

GICHI KEN-DAA-SI-WIN:

Higher Learning, Higher Knowledge and Education at Lakehead University 2010 - 2013

"It is vital for the culture of learning that the school reflect the community, that the community and its people see themselves reflected in the school ... Schools must have a culture or ethos that values Aboriginal culture, that includes Aboriginal ideas, languages and rituals in its curriculum, and that recognizes different ways of learning in its practices."

(Henchey. 2005. Moving Forward in Aboriginal Education quoting the Chiefs of Ontario)

ᐃᓕᓴᐅᓂᓯᐏ ᐊᑐᐢᑕᓂᒃ ᐱᐢᑭᓂᐊᓕᕆᓂᖅᐳᑦ

ᐃᓕᓴᐅᓂᓯᐏ ᐊᑐᐢᑕᓂᒃ ᐱᐢᑭᓂᐊᓕᕆᓂᖅᐳᑦ

Lakehead
UNIVERSITY

GICHI KEN-DAA-SI-WIN:
Higher Learning, Higher Knowledge and Education at
Lakehead University 2010-2013

"It is vital for the culture of learning that the school reflect the community, that the community and its people see themselves reflected in the school … Schools must have a culture or ethos that values Aboriginal culture, that includes Aboriginal ideas, languages and rituals in its curriculum, and that recognizes different ways of learning in its practices."
(Henchey. 2005. Moving Forward in Aboriginal Education
quoting the Chiefs of Ontario)

Section One: SUMMARY 4

Section Two: COMMUNITY ENGAGEMENT 5

Section Three: CURRENT SITUATION

ENVIRONMENTAL SCAN 6

INVENTORY OF EXISTING PROGRAMS AND SERVICES 9

ABORIGINAL INITIATIVES 10
ACADEMIC PROGRAMMING 12
ABORIGINAL RESEARCH 15

Section Four: SUCCESSES, GAPS and OPPORTUNITIES

SUCCESSFUL PRACTICES 17
GAPS & OPPORTUNITIES 18

Section Five: STRATEGIC PLAN

VISION AND STRATEGIES 27
GOALS AND OBJECTIVES 27
DETAILED ACTION PLAN 31
EVALUATION AND PERFORMANCE MEASURES 37

Section Six: IN CLOSING 38

Literature Cited and Reviewed 39

Appendices

A. Milestones in Aboriginal Education at Lakehead University

B. Aboriginal Management Council Membership

C. APSET Planning Participants

Section One: **SUMMARY**

The overarching goal of Lakehead University's Aboriginal Postsecondary Education and Training (APSET) Plan 2010 to 2013 is to lay the foundation for Lakehead University to grow as the University of Choice for Aboriginal students in northern and central Ontario through a community-centred, shared learning approach. This goal is encompassed by Lakehead University's mission statement, which emphasizes that it is "dedicated to working with Aboriginal peoples in furthering their educational aspirations".

In this document, the term "Aboriginal" is used in its most inclusive sense, to refer to all groups of Native or Indigenous peoples, First Nations, Inuit, Métis, treaty and non-treaty, status and non-status Indians, persons living on reserves and those living off reserves.

The Lakehead University Office of Aboriginal Initiatives, in collaboration with the Aboriginal Management Council (AMC) and its Advisory Council of faculty and staff, guided the planning process through a steering committee and engaged the assistance of a consultant. The consultant facilitated University and community input, conducted research and drafted the APSET Plan. The project was funded by the Ministry of Training, Colleges and Universities (MTCU).

A wide range of information and ideas were gathered through a community engagement process which consisted of a focus group, as well as one-to-one interviews. And a broad selection of relevant documents was reviewed, including Lakehead University's overall Strategic Plan 2010-2013, institutional surveys, meeting notes, and external research related to postsecondary education and Aboriginal peoples.

The four strategies of Lakehead University's Aboriginal Postsecondary Education and Training Plan integrate the goals and objectives related to Aboriginal learners specified in Lakehead's comprehensive Strategic Plan for 2010-2013. These strategies are designed to increase the success of Aboriginal learners in reaching their education goals, by improving access and participation, completion, transitions, and partnerships, as follows:

- Enhance learning options and transition supports
- Strengthen programs and services
- Advance key partnerships
- Raise the Aboriginal profile

The APSET Plan 2010 to 2013 will be moved forward by the Office of Aboriginal Initiatives, with the support of the Aboriginal Management Council, the Senate, senior administration, faculties and staff throughout Lakehead University.

Section Two: **COMMUNITY ENGAGEMENT STRATEGY**

Lakehead University has extensive and carefully nurtured contacts and affiliations with Aboriginal communities and organizations at the local, regional and provincial level. These partnerships contribute significantly to the development of the institution's Aboriginal education and training plans.

Aboriginal academic programs, research, and student support services throughout the University are linked to a wide range of Aboriginal community stakeholders through well-functioning community-based advisory committees and partnerships. Some of the key Aboriginal institutes and organizations with which the University collaborates include: Negahneewin College, University of the Arctic, Keewatinook Okimaakanik (Northern Chiefs Council), Matawa First Nations, Métis Nation of Ontario, Northern Nishnawbe Education Council, Northern Ontario Aboriginal Learning Circle, the Ontario Native Education Counsellors Association, Oshki-Pimache-O-Win Education and Training Institute, and Seven Generations Education Institute.

The Aboriginal Management Council (AMC)

Lakehead University has an established process for engagement with Aboriginal communities and organizations through its Aboriginal Management Council, which was formed in 1988 as a Native Advisory Committee and formalized in 1992 in its present form. AMC membership consists of organizations from the surrounding Aboriginal community and an Advisors' Committee of each Aboriginal-specific program, department or position, Aboriginal faculty, the Dean or designate of each University faculty and key administrative positions who counsel the President's Office and the Office of Aboriginal Initiatives.

AMC membership (see Appendix B) includes representation from the Métis Nation of Ontario, Nishnawbe Aski Nation, Grand Council Treaty #3, Anishinabek Nation, the Association of Iroquois and Allied Indians, Unallied First Nations, Negahneewin College, and a number of Aboriginal education institutes and service organizations as well as a representatives from the Orillia Aboriginal community and appointees from the Lakehead University Native Student's Association (LUNSA).

Focus Groups and Interviews

Consultations and engagement of the Aboriginal community in the development of Lakehead University's Aboriginal Postsecondary Education and Training Plan 2010-2013 was undertaken through a focus group of 16 participants and another 20 one- to-one interviews. The contributors to the planning process included First Nations and Métis education groups and school boards in northwestern and central Ontario, as well as the AMC, Aboriginal Advisory Committee members, the Elders Council, faculty, staff, and students of both the Thunder Bay and Orillia campuses. The Office of Aboriginal Initiatives, the APSET Steering Committee and the Aboriginal Management Council reviewed and approved the final plan.

The APSET Plan draws on the following sources of engagement:

- Spring 2008 Aboriginal Programming and Research Survey of Lakehead University faculties and departments;
- Winter 2009 Aboriginal Cultural and Support Services survey of 139 students;
- March-April 2009 Aboriginal Community Liaison Officer's report on his visits to First Nation communities and Aboriginal organizations in the Orillia area;
- July 6, 2009 Notes of a meeting of Aboriginal Initiatives staff and Thunder Bay area Aboriginal Postsecondary Education coordinators;
- August 27, 2009 APSET Focus Group at the Thunder Bay campus with sixteen participants: half were University faculty and staff, half were community representatives; and
- September to October 2009, twenty one-to-one interviews conducted by the consultant.

The Focus Group and Interviews used the following questions to invite input from participants.

1. Please tell us how well you think Lakehead University currently serves Aboriginal learners and communities.

2. Describe some of the University's strengths and accomplishments in relation to Aboriginal learners and communities.

3. What do you see as the gaps, obstacles or challenges for Lakehead University in improving how it serves Aboriginal peoples?

4. Please share any ideas or suggestions you might have which would help the institution address these gaps and challenges.

5. The following are three ideas for improvements to postsecondary education and training at Lakehead University. Please indicate how you rank them, in order of importance.
    a. An Aboriginal Community Liaison Officer to do outreach, promotion and recruitment of Aboriginal students,
    b. A Graduate program in Indigenous Studies,
    c. Increasing Aboriginal faculty.

6. How could Lakehead University better work with you to serve your students and community?

7. Other comments, anything you would like to add.

Section 3: **CURRENT SITUATION**

ENVIRONMENTAL SCAN

Aboriginal Peoples— A Young and Growing Population

Canada's 2006 Census showed that the Aboriginal population continues to grow significantly and is notably young, compared to non-Aboriginal peoples. Nearly half (48%) of Aboriginal people nation-wide were under the age of 25, compared to 28% of the general population.

Ontario is home to 242,000 First Nations, Métis and Inuit, the largest population of Aboriginal people in Canada. Over a quarter of these live in northern Ontario, with approximately half living on reserves and half in towns and cities across the region, where they make up 8% to 20% of the population.

Northwestern Ontario, with a population of more than 60,000 Aboriginal people, is home to 75% of Lakehead University's Aboriginal learners. The area covers the province's largest land mass which includes more than 60 First Nations in the Treaty #3, Nishnawbe Aski Nation and Robinson-Superior Treaty territories. Half of these Anishinaabe (Ojibwe and Cree) communities are in remote areas, accessible only by air and winter roads.

Most Nishnawbe Aski First Nations and a number of Treaty #3 and Orillia area First Nations administer their own elementary and high schools. Still, the majority of Aboriginal students attend mainstream schools. For example, the Keewatin Patricia District School Board reports that in the 2008-09 school year Aboriginal learners made up 44% of their total student population in elementary and high schools. The school board's 2009-2013 Strategic Plan includes eight specific strategies "to ensure programs and resources meet the needs of Aboriginal students".

The Orillia area, which straddles the northern-southern Ontario region, encompasses another 32 First Nations, with similar economic and education conditions as Aboriginal communities in the northwest of the province.

While the overall population in northwestern Ontario is declining, the population growth rate among Aboriginal people increased 28% from 2001 to 2005 and it is expected to continue rising for another decade. A number of First Nations in the northwest have nearly doubled their populations over the past few decades. Half of northwestern Ontario's population lives in Thunder Bay. The city has the twelfth highest Aboriginal population in Canada and the third highest in Ontario.

Education and employment trends cited in the Statistics Canada 2006 Aboriginal Population Profile for Thunder Bay are comparable to figures for Aboriginal populations across the country. Although Aboriginal youth (aged 15–24) had lower elementary and high school attendance rates than their non-Aboriginal counterparts, they were more likely to return to school later in life. Just under half of Aboriginal people in 2006 aged 25–64 completed a postsecondary education compared to 61% of non-Aboriginal people. Less than 10% had a university degree compared with 23% of non-Aboriginals. Employment rates reflect a gap between the Aboriginal and the mainstream population, with higher unemployment and lower wages for Aboriginal people. Aboriginal postsecondary students tend to be older, with greater family responsibilities and lower incomes, and are more often women than men.

The economic base of northern Ontario is changing. As employment relies less on natural resource industries and more on transportation, manufacturing, tourism, health care, education and social services, 70% of jobs are now categorized as 'white collar' and require postsecondary qualifications. *"There is consensus that the jobs of the present—and increasingly those of the future—overwhelmingly require people with some form of PSE"* (Government of Canada, Indian & Northern Affairs Canada. 2008. Postsecondary Education Program Review).

The potential impact of Aboriginal youth in regional and provincial economies has been a focus for policy reform discussions and proposals to support their success through education and training, calling for increased resources.

"Increasing Aboriginal peoples' access to education and employment opportunities and building a new relationship among communities is vital for the North's future" (Ontario's Proposed 25 year Growth Plan for Northern Ontario, October 2009).

Most young Aboriginal people want to get a postsecondary education, yet relatively few succeed. The Canadian Millennium Scholarship Foundation report "Changing Course: Improving Aboriginal Access to Postsecondary Education in Canada" cites some of the barriers faced by Aboriginal people in reaching their educational goals, including inadequate financial resources, poor academic preparation, lack of self confidence and motivation, absence of role models who have postsecondary education experience, lack of understanding of Aboriginal culture on campus and experiences of racism.

Given these trends, Aboriginal and mainstream education authorities alike are making determined efforts to increase the success of students at the earliest grades through to university. Partnerships are increasing between school boards, community organizations, and postsecondary institutions to provide a broader, more flexible range of learning options that include alternative classrooms, distance learning, internet education, special needs programs and prior learning assessment.

> *Despite the disadvantages many Aboriginal students have to overcome, once Aboriginal students complete postsecondary education, the research indicates that they successfully compete with non-Aboriginals in the labour market. Education is clearly key to breaking down economic barriers for Aboriginal people. This makes it critical to focus on supports that help Aboriginal students to complete high school and access postsecondary education. The face of public education in Canada is changing.* (The Learning Partnership 2007).

A wide range of analysts agree that finding innovative approaches to close the Aboriginal education gap is critical.

"Gaps in education levels between the Aboriginal and non-Aboriginal population are a major challenge for Ontario. Lakehead University has an established reputation as a centre for excellence in its commitment to education for Aboriginal students and is in a position to address this gap" (Lakehead University Institutional Analysis & Government Relations baseline data document, September 2009).

The Aboriginal Learner at Lakehead University

Current enrollment statistics indicate that Aboriginal learners represent approximately 11% of the total student population at Lakehead University and is increasing.

The self-identification process established by the University's Office of Institutional Analysis and Government Relations in 2006-2007 provides a growing database which will increasingly help identify trends and factors in the enrollment, success and completion rates of Aboriginal learners. A self declaration survey is administered to all students at the time of registration.

