow the Indigenous economy from the current \$26 Billion to \$100 Billion in just a few years.² Moreover, the growth that is desirable is for Indigenous people to achieve wellbeing as well as financial and economic benefits. This is a compelling vision for Indigenous students and to be the co-designers of their own education experiences is an added benefit. The proposed network and the services it will offer will be a means by which many positive changes will be achieved by students in the near-term and in the years to come.

² <http://indigenomicsinstitute.com>

FIG 1 - Story Board Captures Some of the Dialogue About the Hurdles Facing Indigenous Students and Institutions³



"Walking Together In Two Worlds" Session 1: Friday September 24, 2021



This event is funded by the Social Sciences & Humanities Research Council

SSHRC GRSH

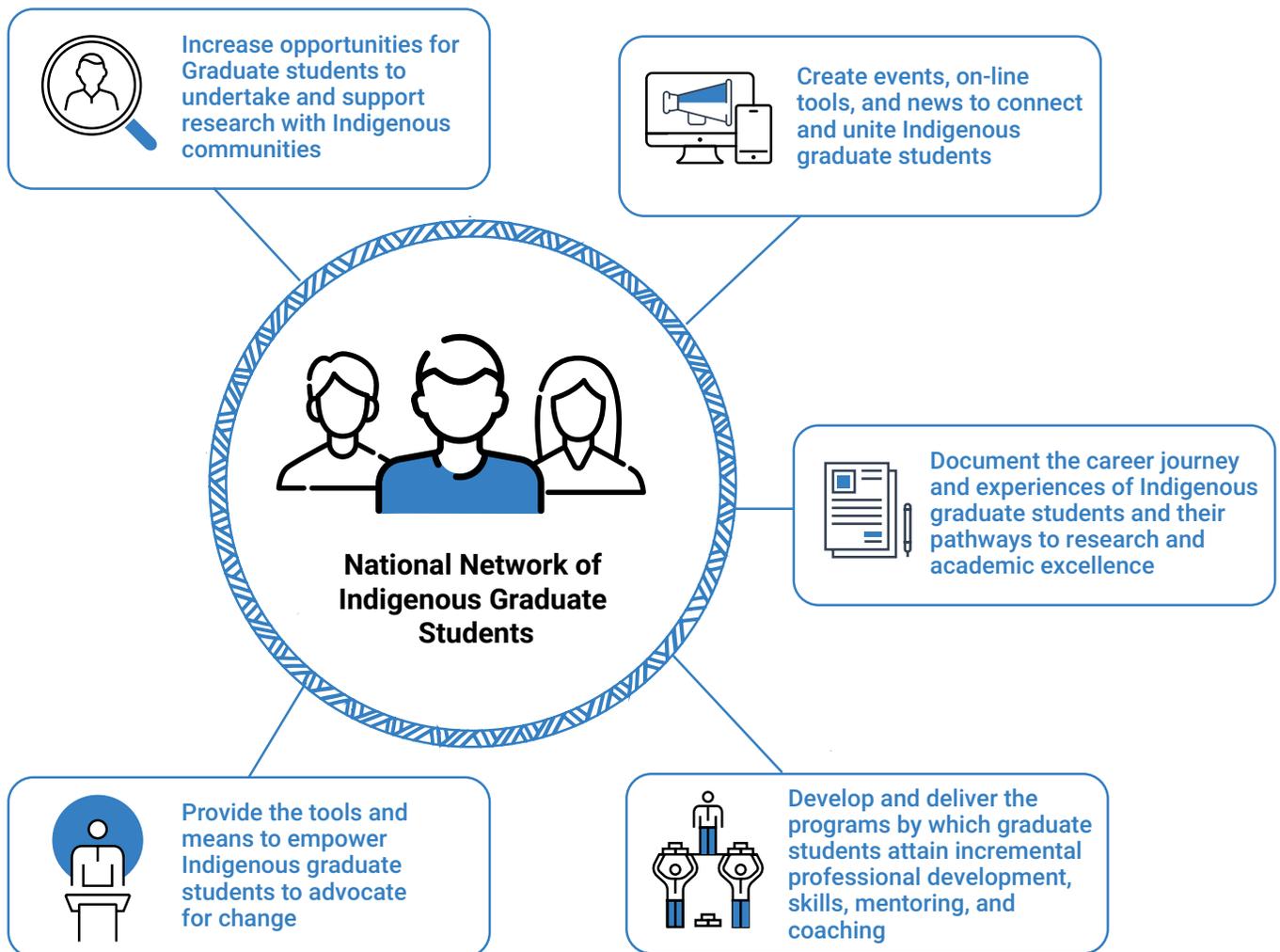


³ February 2021 SSHRC Grant approved – 'Walking in Two Worlds: Co-creating a Two-Eyed Seeing Approach to Research Training, Applicant Dr Kimberly Matheson/ Carleton University'.

