

Organization Review

Handbook for Indigenous Institutes

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



Handbook for Indigenous Institutes

This *Handbook* is a guide for Indigenous Institutes seeking an organization review as a prerequisite for program approval pursuant to the *Indigenous Institutes Act, 2017*. It outlines the criteria and procedures for the review of applications for Organization Review submitted to the Indigenous Advanced Education and Skills Council (the “Council”). The Indigenous Institutes Quality Assessment Board (the “Board”) is responsible to review applications for organization reviews and to provide recommendations to the Council.

For instructions on what to include in a submission to the Council, consult the *Organization Review Submission Guidelines for Indigenous Institutes*.

This *Handbook* was developed with partners and other accrediting bodies, including the partnership between 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 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 this *Handbook*, which have been cited in a manner that maintains the integrity of their content. As the most recent version of standards published, the WINHEC *Pre-School-Secondary (P-12)* Handbook is referenced by the Council, in addition to the WINHEC standards for higher education institutes from the *WINHEC*

Higher Education Handbook. Using these Handbooks conjointly allows the Council to reflect the evolution of WINHEC processes along the continuum of lifelong education.

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 this *Handbook* 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 this *Handbook*, the online version will be the principal source.

Initial inquiries about the criteria or procedures identified in this *Handbook* may be directed to the interim Secretariat:

Email: info@iaesc.ca

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1. Indigenous Advanced Education and Skills Council

1.1 Background

The Indigenous Advanced Education and Skills Council (the “Council”) and the Indigenous Institutes Quality Assessment Board (the “Board”) recognize the importance of education to Indigenous peoples, and are guided by the visions, policy statements and accomplishments of Indigenous peoples and partners. Building on those visions and past work, the Council and Board affirm their commitment to reconciliation with all peoples.

One of the foundational policy documents, *Indian Control of Indian Education*, by the National Indian Brotherhood (now Assembly of First Nations), first published in 1972, outlined foundational concepts supporting future policy developments in the Indigenous Institutes pillar in Canada and Ontario.

The importance of education and self-determination in *Indian Control of Indian Education* was echoed in 1988 in the findings of *Tradition and Education: Towards a Vision of Our Future* by the Assembly of First Nations, as well as in the final report by the *Royal Commission on Aboriginal Peoples (RCAP)*, released in 1996. RCAP reinforced its centrality of education to supporting the well-being of individuals and achieving collective goals and dreams.

The final report and the calls to action of the 2015 *Truth and Reconciliation Commission of Canada* emphasized the necessity of education to help redress the legacy of residential schools and advance the process of Canadian reconciliation, notably the opportunity for resources, engagement and development of and for Indigenous education.

Internationally, the *United Nations Declaration on the Rights of Indigenous Peoples, 2007*, was adopted by Canada in 2016. It affirms and recognizes the right to establish and control education systems and institutes and the individual and collective rights of Indigenous peoples, notably rights of Indigenous individuals and people to protect their culture through practices, languages, and education (Articles 14 and 15).

Recognizing these and numerous other documented and undocumented efforts, the Council and Board strive to support the continued journey towards reconciliation through the promotion and privileging of Indigenous worldviews, cultures, traditions and languages.

1.2 *Indigenous Institutes Act, 2017*

On December 14, 2017, the *Indigenous Institutes Act, 2017* received Royal Assent in Ontario. The Act acknowledges *United Nations Declaration on the Rights of Indigenous Peoples*, which recognizes the right of Indigenous peoples to establish and control their educational systems and institutes providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning; recognizes Indigenous Institutes in Ontario as a complementary pillar of Ontario's postsecondary education and training system; and an Indigenous controlled and governed Council that will oversee essential components of the Indigenous Institutes (II) sector. The legislation was introduced to Indigenous peoples and communities through ceremony at Rainy River First Nations on March 28, 2018.

Indigenous Institutes have been recognized in the Act as Indigenous governed and operated community-based education institutes that are mandated by and accountable to Indigenous communities. The Act outlines that the Council will, among other functions: provide quality assurance for postsecondary diplomas, certificates and degree programs offered by Indigenous Institutes; make recommendations regarding which Indigenous Institutes should receive regular and ongoing government funding; and determine the eligibility criteria, in partnership with the Government of Ontario, for Council approval of Indigenous Institutes to use the term 'university'.

2. The Indigenous Institutes Quality Assessment Board

The Indigenous Institutes Quality Assessment Board (IIQAB or the "Board") provides objective and independent recommendations to the Council on the approval of applications from Indigenous Institutes to grant credentials. The IIQAB is an impartial committee composed of six community and sector subject matter experts, and a Chair, whose independence preserves the credibility of IAESC's quality assurance process.