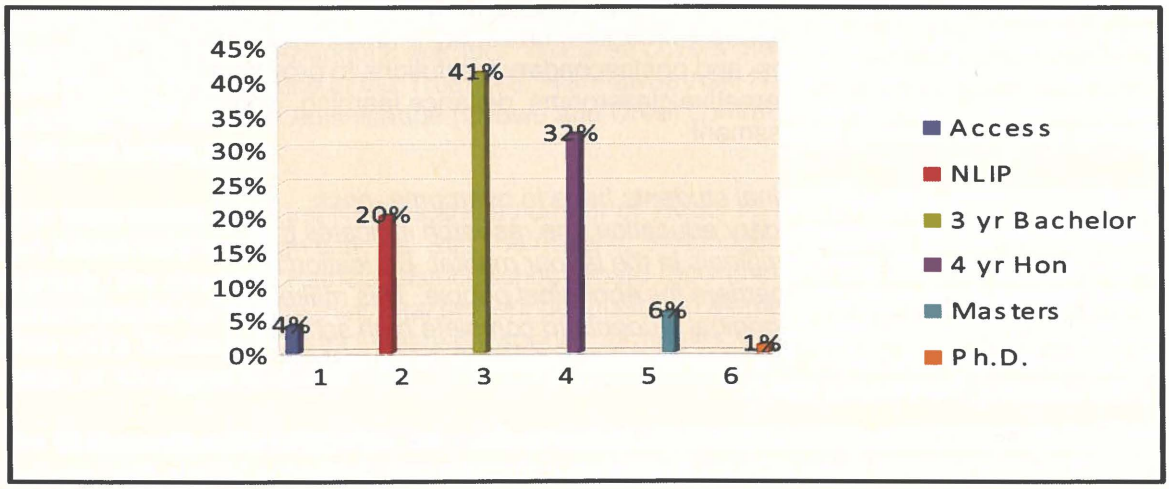
The total student population of Lakehead University was 8,123 in 2008-2009. Learners identified as Aboriginal in one of two ways: by completing a self declaration survey or by enrolling in the Native Language Instructors Program (NLIP). The self declaration survey was completed by 6,435 students.

In the 2008-2009 academic year, there were an estimated 900 Aboriginal students enrolled at Lakehead. Of the 6,435 who completed the self-declaration survey, 619 (9.62%) identified themselves as Aboriginal. Assuming those who completed the self declaration are a representative sample of the overall student population, it can be extrapolated that there would be 781 Aboriginal people in the student body (8,123 x 9.62%) and an additional 127 NLIP students in the summer brings the total to over 900.

Of the 619 self-declared Aboriginal students, 64% identified themselves as First Nations, 21% Métis, 12% non-status and less than 2% as Inuit. Three quarters of these students come from northwestern Ontario with most of the remaining 25% from the GTA and central/southern Ontario.

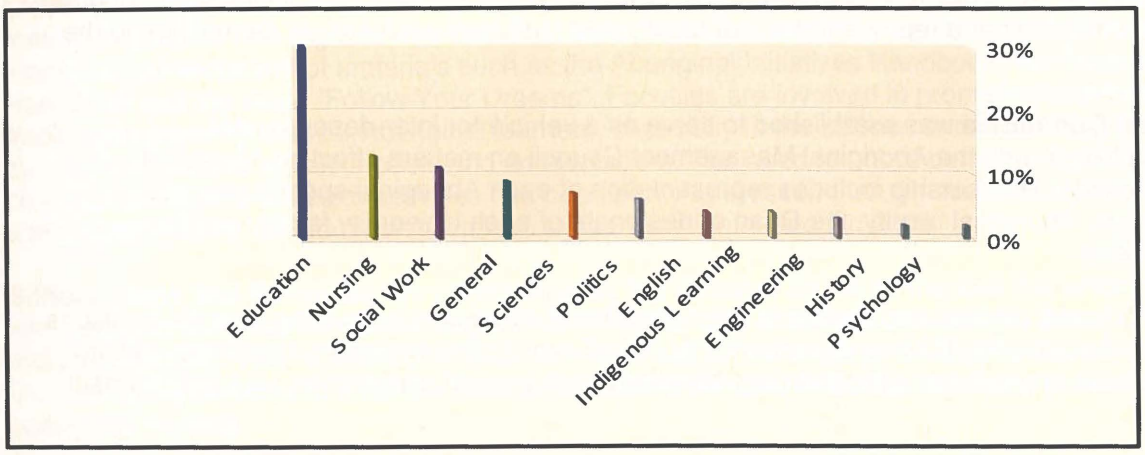
A number of First Nation and Métis education officials interviewed in the APSET planning process emphasized that their students tend to choose postsecondary programs which allow them to be closer to home. In 2008-2009 over one-third of Northern Nishnawbe Education Council's (NNEC) 442 postsecondary students attended Lakehead University, coming from 25 northwestern Ontario First Nations.

Aboriginal students are enrolled across a range of academic programs at the undergraduate and graduate levels at Lakehead University. In 2008-09, approximately 40% were in three-year Bachelors level programs, 30% in four- year Honours, 20% in the Native Language Instructors diploma program, 5% in Masters programs, 4% in access programs and 1% were at the Ph.D. level.



Three quarters of the Aboriginal students (73%) at Lakehead University in 2008-2009 were enrolled in mainstream programs. This supports the University's assertion that Native learners have broad interests and can succeed in any field of study.

Education programs head the chosen disciplines of Aboriginal students in 2008-2009. At the degree level, 16% were enrolled in Education as a major or a concurrent program; this proportion rises to 30% when the 127 students in the Native Language Instructors diploma program are included in the Education total. The other leading areas of study for Aboriginal students were Nursing (13%), Social Work (11%), General (9%), Sciences (7%), Politics (6%), English 4%, Indigenous Learning (4%), Engineering (3%), History (2%) and Psychology (2%).



The retention rate for first-year Aboriginal students at Lakehead from 2008-2009 to 2009-2010 is 80%, based on the number who returned for their second year of studies. The Native Access Program reports that their students usually refer to family concerns and health issues as reasons for leaving.

The three largest First Nations' postsecondary education units in northwestern Ontario — Northern Nishnawbe Education Council, Matawa First Nations and Seven Generations Education Institute — report high retention rates among their students at Lakehead University, attributing this at least in part, to the support services provided to Aboriginal learners at Lakehead.

According to the Office of Aboriginal Initiatives, 95 Aboriginal learners graduated at Lakehead in 2008-2009, a marked increase from 63 in 2007-2008.
An Aboriginal Alumni Chapter of the Lakehead University Alumni Association was launched in 2009 to stay in touch with graduates and invite them to continue to be involved with the University. So far over 70 alumni have been attracted to the new alumni chapter through meetings, word-of-mouth and a Facebook site.

INVENTORY OF EXISTING PROGRAMS AND SERVICES

The University's commitment is reflected in its mission statement and by the number of Aboriginal faculty, staff, Elders in residence, programs, support services, Aboriginal research, courses, and the number of Aboriginal undergraduate and graduate students attending Lakehead. The institution maintains a welcoming and supportive environment for Aboriginal students. It continually looks at best practices and creative new ways to support Aboriginal learners in completing a postsecondary education, as well as heightening University and community awareness of Aboriginal issues and identity.

Lakehead University takes great pride in the developments and advancements it has made over the past forty years in working with the Aboriginal community to further the educational aspirations of Aboriginal students, and recognizes the need to continue to develop in these areas.

ABORIGINAL INITIATIVES

The Office of Aboriginal Initiatives (AI) was created in 2003 to provide leadership and enhance Aboriginal programming, supports and services throughout the University. The Vice-Provost (Aboriginal Initiatives) heads the Office of Aboriginal Initiatives as the senior administrator responsible for Aboriginal academic programming, student support services, and community relations. The Vice-Provost (AI) facilitates a centralized cooperative approach to Aboriginal education at the University, working closely with other senior administrators, the Deans' Council, the Senate, and the Aboriginal Management Council.

The Aboriginal Management Council (AMC) membership consists of organizations from the surrounding Aboriginal community, whose members sit in an advisory capacity to the President's Office and the Office of Aboriginal Initiatives. The AMC has representation on the Lakehead University Board of Governors and the Senate. Senior administrators and representatives of faculty and staff form an Advisors' Committee to the AMC.

The AMC Advisors' Committee was established to serve as a vehicle for inter-departmental communication and liaison with the Aboriginal Management Council on matters affecting Aboriginal postsecondary education. Membership includes representation of each Aboriginal-specific program, department or position, Aboriginal faculty, the Dean or designate of each University faculty and key administrative positions.

The AMC Elders' Council advises and assists in the promotion of Aboriginal languages, culture, traditions and protocols within the Lakehead University community. The Council meets quarterly to provide cultural guidance and support to projects and programming. Members lead cultural ceremonies, visit and counsel students and staff.

Aboriginal Faculty and Staff are identified in 34 full-time positions at the University, including 11 Faculty, two Chairs (in Aboriginal Education and Indigenous Learning), five Program Coordinators (Honours Bachelor of Education, Native Language Instructors, Native Nurses Entry, Native Access and Aboriginal Cultural Support Services) and 15 support staff.

Aboriginal Cultural and Support Services (ACSS) was established in1987 to provide a supportive environment to all Aboriginal students and assist them in achieving their academic goals. The ACSS office assists Aboriginal learners with applications, course selection, registration, appeals, withdrawals, and other academic matters, and in applying for scholarships, awards, OSAP and band funding. ACSS also offers weekly study nights, academic workshops and tutorials, liaison with professors, departments and external education counselors and coordinators. As well, ACSS helps students to access community information and services on-and off-campus. The unit also collaborates with student associations and other units in organizing cultural, social and recreational events and activities.

Lakehead University Native Student Association (LUNSA) is a Student Union club operated by students on a volunteer basis. The executive members and activities vary from year to year. LUNSA also organizes the Annual Powwow in March. LUNSA hours of operation are dependant on the availability of its volunteer base who maintain busy academic schedules.

The Aboriginal Awareness Centre (AAC), part of the Lakehead University Student Union (LUSU), is an educational, lobbying, support, and referral service open to all Lakehead University students. The AAC offers learning opportunities for students, staff, faculty, and other members of the University community, exploring issues, histories, and contributions of Aboriginal peoples. It hosts events throughout the academic year so the campus and broader community may experience Aboriginal cultural teachings, ceremonies, traditions, and worldviews.

The Elders in Residence program provides supports and services to Aboriginal students, staff and faculty at Lakehead University; they attend the Aboriginal Student Lounge throughout the week to offer counselling and share their knowledge. As well, Elders make presentations during orientation and classes, arrange

monthly Sweat Lodges, nurture a medicine garden and preside over four feasts per year and an annual cultural celebration/powwow.

Cross-Cultural Awareness and Education The Office of Aboriginal Initiatives offers an Indigenous Knowledge Seminar Series to all faculty and staff. As well, Aboriginal Cultural and Support Services and the Aboriginal Awareness Centre collaborate to provide cultural workshops and ceremonial activities throughout the year, including an annual powwow, sweat lodge ceremonies on campus, traditional teachings, visiting artists, and guest speaker engagements, all of which are open to everyone interested in learning more about Aboriginal cultures and issues.

Communication, Recruitment and Outreach to Aboriginal communities and learners is facilitated by the Office of Aboriginal Initiatives, through a Communication Plan. Promotional activities include advertising and feature interviews with regional and national media, attendance at schools and career fairs, community visits, and development of materials such as the Aboriginal Initiatives Handbook, the Aboriginal Student Handbook and the video "Follow Your Dreams". Faculties are involved in promoting alternate and non-traditional career options for Aboriginal learners, especially in the science and technology fields, using successful students as role models and ambassadors. The need for more permanent positions to assist with communication and outreach activities has been partly addressed through student internship programs and a temporary Aboriginal Community Liaison Officer position created in 2009.

Scholarships and Bursaries are coordinated by the Office of Student Financial Aid which provides detailed information to students on a wide range of both internal and external scholarships, awards and bursaries available to them. This includes the most recently established bursary, the $5,000 Beverly Ann Sabourin Bursary, to be awarded to a female Aboriginal student enrolled in studies related to the environment, political science or nursing.

Mechanisms for tracking students and measuring success include an integrated a self-identification process for Aboriginal students that has been in place since 2006-2007 as part of the University's registration process. Aboriginal Cultural Supports and Services, in collaboration with the Admissions and Recruitment Office, continue to develop additional strategies on how to reach out to Aboriginal students and to encourage them to self-identify. The Office of Aboriginal Initiatives and the department of Institutional Analysis and Government Relations are developing ways to analyze and report on the self-identification information.

Nanabijou Aboriginal Graduate Enhancement Program (NAGE) developed in 2009, is a transition and mentoring program designed specifically to address the challenges faced by Aboriginal undergraduate students at Lakehead University who wish to pursue advanced degrees at the Master's and Doctorate level. NAGE's goals are to encourage and retain Aboriginal scholars' success in academic graduate work.

An Aboriginal graduate student coordinates NAGE activities, which includes peer mentoring, sharing circles, Elder support, and pre-selected workshops on topics such as writing thesis papers. The Faculty of Graduate Studies will offer orientation and information sessions for Aboriginal under graduate students. This new initiative is being promoted in Aboriginal media and through brochures, role model posters and a website. Nanabijou will also link with SAGE (Supporting Aboriginal Graduate Education) initiatives at other postsecondary institutions in Ontario and British Columbia.

An Aboriginal Alumni Chapter of Lakehead University Alumni Association was launched in 2009. The Chapter will create a database of Aboriginal graduates, develop and maintain a website, host alumni symposia, invite Alumni Chapter members to take part in promotion and recruitment activities, profile successful Aboriginal alumni through the website, Aboriginal media and magazines and role model posters, and highlight professional Aboriginal Alumni Chapter members as guest speakers.

Partnerships with First Nations and Métis education resources improve the level of support to students from outside of the institution. Lakehead has arranged for Aboriginal postsecondary education counsellors to have regularly scheduled time and space on campus to meet with their students. These external education

units administer funding, monitor student progress, and offer varied transition supports including counselling, academic advising, housing assistance, newsletters, and social and cultural activities.

