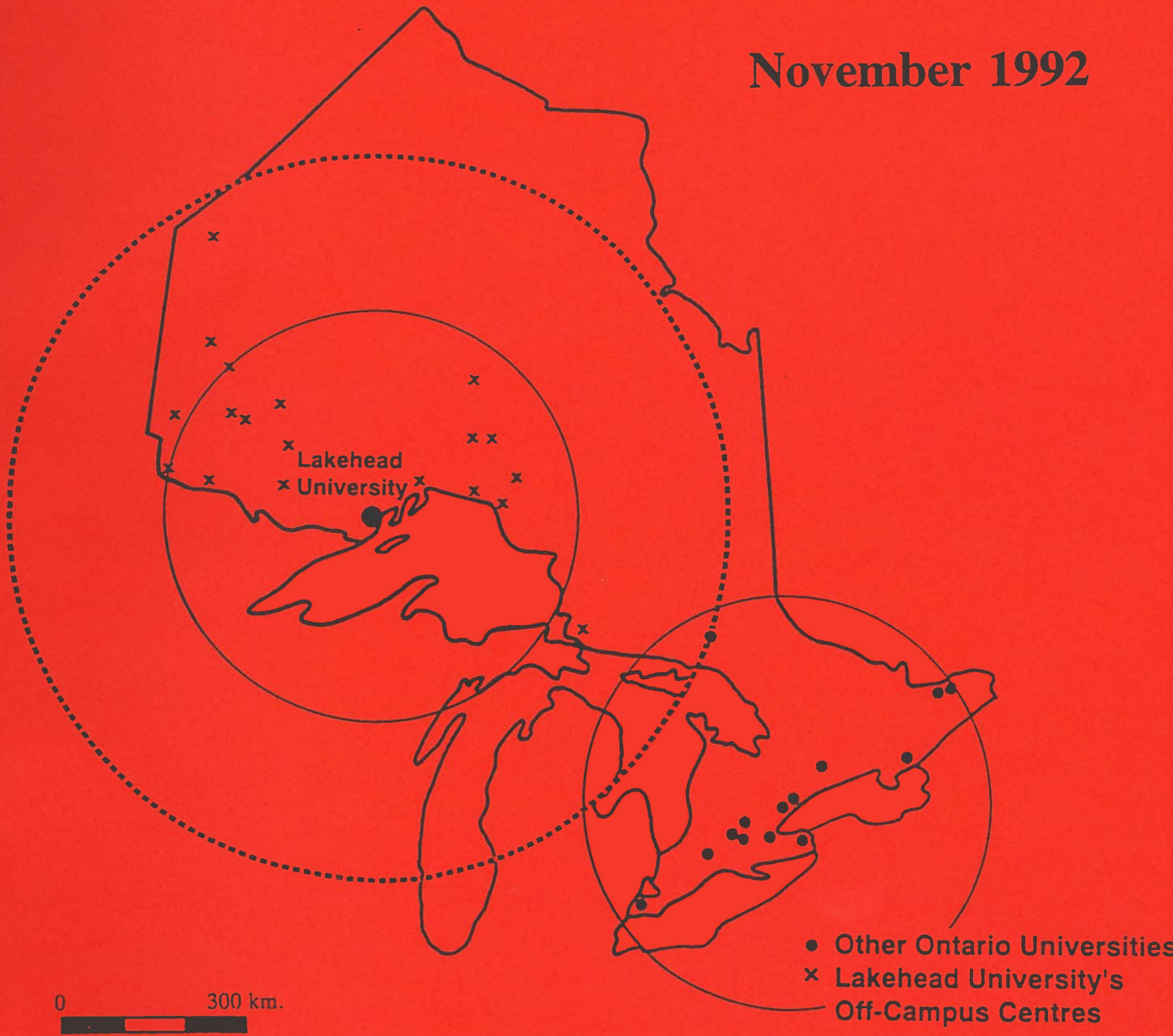
Native Education Strategy

A SUBMISSION TO THE MINISTRY OF COLLEGES AND UNIVERSITIES

November 1992



LAKEHEAD UNIVERSITY

IN AND FOR THE NORTH

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EXECUTIVE SUMMARY

INTRODUCTION

In the process of adapting to its environment, Lakehead University's character has made it distinctive in the Ontario University system. Lakehead is a university with a dual role. It has the responsibility for bringing knowledge and an understanding of a broad range of the basic disciplines to Northwestern Ontario. As such, it strives to be a good general university for the purpose of regional accessibility. It is, in short, a university in the North. Lakehead also has the responsibility of gathering knowledge about the region for use in social and economic development and for transmittal to the rest of the province, nation and world. It has to be, therefore, a university for the North. In addition, through extensive offerings by Continuing Education, the classroom is taken to the more remote areas of the region. The result is that Lakehead is now truly a university "in and for the North".

Lakehead University has a history of participating in Native education. For example, the Native Teacher Education Program, the Native Language Instructors' Program, the Native Nurses Entry Program, and the Native Student Support Services Program are testaments to this institution's commitment to enhance the success of Native students in achieving their academic goals. In response to the *1987 Academic Plan*, Lakehead University established the Native Studies Study Group and, in response to its recommendations, created the Office of Native Programming which eventually led to the establishment of a Department of Native Studies in the Faculty of Arts and Science. In addition to academic programming, the Department is responsible for devising mechanisms for effective consultation with Native people and for the development of long range planning proposals. The University also began on a limited basis, a Native Students Access Program to further the ability of Native students to enter University programs and to succeed in their work.

At this time, in response to Native principles of self-determination, the University has plans to create a separate School of Native Studies to be organized and developed in consultation with Native people. The concept was first proposed in the *1987 Academic Plan* and reinforced by the Native Studies Study Group. Initially, it was suggested that such a structure would coordinate and promote the instructional and research activities of Lakehead faculty and educational services for Native students. Today, the concept of a School of Native Studies has been extended to mean a centre for Native activities, both academic and support. The School of Native Studies will be comprised of two departments: the academic Department within the Faculty of Arts