GOALS AND OBJECTIVES

Our 5-year project goal is to establish a National Network of Indigenous University Graduate Students. This network will provide students with both on-line and in-person benefits. Students will be able to access a central backbone of online tools and news to connect and unite them. Working with Fulbright, Luminary will continue to pursue its research with students conducting sharing circles and developing a dossier of stories and videographic documentations about the inspiration

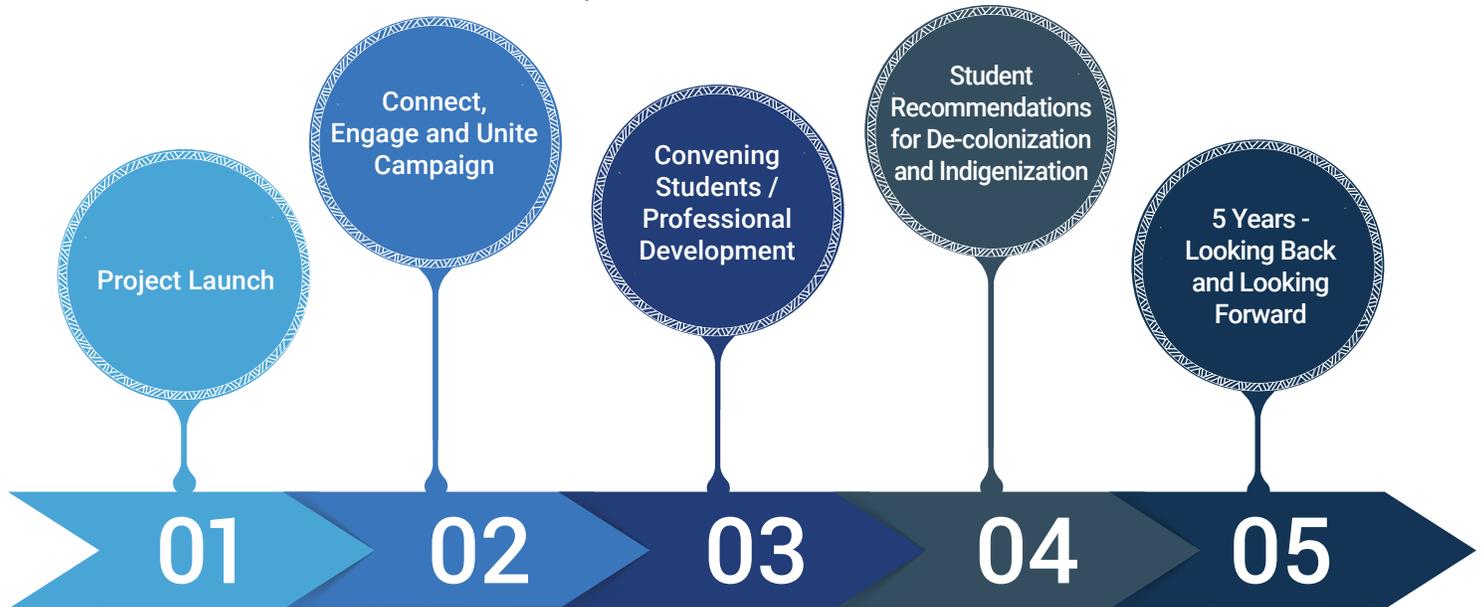
al pathways students have followed to gain entry to Canada's graduate schools. Through the network, students will gain access to learning programs which will help them in their careers. Professional development in areas such as leadership, governance, and budgeting will provide them more well-rounded skills. Our goal is also to unite students to provide them a forum for exchange and dialogue about academic, research and institutional issues which are important to them.