Conferences, visiting scholars, artists in residence are some of the various events hosted by the University which highlight and advance Aboriginal education and issues. These events include visits by prominent Aboriginal and mainstream scholars invited as keynote speakers for public lectures, classes and discussions with students and faculty. The following are a few highlights:

- The Biennial Aboriginal Peoples Conferences held in 1994, 1996, 1998 and 2000, which brought together local and international Aboriginal and non-Aboriginal scholars, Elders and students in discussions and debate about Aboriginal issues.
- 2006 presentations by Dr. Rongo Wetere (former CEO for Te Wananga O Aotearoa University, New Zealand and Executive Host for the World Indigenous People's Conference on Education, New Zealand, 2005) on Literacy Alternatives for All: The Pathway Out - The New Zealand Maori experience and how it might apply in Northwestern Ontario.
- Award-winning writer Drew Hayden Taylor's 2009 speeches and seminars.
- 2009 guest lecturer John Ralston Saul addressing the question "Is Canada a Métis Nation?", from his book A Fair Country.
- 2008 and 2009 Tomson Highway (Cree author, musician, and playwright) as guest artist-in-residence, in partnership with Negahneewin College.

Honorary doctorates, Fellowships and Awards have been presented over the past two decades as Lakehead University publicly recognizes the wisdom and contributions of Aboriginal peoples. Honorary doctorates have been conferred to notables such as Elder Richard Lyons, political leader Phil Fontaine, Métis scholar Dr. Olive Dickason, lawyer and commissioner Roberta Jamieson, philanthropist and symphony conductor John Kim Bell, renowned artist Norval Morriseau, humanitarian Tom Jackson, creative leading light Buffy Sainte Marie, engineer and entrepreneur Melvin Pervais, internationally acclaimed architect Douglas Cardinal, stateswoman Nellie Cournoyea and educator/Woodlands artist Goyce Kakegamic.
In 2005, as part of the celebrations marking Lakehead University's 40th anniversary, four of the 40 Northern Lights "forty extraordinary men and women who have made a difference to the growth and development of Lakehead" were past and present leaders in Aboriginal education at the University: the late Harold Linklater, founder of the Native Teacher Education program; Dolores Wawia Elder-in-Residence, storyteller, and Assistant Professor of Education; Fellow Mae Katt, first Aboriginal graduate of Lakehead's Bachelor of Science in Nursing program who went on to lead the development of the curriculum for the Native Nurses Entry Program; and Dr. Richard Lyons, Elder, who dedicated his life to the promotion of Aboriginal culture.

ACADEMIC PROGRAMMING

Lakehead University is comprised of nine faculties: Business Administration, Education, Engineering, Forestry and the Forest Environment, Graduate Studies, Health and Behavioural Sciences, Social Sciences and Humanities, and the Northern Ontario School of Medicine.

Aboriginal content and perspectives in academic programming span the entire University. An Inventory of Aboriginal Programming and Research completed by each faculty in 2008-2009 identified courses and research initiatives with an Aboriginal focus or emphasis, as well as suggestions for improvements which could appeal to more Aboriginal learners.

The following highlights academic offerings available to Aboriginal learners at Lakehead.

The Native Access Program (NAP) is offered to people of Aboriginal descent who do not meet the regular or mature student admission criteria, and who require additional academic preparation and skills to become eligible for admission. On successful completion of the program, students are eligible to apply for admission to continue their studies in selected first-year programs. Special academic programming is offered along with tutoring, academic counselling, and a related support network to provide students with an atmosphere

conducive to successful program completion. The curriculum includes courses in English, Study Skills and Logical Reasoning, Indigenous Learning, Math and Science.

"*The Native Access Program made me feel like I was not alone on my journey and that it is never too late to get your education*" (Cynthia Gomez, HBSc. Math).

Faculty of Business Administration offers undergraduate, certificate and Masters level courses across six disciplines: accounting, finance, human resources management and industrial relations, information systems and operations management, marketing, and general/strategic and policy management.

Faculty of Education

Department Of Aboriginal Education offers the Native Teacher Education Program (B.A./B.Ed.), the Concurrent B.A./B.Ed. and Hon B.A./Hon. B.Ed. Indigenous Learning, the Native Language Instructors Program (for Teacher Certification and Diploma), Specialization as Teacher of Aboriginal Learners, and the Honours B.Ed. (Aboriginal) Program. The Faculty of Education also offers many courses with substantial Aboriginal content.

Hon B.Ed. (Aboriginal Education) prepares people of Aboriginal ancestry to become teachers specially qualified to meet the needs of Aboriginal learners. The program is designed and delivered primarily by Aboriginal faculty, staff, and administration. Students can participate on a full- or part-time basis using community-based, on-campus, and distance delivery methods; it also gives NTEP diploma graduates an opportunity to work towards a full Bachelors degree.

Native Teacher Education Program (NTEP) founded in 1974, has been converted from a two-year diploma program to a full B.A./B.Ed. Concurrent degree program, with graduates being certified by the Ontario College of Teachers. NTEP's mandate is to increase the number of qualified Aboriginal teachers through innovative programming delivered on campus. It has been carefully designed to offer students a mix of academic and professional courses and to create an environment that reflects the cultures and values of First Nation peoples.

Native Language Instructors' Program (NLIP) which began in 1981 is a diploma program that results in specialized certification from the Ontario College of Teachers in teaching Ojibwe, Oji-Cree, and Cree as a second language. The program offers a selection of courses through the co-operative efforts of the departments of Languages and Education in a summer program for Native Language teachers, as well as a variety of Native language courses throughout the academic year. In 2009, *The Indigenous Language Research Table* was hosted by the department of Aboriginal Education to celebrate the 25th Anniversary of NLIP. Alliances and networks were formed to support a proposed Indigenous Languages Research Institute to serve Indigenous language preservation, maintenance and revitalization efforts.

Department of Indigenous Learning (IL) offers an interdisciplinary cross-cultural undergraduate program of over 20 courses which allows allow students to major in indigenous studies for a BA, HBA, and certificate programs. The BA and HBA degrees are offered concurrently with a Bachelor of Education degree. The program is committed to providing both Aboriginal and Non-Aboriginal students with a fundamental understanding of Aboriginal history, philosophy, culture, and values.

Faculty of Forestry and the Forest Environment offers at least ten courses from first to fourth year levels which present Aboriginal perspectives and issues in the areas of technology, forest management, policy and legislation, ecology, environmental assessment and ethics. Specific courses include Forestry/ Indigenous Learning, and Aboriginal Peoples and the Forest.

In 2009, The Forestry Faculty hosted *Community Forests, Northern Ontario Sustainable Communities Partnership (NOSCP) Conference.* This two-day live web-streamed workshop, involved an unprecedented number of First Nations representatives (over 100) meeting with other northern residents to talk about their shared interests in lands and resources and how local communities might gain more control over decision-making in their stewardship of northern Ontario forests.

Faculty of Graduate Studies oversees more than 30 graduate programs at the masters and doctoral levels. It assists students to be successful in graduate studies from registration through to thesis completion. Graduate Studies works with the Office of Aboriginal Initiatives to increase Aboriginal student participation in graduate level programs, partnering for example in development of the Nanabijou Aboriginal Graduate Enhancement program.

Faculty of Health and Behavioural Sciences encompasses schools and departments of Kinesiology, Nursing, Psychology, Social Work, Gerontology and Masters of Public Health.

Native Nurses Entry Program (NNEP) is a nine-month preparation program of the School of Nursing which helps Aboriginal learners acquire the necessary skills and academic preparation for successful completion of the four-year nursing degree program or the three-year compressed nursing degree program, open to NNEP graduates with 80% or higher.

School of Social Work offers numerous courses at the third and fourth year levels which include Aboriginal perspectives on social work practice and theory.

Faculty of Science & Environmental Studies (SES) has nine departments: Anthropology, Biology, Chemistry, Computer Science, Economics, Geography, Geology, Mathematical Sciences and Physics with a variety of programs that cross departmental boundaries which includes Applied Bio-Molecular Science, Environmental Studies, Water Resource Sciences, and Environmental Science.

Faculty of Social Sciences and Humanities

Department of English features Literature of Canada's First Nations, First Nations Women's Writing and Special Topics in First Nations Literature, as well as nine other courses with Aboriginal content, in areas that range from literary theory to poetry and children's literature.

Department of History offers a strong emphasis on Canadian and Northern Ontario history and include a dozen courses at the undergraduate and graduate level which explore Aboriginal history.

Department of Political Science's inventory includes a third year Aboriginal Peoples and the Law course, and fourth-year courses in Native and Northern Political Movements, and Politics in the Canadian North.

Department of Women's Studies' eight courses with indigenous topics include third-year classes in Gender Relations in First Nations, Indigenous Women and Health, and Indigenous Women and their Changing Roles.

Northern Ontario School of Medicine (NOSM) Aboriginal Affairs Unit NOSM is a joint initiative of Lakehead University and Laurentian University in Sudbury. At the earliest stages of development, NOSM engaged the Aboriginal communities of northern Ontario as part of its mandate to be accountable to the cultural diversity of northern Ontario. The Aboriginal Affairs Unit works to recruit and support Aboriginal students into and through medical school, partner with Aboriginal communities, and incorporate into the curriculum specific Aboriginal health priorities in an environment that respects Aboriginal history, traditions, and cultures.

ABORIGINAL RESEARCH

Aboriginal research at Lakehead University is defined as research undertaken by any member of the academic community which specifically focuses on Aboriginal peoples and/or issues, as well as research that focuses on cultural groupings or issues where there are substantial and explicit references to the Aboriginal community or Aboriginal peoples.

The Lakehead University Strategic Plan 2010-2013 has a specific objective committing the University to "continue to be involved in Aboriginal Research" with the expectation that "Aboriginal research should provide greater understanding of Aboriginal issues including social, economic, educational, and political issues confronting Aboriginal communities...contribute to identifying solutions and to supporting Aboriginal peoples' aspirations for an improved quality of life in their communities".

In addition to research initiatives across faculties throughout the year, some of which are outlined below, Aboriginal research is featured at Lakehead University's annual *Research and Innovation Week* through displays and presentations that showcase the work of faculty, students, and guest scholars. Graduate students compete in a research poster competition. In 2009, an Aboriginal Research Award was inaugurated.

In March of 2009, Lakehead University's Department of Indigenous Learning, with the support of the Office of Aboriginal Initiatives, was able to send two Indigenous Learning students to the Aboriginal Policy Research Conference in Ottawa.

The following are a selected sample of the University faculties' past and present Aboriginal research initiatives:

Aboriginal Research Highlights

Dr. Seth Agbo, Associate Professor, Faculty of Education, led the 2007-2010 Keewaytinook Internet High School (KIHS) Project: Participatory Action Research on culturally responsive education in Ontario's Far North.

Dr. Kristin Burnett, Assistant Professor, History Department, is currently researching the relationship between health, race, and settlement in western Canada. Her book, Women's Healing and Nursing Care in Treaty 7 Communities, 1880-1940, will be published in the spring of 2010. She also has an article forthcoming on "The Healing Work of Aboriginal Women in First Nations and Newcomer Communities" in a book forthcoming from UBC Press called Place and Practice.

Dr. Ethel Gardner, Department of Aboriginal Education, Faculty of Education, is currently in Year Two of a three-year SSHRC-funded research project to create a 15-year language plan for Anishinaabemowin revitalization in Treaty #3. The research supports Treaty #3's aim "to have fluent speakers in every community and within every age group and to have the Anishinaabe language heard, understood, and given the respect it deserves" (Ogichidaa, Grand Chief Arnold Gardner).

Dr. Judy Iseke, Canada Research Chair in Indigenous Education, conducts research focused on stories and histories of Indigenous peoples, examining the role played by storytelling in educating community members and the next generation. She has a particular interest in how storytelling contributes to pedagogic practice and Indigenous media. In Iseke film, "A Living History," Métis grandmother Dorothy Chartrand tells the story of her Métis families, and the political and social change that impacted Métis lives in the 1800s until today (http://ourelderstories.com).

Dr. Mary Lou Kelley, Professor of Social Work, and Holly Prince, Aboriginal Research Coordinator at the Centre for Education and Research on Aging and Health (CERAH), are working on a participatory action research project titled "Palliative Care in First Nations Communities: A Model to Guide Policy, Program and Human Resources Capacity Development" funded by the Aboriginal Health Transition Fund (AHTF) adaptation plan. The project aims to build community capacity to care for people who are dying in First Nations communities, using a Palliative Care Curriculum to teach front line care providers.

Dr. Judith Leggatt, Associate Professor of English, is currently working on a large project on Aboriginal Science Fiction, which aims to break down stereotypes not only of Native literature but also of Aboriginal peoples. She has given several conference papers on different aspects of this topic and recently submitted a paper on Trickster poetics in works by Lenore Keeshig Tobias and Annharte, and had encyclopedia entries published on Green Grass, Running Water, Ravensong, and Tricksters in Native American Literature.

Dr. Geoff Read, Department of History, is working on a manuscript on Louis Riel entitled "Riel at Home and Abroad: The Construction of Louis Riel within the French and English North Atlantic Worlds." It will examine the treatment of Riel in French and English language presses in Canada, the US, Britain and France, and how his image was used for different purposes.

Linda Rodenburg, Contract Lecturer, Department of English, specializes in postcolonial literature with a particular interest in Aboriginal and Maori cultural theory. She is currently finishing her thesis, which was submitted in May 2007 entitled, "Alter/Native Spaces': Re/placing the 'Native' in Canada and 'Maori' in New Zealand" through the novels of Thomas King and Patricia Grace.

Dr. Teresa Socha, Associate Professor, Faculty of Education with co-investigators Dr. Lori Chambers, Women's Studies and Dr. Mehdi Zahaf, Business Administration, examine food availability and pricing in rural and remote northwestern Ontario Aboriginal communities.

Dr. M.A. (Peggy) Smith, Associate Professor, Faculty of Forestry and the Forest Environment, researches the social impacts of forest management, including Aboriginal peoples' involvement in forest management, community forestry and public participation, forest policy and legislation, northern development, forest management planning, and forest certification.

Dr. Marina Ulanova, Associate Professor, Immunology-Medical Sciences, Northern Ontario School of Medicine, conducts research that examines Haempophilis infulenzae type b (Hib) infections in the Aboriginal population of northern Ontario. She anticipates that the results will be important for health care policy in the region.