2.1 *Responsibilities*

According to its mandate, IIQAB will:

- Establish the quality assurance process, standards and benchmarks
- Review all applications for Council consent
- Provide recommendations to the Council
- Address any other matter referred to it by the Council

2.2 Vision and Values

To achieve its vision of excellence and partnership in quality assurance, IIQAB upholds the values of:

- Independence
- Accountability
- Transparency
- Respect
- Promotion and privileging of Indigenous world views, knowledge, cultures, languages and traditions

2.3 Board Meetings

Board meetings are held *in camera*, and Board members respect the confidential nature of documents, information, and records, and restrict the use of this information to their work as Board members.

2.4 Interim Secretariat

Each application submitted for Council approval is managed by the interim Secretariat to assist the institute and external expert reviewers in understanding the Board's criteria and procedures and to help facilitate the comprehensive review of applications.

2.5 The Board's Website

The Board is committed to transparency and will maintain the following on its website:

- A list of current Board members, their terms of office, and brief biographies
- The Board's mandate, meeting procedures, and policies
- The Board's publications once finalized (*Handbooks* and *Submission Guidelines*)
- An overview of the approval process
- Contact information for the Board's interim Secretariat
- Information about relevant legislation, regulation, and pertinent contextual information
- Information about applications, including portions of the application, the Board's recommendation and recommendation date, and the Council's decision

3. Procedure for Review and Recommendation

3.1 *Assessment Fees and Charges*

Applicants are responsible for the costs of assessments and will be provided with an estimate of costs in advance. A deposit must be received prior to the commencement of assessment activities. IIQAB's Secretariat will invoice the applicant for the balance of any unpaid costs or refund any balance owing to the applicant. The Council's decision will be announced to the applicant when all accounts are settled.

The costs for assessments will vary with each application, depending on the number of reviewers, the length and complexity of the review, travel, accommodation, meeting costs, communication costs, and whether the applicant's response to the panel reports requires further assessment.

3.2 *The Board's Procedures*

This Section of the *Handbook* includes a diagram that outlines the process for reviewing an application for approval to offer credentials on the Ontario Qualification Framework. Sections 4 and 5 describe the processes and standards for organization reviews.

3.3 *Transparency of IIQAB Final Reports*

The IIQAB Final Report for each organization review will include a short recommendation to the Council, the external expert reviewers' findings, the institutes' comments and commitments, as well as the Board's final recommendation. Once the final decision has been made by the Council, the IIQAB Final Report will be shared with the applicant institute and the external expert reviewer(s).

3.4 *Withdrawal of an Application*

In the event that an applicant withdraws an application during the process, the applicant will do so in a written statement to the Council.

3.5 Integrity of the Process

IIQAB is committed to respecting, promoting and reflecting Indigenous ways of being, which includes a Quality Assurance process that is inclusive, builds partnerships, and provides support between IIQAB and applicants.

Applicant's Obligations

In general, the external expert panel reports are confidential to the applicant. The institute may conduct internal consultations, at the draft stage or the final stage of the report, while continuing to maintain confidentiality. Specifically, the institutes may share external expert panel reports with all faculty, staff, students and administrators involved in the organization review, so that the most informed response, at the draft stage, and the fullest implementation of conditions and commitments, at the final stage, can be delivered by the institution.

Board Members' Commitments

IIQAB will ensure that recommendations are fair and based on objective criteria, consistent with high ethical and procedural standards that respect, promote and privilege the diverse world views, knowledges, cultures, languages and traditions of Indigenous communities.¹ The interests of Indigenous students are among our priorities to promote engaged learners in communities.

IIQAB's commitments and approach are consistent with the following articles of the *United Nations Declaration on the Rights of Indigenous Peoples, 2007*, in addition to the foundation provided by *Indian Control of Indian Education, 1972*, the *Royal Commission on Aboriginal Peoples, 1996* and the Final Report and Calls to Action through the *Truth and Reconciliation Commission of Canada, 2015*.

United Nations Declaration on the Rights of Indigenous Peoples, 2007

Article 12

1. Indigenous peoples have the right to manifest, practice, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.
2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with Indigenous peoples concerned.

¹ The Board uses the word "communities" to reflect the networks of Indigenous peoples that exist throughout Turtle Island. The Board further uses this term to reflect the diverse lived experiences of Indigenous peoples that include living on- and off-reservations, in rural and urban areas, and being part of one or more of these communities.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that Indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