PROJECT OUTPUTS – FIRST FIVE YEARS

Timeline – National Network of Indigenous Graduate Students

April 2022 – March 2027



- Hire Indigenous Network Coordinator and communications people (2PY's).
- Project charter and Workplan.
- Establish project governance model including Indigenous Graduate Student Leadership Steering Committee.
- Focus groups to seek students' input and co-design of network's program architecture and value offer.
- Design and build connecting IT platform for students based on program architecture.
- Communications outreach to institutions and students to promote network.
- Targeted communications with Luminary Institutional partners.
- Campaign developed to engage and invite students to join the new network.
- Phase 2 of fundraising and Revenue Generation.
- Bring together Luminary Project team.
- Network IT and Media platform build.
- Campaign to invite graduate students to join the IT/Media platform and Network.
- Establish project plan for first professional event (both in-person and on-line options).
- Establish advocacy body for Indigenous academic and research.
- Grow research about students' journeys and pathways.
- First 2 On-line Dialogues and knowledge exchanges focused on students' graduate experiences. First subject matter report.
- Policy/white paper(s) gathering students' ideas for decolonizing and Indigenizing graduate schools.
- Student database and Directory built.
- Annual reports for years 1&2 and each year thereafter.
- First national in-person event held (focused on students' professional development and Indigenous academic and research issues. Discussion Paper produced from the event.
- Fulbright/Luminary Forum to present the paper. Students and institutions attend.
- Video vignettes of students captured at forum and posted on Network platform.
- Career materials developed – 'Pathways to Careers in Research and Academia'.
- Communications campaign to share graduate students' messaging and video vignettes with undergraduate, high school and public school audiences.
- Continued formal research on experiences of Indigenous graduate students.
- Student mentorship program developed.
- Phase 2 program plan go/no go.
- Additional program offers developed for students' professional development via Network and platform.
- Survey of institutions to determine if they are benefitting from and adopting students' recommendations on Indigenous academic and research issues and other opportunities for decolonialization and Indigenization.
- Develop national report about student recommendations and their impacts.
- Continued dissemination of career materials and student vignettes.
- Program review to determine if the Network is providing sufficient value to students.
- Next 5-year Plan completed and renewed fundraising efforts.
- Additional policy papers on changes needed to Indigenous research and innovation ecosystem. Further input from Indigenous Fulbright scholars.
- Second national in-person event focused on students' professional development and Indigenous academic and research issues pertaining to Indigenous research and innovation ecosystem.
- Second Luminary Forum and White Paper presentation.
- 2nd generation Career Pathing materials developed and circulated to schools and students.
- Forum held to bring student Network representatives with University Provosts and other representatives to further explore graduate programs and institutional environment.
- 5-Year retrospective about the Network and its accomplishments.
- Student database Publication providing Data and Profile about Indigenous graduate students.
- Alumni network established.

SUMMARY: OPPORTUNITIES AND IMPACT

Though individual universities know their own student body data, aggregate national data have not been compiled. A Canada-wide overview of the current Indigenous graduate population needs to be assembled. Luminary will work with its partners to contact each institution and their student bodies and compile a comprehensive database of Indigenous graduate students for the purposes outlined in this project.