Dr. Pamela Wakewich is a co-investigator on the research project "Using Photovoice to Explore Older Women's Perceptions on Barriers and Resources to Health", which includes focus groups in Aboriginal communities in both Northern and Southern Ontario.

Dr. Warburton, Department of English, has an article in progress on Pocahontas and Mary Rowlandson about Indian captivity and the strategies of gendered racialization at work in the way European settlers/colonizers wrote about First Nations.

Dr. Douglas West, Associate Professor, Department of Political Science, has research and publications that focus on Aboriginal peoples. From 1994 to 2001, in a cooperative effort with Aboriginal scholars at Lakehead University, he helped establish and maintain an Aboriginal Resource and Research Centre which also hosted a series of four highly successful Biennial Aboriginal Peoples Conferences in 1994, 1996, 1998 and 2000.

Section Four: SUCCESSES, GAPS & OPPORTUNITIES

When focus group and interview participants were asked how well they thought Lakehead University currently serves Aboriginal learners and communities, on the whole they responded very positively, agreeing that Lakehead has done well attracting, serving and retaining Aboriginal students.

Lakehead University has become the university of choice for area First Nations and Métis learners due in part to location but more importantly because of the strong focus on Aboriginal culture and program development in areas that are of direct interest to Aboriginal communities. It is evident from Aboriginal enrolment numbers and retention rates that these programs, which are now woven into the fabric of the University and continue to expand, are benefiting learners.

The challenge and opportunity at Lakehead, as with all postsecondary institutions, is to be increasingly responsive and creative in expanding the capacity to further the educational aspirations of Aboriginal peoples, to build on what has been proven effective and, where there are gaps or room for improvement, to evaluate and innovate.

The broad gap is that Aboriginal learners' high school and postsecondary retention, performance and graduation rates continue to be half that of the non-Aboriginal population across Canada. "*There are still not enough Aboriginal postsecondary graduates—we need a critical mass"* (Focus group participant).

The following section is a closer look at the successes, gaps and opportunities at Lakehead University in serving Aboriginal learners.

Successful Practices

When asked to describe the University's strengths and accomplishments in relation to Aboriginal learners and communities, APSET planning participants cited the following.

Aboriginal Cultural and Support Services' effectiveness, assisting students from the application process to graduation and beyond through a wide range of services and cultural activities, was most often mentioned as a major influence in student retention and completion rates.

The Office of Aboriginal Initiatives in its senior administrative and coordinating role, with the accompanying Vice-Provost position, facilitates increased collaboration to support Aboriginal education within the University and with communities and outside partners.

The Aboriginal Management Council is described as "a professional and effective" body with increasing influence, now represented on the Board of Governors, in the Senate and on the Deans Council (Lakehead University APSET Focus Group, August 2009).

Increasing Elder involvement, through the Elders Council, Elders in residence, and as resources in classrooms, ceremonies and cultural activities, is seen a positive practice that should be broadened to benefit the entire University community.

Access and Aboriginal specific programs, beginning in 1974 with the Native Teachers Education Program, offerings at Lakehead University that appeal to Aboriginal learners have grown to include the Native Language Instructor's Program, the Native Access Program, the former Native Access to Engineering Program, the Native Nurses Entry Program, the Indigenous Learning Department and an Aboriginal Education Department.

Access is also improving by increasingly giving credit to Aboriginal students for prior learning.

Aboriginal Education is a high priority at Lakehead University, and in the Faculty of Education, evidenced by the creation of the Department of Aboriginal Education, the inclusion of five Aboriginal scholars, and a significant research agenda among Aboriginal and non-Aboriginal faculty members with diverse scholarly expertise. There is no other such Department in any publicly funded university in Canada.

Increased communication and outreach includes community visits by the Vice Provost (Aboriginal Initiatives), the Aboriginal Community Liaison Officer and a number of other staff and faculty; meetings and discussions with key partners; and production of Aboriginal specific promotional materials such as the Follow Your Dream video, posters, ads and the Aboriginal Initiatives handbook which received a 2009 National Orientation Directors' Association award.

Growing partnerships and collaboration within and between the University and Aboriginal communities support research, development and delivery of programs and services. Efforts of professors and staff *"getting involved, going out to communities, meeting people"* are valued (Lakehead U. APSET Plan Interview)

Expanded and more flexible learning options are available with the opening of the Orillia campus, the Northern Ontario School of Medicine, and a wider range of academic offerings on and off campus, including videoconferencing and on-line courses offered through the Continuing Education and Distributed Learning department, often in collaboration with resources such as K-Net and Contact North.

Graduate program development includes the Honours Bachelors of Education in Aboriginal Education, establishment of the Nanabijou Aboriginal Graduate Enhancement program, and a Steering Committee formed to further explore and develop a graduate level program with an Indigenous focus.

Celebrating success Honorary doctorates, keynote speakers and guest lecturers have put prominent Aboriginal people in the spotlight as role models and leaders. For example, four of the 40 Northern Lights awards marking Lakehead's 40th anniversary celebrations were given to Aboriginal education pioneers and community leaders.

Voluntary Self- declaration of Aboriginal identity has been included as part of the registration process at the University since 2006. Over time, analysis of this data base will provide valuable information on Aboriginal student trends, to guide the development of policies, programs and practices.

Smaller class sizes with higher professor/student ratios is seen as a bonus to Aboriginal students who tend to do better in this type of learning environment.

GAPS & OPPORTUNITIES

The APSET planning process also identified gaps and challenges along with opportunities for Lakehead University to improve its services to Aboriginal peoples.

Preparing learners for university

"Students should not have to do extra preparation to enter university from high school—we need to find ways to raise the bar, especially at the primary school level" (S. Monteith, Keewatin Patricia District School Board).

Most Aboriginal youth never get to the university doors because they are not finishing high school. Community-based educators stress that the gap between Aboriginal and non-Aboriginal students starts to widen as early at Grade 2. Too many Aboriginal learners are noticeably behind by grade eight. Students coming out of First Nation schools generally lag two years behind mainstream students in their academic performance, especially in English literacy, the sciences and mathematics.

Participants in the APSET planning process cited a number of reasons for the gaps at elementary and secondary levels; lower funding levels for First Nations schools, lack of a "strengths-based" approach that focus on youngsters' natural interests, racism and discouragement when Aboriginal students attend mainstream schools, lack of parental and social supports, and too few role models.

There is also concern that after decades of publicity on the statistics showing Aboriginal people as being less successful in education, there is perhaps an expectation that Aboriginal learners will be lower achievers.

Opportunities
A key to increasing enrollment is for Lakehead University to be more engaged and supportive in efforts to improve elementary, secondary school and adult education programs for Aboriginal learners.

Representatives of school boards and Aboriginal education authorities who participated in the APSET planning process noted that they would welcome Lakehead's involvement in research and pilot projects to help improve these earlier stages of learning, because of the University's historic role in Aboriginal teacher education. High school and adult education enrichment models could be researched and developed through partnerships between Lakehead University and community based educators.

Writing, research and study skills
Many Aboriginal learners find English literacy, study habits and research a challenge. Skills in these areas significantly enhance student success in university. Faculty point out that writing and study skills are generally lacking, for mainstream and Aboriginal students alike. Lakehead has been actively exploring options to address this gap over the past few years, including a proposal to introduce a required course in this area, for all learners.

Opportunities
It was suggested at the Focus Group that summer literacy camps, on campus and in Aboriginal communities, with a focus on writing, mathematics and sciences could give students an academic boost and an orientation to university. The Northern Ontario School of Medicine already hosts week long science camps at Lakehead University's Thunder Bay campus, which provide Grade 8 to 11 students with an opportunity to explore health care careers, obtain hands-on experience, and find a mentor.

Mentoring and role models
The Focus Group stressed that as the number of educated Aboriginal people grows they become models of success, a great resource for students, faculty, staff and communities to draw upon. Mentors and role models for Aboriginal students are too few, with a relatively small number of Aboriginal faculty and staff at Lakehead University, and only a handful of Aboriginal alumni involved. Lakehead Aboriginal graduates number in the hundreds since the 1970's and many of them are recognized community leaders, exemplary professionals in self-government, health care, politics, and the arts.

It makes a difference when students meet an Aboriginal person who has been there and made it through … people who have gotten degrees, especially those in fields that are less familiar to First Nations students—Doctors, Engineers. The one-to-one conversations and encouragement stay with you. (APSET Community Engagement Interview)

Opportunities
Increasing the number of Aboriginal faculty, staff, Elders and alumni at Lakehead University would provide more role models and mentors. The newly formed Aboriginal Alumni Chapter will be an avenue for graduates to become more active as allies in supporting today's students' success and transitions.

Aboriginal Cultural and Support Services is setting up a peer mentoring program and a parent support group in the 2009-2010 academic year.

Limited resources, funding restrictions
Postsecondary education funding for First Nations and Inuit students through Indian and Northern Affairs Canada (INAC) has been significantly reformed over the past decade, effectively reducing the number of First Nation students who can afford to attend university. And the current economic recession requires all institutions and individuals to do more with less.

> *Resources are a challenge; they are limited and we all need them to meet expectations of performance; Lakehead University should be engaged in conversations with organizations and communities about expectations and resources; often as institutions we amass resources to succeed but don't always take the community with us; it's important to keep renewing and growing.* (Community Engagement Interview)

A growing demand for Aboriginal teachers
As Aboriginal student numbers grow, fully qualified Aboriginal teachers, special education assistants and language instructors are in demand to staff classrooms across the province, especially in First Nation schools and in regions such as northwestern Ontario where Aboriginal youth represent 20 to 50% of the student body in mainstream schools.

On and off reserve education authorities are searching far and wide for additional Aboriginal teachers and ways to upgrade the qualifications and skills of existing ones. For example, the Keewatin Patricia District School Board notes that currently *"there are four Native Language instructor positions we can't fill"* (APSET Community Engagement Interview). Ideally they would like to have Ojibwe language instructors with Bachelor of Education level qualifications as fully qualified classroom teachers.

Orillia area graduates with Native Teacher Education Program (NTEP) diplomas are looking for ways to upgrade to a Bachelor of Education, through summer programs or distance education. And First Nations in central and southern Ontario have been lobbying to have a Native Language Instruction Program offered in their region to reduce travel costs, living expenses and the length of time students are required to be away from home. First Nation representatives are currently in discussions with Lakehead University to explore these options.

<u>Opportunities</u>
Lakehead University is known as a forerunner in the education of Aboriginal teachers and indigenous language instructors. Graduates of NTEP and NLIP work in public and band schools across Ontario, teaching approved Ontario curriculum.

The newly approved Honours Bachelor of Education (Aboriginal Education) program provides an opportunity for NTEP diploma graduates to work towards a full Bachelors degree that focuses on Aboriginal Education.

NLIP is currently undergoing external review, to be completed in early 2010, which will generate recommendations for further development of the program. NLIP graduates will benefit from opportunities to upgrade their professional credentials to the Bachelor's degree level. One approach is to ladder NLIP credits into the Honours Bachelor of Education (Aboriginal Education) or into the NTEP Concurrent degree programs, both of which permit students to obtain credit for their previous work. Full degree qualifications for NLIP graduates would improve their employability and level of expertise.

Aboriginal Community Liaison Officer Brendon Johnson suggested, offering NLIP in the Orillia area "*could go a long way towards making Lakehead University a popular choice for local area Aboriginal students*".

Graduate transitions – to careers and further studies
In 2008-2009 there were close to 50 Aboriginal students enrolled in graduate programs at Lakehead. And opportunities for Aboriginal students to pursue Masters and Ph.D. level studies in Indigenous Learning are currently somewhat limited. This option is being explored.

"One major gap for me was not having a graduate program in Indigenous Learning. I would have loved to continue my education in my discipline. These were the classes that I really participated in" (Aboriginal alumna, Community Engagement Interview)

As well, Aboriginal learners would benefit from more work placements and co-op arrangements to ease the transition from studies to employment. This requires more active partnerships with business, industry and public sector employers.

One discussion highlighted that some employers view graduates of Aboriginal programs as not being fully qualified, somehow falling below 'regular' academic standards. It was suggested that better promotion and education about these programs could change this stereotype so that Aboriginal specific qualifications come to be seen as an important "specialization" that will give employers an edge.

Opportunities
The Nanabijou Aboriginal Graduate Enhancement Program (NAGE) created in 2009, will encourage Aboriginal students to continue on to graduate studies and provide support for current graduate students.

While the newly formed Steering Committee will explore the development of graduate level programming with an Indigenous focus as a vehicle for expanding graduate opportunities.

The Office of Aboriginal Initiatives and the Career and Cooperative Education Services unit of the University, which has existing relationships with employers, are working together to further develop employment transition paths for Aboriginal learners, through career advising and co-op work placements.

In addition, the AMC and Aboriginal faculty and staff at Lakehead have access to a wide network of workplace contacts to approach in seeking internships, practicum and placements. Community-based education and training programs are also available to provide on and off campus transition supports and services.

Expanding Aboriginal enrollment and perspectives across faculties
There is an expectation that access opportunities and programming will continue to expand and improve at Lakehead to qualify and prepare Aboriginal people for careers in already popular fields such as education, as well as attracting more learners into the sciences, engineering, and other fields where they are less represented.

The University looks Aboriginal, when you see the artwork for example, but is it in terms of content throughout the disciplines? I took courses In Women's Studies where the literature looked at Christian, Jewish, African American, but there was nothing on Indigenous women." (Aboriginal alumna, Community Engagement Interview)

Curriculum and learning materials present limited perspectives. Aboriginal students and staff continue to be challenged by uninformed views of mainstream students, staff and faculty, for example that "natives get a free education". There is also an expectation that Aboriginal programs, courses and teachings should better reflect the diversity of First Nations, Métis and Inuit peoples, with an emphasis on specific knowledge rather than blanket perceptions.