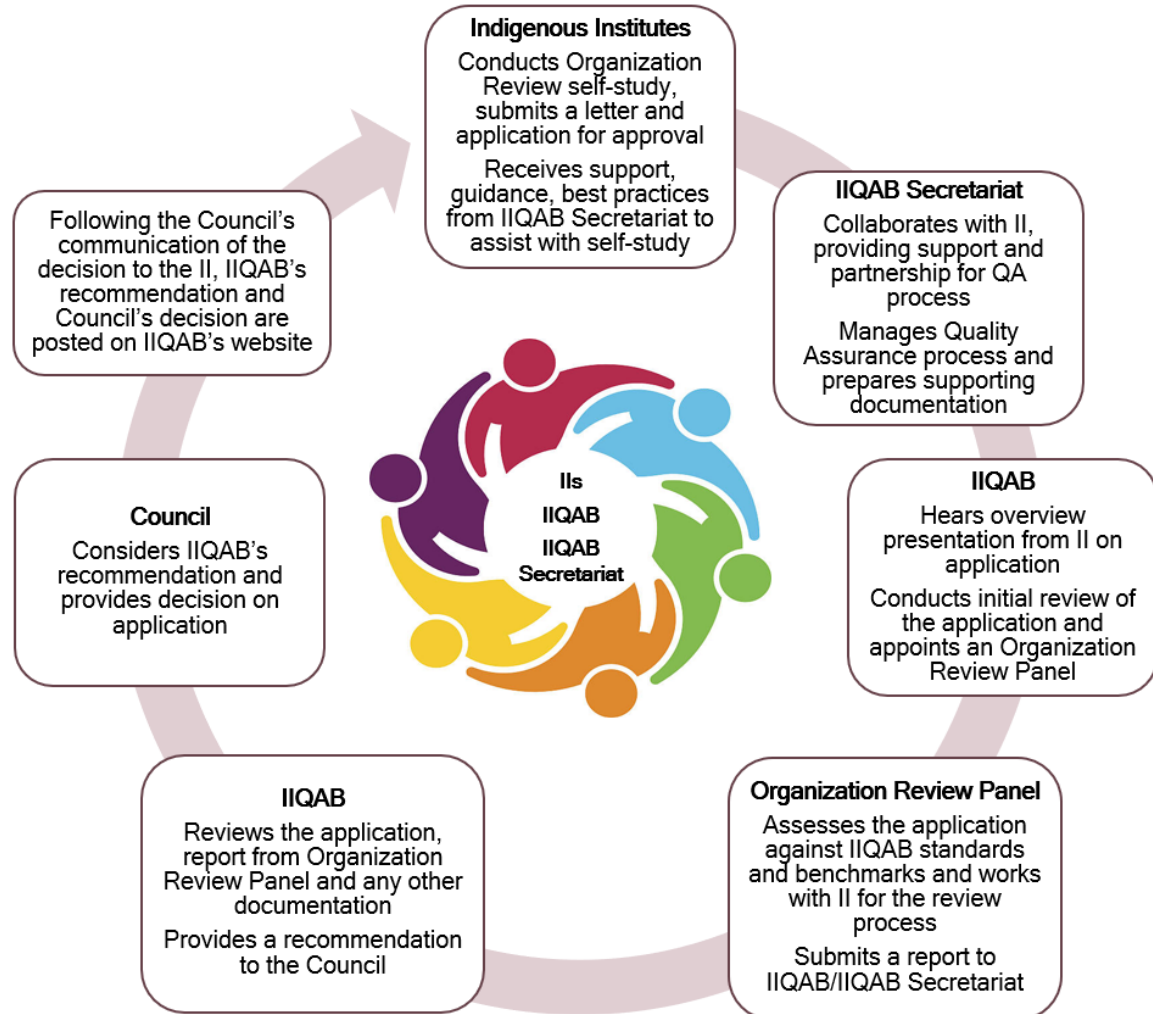
Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutes providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

Overview of Organization Review Process



4. Process for Organization Review

All Indigenous Institutes seeking program approval must undergo at least ONE organization review. In certain circumstances, more than one organization review during the ten-year consent period may be required by the Board depending on the application.

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) 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 Accreditation.

- Indigenous Institutes may receive approval from the Council with all rights and privileges thereof, which will be subject to renewal in 10 years.
- Indigenous Institutes that receive Council approval are required to submit an Interim Report to the Council at the five-year mark of the ten-year approval period.
- If the Indigenous Institute has received WINHEC Accreditation prior to submitting an application for an organization review to the Council, please refer to the Council's *Submission Guidelines for Organization Reviews* (pages A2 – A4) for instructions to meet the current requirements in Ontario.

All applications are assessed using the Board's criteria for organizations. If the organization review results in a finding that the Indigenous Institute is not able to address, the Board may halt the process completely or until the matter has been resolved, after which time the review would continue.

For detailed instructions on the format of organization review applications, please refer to the Council's *Submission Guidelines for Organization Reviews*.

4.1 Indigenous Institute Organization Review Committee

The Indigenous Institute Organization Review Committee (IIORC) is a standing committee established by the Board in conjunction with the applicant Indigenous Institutes. The IIORC will review the organizational soundness and capacity of applicants. Members of this committee will serve to review Indigenous Institutes as organizations using the standards and benchmarks adopted by the Council.