and Science to house academic and research programs, and a Support Services Department where a full range of services such as social, personal and career counselling, orientation, and Native student advocacy will be provided. With such a structure, at some time in the future, the School would be poised to become an affiliated college or a separate institution, if circumstances so dictated. Considering the number of Native students at Lakehead University, it would seem a reasonable objective. According to statistics provided by DIAND, in 1990/91 41% of the students it supported at Ontario universities attend Lakehead University.

Lakehead University has a policy to hire Native people in its Native programs and will continue this commitment for any new positions that are created as part of its Native Education Strategy.

1. PROPOSALS FOR CONSIDERATION

Programs that were approved last year are resubmitted here for continued funding. These are:

- Native Studies Program
- Native Support Services Core
- Support Services Enhancement (Elders/Tutors)
- Native Nurses Entry Supplementary

In addition six new programs are submitted:

- Native Studies - continued development
- Native Access
- Supplementary - Native Teacher Education
- Supplementary - Native Access Program
- Support Services Enhancement - Native Access Tutors
- Healing Circles

A. ACADEMIC PROPOSALS

Native Studies Programs

The programs in Native Studies, housed in the newly created Department of Native Studies, will be developed to offer students fundamental knowledge of First Nations' history, cultural and traditional values, political, constitutional, and sociological issues, and economic relationships with the mainstream society.

The programs include a double major, a minor and a certificate in Native Studies. Currently, the program in Native Studies combines courses in the existing curriculum of various departments with core courses in Native Studies. However, the Aboriginal Management Council urges that a more comprehensive development take place and that additional courses in Native Studies be developed. The planning for this direction is underway and could be realized with the added support of the Strategy.

Native Access Program

The Native Access Program is a bridging year designed for students who do not meet the normal admission requirements. The program, offered on a limited basis, encourages Native students to enrol in any Lakehead University program. Moreover, it increases the participation rate of Native students and provides a framework for successful integration and completion of programs as well as academic support and a supportive social and cultural environment.

The program includes core courses in English, Study Skills/Logical Reasoning, and Mathematics. Additional courses are chosen to meet the career objectives of the student. The two parallel streams available are Health Sciences Access and Arts, Science and Professional Studies Access.