'Aboriginal' is too broad a focus, for example, many Métis have never participated in powwows, smudging, sweat lodges … this pan-Indian view of culture that's developed in recent decades doesn't recognize,

embrace, or allow for diversity of peoples experiences—history, language, practices.... We need to differentiate yet embrace all of what it means to be 'Aboriginal'. (Community Engagement Interview)

The Aboriginal Programming and Research Survey completed by faculties and departments in 2008 offered some insights and ideas. Some participants in the survey were unsure of what is expected or appropriate in terms of Aboriginal course content or research and are looking for direction; others cite low numbers of Aboriginal students in their classes and would like to attract more. There is a willingness to expand offerings, and a desire for guidance from Aboriginal Initiatives. There is interest in seeing the Indigenous Learning department expand its reach and perspectives, including the hiring of more Aboriginal faculty, offering of community-based classes, and graduate studies.

Opportunities

The Lakehead University 2010 to 2013 Strategic Plan includes a commitment that all students take one course in diversity with an emphasis on Aboriginal issues, which by 2012 will be a requirement for graduation.

A Senate Academic sub-committee which includes representatives from the Aboriginal Management Council and the Aboriginal Advisors Committee is now responsible for ensuring Aboriginal perspectives in relevant academic decision making. *"This sub-committee has a role to play in developing new policies related to awareness and understanding*". (Lakehead University Strategic Plan 2010-2013)

The Aboriginal Programming and Research Survey of 2008 began an ongoing collaboration between faculties and the Office of Aboriginal Initiatives to improve academic programs and attract Aboriginal learners across the disciplines.

Data Collection and Information Analysis

Reliable and researched information is essential to evaluating and improving programs and services to Aboriginal learners and to substantiate decision-making and proposals for allocation of resources.

Further developments in record keeping and analysis of data are necessary to make best use of the Aboriginal self-identification process that is now in place at the University. While it will take a few years to fully build this database, there are immediate opportunities to make better use of the information that is currently available.

Opportunities

The Institutional Analysis and Government Relations office at Lakehead will continue to work with Aboriginal Initiatives to expand, interpret and report on self-identification baseline data, which could include analyses of Aboriginal learners' gender, age groups, grades, and time spans for completion of programs and degrees.

Community-centred, shared learning approaches

A recurring theme in the APSET interviews and focus group discussions was the need for more creative, flexible options so that Aboriginal learners can acquire a university education closer to home.

For Aboriginal people today, education, employment and training are key motivating factors for making the move to urban centres. However, a sense of home and history keeps drawing people back to their communities, often in more isolated settings, even though there are fewer jobs and limited postsecondary education opportunities.

Encouraging younger people to maintain their knowledge of and connection to the land is of particular concern to Elders in the face of technological changes sweeping through Aboriginal communities. They want to see younger people rooted in their culture and at the same time confident to go into the world.

Models and best practices for community-centred learning are emerging. Mennominee College for example, offers a Biology degree on reserve and non-Native students come in from nearby towns to attend.

Athabasca University has found that community delivery clearly improves student success. Jessica Ball, of the University of Victoria, worked with B.C. elders to develop a community teaching centre approach with curriculum reflecting local indigenous knowledge.

Meeting the challenge of serving Aboriginal learners in remote and rural communities across a vast geographic expanse definitely requires innovative and collective efforts.

Opportunities

Pikangikum, one of the largest First Nations in Northwestern Ontario, wants to nurture mutual learning through a teaching centre located in their community where Elders and mainstream educators can share knowledge. Priding itself on having Elders with lifelong knowledge of the land, the lowest rate of out-migration of any reserve and one hundred percent of its members still fluent in the Ojibwe language, Pikangikum is committed to building a sustainable community based on traditional knowledge, aided by university research and forestry best practices. The Whitefeather Forest Research Co-operative, supported by Lakehead University, lays out the principles for co-operation between the community and researchers.

First Nation and Métis education institutes and authorities are looking for partnerships with universities which allow more influence in tailoring faculty, curriculum and learning modes to better meet community needs. Community-based education authorities, boards and schools have close ties with First Nations and Métis communities. These institutes have been developing over the past two decades and offer a range of innovative learning options for adult learners with unconventional course schedules and concentrated curriculum which allow students with full-time employment and families to pursue their postsecondary studies closer to home.

The Lakehead University Strategic Plan 2010-13 sets the goal *that "Individuals may obtain degrees, certificates and/or credits through non-traditional structures and delivery modes. These programs may include research collaboration; support services; policy development; credit and non-credit courses; certification programs; and preparation programs for provincial accreditation"* This includes the expectation that *Academic units, Technology Services Centre (TSC) and Continuing Education and Distance Learning (CEDL) will be required to develop business plans for their existing initiatives... and new opportunities ..."*

Several programs at Lakehead offer opportunities for further development of 'laddered' credits from certificate and diploma programs into full degree programs.

Making Partnerships Work — a Shared Responsibility

Within the University

In light of Lakehead University's public commitment to Aboriginal learners, the challenge is to fully engage the staff, faculty, programs and services throughout the institution in carrying out this effort. Too often things "Aboriginal" are seen by non-Aboriginal resource people as solely the domain of Aboriginal programs and staff.

Most mainstream staff and faculty have limited knowledge of and involvement in Aboriginal initiatives and concerns. Even though they are invited to participate in cultural awareness activities, few do. Yet many express genuine interest in being more supportive of Aboriginal learners. Heightened awareness and involvement can make a difference.

"The first week of October in the Bookstore an Anishinaabe woman, I think she must work there as faculty or in another role, came up to me and spoke to me in Anishinaabemowin (Ojibwe), acknowledged me; she reached out and asked if I needed anything, was very friendly. This is what we need ... to be acknowledged more." (Community Engagement Interview)

Opportunities
The Lakehead University Strategic plan 2010-13 includes a commitment to come up with *"strategies to facilitate interaction of staff and faculty with students, staff and faculty of diverse cultures."*

The Aboriginal Programming and Research Survey of 2008 is a basis for follow up discussions between Aboriginal Initiatives and faculties on their increased involvement in Aboriginal education.

Community Partnerships
Community partnerships – existing and potential – are valuable sources of information and expertise in designing and delivery of education and training programs. Lakehead University has a number of established links and formal partnership agreements with Aboriginal education and training institutes, First Nations, and community organizations. And there are potential allies in the Orillia area, such as Six Nations Polytechnic, First Nations Technical Institute and Kengewin Teg Education Institute, and in northern Ontario with Keewatin Patricia District School Board, Windigo Education Authority and Constance Lake.

Some of the existing and potential partners who participated in interviews noted the benefits and drawbacks of collaboration. Community groups and the University have limited financial and human resources and already pressing demands. Some expressed doubts on one hand about the prospects for productive partnerships, noting on the other hand examples of good relationships with faculty and staff who gladly contribute time and resources and expertise to joint efforts.

Opportunities
The Lakehead University Strategic Plan 2010-13 includes a specific goal to "*advance relationships with Aboriginal communities by 2010"* and an objective of *"supporting academic units in developing new opportunities and expanding upon existing partnerships for cooperation with the private and public sectors; First Nation, Métis and Inuit communities; and appropriate international partners"*

Nationwide there is an intensified focus on consultation and partnerships with Aboriginal communities in light of court rulings on the duty to consult in resource development. Lakehead University is in a strategic position to be a leader in this area by researching and developing its own best practices.

A far reaching web of alumni, both Aboriginal and from the broader population, are available as a resource to the University in increasing collaborative efforts.

Outreach and Promotion
"Lakehead University needs to raise their profile .... I would like to see more communication, more contacts." (Community Engagement Interview)

Thunder Bay-based First Nation education counsellors and coordinators would like to see a greater number of Aboriginal learners from fly-in remote northwestern Ontario communities come to Lakehead University and suggest more visits by Lakehead staff and a steadier flow of information to encourage interest. There is also room for improving web site access by Aboriginal learners.

It is acknowledged that it is a challenge, given the distances, the numbers of small communities (65 First Nations in the northwestern Ontario alone) and the travel costs, for staff and faculty to visit area communities, but it is a connection that needs fostering.

One already established way to do this is the Aboriginal Postsecondary Information Program (APSIP) formerly known as "The Road Warriors" which sends recruiters from a variety of universities on the road together to visit high schools and various community events. For a number of years Lakehead University was noticeably absent from this effort, until the fall of 2009 when the Aboriginal Community Liaison Officer joined their travels.

The Aboriginal Community Liaison Officer's 2009 report highlights the need for shared responsibilities within the institution for Aboriginal-specific promotion and recruitment. It emphasized that all recruiters should have the appropriate training to answer questions about Aboriginal programming and services at Lakehead University because the standardized marketing and communication currently used may not be as relevant or applicable to Aboriginal students.

Opportunities

APSET participants would like to see more University publicity campaigns focused on the accomplishments and contributions of Aboriginal peoples. This would include posters and other media to profile speakers, alumni and events.

Aboriginal students, alumni, Elders, First Nations schools, Aboriginal education authorities and institutes are easily accessible contacts and channels for promoting and raising the profile of Lakehead's initiatives.

Aboriginal presence and space

The APSET Focus Group discussed the benefits of a stronger Aboriginal physical presence on both Lakehead University campuses, through increasing Aboriginal faculty, staff, and acquiring dedicated, consolidated space for Aboriginal programs and services.

Aboriginal professors and staff while gradually growing in number over the past decade, are still relatively few compared to the total number of staff and the significant representation of Aboriginal students. Experienced, skilled Aboriginal educators, professionals and administrators are nationally still a small pool, therefore in demand, hard to find and retain.

"Finding enough qualified Aboriginal faculty members is a challenge; this is a strong draw for many Aboriginal learners—to study with their own teachers and see themselves reflected not just in the curriculum but in front of the classrooms as well." (Community Engagement Interview - School Board)

While having Elders more involved through the Aboriginal Management Council and Aboriginal Cultural Support Services is an accomplishment, the Focus Group stressed that the Elders have yet to meet their full potential, which depends on the extent to which they are supported, recognized and utilized throughout the University community.

Currently Aboriginal programs and services are in varied and separate locations spread across the Thunder Bay campus. Orillia as yet lacks any designated Aboriginal office or gathering area, support staff or faculty.

"We need Aboriginal spaces, spaces where the Aboriginal population can be together, to practice important ceremonies, a space to bring friends, a space that is Aboriginal friendly, a space that Aboriginal people feel ownership and pride, a space that reflects Aboriginal architecture and embellishments. We need a building comparable to the First Nations House of Learning at UBC. (Lakehead University Aboriginal Programming and Research Survey 2008)

Dedicated space would increase the sense of community and support among Aboriginal learners, staff and faculty. Basic cultural practices and gatherings could be better accommodated in an Indigenous learning facility or centre. For example, currently when someone is going to do smudging they have to apply two weeks in advance, in effect discouraging a fairly common ceremony.

"It is vital for the culture of learning that the school reflect the community, that the community and its people see themselves reflected in the school … Schools must have a culture or ethos that values Aboriginal culture, that includes Aboriginal ideas, languages and rituals in its curriculum, and that recognizes different ways of learning in its practices." (Henchey. 2005. Moving Forward in Aboriginal Education quoting the Chiefs of Ontario)

Opportunities

The Aboriginal Management Council formed a committee in 2008 to develop a proposal for an International Indigenous Learning Centre, which would not only house all of the Aboriginal programs and services at Lakehead, but would be a research and teaching centre focusing on Indigenous knowledge, inviting guest lecturers, visiting scholars and international exchanges. Lakehead has identified their commitment to this Centre in their long-term plan.

The AMC has approved the development of an Aboriginal recruitment plan to help identify policies and practices that will attract and retain candidates.

Section Five: **STRATEGIC PLAN**

As "*a northern university in the middle of Indian country" (Aug 27 Focus Group),* Lakehead University is strategically situated to be at the forefront in creating more innovative and effective strategies for Aboriginal learners success in reaching their education and training goals. Lakehead's 2010-13 Strategic Plan approved by the Senate in November 2009 acknowledges this potential.

> *Lakehead University has an opportunity to provide leadership in the area of Aboriginal education, given its locations, the high Aboriginal student populations in northern and central Ontario, and the potential for growth at both campuses.*
>
> *Because of the high Aboriginal student populations in northern and central Ontario, and the commitment to acknowledge the unique place of Aboriginal peoples in the Canadian Constitution …and the growing involvement of Aboriginal peoples in resource development in the north, there will be a strong emphasis on Aboriginal issues.*

VISION

Lakehead University will grow in its reputation as the university of choice for Aboriginal students in northern and Central Ontario through a community-centred, shared learning approach. A visioning exercise in the APSET planning Focus Group depicted a vibrant Aboriginal presence woven into the fabric of the University. A large visible First Nation, Métis and Inuit student population on and off campus, supported by faculty, staff and alumni, will be linked in a spirit of shared learning with Aboriginal and non-Aboriginal communities, private and public sectors, forming the heart of a prominent Indigenous Learning Centre supported by leaders and knowledge keepers. This focus would earn Lakehead and its partners an international reputation for academic excellence, ethics and research, inviting cultural and academic exchanges with other Indigenous peoples around the world.

STRATEGIES

Toward this vision, the following four key strategies reflect the Aboriginal and Postsecondary Education and Training Plan priorities of Lakehead University for 2010 to 2013.

- Enhance learning options and transitions
- Strengthen programs and services
- Raise the Aboriginal profile
- Advance key partnerships

GOALS AND OBJECTIVES

Lakehead University 's Strategic Plan 2010-2013 includes specific and clear objectives to support the commitment in its Mission Statement to "working with Aboriginal peoples in furthering their educational aspirations". These goals and objectives, quoted below, guide the APSET Plan.

Objective (S15)**: A Communications Plan will be developed to promote greater awareness about Lakehead University, enhance public perception, and attract students and funding.**

Rationale: To raise the profile of Lakehead University and to meet enrolment targets, the Office of Communications, working with appropriate units such as the Offices of Admissions and Recruitment and University Advancement, will promote greater awareness of the University and its Faculties through publicity venues. Ultimately, this exposure should be directed toward increasing recruitment and increasing donations. Messages will consistently portray the benefits of attending Lakehead University as well as its

strengths in research and academics. Regional marketing needs may be addressed through distinct communications strategies and resources developed for each campus.