Members of the IIORC are selected by the IIQAB to reflect the several dimensions of Indigenous body it serves and their cultural standards, student interests and organization quality, including but not limited to knowledge of Indigenous community(ies), educational management, admission processes, registrarial functions, learning resources, and financial

analysis. The IIORC will consist of persons selected by IIQAB and WINHEC who have a balance of the following attributes:

- Knowledge keepers of the people(s) and community(ies) the Indigenous Institute serves
- Senior management experience in a credential granting institute
- Experience with professional, accrediting and regulatory bodies for higher education within and outside of Ontario
- Experience in admissions/registrarial roles, including admissions policies and academic records management in a credential granting institute
- Experience in managing learning resources
- Accounting certification and experience in corporate financial management

4.2 Organization Review Panel

The Board assembles a panel and appoints a Chair from among the members of the IIORC to review each application from an Indigenous Institute. The Organization Review panel members must be free of any conflict of interest, and have a broad outlook, open mind and sound judgment. Depending on the nature and complexity of the application for an Indigenous Institute, the Organization Review Panel may consist of at least two or three members as part of the Panel.

Organization Review Panel Report

The primary obligation of the Organization Review Panel is to provide its assessment on the capacity of the institute to offer any proposed program(s). To this end, the Organization Review Panel will assess applications against the criteria stated in Section 5. The panel may request additional information from applicants to assist with its review.

Under the coordination of the Panel Chair, the Organization Review Panel will develop a report that includes the following information:

- An assessment of the application against each of the Board's standards and benchmarks stipulated in Section 5
- An assessment of the sufficiency, reliability, and validity of the evidence provided by the applicant
- An assessment of evidence found during any site visit(s)
- An evaluation, with reasons, of whether the proposed organization meets the Board's criteria

Peer evaluation is an essential component for the independence of the assessments in the Organization Review Panel report. Therefore, the Panel Chair, who is independent from the applicant Indigenous Institute, will confirm the final the report. Where there are differences in assessments among the members of the Organization Review Panel, the Panel Chair will

include all assessments expressed by the Panel members in the final report to support the Board and Council's review.

4.3 Outcomes of Review

The Board's organization review process will result in a recommendation to Council for:

- Approval
- Provisional approval (e.g, approval with conditions)
- Re-submission required with rationale and identification of improvements to be addressed for any future reapplication

5. Organization Review Standards

The purpose of the organization review is to support an Indigenous Institute’s review of its organizational character, financial viability, and student interest policies and practices using the following standards. The standards reflect the international and inclusive partnership between WINHEC and IAESC to support the quality assurance of Indigenous Institutes in Ontario.² References to WINHEC’s source documents have been included throughout.

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*.

Benchmarks have been included for each standard based on the WINHEC standards presented. Benchmarks for the standards marked by an asterisk are additions to WINHEC per the Ontario *Indigenous Institutes Act, 2017*, based on those used by the Postsecondary Education Quality Assessment Board in Ontario.

The Council’s *Submission Guidelines* can be consulted for further guidance with regards to the type of information and documentation that can be provided to complete an organization review.

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

² The WINHEC Accreditation process includes an original Letter of Intent and Eligibility Application, followed by a self-study that is grouped along the three areas of examination: Organizational Authority and Structure, Educational Programming, and General Operations. The standards in quality assurance partnership between IAESC and WINHEC reflect the consolidation of WINHEC’s Eligibility Application and three areas of examination into one list.

* 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*.

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

* 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*.

ORGANIZATIONAL AUTHORITY AND STRUCTURE

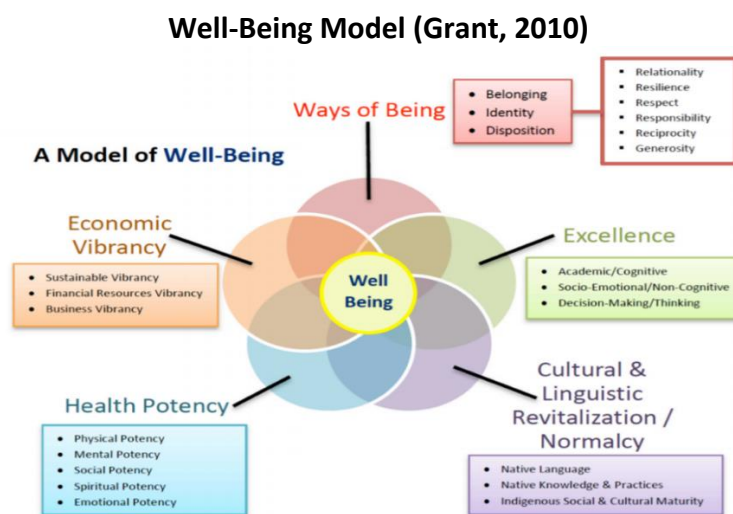
1. INDIGENOUS PHILOSOPHIES

What Indigenous⁴ philosophies are foundational to your institute⁵/organization's vision, mission, goals, cultural standards⁶, and overall work? How do these philosophies support an Indigenous model of wellbeing?⁷

Benchmarks:

Using the Grant Well-Being Model⁸ as a guide:

1. The candidate identifies, defines, and provides an example for each Indigenous philosophy upon which the institute/organization is founded.
2. The candidate identifies, defines, and provides an example of each component of its Indigenous community's well-being model.
3. The institute/organization's philosophies support/align with its community's well-being model.