The last reliable data of student numbers comes from 2011. At that time, The Association of Universities and Colleges of Canada stated that it is... 'unable to describe all the characteristics of the Aboriginal university student body in detail. However, Census data does provide some useful information about the educational profile of Aboriginal Canadians. In 2006, less than eight percent of Aboriginal Canadians between the ages of 25 and 64 – or 43,000 university graduates – had a university degree. Within this group, 36,000 Aboriginal Canadians have undergraduate or professional degrees, of which 65 percent are women. Approximately 5,800 Aboriginal Canadians have a master's degree and 1,100 have a doctoral degree. Fifty-five percent of Aboriginal Canadians with a master's degree are women and 48 percent of Aboriginal PhD graduates are women. A strong majority of Aboriginal students have studied in education, social and behavioural sciences, and businesses.'

There is a requirement for a more reliable database of Indigenous graduate students including demographic information, reliable profiles, and aggregated data which will be useful information for students and institutions alike. For example, there are currently no reliable data about how many Indigenous people are in the process of attending business schools and what their areas of specialization are. Students are interested to learn more about their own cohorts and construct a renewed sense of identity from these associations. Business schools and industry want to know which schools are attracting Indigenous people and in what numbers.

Better graduate student data is a goal that is shared by Luminary's partner the Business Schools Association of Canada.

In just a few years the graduate students attending institutions today will be the academic leaders at post-secondary institutions. The hope is that students will help to bring about the changes that are needed so that Indigenous-led research and scholarship will achieve greater prominence and equality within settler universities. From now until the time that students attain their places of position and leadership inside Canada's post-secondaries, there is opportunity make a considerable level of institutional change. Indeed, the hope is that students can advocate for and drive some of the change that is needed. On their own, students will

remain powerless and vulnerable but as a group they can bring unity to their beliefs, advocate for systems changes, raise awareness about issues, provide support for individual student issues, and present a stronger and more powerful voice that will be difficult to ignore.

In summary, the outcomes that this project will achieve are as follows:

1. An outreach campaign to Indigenous graduate students inviting them to become a member of the National Network of Indigenous Graduate Students.
2. The creation of a voluntary National Directory of Graduate Students, a description of their respective research activities, interests, and other details.
3. Formation of a student governing body with management, administrative and program support from Luminary. Fulbright will provide access to mentorship opportunities with its own graduates, and it will offer support and connections with Canada's universities.
4. Design, development, and delivery of an on-line and in-person network with programs to assist, empower, and enable Indigenous students to meet one another, develop relationships with other students, grow professional development opportunities, and have access to events and news as well as advocacy.
 - a. An online program to help 'map and match' students with like academic interests and with mentorship opportunities;
 - b. New online and in-person professional development and knowledge exchange forums will be offered;
 - c. Professional development training to further round out their skills and competencies;
 - d. Mentorship program for Indigenous graduate students.
5. Deeper research and wider research dissemination about Indigenous student experiences, their motivations, and attractions to academic and research excellence. The creation of a dossier of testimonies, case studies, stories and video-documentation about students' hopes, dreams and experiences.



Photo by: Cattroll Photo Associates

6. Culturally relevant career resources, tools and materials for Indigenous Public and High School students and undergraduates to encourage pathways to academic and research careers.
7. Student supports and systems changes which encourage increased collaborations and research activities between and among research institutions and Indigenous businesses and communities.
8. Policy and white papers on and about Indigenous students and their perspectives about Indigenous research and academic excellence.
9. Forums in which Indigenous students and post secondary institutions' leadership meet to discuss systemic changes. The development of advocacy tools such as a 'Report Card' on whether and how institutions are adopting new practices and changes which benefit Indigenous students' goals.
10. Annual reports which detail the program coverage, uptake, and impacts of the network.

The establishment of the National Network of Indigenous Graduate Students will not only benefit students, but it will also be a benefit to Canada's universities.

The program design will build in forums to connect Indigenous students with university authorities and representatives to discuss systems and organizational improvements to better accommodate Indigenous knowledge and culture. Universities will benefit from these facilitated sessions that will assist these institutions to change with the times and provide a better environment for Indigenous students. The project contribution to grow the pipeline of Indigenous students should be a welcome initiative for universities and other post-secondary institutions.