Expectation: Lakehead University will build on its experience in the Office of Communications to produce dynamic, up to date and measurable communication strategies using available technologies and innovative approaches to market the University to students and potential donors. These communication strategies will include the promotion of faculty, staff, administration and student successes, projects and activities that strengthen and promote Lakehead University to targeted audiences including Aboriginal communities.

Objective (C1)**: Academic planning and implementation at Lakehead University will require collaboration among relevant academic units, committees, and administrative offices at both campuses.**

Rationale: Lakehead University is one university with two campuses. Collaborative planning and participation of faculty from both campuses will facilitate openness and transparency in the academic operations of the University and program development at both campuses.

Expectations: Processes in place for the review and approval of programs will be applied consistently between Thunder Bay and Orillia. Faculty from both campuses will be involved in the academic planning and approval processes. The Senate approval process for programs developed in Orillia will be consistent with the procedures used to review and approve programs on the Thunder Bay Campus. The Senate Academic Committee will continue to develop and monitor strategic academic planning.

The Aboriginal Management Council will continue to play a key advisory role at both campuses pertaining to Aboriginal issues from support services, recruitment and retention, to academic programming.

Objective (C9)**: Lakehead University will continue to pursue its proposed Law School Program.**

Rationale: The proposal for a Law School Program was created in response to requests from outside organizations including the Nishnawbe Aski Nation (NAN). Lakehead University made a commitment to these organizations to pursue a Law School Program. A Law School Program would offer Lakehead University the opportunity to provide a northern Ontario Law School with Aboriginal, natural resource, and small legal practice foci.

Expectation: Lobbying for the Law School Program will continue with a goal to having it operational by fall term 2012.

Objective (R6)**: Lakehead University will continue to be involved in Aboriginal research.**

Rationale: Aboriginal research should provide greater understanding of Aboriginal issues including social, economic, educational, and political issues confronting Aboriginal communities.

Aboriginal research should contribute to identifying solutions and to supporting Aboriginal peoples' aspirations for an improved quality of life in their communities.

Expectations: Lakehead University will encourage Faculties and Departments to address Aboriginal issues as part of their research activity and will facilitate research based partnerships with Aboriginal communities.

Objective (D1)**: Lakehead University will promote awareness, understanding and respect for diversity.**

Rationale: A culturally diverse representation of students, faculty and staff at Lakehead University interacting in discussions about cross-cultural experiences in the classroom and interacting in social situations promotes understanding and respect for diversity.

Because of the high Aboriginal student populations in northern and central Ontario, and the commitment to acknowledge the unique place of Aboriginal peoples in the Canadian Constitution (with its legal implications) and the growing involvement of Aboriginal peoples in resource development in the north, there will be a strong emphasis on Aboriginal issues. In 2008, Lakehead University established a sub-committee to the Senate Academic Committee which includes representatives from the Aboriginal Management Council and the Aboriginal Advisors Committee. This sub-committee is responsible for ensuring Aboriginal perspectives are included in relevant academic decision-making. This sub-committee has a role to play in developing new policies related to awareness and understanding.

A heightened level of internationalization at both Lakehead University campuses requires designated measures aimed at insuring a welcoming environment for visiting students, staff and faculty. The natural and convenient tendencies for individuals and groups of differing nationality, language and race to segregate and isolate need to be challenged with respect and sensitivity. Appropriate and deliberate interaction in both academic and social settings is key to improving cross-cultural understanding and appreciation.

Expectations: Lakehead University will implement the requirement that all students prior to graduating from Lakehead University take one course from an offering of several courses across the curriculum on awareness and understanding of diverse cultures, with a strong emphasis on Aboriginal interests. This requirement would be implemented by September 2012. The Senate academic committees will determine the criteria for such a course and the Senate Undergraduate Studies Committee will evaluate which courses meet these criteria.

Administration will develop strategies to facilitate appropriate interaction of staff and faculty with students, staff, and faculty of diverse cultures.

As part of the strategy to promote interactions with other cultures on campus, Lakehead University will increase efforts to recruit Aboriginal and international students and will provide a structure for the purpose of supporting and retaining these students through broadening the respect for and knowledge of diverse cultures.

Faculties and departments will develop and advance Lakehead University's relationships with Aboriginal communities and international relationships with other universities and institutions by the end of 2010.

Objective (D2)**: Lakehead University will increase the number of Aboriginal students on both campuses and at a distance, and increase Aboriginal involvement in a wider spectrum of programs and activities.**

Rationale: Through the Aboriginal Management Council, membership organizations have identified the need for Aboriginals with postsecondary education in a broader spectrum of academic specializations and activities. Through new and continued collaborations with Aboriginal communities and Lakehead University, recruitment and retention to the postsecondary academic programming needed in Aboriginal communities can be addressed.

Expectations: The total number of self-declared Aboriginal students enrolled will be increased annually across university programs. The Faculties, in conjunction with Aboriginal Initiatives, the Aboriginal Management Council, and CEDL (as applicable for distributed learning programming), will work to develop programs and strategies that meet the needs of the Aboriginal communities for postsecondary education, including the significant enhancement of transitional and access programming and co-op options. Distributed learning courses will be offered to and/or in remote communities to encourage participation in university level courses to those unable to leave their home to come to the University campus.

Faculties and departments, especially those offering support and administrative services such as the Registrar's Office, Admissions and Recruitment, Student Affairs, Instructional Development Centre, Human Resources, and other relevant departments, will raise their own awareness about Aboriginal issues and

become integrally involved and supportive of Aboriginal recruitment, support services, initiatives and programming.

These Faculties, departments and relevant administrative units will work with the Aboriginal Initiatives Office to examine the results and comments from the Aboriginal Cultural Support Services (ACSS) student surveys and other studies such as the Report prepared for the Association of Universities and Colleges of Canada – "Redressing the Balance: Canadian University Programs in Support of Aboriginal Students, to identify and improve recruitment and retention of Aboriginal students."

Objective (D3)**: Lakehead University is committed to supporting academic units in developing new opportunities and expanding upon existing partnerships for cooperation with the private and public sectors; First Nation, Métis, and Inuit communities; and appropriate international partners.**

Rationale: The Lakehead University Vision Statement states that "Lakehead University is dedicated to working with Aboriginal peoples in furthering their educational aspirations. Building on its accomplishments and partnerships and recognizing its role in Northwestern Ontario and Central Ontario, Lakehead University reaches out regionally, nationally and internationally." Lakehead University will reach out to provide academic opportunities that meet identified regional, national, and international needs.

It is important to expand the physical and visible presence for Aboriginal students and faculty.

Expectations: Academic units, Technology Services Centre (TSC) and CEDL will be required to develop business plans for their existing cooperative initiatives. The plans will include descriptions of the programs, return on investment and financial sustainability, the duration and continuity of the programs, the major method of delivery, and their impact on the academic and service units. New opportunities for cooperative initiatives will be developed by the academic units in consultation with TSC and CEDL and where applicable with Career & Co-operative Education Services. Individuals may obtain degrees, certificates and/or credits through non-traditional structures and delivery modes. These programs may include research collaboration; support services; policy development; credit and non-credit courses; certification programs; and preparation programs for provincial, national and international designations such as CA, CMA, CGA and CFA. The plans will be consolidated by the Faculty Dean and prioritized before being reviewed by the Deans' Council in May 2010. The recommendations of the Deans' Council will be submitted to the VP (Academic and Provost). The units will be responsible for implementing their plans and achieving their objectives. Start up funding needed for new initiatives that can demonstrate a sound business plan will be part of the budget decision for the 2011-2012 budget year.

The Action Plan which follows outlines the steps which will advance these objectives and expectations.

DETAILED APSET ACTION PLAN

APSET ACTION PLAN	2010-2011	2011-2012	2012-2013
1. ENHANCE LEARNING OPTIONS and TRANSITIONS			
Learning Options Partner with Continuing Education and Distance Learning (CEDL) to develop, design and deliver varied distributed and distance learning courses, through partnerships with community based educators and Aboriginal institutes (see Advance Key Partnerships section)	√	√	√
Identify and advance community-based learning initiatives in remote First Nations	√	√	√
Initiate discussions with NOSM, NNEP and others to explore the idea of an Aboriginal training hospital	√		
Transitions – to university Research enrichment activities and incentives to encourage Aboriginal learners in elementary, high school and adult academic upgrading programs and help prepare them for university; with a focus on English literacy skills, science and math, i.e. academic credits, awards, tuition waivers, summer camps.	√	√	√
Develop transition enhancement proposals in partnership with NOSM, Aboriginal community partners and school boards, and implement	√	√	√
Re-establish the Native Access to Engineering Program	√	√	√
Arrange Campus visits, University tours by high school and academic upgrading, adult learners	√	√	√
Establish writing, research and study skills courses	√	√	√
Facilitate Aboriginal postsecondary education and training counsellors/coordinators monthly campus visits	√	√	√
Arrange video/web conferencing for students to be in touch with home communities, family	√	√	√
Explore funding possibilities with private or public sector sponsors to provide students with laptops			
From university to employment and further studies Design and deliver a mentoring program involving faculty, staff, Elders, graduate students and alumni – with a focus on career goals	√	√	√
Work with Career & Co-operative Education Services to increase job placements, coops, exchanges, internships, wage subsidies, career mentoring and apprenticeships – within the University and externally with Aboriginal and mainstream private and public sector employers	√	√	√
Identify existing and potential partners in industry and commerce to support student research, co-op placements and training apprenticeships; formalize agreements	√	√	√

APSET ACTION PLAN	2010-2011	2011-2012	2012-2013
Continue to build the Nanabijou Aboriginal Graduate Enhancement Program, Aboriginal graduate program with an Indigenous focus, and the Aboriginal Alumni Chapter, with involvement of staff, faculty and graduate students	√	√	√
Enhance Aboriginal Student Research awards	√	√	√
Increase participation in Research Innovation Week and at relevant conferences	√	√	√

Performance Indicators

- Increased number and variety of distributed and distance learning courses
- Developed community-based learning options
- Established transition activities and incentives
- Operational Native Access to Engineering Program
- Number of high school, adult student campus visits and University tours
- Increased participation of Aboriginal learners in writing, research and study skills courses
- Campus hours kept by external Aboriginal postsecondary education and training staff
- Video/web conferencing contacts between students and families, communities
- Increased private and public sector sponsors for Aboriginal student supports
- An established student mentoring program, number of mentors and students
- Increased job placements, coops, exchanges, internships, wage subsidies, career mentoring and apprenticeship matches
- Fully established Nanabijou Aboriginal Graduate Enhancement Program
- Increase of Aboriginal learners in graduate studies
- Increased membership and participation in the Aboriginal Alumni Chapter
- Increased interactions between Aboriginal students, staff and faculty
- Written feedback from participants in meetings, courses and programs

2. STRENGTHEN PROGRAMS and SERVICES			
Aboriginal Cultural & Support Services Maintain and enhance existing student support services	√	√	√
Increase wellness educational sessions	√	√	√
Increase tutoring hours	√	√	√
Develop and maintain a peer support system for students, including a parents' support group	√	√	√
Develop and maintain a volunteer program	√	√	√
Develop and implement a student well-being tool and a pre-post evaluation tool for student educational sessions	√	√	√
Follow up on ACSS student survey – including an Annual Focus Group with students to develop new directions and strategies	√	√	√

APSET ACTION PLAN	2010-2011	2011-2012	2012-2013
Academic Programming Assess and enhance Aboriginal specific academic programs with discussion and input from key community groups and potential employers	√	√	√
Follow up on the recommendations of the 2008 Aboriginal Programming and Research Survey, through group and one-one discussions with each Faculty to act on recommendations to increase Aboriginal content and perspective in curriculum and participation of Aboriginal learners across disciplines	√	√	√
Pursue the proposed Law School Program – with Aboriginal, natural resource, and small legal practice foci	√	√	√
Develop and submit proposals to industry and commerce, lobby for program and research support	√	√	√
Data Collection, Analysis and Evaluation Expand and refine analysis of self-declaration data to produce reports on retention, academic achievement, and graduates as a basis for proposals and decision making	√	√	√
Gather and analyze enrolment statistics from elementary and secondary First Nation schools and boards of education to project potential postsecondary population over next 10 years in northwestern and central Ontario	√		
Develop definitions and measures of success, with performance indicators, in consultation with MTCU	√	√	√

Performance Indicators

- Increased completion of Aboriginal learners
- Development of new strategies to increase Aboriginal learners' completion
- Delivery of student support services
- Increased wellness educational sessions and tutoring hours
- Established peer support system for students, and parents' support group
- Established volunteer program
- Administered student well-being tool and a pre-post evaluation tool for student educational sessions
- Written feedback on ACSS student satisfaction survey and annual focus group
- Enhanced Aboriginal specific academic programs
- Increased number of courses with Aboriginal content and perspective
- Increased participation of Aboriginal learners across disciplines
- Established Law School Program – with Aboriginal focus
- Increased support from industry and commerce for Aboriginal research and programs
- Expanded and refined analyses and reports on self-declaration data
- Enrolment statistics from elementary and secondary First Nation schools and boards of education gathered and analyzed
- Definitions and measures of success developed and agreed upon with MTCU