⁴ 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).

⁵ The word 'institute' is being used interchangeably with 'institution' used by WINHEC.

⁶ The term 'Cultural Standards' is used throughout to refer to a set of guidelines or criteria that have been developed by a particular cultural group to represent how they wish to see the values, protocols, laws, traditions and practices to which they subscribe reflected in the programs, communities and institutions that impact their lives. WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (31) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

⁷ Questions are from the WINHEC Eligibility Application, which includes two major questions that the applicant must address in this document relating to the operating philosophy and well-being outcomes. Reference to group/school/program has been removed for the organization review and to reflect the postsecondary education model in Ontario.

⁸ 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 >

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 >

2. VISION, MISSION, GOALS, CULTURAL STANDARDS AND OVERALL WORK*

What are your institute/organization's vision, mission, goals, cultural standards, and overall work? How do your vision, mission, goals, standards, and overall work support your Indigenous philosophies?⁹

Benchmarks:

1. The candidate identifies and articulates its vision, mission, goals, cultural standards, and overall work.
2. The candidate identifies and provides clear explanations for how its vision, mission, goals, cultural standards, and overall work are founded in its 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 >

3. AUTHORITY TO OPERATE

The candidate must show that it 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 it operates (i.e. tribe, state, province, nation).

Benchmark:

1. The candidate demonstrates authorization by an educational authority as required by the applicable jurisdiction to operate.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (17) < 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*.

⁹ Questions are based on the information to provide to answer the two major questions that the applicant must address in the Eligibility Application in the WINHEC process. The original questions are:

- What Indigenous philosophies are foundational to your institution/organization/ group/school/program's vision, mission, goals, standards, and overall work?
- How do these philosophies support an Indigenous model of wellbeing?

4. REVIEW OF THE OVERSIGHT BOARD*

The candidate has a functioning oversight board responsible for the quality and integrity of the institute to ensure that the institute's Indigenous mission is being achieved. 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.

Benchmarks:¹⁰

1. The candidate has functioning oversight board with sufficient number of voting members (minimum of five) who are representative of the Indigenous communities being served and have no contractual, employment, or personal financial interest in the institute.
2. The candidate has a governing structure that is responsible 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.
3. The candidate has:
 - a) qualified senior administrative staff, including a chief executive officer (or equivalent) who is accountable to the governing body and whose full-time or major responsibility is the administration of the institute.
 - b) sufficient administrative staff with clear lines of administrative authority and accountability necessary to conduct the affairs of the institute.
4. The candidate demonstrates development of the curriculum and academic policies including participation by academic staff, and consultation with community members.

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

5. BOARD LEADERSHIP/PERSON-IN-CHARGE

The candidate employs a responsible administrative authority who is appointed by the oversight board and whose principal responsibility is for the well-being of the institute. The person in charge may not serve as the chair of the institute's oversight board.

Benchmark:

1. The candidate has a leader/person-in-charge whose primary responsibility is the well-being of the institute, which is documented along with other central duties.

* 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*.

¹⁰ Benchmarks 2. – 4. are additions in the WINHEC and IAESC partnership that are not included in the WINHEC Accreditation Handbook P-12.

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

6. CULTURALLY-BASED PATTERNS OF PARTICIPATION IN LEADERSHIP AND DECISION-MAKING

The candidate employs socio-cultural-political processes associated with leadership and decision-making for the institute/organization that reflect traditional contemporary, spiritual, cultural, and social, as well as structural and governing patterns that reflect the norms of the Indigenous community being served. Such patterns of leadership and decision-making strike a balance between culturally appropriate and modern contexts.

Please see Page 35 of the *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12) (Third Edition) – Indigenous Cultural Well-Being Continuum and Culture-Based Education Rubrics* for further guidance. < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

Benchmark:

1. The candidate has socio-cultural-political processes associated with leadership and decision-making that reflect traditional and contemporary, spiritual, cultural, social, as well as structural and governing patterns that reflect the norms of the community being served.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (17-18) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

7. INSTITUTIONAL/PROGRAM INTEGRITY

The institute/program 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 and accredited status.

Benchmark:

1. The institute has governance and administration practices that aligns with and are in consideration of the constituencies it serves.

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

8. ETHICAL CONDUCT*

The candidate's Indigenous philosophies guide its conduct and business practices in the course of its operations.

Benchmark:

1. The candidate upholds its Indigenous philosophies through its conduct and business practices in the course of operations.

EDUCATIONAL PROGRAMMING

9. PROGRAM INTEGRITY

The candidate offers one or more educational programs that are congruent with its mission and are conducted at levels of quality and rigour appropriate to the credentials offered. It provides a locus or environment in which the learning experience is enriched through interaction with Indigenous people and communities.