B. SUPPORT SERVICE PROPOSALS

Native Support Services Core Fund (Resubmission)

Native Support Services assists Native students by offering support, advice, counselling, information on programs and facilities and whatever else is necessary to promote their academic and personal success. These services are flexible and accommodate the needs of each individual student as the school year progresses. Services include student orientation, academic counselling, financial counselling, study counselling, personal counselling, tutorial services, social support system, student advocacy, cross-cultural awareness, native community liaison, career and employment counselling, the Student Centre and the Native Students Association.

In 1991-92, Native Support Services moved to the new Student Centre giving it high visibility and access for Native students. In addition to the capital investment, the Centre was equipped with supplies and such equipment as a television and video-cassette recorder and two computers. These recent developments recognize the needs of Native students and are an indication of the University's commitment to providing services to Native people attending the University.

Lakehead University is requesting funding to continue to improve Native Support Services. Previously, the Counselling Foundation funded the Centre in annually decreasing increments. To provide services at the previous level, additional funds must be found to supplement the University's commitment.

Native Support Services Enhancement (resubmission)

In its declaration of jurisdiction over education, the Assembly of First Nations asserts that formal education must include a continuation of the cultural and linguistic instruction provided by the family and the community. Elders are the holders of knowledge, the teachers of culture, songs, heritage and survival, and are held in highest esteem and respect by Native and non-Native people at Lakehead University. The presence of Native Elders on campus enhances every aspect of Native student life and provides the environment for a successful academic experience.

Aankokinomahget is an Ojibway word that means "a person helpful in teaching and a chain to what's going on already". This project enhances tutoring in course content, teach learning skills, train peer tutors, assist students with individual essays, and conduct workshops on writing, formatting and documenting essays/major papers.

Native students currently have access to the Learning Assistance Centre which employs three full-time tutors, one of whom tutors Native students in English, Mathematics, Biology and Chemistry. To enable Native students to receive the comprehensive tutoring that is required, particularly at upper-year levels, *Aankokinomahget* provides a number of Native tutors who will spend their time exclusively with Native students.

It is proposed to add to components to Native Support Services this year. A proposal to provide tutors to an enhanced Native Access program has been added as well as a proposal to establish a Healing Circle.

Special Tutoring Project for Students in the Native Access program

This project to tutor students in the Native Access program is designed to provide the academic support so often necessary for successful post-secondary studies. The project will provide initial orientation to university life and in particular to the lecture mode, the teaching method most employed by universities. Further assistance will be provided in the content of individual courses and in gaining skills for successful learning. Thus, help will be provided at the beginning of the students' academic program, and on-going assistance will aid students in succeeding in their academic plans.

Healing Circles

This project will assist Native Support Services to host regular gatherings for the Native students at Lakehead University. These groups processes will provide a safe, confidential atmosphere students can share their experiences and seek healing and the support of their peers. The Women's Circle will be organized and conducted on a bi-weekly basis by the Counsellor of Native Support Services with the guidance of a female Elder. The Coordinator will assist a male Elder conduct a Men's Circle, also on a bi-weekly basis.

A critical component of this project is the Children's Circle to be conducted simultaneously at Native Support Services. The initiation of a children's program will encourage students with childcare responsibilities to participate in the Healing Circles. The Children's Circle will make use of craftspeople, artists, and Elders to offer demonstrations of Native crafts, painting, Legends and storytelling. A variety of games and activities will complete the program. This part of the project will be organized and implemented by a group of Native University students to provide a meaningful work experience during the academic year and to provide a secure and responsible level of care for the children.

C. SUPPLEMENTARY GRANT PROPOSALS

Native Teacher Education Program

The Native Teacher Education Program is a concurrent Bachelor of Arts (General Program)/Bachelor of Education (Native Education) degree program. In order to be admitted to the Program, students must be of Native ancestry and be recommended by a Native organization. The purpose of the Program is to increase the number of qualified Native teachers through an alternative (but equal) program that prepares them to meet the special social and cultural needs of Native communities.

The Program prepares teachers to provide educational programs that will assist Native people to sustain their culture and language while, at the same time, teach students the skills necessary to pursue their education. In addition to educational methodology and theory, the Program includes courses in Native culture, traditions and language. Students are required to do student teaching in Native schools.