APSET ACTION PLAN	2010-2011	2011-2012	2012-2013
3. RAISE the ABORIGINAL PROFILE			
Presence and Space Establish an Aboriginal faculty/staff recruitment plan			
Acquire more prominent and consolidated space for Aboriginal initiatives, programs and services at the Thunder Bay campus	√	√	√
Establish Aboriginal space and staff at the Orillia campus	√	√	√
Conduct cultural activities in various spaces at both campuses - Aboriginal Awareness Week, powwow, monthly sweat lodges, seasonal feasts, workshops and teachings, speakers	√	√	√
Design, plant and nurture Medicine garden	√	√	√
Maintain the sweat lodge	√	√	√
Expand the library's Aboriginal resources	√	√	√
Celebrating success Profile and honour past visionaries, alumni, current students success through posters, displays, ceremonies, awards and events	√	√	√
Discuss with Elders and the AMC the possible design of an Aboriginal convocation regalia, or hood and an Aboriginal graduation celebration	√		
Communication and promotion Meet with Communications and recruitment staff to review Aboriginal specific approaches and materials	√	√	√
Promote Aboriginal Initiatives through communications targeting specific areas – i.e., publications, NAGE, Indigenous Knowledge seminars, speakers events, non-traditional academic fields, bursaries and scholarships, Research Innovation week, cultural events, CEDL (Continuing Education and Distributed Learning) courses	√	√	√
Coordinate an annual Aboriginal promotion and recruitment calendar of key dates (i.e., NNEC, Windigo teachers professional development, Orillia career fair) with schedule of meetings and visits, who will go where	√	√	√
Update existing promotional materials – the website, calendar, mailings, video, calendar, and Aboriginal Initiatives handbooks	√	√	√
Coordinate, update and circulate Aboriginal community contact lists among departments and units	√	√	√
Design and publish an Aboriginal Initiatives brochure	√		
Develop promotional materials with community Aboriginal community partners to target their communities and publicize through media on campus	√	√	√
Participate in recruitment and promotion events at schools, career fairs, educational conferences – participate in the APSIP tour	√	√	√

APSET ACTION PLAN	2010-2011	2011-2012	2012-2013
Design and deliver presentations for business and industry employers on the benefits of hiring Aboriginal graduates	√	√	√
Invite the Business Administration faculty to research the impact of Aboriginal students on the Thunder Bay economy, and design a presentation for community and University awareness	√		
Develop and carry out advocacy strategies to promote equitable education funding to improve Aboriginal access and preparedness for postsecondary education	√	√	√
Performance Indicators • Established Aboriginal faculty/staff recruitment plan • Expanded, consolidated and prominent Aboriginal space at Thunder Bay campus • Established Aboriginal space and staff at the Orillia campus • Level of cultural activities in various spaces at both campuses • Established Medicine garden • Continued use and maintenance of the Sweat Lodge • Expanded Aboriginal resources in the library • Increased events, promotional materials celebrating Aboriginal success • Establishment of recognized Aboriginal graduate regalia and ceremonies • Increased and updated Aboriginal specific promotional materials and activities • Increased partnerships between Aboriginal Initiatives staff, Communications and Recruitment units of the University • Increased promotion and recruitment activities, community visits • Increased promotion partnerships with Aboriginal community groups • Coordinated and distributed Aboriginal community contact lists • Developed presentations for business and industry employers on the benefits of hiring Aboriginal graduates • Established presentation on the impact of Aboriginal students on the Thunder Bay economy • Increased strategic lobbying activities to promote equitable funding for Aboriginal postsecondary education			
4. ADVANCE KEY PARTNERSHIPS			
Within the University			
Aboriginal Initiatives and the AMC meet with the new Lakehead University president (2010) to review Aboriginal education strategies and plans	√		
Invite key individuals and groups – union reps, administrative and support staff - to attend and contribute to activities – Aboriginal Awareness Week, cultural celebrations, powwow, fall/spring feasts, community events	√	√	√
Aboriginal Community Liaison Officer and other recruitment staff partner and attend key events together	√	√	√
Develop and deliver Indigenous Knowledge seminars in partnership with the Instructional Development Centre	√	√	√
Create a Cross-Cultural Awareness Team to brainstorm and develop University wide campaigns, slogans and symbols	√		

APSET ACTION PLAN	2010-2011	2011-2012	2012-2013
With Communities			
AMC provide direction on key partnerships each year; AI meet with partners to identify possible activities and projects, the resources and processes required to carry them out, and develop proposals to acquire needed additional resources	√	√	√
Identify and involve supportive key partners from the private and public sectors.	√	√	√
Research, document and discuss best practices in community consultation and partnerships, within the University and externally; provide expertise and leadership in this area	√	√	√

Performance Indicators

- Established support and involvement of new President in Aboriginal Initiatives, with the AMC
- Increased participation of staff and faculty in Aboriginal events
- Increased collaboration between staff of the Offices of Aboriginal Initiatives and Admissions and Recruitment
- Increased participation of University staff and faculty in Indigenous Knowledge seminars
- Established Cross-cultural Awareness Team with equitable Aboriginal and non-Aboriginal representation
- Identified key partnerships each year
- Increased activities and projects with partners
- Additional resources identified and acquired to support partnerships
- Researched and documented best practices in community consultation and partnerships are used as a guide for meetings, development processes

EXISTING AND POTENTIAL PARTNERS

The following are some of the key partners identified through the APSET planning process who are interested in or already committed to active partnerships with Lakehead University. Also noted are a few of their areas of interest.

- Pikangikum Whitefeather Forest Initiative – forestry, environment, education
- Seven Generations – Ojibwe language, social work, teacher education, Indigenous knowledge
- Ogemawahj Tribal Council and south/central FN Ed institutes – Ojibwe language, teacher education, high school enrichment, promotion
- Keewatin-Patricia District School Board – teacher education, elementary and secondary school enrichment
- Constance Lake – mining and hydro electric development, community based high school
- KNet, Sioux Lookout and Contact North – web based learning, videoconferencing, multi-media, technology development in remote communities
- Oshki Pimache-O-Win Training & Education Institute
- Anishinaabek Training and Employment Services

- Shooniyaa Waa Bitoong Training & Employment for Treaty #3
- Northern Nishnawbe Education Council - Dennis Franklin Cromarty and Pelican Falls high schools, teacher education
- Windigo Education Authority – teacher education, special needs, student tracking

EVALUATION AND PERFORMANCE MEASURES

Evaluation of the progress, effectiveness and relevance of Lakehead University's programming in relation to Aboriginal learners is coordinated and reviewed by Lakehead's Office of Aboriginal Initiatives, with the involvement of the Aboriginal Management Council and the Office of Institutional Analysis and Government Relations, as well as senior University faculty and staff. Maintaining and increasing Aboriginal student enrollment, retention, completion and satisfaction are considered holistic measures by which performance may be measured and such measures are monitored regularly. Performance indicators are taken from the following

Performance measures and evaluations implemented by the University include the following:
- Annual Multi-year Accountability Agreement reports
- Ontario University Graduate Survey
- National Survey of Student Engagement
- Canadian Graduate and Professional Student Survey
- Canadian University Survey Consortium
- Reports to MTCU
- Analyses and reports on enrollment, retention, success and completion rates, by the office of Institutional Analysis and Government Relations Analyses, using the data base on Aboriginal students gathered from the self-declaration process at registration and from information kept by Aboriginal specific programs

In addition, the Office of Aboriginal Initiatives uses the following internal processes:
- Review of data kept by the Aboriginal Cultural Supports Services (ACSS) to track students' use of their supports and services
- Aboriginal student satisfaction surveys and an annual student focus group by ACSS to gather information on students' use, appraisal and recommendations to improve supports and services
- Follow up with department leaders and faculty regarding the 2008 Aboriginal Programming and Research Survey
- On-going dialogue with Elders and records of Elders Council meetings
- Regular contact with Aboriginal Postsecondary Education counsellors

Other evaluation measures in place include academic program reviews through the Undergraduate Program Review Audit committee (UPRAC); and the Aboriginal Education programs all undergo accreditation by the Ontario Colleges of Teachers.

All of these evaluation and measurement strategies will permit Lakehead University to achieve greater efficiencies in existing and future programming and supports, to increase and enhance Aboriginal student access and participation, completion, transitions and partnerships.

Section Six: **IN CLOSING**

This three year APSET Plan and Lakehead University's Strategic Plan for 2010-2013 provide a foundation for the University to focus its efforts in a community-centred spirit of shared learning with First Nations, urban Aboriginal communities and the public and private sectors, to support Aboriginal learners in realizing their goals to attend university, excel in their studies, complete their degrees and diplomas, and move on to meaningful careers and graduate work.

Lakehead's Mission of "working with Aboriginal peoples in furthering their educational aspirations" is an ongoing, evolving effort, as with all endeavours, dependent upon human and material commitments, the will and the skill to respond to changing conditions and needs.

The APSET Plan reflects countless hours of thoughtful input by individuals and groups from across University Faculties and Departments, Elders, alumni and students, community based educators and school boards, Aboriginal education institutes and support services. The planning process was a valuable, determined effort, an occasion for everyone involved to look back and forward from varied perspectives. The opportunity to reflect enriches and renews the shared dedication to improving the future of Aboriginal learners. As one of the community engagement participants concluded:

"This type of research, hearing the voices of different people from different areas – it all helps our students get the education they deserve. Thank you Lakehead University for doing this."

LITERATURE CITED

Canadian Millennium Scholarship Foundation. Sep 2005. Research Note # 2. Changing Course: Improving Aboriginal Access to Postsecondary Education in Canada. Retrieved from http://www.millenniumscholarships.ca/images/Publications/mrn-changing-course-en.pdf

Moving Forward in Aboriginal Education, Chiefs of Ontario, 2005) Government of Canada.
Indian and Northern Affairs.

Education Policy and Planning. Dec 2008. Postsecondary Education Program: A preliminary review of First Nation and Inuit participation in postsecondary education based on findings from available research literature.

Statistics Canada.
Germain, Costaand Kelly-Scott. 2006 Aboriginal Population Profile for Thunder Bay. http://www.statcan.gc.ca/pub/89-638-x/2009001/article/10832-eng.htm

Aboriginal Peoples in Canada in 2006: Inuit, Métis and First nations, 2006 Census: Findings http://www12.statcan.ca/english/census06/analysis/aboriginal/index.cfm

Government of Ontario
Ministry of Aboriginal Affairs. 2009.

Fact Sheet, 4 Feb 2009. Focusing on Economic Development, Job Skills, Education and Training. Retrieved from http://www.aboriginalaffairs.gov.on.ca/english/news/2009/020409bg03.asp
Ministry of Northern Development, Mines and Forestry/Ministry of Energy and Infrastructure. 2009. Backgrounder, 23 Oct 2009. Proposed Growth Plan for Northern Ontario. Retrieved from http://www.news.ontario.ca/mei/en/learnmore/growth_plan_aims_to_strengthen_northern_economy/PNGP_Backgrounder_FINAL_ENG.pdf

Henchey, Norman. Feb 2005. Moving Forward in Aboriginal Education: The proceedings of a national policy roundtable addressing systemic barriers in aboriginal schooling. Concordia University, February 22, 2005. Society for the Advancement of Excellence in Education. Retrieved from http://www.saee.ca/pdfs/028.pdf

Keewatin-Patricia District School Board. n.d. Strategic Plan 2009-2013. Retrieved from http://www.kpdsb.on.ca/communications/docs/strategicactionplan/StrategicPlan09.pdf

Lakehead University
Mission Statement. Dec 2009. http://www.lakeheadu.ca/about/index.php?id=23
Strategic Plan 2010-2013, approved by Senate Nov 6 2009. Revised final version, October 23, 2009.

Office of Aboriginal Initiatives (AI)
Aboriginal Cultural and Support Services (ACSS)
Jul 2009. Student Survey Final Results & Executive Summary
Aboriginal Initiatives Handbook, Jul 2009
Expanding Aboriginal Programming & Research Survey Apr 2008
Postsecondary Education reps Meeting Notes, 6 Jul 2009
Feb-Apr 2009 Report of the Aboriginal Community Liaison Officer, Orillia,
APSET Planning 2010-2013 Community Engagement Notes
Focus Group, August 29, 2008
Interviews Summary, October 2008
APSET Steering Committee meeting notes, 2 Jun 2008

Office of Institutional Analysis and Government Relations,

Statistical Summaries
Aboriginal Declarations by Geographic Location, 2007/2008 and 2008/2009
Aboriginal (all terms) by county, 2008-09
Aboriginal Declarations by Program, Fall 2007, Fall 2008

Northern Nishnawbe Education Council website 2009. http://www.nnec.on.ca Postsecondary Education Program http://www.nnec.on.ca/psp

Northern Ontario School of Medicine. n.d. Aboriginal Communities in Northern Ontario. http://www.normed.ca/communities/aboriginal_affairs/general.aspx?id=4082&ekmensel=c580fa7b_214_242_4082_1. 2009.

The Learning Partnership. Winter 2007. The Face of Public Education in Canada is Changing: Based on a Discussion paper "The Changing Face of Canada's Public Education System by Laura Eggertson. http://www.tlpresources.ca/policy_research/QualityReport-3.pdf

LITERATURE REVIEWED

Anishinabek Nation website. n.d. Anishinabek Educational Institute. http://www.anishinabek.ca/index.php?option=com_content&task=view&id=26&Itemid=36

Canada Millennium Scholarship Foundation. 2009. www.millenniumscholarships.ca

Baldwin, Noel and Parkin, Andrew. Feb 2009. Research Note #8: Persistence in Postsecondary Education in Canada: The Latest Research. Retrieved from http://www.millenniumscholarships.ca/images/Publications/090212_Persistence_EN.pdf

Berger, Joseph. Apr 2008. Research Note #6: "Why Access Matters" Revisited: A Review of the Latest Research. Retrieved from http://www.millenniumscholarships.ca/images/Publications/080411_RN6_EN.pdf

Chiefs of Ontario. Sept 21, 2009. PSE Update. http://chiefs-of-ontario.org/Assets/PSE.FORUM.PDF

Council of Ministers of Education. Oct 2003. Access, Inclusion and Achievement: Closing the Gap; Country Response: Canada.

Government of Canada.

Indian and Northern Affairs.

Aboriginal Education in Canada – A Brief History. n.d. or author

Policy Research Initiative.

2008. Hope or Heartbreak: Aboriginal Youth and Canada's Future. Horizons. Vol 10, Number 1. Retrieved from http://policyresearch.gc.ca/doclib/HOR_v10n1_200803_e.pdf

2003. Not Strangers in These Parts: Urban Aboriginal Peoples. Eds. Newhouse, David. and Peters, Evelyn. Retrieved from http://policyresearch.gc.ca/doclib/AboriginalBook_e.pdf

Statistics Canada.