Benchmarks:

1. The candidate's Indigenous philosophies govern educational programming, curriculum, pedagogy/instruction and assessment.
2. The candidate delivers programs that meet the level of quality required by the Ontario Qualifications Framework according to the credentials offered.
3. The candidate provides programs that are enriched through interaction with Indigenous people and communities.

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

10. ACADEMIC FACULTY/APPOINTEES

The candidate employs a core of full-time, qualified academic faculty/appointees. This group of personnel is representative of the Indigenous populations being served and adequate in number and qualifications to meet its obligations toward achievement of the institute's mission and goals. Faculty members are involved in the formulation of the 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. Individual faculty qualifications reflect the mission and goals of the institute and are consistent with the educational needs of the Indigenous people 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*.

Benchmarks:

1. The candidate has a core body of full-time, qualified academic faculty/appointees that are employed by the institute.
2. The candidate ensures that faculty are representative of and qualified to meet the needs of the Indigenous populations being served and adequate in number and qualifications to meet its obligations toward achievement of the institute's mission and goals.
3. The candidate involves faculty members in the formulation of institutional policy and participation in academic planning, curriculum development and review, instruction and assessment, professional development, student academic advising, governance, and ensures that faculty members are evaluated in a periodic and systematic manner.

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

11. INDIGENOUS-BASED CURRICULUM

The candidate 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.

Benchmark:

1. The candidate provides instruction through:
 - a) A core body of content that blends Indigenous as well as modern subject matter knowledge and skills.
 - b) Culturally relevant contexts for teaching and learning.
 - c) 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.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (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 >

12. INDIGENOUS-BASED PEDAGOGY/INSTRUCTION

The candidate teaches through pedagogical strategies that are grounded in Indigenous knowledge, culture and language use, worldviews and ways of knowing and lined to skills, knowledge and dispositions that allow Indigenous students to thrive in multiple worlds.

Benchmark:

1. The candidate's pedagogy/instruction demonstrates that its 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.¹²

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (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 >

13. INDIGENOUS LANGUAGE & CULTURE

The candidate utilizes Indigenous culture and language to empower Indigenous students' identity and renormalize the use of each in its Indigenous community.

Benchmark:

1. The candidate integrates Indigenous language and culture into educational programs and further the aims of the Indigenous community the candidate serves.

WINHEC Accreditation Authority. *WINHEC Accreditation Handbook. Pre-School-Secondary (P-12)* (Third Edition). Adopted October 1, 2016. (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 >

¹² Benchmark is based on the original WINHEC benchmark of "Depiction of curriculum, pedagogy/ instruction, and assessment effectiveness." with the addition of details from the WINHEC Indigenous-Based Pedagogy/Instruction standard description.

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 >

14. COMMUNITY/INSTITUTIONAL SUPPORT/INTEGRATION

The candidate integrates community/institutional resources and services with teaching and learning to execute the entity's mission and vision. Such support is actively sought and integrated into educational programs.

Benchmark:

1. The candidate integrates community/institutional resources and services with teaching and learning to execute the entity's mission and vision.

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 >

15. ACADEMIC FREEDOM¹³

The applicant institute/program subscribes to internationally recognized conventions related to the cultural and intellectual property rights of Indigenous peoples (including the Mataatua Declaration¹⁴), as well as all locally applicable guidelines for research in Indigenous settings. The institute/program's 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.

Benchmarks:

1. The 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.
2. The institute supports faculty members and students to freely examine and test established views and present unpopular opinions appropriate to their area of study, as judged by the Indigenous and academic/educational community.

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 >

¹³ Academic Freedom Standard is from the WINHEC Accreditation Handbook for Higher Education.

¹⁴ For further information on the Mataatua Declaration:

http://www.wipo.int/export/sites/www/tk/en/databases/creative_heritage/docs/mataatua.pdf

16. STUDENT ASSESSMENT/ACHIEVEMENT

The candidate identified and published the expected learning outcomes for each of its credentialing 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.

Benchmarks:

1. The candidate depicts assessment and achievement through:¹⁵
 - a) Expected learning outcomes documented for programs, according to requirements set out in the *Ontario Qualifications Framework* and other outcomes according to the institute's Indigenous philosophy;
 - b) Appropriate instruction, guidance and support to faculty to assess student growth, and culturally relevant contexts for teaching and learning; and,
 - c) Systematic process for assessing, analyzing, reporting, archiving, and using data to ensure that students achieve these outcomes.

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 >

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 >

17. INSTITUTIONAL EFFECTIVENESS*

The candidate systematically applies clearly defined evaluation and planning procedures (involving Indigenous participation), assesses the extent to which it fulfills its mission, vision, goals and standards, and periodically publishes/disseminates the results to its constituencies, including the principal communities it serves.

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*.

Institutional Effectiveness standard includes the Institutional Effectiveness description from the WINHEC Accreditation Handbook, P-12 and benchmarks from IAESC. This standard and benchmarks reflect the WINHEC and IAESC partnership.