Native Nurses Entry Program

The Native Nurses Entry Program provides students with the necessary skills and academic preparation for successful completion of the four-year nursing degree. The program utilizes specialized recruitment and admission procedures, program orientation and personal counselling, a curriculum that addresses deficiencies in preparation, a tutoring program for academic courses, and specialized assistance for social and cultural support. Students are admitted, through the University's mature or extraordinary admission regulations, to the BA(General) program.

Native Access Program

The Native Access Program provides academic skills and special preparation for Native student to make a successful transition to University life. Special academic programming is offered along with tutoring, academic counselling and a related support network to provide the student with an atmosphere conducive to successful program completion.

2. PROPOSAL BUDGETS AND PROPOSAL PRIORITY

The Budget is presented in Table 1. Proposals have been prioritized in the following order by the Aboriginal Management Committee:

Program previously submitted and funded:

1. Native Studies Program
2. Native Support Services Core
3. Support Services Enhancement - Elders/Tutors
4. Supplementary - Native Nurses Entry Program

New program submission:

5. Native Studies - continued development
6. Native Access
7. Supplementary - Native Teacher Education
8. Supplementary - Native Access Program
9. Support Services Enhancement - Native Access Tutors
10. Healing Circles

3. NATIVE COMMUNITY INVOLVEMENT IN PROGRAM DEVELOPMENT

Lakehead University has an institutional Aboriginal Management Council whose role it is to provide input and to approve submission for projects, activities and programs related to Native people. A member of the Council has been appointed to the Board of Governors of the University.

Lakehead University has been working with local and regional Native organizations and individuals to create and administer the Native Studies Program, the Native Teacher Education Program, the Native Language Instructors' Program, the Native Nurses Entry Program, the

Table I

Ministry of Colleges & Universities
Aboriginal Education and Training Strategy

SUMMARY OF PROPOSALS

Resubmitted	1992/93	1993/94	1994/95	1995/96
A) Support Services Core	67,900	69,250	70,650	72,000
B) Special Projects				
- Enhancement (Elders & Tutors)	49,900	50,850	51,900	
- Program Development (Native Studies)	57,200	58,350	59,500	
C) Supplementary Grants				
- Native Nurses	22,500	15,000	20,500	
Sub-Total	**197,500**	**193,450**	**202,550**	**72,000**
New				
A) Special Projects				
- Program Development (Native Studies)		143,450	146,300	149,300
- Program Development (Native Access)		100,800	102,800	104,900
- Enhancement (Tutors - Native Access)		25,760	27,120	28,490
- Enhancement (Healing Circle)		10,300	10,500	10,700
B) Supplementary Grants				
- Native Teacher Education		112,468	129,509	153,366
- Native Access		23,000	27,265	34,000
TOTAL	**197,500**	**609,228**	**646,044**	**552,756**

Native Access Program, and the Native Student Support Services Program. The University's commitment to the Native educational agenda on campus includes the Native Studies Study Group, a forum for the discussion of Native curriculum development. In 1989, on the advice of the Study Group, the Office of Native Programming was created. The Group was able to secure interim funding for a Coordinator of Native Programming.

The Lakehead University Aboriginal Management Committee was created to enhance the direct access of the Native community served by the University in the discussion of programming initiatives in Native Studies and services in the area of Native support. The Aboriginal Management Council is an excellent source of information to facilitate community and University consultations. In developing a Native Studies Department and an Access Program, consultation with the Native community, University, business and service industry is essential. The Council provides an excellent forum for such consultation. It also provides numerous community contacts of "front line" advocates and staff providing services to First Nations, Metis communities, and tribal councils.

The University has committed itself to an on-going relationship with the Native community which it serves. To this end, the Council meets on a regular basis to discuss issues of concern to its membership. In this way, Lakehead University has created a communication bridge that enhances Native programming to the Native communities of Northwestern Ontario.

At a meeting of the Aboriginal Management Council held on November 12, 1992, it was agreed by consensus to reaffirm support for proposals submitted for the first AETS 1992 program. Individual resolutions were unanimously approved for all new proposals.

RESPECTFULLY SUBMITTED ON BEHALF OF THE ABORIGINAL MANAGEMENT COMMITTEE BY John Whitfield, Acting President, and Richard Morris, Chair, Aboriginal Management Council

4.