Canada's research funding agencies are encouraging Indigenous-led research. Universities and colleges that can work more closely with Indigenous communities and organizations will grow research opportunities and attract more research dollars. Strategic positioning and dialogue with Indigenous students are ways to advance this growth opportunity.

Universities and colleges can work with Indigenous students and communities on research standards and protocols that better align with Indigenous needs. However, working collectively with a unified group of students is likely to result in the development and adoption of new protocols and systems more quickly, and with better and more cost-effective results.

Better aggregate student data will provide a stronger planning resource for graduate programming.

The expectation is that universities and colleges will welcome this project and will support the outcomes that are sought.

As the network gains momentum and acceptance, it will be expanded to undergraduate students attending post-secondary institutions. The costs for that program expansion will be part of a phase 2 developed after the 3rd year of the current project.



Photo by: Cattroll Photo Associates

JOIN US

Fulbright and Luminary offer complementary resources and assets which will be used to the advantage of the project and the students.

Fulbright is dedicated to academic and scholarship excellence, and it is supportive of the Luminary strategy to increase Indigenous-led research and innovation. Fulbright operates the Honouring Nations Program which recognizes the good work and leadership of Indigenous communities.

Fulbright offers leadership and it will guide this project in ways which will build cooperation between universities, colleges and Indigenous students and student bodies.

Fulbright has a large network of Fulbright scholars that can be called upon to provide assistance and expertise to this project in a variety of ways. Organizational expertise, assistance in kind, and a network of potential mentors is just three ways it can leverage its scholarship alumnae.

Luminary also has strong connections to Canada's post-secondary network. It will provide the reach into the Indigenous community and a strong management apparatus to lend to the project.

Both Fulbright and Luminary have many connections to the private sector, government, and the philanthropic community. The organizations' networks offer opportunities to leverage the human, social and financial capitals which will enrich the project. Luminary and Fulbright recognize that there are many champions inside the university ecosystem that are already doing good work and offer leadership and solutions. The project's success will depend on strong support from these partners.

Fulbright and Luminary will advance this project and spend the first year further shaping and developing the network with Indigenous student representatives. This will be followed by a 4-year project implementation plan which will be further developed and rolled out. Additional Investments will be raised as the project expands and takes root.



This project with Indigenous Works aligns nicely with the Honouring Nations Program which Fulbright announced last year. There is a direct relationship between the investments needed in Indigenous research excellence and innovation, strong self-governance, and the achievement of exemplary and prosperous nations.

— **Dr Michael Hawes, CEO, Fulbright Canada**



The partnership between Fulbright Canada and Luminary offers a unique opportunity for investors and funders to get on board with a visionary program that will benefit Indigenous graduate students and also accelerate and grow opportunities for Indigenous-led research collaborations and innovation. We urge you to meet with us to explore ways of expanding the partnership.

– **Robin McLay, Special Advisor to the CEO, and Regional Director, Fulbright Canada West**

PROJECT BUDGET

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Project Manager	\$140,000.00	\$142,800.00	\$145,656.00	\$148,569.12	\$151,540.50	\$728,565.62
Student Outreach & Member Care	\$110,000.00	\$112,200.00	\$114,444.00	\$116,732.88	\$119,067.54	\$572,444.42
Governance	\$48,000.00	\$48,000.00	\$48,000.00	\$48,000.00	\$48,000.00	\$240,000.00
Network Platform	\$75,000.00	\$95,000.00	\$95,000.00	\$95,000.00	\$95,000.00	\$455,000.00
Professional Development Program	\$25,000.00	\$10,000.00	\$40,000.00	\$10,000.00	\$10,000.00	\$95,000.00
Research	\$50,000.00	\$250,000.00	\$50,000.00	\$250,000.00	\$50,000.00	\$650,000.00
Career Tools	\$90,000.00	\$250,000.00	\$70,000.00	\$250,000.00	\$70,000.00	\$730,000.00
video	\$20,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$120,000.00
dissemination plan	\$10,000.00	\$10,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$170,000.00
Communications	\$140,000.00	\$125,000.00	\$140,000.00	\$130,000.00	\$125,000.00	\$660,000.00
Policy and white papers	\$25,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$205,000.00
In person events and forums	\$50,000.00	\$50,000.00	\$500,000.00	\$50,000.00	\$500,000.00	\$1,150,000.00
Subtotal						\$5,776,010.04
Administration @ 11%						\$635,361.10
Total	\$783,000.00	\$1,163,000.00	\$1,323,100.00	\$1,218,302.00	\$1,288,608.04	\$6,411,371.14