¹⁵ Benchmark is based on the original WINHEC benchmark of "Depiction of curriculum, pedagogy/ instruction, and assessment effectiveness." with the addition of details from the WINHEC Student Assessment/Achievement standard.

Benchmarks:

1. The candidate has policy and process for the periodic review of its operational and administrative policies and procedures, in alignment with its mission, vision, goals, and cultural standards, embodying the following characteristics:

- a) Conduct of organization reviews at regular intervals, normally five to ten years. The first such evaluation should occur before a request for program renewal to the Indigenous Advanced Education and Skills Council.
- b) Criteria for organizational review that include:
 - i) Assessment of the continuing adequacy of the institute's mission statement, cultural standards implementation and academic goals to accurately identify the community character and aspirations of the organization.
 - ii) Assessment of the continuing adequacy of the institute's governance structure and qualified administrative capacity necessary to organize and manage a competent institute of higher learning with appropriate participation by academic staff and in consultation and with responsiveness to communities.
- c) Assessment of the continuing accuracy and completeness of the institute's public reports, materials, advertising, and the key information about the organization and whether it is readily available to potential and current students.

2. The candidate's review procedure includes:

- a) A self-study undertaken, with Elders¹⁷ and Knowledge keepers guidance, input and feedback, and student input, by administrators, faculty and community members of the institute based on evidence relating to organizational performance against the criteria stated above including strengths and weaknesses, desired improvements, and future directions.
- b) An Organization Evaluation Committee established by the senior administration to evaluate the organization's operational and administrative activities, policies and procedures based on:
 - i) The self-study
 - ii) A site visit during which members of the committee normally meet with administrators, faculty members, students, graduates, and other relevant parties to gather information. A majority of the members must have relevant expertise in the credential granting environment, be from outside the institute, and be free of any conflict of interest.
- c) The report of the Organization Evaluation Committee.

The overarching purpose of the report is to assess the appropriateness and quality of the institute's operation, policies, and procedures, and to recommend any changes needed to strengthen that quality. The report must be addressed to the senior administration and be shared with the

¹⁷ WINHEC defines "Elders" as those who are accorded a central role as the primary source of cultural knowledge in Indigenous societies. However, the identification of "Elders" as culture-bearers is not simply a matter of chronological age, but a function of the respect accorded to individuals in each community who exemplify the values and lifeways of the local culture and who possess the wisdom and willingness to pass their knowledge on to future generations. Respected Elders serve as the philosophers, professors and visionaries of a cultural community. The title accorded to respected Elders of a community is specific to particular Indigenous traditions, e.g. Kupuna for Native Hawaiians and Kaumatua for Maori.

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 >

Elders/Knowledge keepers, academic council and the governing Board (or equivalent), together with a plan of action responding to the recommendations in the report.

GENERAL OPERATIONS

18. FACILITIES

The candidate 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.

Benchmarks:

1. The candidate's use of facilities is governed by Indigenous philosophies resulting in healthy and safe environments that support quality delivery of educational programming to students.
2. The candidate provides appropriate learning and physical resources 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. (19) < http://winhec.org/wp-content/uploads/2016/06/WINHEC_Accredit_Handbook_P-12_3rd-Ed_3-4.pdf >

19. ADMINISTRATIVE STAFF

The candidate provides the administrative and support services necessary to achieve its mission and meet its goals.

Benchmark:

1. The candidate has a sufficient number of core administrative staff to support the institute in achieving its mission and meeting its goals.

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 >

20. ADMISSIONS

The candidate publishes its student admission policy which specifies the characteristics and qualifications appropriate for its program and adheres to that policy in its admission procedures and practices.

Benchmarks:

1. The candidate's student admission policy specifies the characteristics and qualifications appropriate to the program in accordance with the *Ontario Qualifications Framework*.

2. The candidate adheres to the policy in its admission procedures and practices.
3. The candidate ensures that its Indigenous philosophies govern the admission of students.

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 >

21. STUDENTS INTERESTS* AND PUBLIC INFORMATION/COMMUNICATION

The candidate publishes in appropriate publications and/or electronic sources, 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 candidate has procedures for communication with the wider community and adheres to such procedures in its practices. The candidate utilizes a balance of modern and traditional practices to communicate with stakeholders.

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

Benchmarks:

1. The candidate ensures that public reports, materials, and advertising, if any, are produced in a thorough, accurate, and truthful manner.
2. The candidate follows ethical practices for its recruitment policies.
3. The candidate publishes key information about the institute's organization, policies, and programs in its academic year calendar and/or is otherwise readily available to students and the public, specifically including:
 - a) The candidate's mission and goals statement
 - b) A history of the organization and its governance and academic structure
 - c) A general description of each program (e.g., purpose, outcomes, length)
 - d) The academic credentials and/or community experience of faculty and senior administrators
 - e) Individual descriptions of all courses in programs and their credit value
4. The candidate has policies and procedures that protect student and consumer interests in the following areas:
 - a) Security of academic student records¹⁹

* 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*.