Signner and Costa. 2005. Aboriginal Conditions in Census Metropolitan Areas, 1981-2001.

2006 Aboriginal Peoples Survey: An Overview of the Health of the Métis Population: Fact Sheet.

Government of Ontario

Environmental Registry. 2009. Regulation of Dedicated Protected Areas, identified in the Whitefeather Forest and Adjacent Areas Land Use Strategy (2006) (Whitefeather Strategy), as provincial parks under the Provincial Parks and Conservation Reserves Act (2006). Retrieved from http://www.ebr.gov.on.ca/ERS-WEB-External/

Environmental Registry. 2009. Declaration Order for Environmental Assessment Act coverage for Forest Management on the Whitefeather Forest. Retrieved from http://www.ebr.gov.on.ca/ERS-WEB-External/

Ministry of Aboriginal Affairs. 2009.

Fact Sheet, 4 Feb 2009. Focusing on Economic Development, Job Skills, Education and Training. Retrieved from http://www.aboriginalaffairs.gov.on.ca/english/news/2009/020409bg03.asp

Nov 2008. New Approach Initiatives, Aboriginal Education

Ministry of Education

2009. Backgrounder, 24 Feb 2009. Aboriginal Education in Ontario. Retrieved from http://www.edu.gov.on.ca/eng/aboriginal/supporting.html

Glaze, Dr. Avis and Mattingley, Ruth. May 2008. Aboriginal Education. Ministry of Education. A powerpoint presentation.

Ministry of Training, Colleges and Universities. 2009. APSET Terms of Reference, Guidelines.

Hull, Jeremy. June 2005. Postsecondary Education and Labour Market Outcomes Canada 2001. Prologica Research Inc.

Lakehead University

Aboriginal Management Council
Strategic Plan for Aboriginal Education, 2005-2010 and updated/progress report 18 May 2008
Retreat Summary, 9 Jun 2008

Annual Report 2007-2008. Facts and Year in Review. Retrieved from http://annualreport.lakeheadu.ca/0708/index.php

Office of Aboriginal Initiatives (AI)
Aboriginal Cultural and Support Services (ACSS)
Student Survey Final Results, Jul 2009
Student Survey, Executive Summary, Jul 2009
Aboriginal Initiatives Handbook, Jul 2009
2009. Aboriginal Postsecondary Education contact lists (2).
2008. Follow Your Dreams, Promotional DVD
6 Jul 2009. Postsecondary Education reps Meeting Notes,
Feb-Apr 2009. Report of the Aboriginal Community Liaison Officer, Orillia,
30 Apr 2009. Special Projects Report
2007-09 and 2009-2012. Aboriginal Education and Training Strategy Proposals, to Ministry of Training, Colleges & Universities

Organizational Chart

Strategic Plan 2005-2010

Matawa First Nations. Matawa Postsecondary Program webpage. n.d. www.matawa.on.ca/article//matawa-postsecondary-program-241.asp

Mendelson, Michael. Jul 2008. Improving Education on Reserves: A First Nations Education Authority Act. Caledon Institute of Social Policy.

Métis Nation of Ontario. Strategic Plan 2009-2014.

Richards, John. Oct 2008. Closing the Aboriginal/non-Aboriginal Education Gap. C.D. Howe Institute Backgrounder, Social Policy.

Seven Generations Education Institute website. n.d. http://www.7generations.org. 2009.

University of Toronto, First Nations House & the Centre for Aboriginal Initiatives. 2009. Aboriginal Strategic Plan: Epiitiiyan: Aboriginal Presence and Educational Excellence at the University of Toronto 2009-2011.

University of Waterloo; Aboriginal High School Enrichment Program webpage. 2009.http://aboriginalservices.uwaterloo.ca/aboriginalHighSchoolEnrichmentProgram-events.html#B

Whitefeather Forest Management Corporation. 2005. Guided by our Elders: Whitefeather Forest Teaching & Training Centre Feasibility Study.

APPENDIX A: MILESTONES IN ABORIGINAL EDUCATION AT LAKEHEAD UNIVERSITY

1965	Lakehead University founded
1974	Native Teacher Education Program (NTEP) launched
1981	Native Language Instructors Program (NLIP) began
1984	NLIP first cohort graduates
1985	LUNSA–Native Student Association formed
1986	Native Nurses Entry Program (NNEP) begins
1987	1st powwow on campus, to honour graduates
1987-88	Native Support Services (now Aboriginal Cultural Support Services) established
	Native Advisory Committee set up
1989-90	Native Access Program launched
1991-92	Ontario Aboriginal Education and Training Strategy (AETS) funding begins
	Native Advisory Committee evolves to Aboriginal Management Committee (AMC) with formal representation from major Aboriginal organizations
1992-93	Department of Native Studies (Indigenous Learning) emerges
	Native Access Program for Engineering (NAPE) in place until 2002
	Native Canadian World Views course offered Native Philosophy Project funded by The Rockefeller Foundation to 2000
	BA/Bed, Hon. BA Indigenous Learning
	Aboriginal Representation on Board of Governors
1994	Biennial Aboriginal Peoples Conferences, 1994, 1996, 1998, 2000
2000-01	Aboriginal Innovations in Arts, Science and Technology
	Aboriginal Awareness Centre of LUSU (Student Union) created
2001-02	Partnership protocol formalized with Nishnawbe Aski Nation
2002-03	Department of Aboriginal Education formed, Chair appointed 3 new Aboriginal professors hired
	Associate Vice-Provost (Aboriginal Initiatives) position created
2004-05	Cultural Protocol Policy approved by AMC
	5 year Aboriginal Strategic Plan to MTCU to support AETS funding
	Whitefeather Forest Research Cooperative Agreement signed
	Elder retained for Native Nurses Entry Program

2005-06	Northern Ontario School of Medicine opens at Lakehead and Laurentian University campuses, with an Aboriginal Affairs Unit and Advisory Committee
	Four Aboriginal faculty, alumni and leaders chosen for Lakehead University's 40th anniversary Northern Lights awards
	Orillia Campus opened
	Sweat Lodge erected
	Elders Council and Program formalized
2007-08	AMC representation on Board of Governors
	Associate Vice Provost (Aboriginal Initiatives) becomes Vice Provost (AI)
	Beverly Anne Sabourin Bursary created to support Aboriginal women in Health Careers, Business Administration, Political Studies and Law
	Aboriginal Academic Programming and Research Survey conducted
	Short-term Aboriginal Career Advisor intern position created for Aboriginal Initiatives in partnership with Career and Co-operative Education Services
	International Indigenous Learning Centre development committee formed
	Nanabijou Project funded to develop supports for Aboriginal Graduates
	Indigenous Knowledge Cultural Seminar series initiated – Drew Hayden Taylor guest speaker
	Promotional DVD "Follow Your Dreams" produced
	Vice provost (AI) visits Ontario north shore/ Robinson Superior and Orillia area communities
	Partnership agreement signed with Oshki Pimache-O-Win Training & Education Institute
	Elders' increased presence on campus and in classrooms
2008-09	Fall Harvest inaugurated
	Tomson Highway artist-in-residence community cabarets raise $28,000
	Aboriginal Initiatives Communications Strategy developed with Wawatay Native Communications Society to promote non-traditional career options
	Research and Innovation Week featured Aboriginal research, graduate students' poster display and awards
	Nanabijou Aboriginal Graduate Enhancement Program (NAGE) developed to support Aboriginal graduate programming with an Indigenous focus
	ACSS Student Survey conducted
	Renewed partnership with Seven Generations Education Authority
	Aboriginal Community Liaison Officer created, visits to Orillia area
	Aboriginal Alumni Association launched

Appendix B: LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL

Lakehead University President	Dr. Frederick Gilbert
Lakehead University Vice-President (Academic)	Dr. Laurie Hayes
Lakehead University Vice-Provost (Aboriginal Initiatives)	Beverly Sabourin
Lakehead University AMC Advisors Committee	Dr. Peggy Smith
Lakehead University Board of Governors	Judy Flett
Lakehead University Native Student Association	Alec Oombash
	Sarah Nelson
Member-At-Large	William Perrault
Anishinabek Employment & Training Services	Nancy Bouchard
Fort William First Nation/ Union of Ontario Indians	Vacant
Matawa First Nations	Paul Capon
Métis Nation of Ontario	Tim Pile, (Chair)
Nishnawbe Aski Nation	Dobi Dawn Frenette
Thunder Bay Indian Friendship Centre	Ethel Sault
Orillia Campus Advisory Committee	Senator Ruth Wagner
Ogemawahj Tribal Council	Janet Beaver
Secretary to AMC (Non-Voting)	Karen Roche

Advisors Committee

Chair, AMC Advisors	Dr. Peggy Smith
Aboriginal Education	Dr. Ethel Gardner
Senate Research Ethics Board	Dr. Sandra Wolf
Aboriginal Education Faculty	Laura Buker
Aboriginal Cultural & Support Services	Lisa Wabange
Engineering (Dean's Alternate)	Heather Moynihan
Indigenous Learning (Chair)	Dennis McPherson
Native Access Program	Gloria Hendrick-Laliberte
Native Language Instructors' Program	Charlotte Neckoway
Aboriginal Education Programs Coordinator	Judy Flett
Native Nurses Entry Program	Sandra Cornell
Northern Ontario School of Medicine	Orpah McKenzie
Vice-Provost (Student Affairs)	Marian Ryks-Szelekovszky

Deans

Business	Dr. Bahram Dadgostar
Education	Dr. John O'Meara
Engineering	Dr. Henri Saliba
Forestry & the Forest Environment (Interim)	Dr. Ulf Runesson
Graduate & International Studies	Dr. Philip Hicks
Health & Behavioural Sciences	Dr. Lori Livingston
Northern Ontario School of Medicine	Dr. Roger Strasser
Social Sciences & Humanities	Dr. Gillian Siddall
Science & Environmental Studies	Dr. Andrew P. Dean

Guests

Negahneewin College	Dean S. Brenda Small
Negahneewin College Council	Mr. Jerry Perrault, Chair

APPENDIX C: COMMUNITY ENGAGEMENT PARTICIPANTS LIST

LAKEHEAD UNIVERSITY APSET 2010-2013 PLAN

FOCUS GROUP August 27, 2009, Lakehead University, Thunder Bay (17 ppl)

Lakehead University Elders Council (2)

- Gerry Martin, Elder, Vice-Chair AMC, Thunder Bay
- Isabelle Mercier, Elder, AMC, Thunder Bay

Community representatives (6)

- Denise Bluebird, Anishinaabeg of Kababikitowangag Resource Council, Education Unit, Sioux Narrows
- Yolanda Fobister, Grand Council Treaty #3, Education Policy Analyst, Kenora
- Carolyn Chukra, Lakehead District School Board, Thunder Bay
- Ann Magiskan, Thunder Bay District Catholic School Board, Thunder Bay
- Mark Sault, Seven Generations Education Authority, Thunder Bay
- Marlene Pierre, Robinson Superior Women's Council, Thunder Bay

Lakehead University Staff & Faculty (8)

- Beverly Sabourin, Vice-Provost (Aboriginal Initiatives)
- Lisa Wabange, Coordinator Aboriginal Cultural Support Services
- Brendon Johnson, Aboriginal Community Liaison Officer
- Heather Moynihan, Faculty of Engineering
- Dr. Peggy Smith, Faculty of Forestry, AMC
- Sandra Cornell, Native Nurses Entry Program, AMC
- Charlotte Neckoway, Native Language Instructors' Program
- Orpah McKenzie, Northern Ontario School of Medicine

Visitor

- Emerance Baker, University of Waterloo

ONE-ONE INTERVIEWS (20 ppl)

Andrew & Karen Chapeskie, researchers, Kenora
Whitefeather Forest Initiative, Pikangikum First Nation

Myra Bannon, Postsecondary Education Coordinator
Fort William First Nation

Brian Beaton, K-Net Coordinator
Keewaytinook Okimakanak Northern Chiefs Council, Sioux Lookout

Jan Beaver, Education Advisor
Ogemawahj Tribal Council, Rama First Nation

Nancy Bouchard, Program Coordinator (alumna)
Anishinabek Employment & Training Services, Thunder Bay

Leonas Favell, Program Officer
Shooniyaa Wa-Biitong Training & Employment Centre for Treaty #3, Dryden

Ingrid Green, Regional AHRDA Coordinator (Alumna, Hon B.A. 2009)
Ontario Native Women's Association, Thunder Bay

Sharon Stinson Henry, Chief
Chippewas of Rama First Nation

Laura Horton, Director Postsecondary Education (Alumna Hon B.Ed)
Seven Generations Education Institute, Fort Frances

Debbie Lipscombe, Interim Executive Director, former Education Policy Analyst Grand Council Treaty #3, Kenora

Yvonne McLeod, Program Services Director
Windigo Education Authority, Sioux Lookout

Barry McLoughlin, Postsecondary Education Coordinator
Northern Nishnawbe Education Council, Sioux Lookout

Sean Monteith, Assistant to Director of Education
Keewatin-Patricia District School Board, Kenora

Arthur Moore, Chief
Constance Lake First Nation

Rosie Mosquito, Executive Director
Oshki- Pimache-O-Win Education & Training Institute

Georgette O'Nabigon, Postsecondary Education Counsellor
Matawa First Nations, Thunder Bay

Chris Paci, Manager of Education & Training
Métis Nation of Ontario, Ottawa

Leona Scanlon, Postsecondary Education Counsellor
Northern Nishnawbe Education Council, Thunder Bay

Carol Terry, Community Development Consultant (Alumna, B.A.)
Sioux Lookout



Office of Aboriginal Initiatives
Lakehead University
955 Oliver Road
Thunder Bay, ON P7B 5E1
Phone: (807) 766-7219
Fax: (807) 343-8679
Website: aboriginalinitiatives.lakeheadu.ca

Aboriginal Initiatives | Lakehead UNIVERSITY