SUMMARY OF SCORECARD METRICS FOR THIS PROJECT

- Conduct research to establish a national network platform with a goal to attract 2500 Indigenous subscribers with graduate degrees; (i.e., 36% of 6900 Indigenous people who hold a Masters' or PhD degree). The platform establishes a National Directory of Indigenous Graduate students.
- Hold with national in-person professional development events with an estimated 250 students/ for each event and on-line events;
- Formation of a student governing body for the Student Network with management, administrative and support from Luminary. Fulbright will provide Indigenous graduate students with access to mentorship opportunities with Fulbright's own graduates, and it will offer support and connections with Canada's universities.
- Design, development, and delivery of on-line and in-person network with programs to assist, empower, and enable Indigenous students to meet one another, develop relationships with other students, grow professional development opportunities, and have access to events and news as well as advocacy.
- An online program to help 'map and match' students with like academic interests and with mentorship opportunities;
- New online and in-person professional development and knowledge exchange forums will be offered;
- Professional development training to further round out their skills and competencies;
- Mentorship program for Indigenous graduate students.
- Research, design, and develop culturally relevant career tools to encourage young Indigenous people to pursue careers in research. Disseminate to post-secondary primary and secondary institutions throughout Canada.
- Develop eight policy papers over 5 years which make recommendations on ways of Decolonizing and Indigenousizing post secondary institutions in Canada.
- Grow research about the experiences of Indigenous graduate students. Conduct 100+ interviews with students and document their pathways to graduate programs.
- Produce an annual report with statistical details about Indigenous pursuit of graduate degrees.





LUMINARY: ADVANCING INDIGENOUS INNOVATION FOR ECONOMIC TRANSFORMATION, EMPLOYMENT AND WELLBEING

Luminary is the name that Indigenous Works has given this new five-year initiative to design and implement an Indigenous innovation strategy and plan leading to economic transformation and wellbeing. Indigenous people in Canada want to transform their economies and achieve wellbeing. Secured employment, more business development, wealth creation, community wellbeing, and better-quality jobs are the aspirations we hear every day. These economic aspirations are balanced with Indigenous goals for personal and community wellbeing: a quality of life in alignment with Indigenous worldviews and values.

This initiative which supports research collaborations premised on the principle of 'Two-Eyed Seeing', respecting the value of Indigenous and Western ways of knowing, will help to make a meaningful commitment and play a role towards Indigenous economic inclusion and reconciliation!



FULBRIGHT CANADA

Fulbright Canada provides grants in support of exchange opportunities to students, scholars, and researchers in a wide variety of fields of study. Fulbright students and scholars share a desire to use their talents in positive ways to create a meaningful impact on society as they progress in their careers. As forward-looking thinkers and leaders, Fulbright students are attracted to the most pressing challenges facing humankind. They are focused on creative ideas, scholarship, and technologies that can inspire exciting new opportunities.

Fulbright also uses its resources to introduce innovative new programming and initiatives in collaboration with governments, related agencies, and other organizations to enhance mutual understanding and grow innovation in areas of public policy, economic development, sustainability, wellness, diversity, inclusion, the environment, the arctic, and many other areas. Fulbright Canada is especially interested in initiatives that grow the talent and capacities of Indigenous peoples and nations who wish to achieve new levels of nation-building and prosperity.



For more information about this project,
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