Student Interests and Public Information/Communication standard includes the Student Interests and Public Information/Communication description from the WINHEC Accreditation Handbook, P-12 and benchmarks from IAESC. This standard and benchmarks reflect the WINHEC and IAESC partnership.

¹⁹ Indigenous Institutes are required to retain student records for credentials for a period of 25 years. In the event of institutional closure, the Indigenous Advanced Education and Skills Council will retain student records.

- b) Payment schedule of fees and charges
- c) Student dismissal
- d) Withdrawals and refunds

5. Prior to registration, the candidate provides students with policies and procedures, as applicable, pertaining to any of the following which are relevant to the (proposed) programs:

- a) Admissions
- b) Credit transfer arrangements for incoming students
- c) Credit transfer arrangements with and recognition by other institutes
- d) Entrance examinations
- e) Prior learning assessment
- f) Grading
- g) The ability of international students admitted to the program to meet program requirements for credential completion
- h) Method of course delivery
- i) Academic honesty
- j) Intellectual property rights
- k) Student dismissal
- l) Student support and services
- m) Tuition
- n) Scholarships and other financial assistance
- o) Payment of fees and charges
- p) Withdrawals and refunds
- q) Institutional closure
- r) Where appropriate, supervision, preparation, and examination of theses/dissertations

6. For courses and/or programs that incorporate blended, hybrid or online delivery, the candidate ensures that potential students are fully informed about:

- a) The technological requirements of participation and the technical competence required of them
- b) The nature of learning and the personal discipline required in an anytime/anywhere environment
- c) Any additional costs, beyond tuition and ancillary fees, associated with e-learning aspects of course/program delivery
- d) Type of support and protection available to them

7. The candidate ensures that institutional 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, including:

- a) Individuals have a right to a fair and expeditious resolution of disputes
- b) Individuals have a right to know and understand the charges or complaints made against them
- c) Individuals have a right to be heard in response to charges or complaints made against them, before any disciplinary decision is taken
- d) Institutes have an obligation to deal with complaints or grievances according to clear and reasonable deadlines
- e) Institutes have an obligation to establish and operate according to administrative processes that deal with disputes fairly and expeditiously at the informal level

8. The candidate informs students and employees on the policies and procedures for dispute resolution. To these ends, the candidate's policies ensure that:

- a) Charges or complaints against an individual are stated clearly and in writing
- b) There is an administrative person(s) responsible for dealing with complaints, and to whom complaints may be directed, who may facilitate the informal resolution of disputes
- c) There is a process for reviewing disputes and examining the evidence
- d) There is provision for a final internal review by a body of persons not involved in the dispute in any way

9. The candidate provides opportunities for student involvement in the institute’s activities and policies, such as student governance, administrative governance, advisory committees, student/administration circles and other opportunities.

10. The candidate provides students with opportunities to take responsibility for the well-being of the institute, cultural community and their educational outcomes.

22. FINANCIAL RESOURCES*

The candidate verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget, under jurisdiction of the appropriate oversight board. In addition, the candidate seeks new/expanded resources to ensure sustainability of the institute’s mission, vision, goals, and standards.

Benchmarks:²⁰

1. The candidate demonstrates how it plans to address its future educational, enrolment, physical and fiscal growth in Ontario:

- a) Including two forecast scenarios: most likely and worst case, projected over five years. Please see the Budget Template in the *Submission Guidelines* for further information.
- b) Including a budget narrative, providing context and a rationale for the most likely scenario in the Budget Template—telling the “story” of how the institute intends to develop the proposed program over the next five years.

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23. FINANCIAL ACCOUNTABILITY

The candidate 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.

* 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*.

²⁰ Benchmark is an addition in the WINHEC and IAESC partnership that is not included in the WINHEC Accreditation Handbook P-12.

Benchmark:

1. The candidate employs an accurate and a 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.

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24. COMMUNITY/INSTITUTIONAL RESOURCES

The candidate is supported by its Indigenous community through a set of resources and services that ensure the viability and sustainability of its operations.

Benchmark:

1. The candidate has documented support from its Indigenous community through a set of resources and services that ensure the viability and sustainability of its operations.

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25. OPERATIONAL STATUS

The candidate will have completed at least one year of its principal educational operations at the time of consideration as an Applicant for Accreditation.

Benchmark:

1. The candidate has established administrative operations sufficient to function as a high-quality educational institute.

Note: Candidates must remain compliant with legislated requirements and therefore cannot grant credentials prior to receiving the required approvals as set out in the *Indigenous Institutes Act, 2017* and all other applicable legislation.

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6. Conclusion

This Handbook outlines the major components of the organization review process for Indigenous Institutes in Ontario, reflective of the international partnership between WINHEC and IAESC. The Council and Board look forward to assisting with the goals of Indigenous Control of Indigenous Education in Ontario.