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GENERIC CRITERIA

GENERIC CRITERIA

1. NATIVE ACCESS TO THE GOVERNING BODY OF LAKEHEAD UNIVERSITY

Since its inception, Lakehead University has been actively working with local and regional Native organizations and individuals in order to respond effectively to the academic needs of a variety of Native learners.

The growth of Native participation in University affairs, along with the commitment of the University Senate and Board of Governors to expand the Native educational agenda on campus, led to the creation of the Native Studies Study Group (a Senate Academic Committee sub committee) in 1987. In the past five years, the Study Group has been operating as a forum for the discussion of Native curriculum development and Native access to the wide variety of degree programs offered at Lakehead.

In 1990, Lakehead University established the *Native Advisory Committee* , in order to enhance the direct access of the Native community served by the University to the discussion of programming initiatives for Native people. The Committee is now known as the **Lakehead University Aboriginal Management Council**. In order to directly access the Board of Governors, a member of the Council has been appointed to the Board of Governors. This is in addition to another Native appointment on the Board who sits as a community representative.

The results of these relationships have been realized in the creation of the Native Teacher Education Program, the Native Language Instructors' Program, the Native Nurses Entry Program, the Native Engineering Access Program, the Native Access Program, and the Native Student Support Services Program. In 1992, with the assistance of the Strategy, a Department of Native Studies was initiated.

2. RELATIONSHIP OF THE ABORIGINAL COMMITTEE TO DECISION-MAKING BODIES

The President is a member of the Aboriginal Management Council; the secretary is the Vice-President (Academic). Through this structure, direct access to the executive head of the University and to the senior academic administrator is realized. In 1992, in order to give Native organizations direct access to the main decision-making body of the University, a member of the Native Advisory Committee was appointed to the Board of Governors. Additionally, through the creation of the Department of Native Studies, a Native presence is established in the Faculty of Arts and Science and the Chair of the department holds a seat on the Senate of the University, the internal body in the University on which all chairs of academic departments sit and which deals with academic policy.

3. MANDATE OF THE ADVISORY COMMITTEE

The *Lakehead University Native Advisory Committee* was established prior to the implementation of the Government's Aboriginal Education and Training Strategy (AETS). The structure devised in consultation with the Native community at that time is still in place.

However, the Committee has changed its name to the *Lakehead University Aboriginal Management Council* and is reviewing its composition and terms of reference. When this task is complete, the Council will report to the President with advice on the appropriate changes to the Council's composition and Terms of Reference. The current Council gives advice to the President of Lakehead University on programming in Native Studies, on University relationships with Native communities and students, and on other matters of concern to Native people and the University and is consistent in its approach with the spirit of the AETS.

4. MEMBERSHIP OF THE ABORIGINAL MANAGEMENT COMMITTEE

The *Lakehead University Aboriginal Management Council* consists of fifteen persons:

1) The Grand Council Chief of the Nishnawbe-Aski Nation
2) The Grand Council Chief of Grand Council Treaty #3
3) The Grand Chief of the Union of Ontario Indians
4) The Grand Chief of the Association of Iroquois and Allied Indians
5) The President of the Ontario Métis and Aboriginal Association
6) The President of the Ontario Federation of Indian Friendship Centres
7) The President of the Ontario Native Women's Association
8) The President of the Lakehead University Native Students' Association

The elected leaders named above may be represented by such other qualified and formally designated representatives as s/he appoints.

9) Two Native persons from Northwestern Ontario nominated and appointed by the Committee, one of whom must be an Elder
10) The Chairperson of the Native Studies Study Group
11) Two persons appointed by and from the Native Studies Study Group
12) The Coordinator of Native Programming
13) The Vice-President (Academic), who is Secretary of the Committee.

The Chairperson of the Lakehead University Aboriginal Management Committee is a Native person, nominated by and selected from the Committee membership. The Committee also recognizes the need for local community representation. To this end, two Native persons from the region sit on the Committee, one of whom is an Elder.

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5. PROCESS FOR THE ESTABLISHMENT OF THE LAKEHEAD ABORIGINAL MANAGEMENT COUNCIL

The *Lakehead University Aboriginal Management Council* has been established and operational since 1990. All seven aboriginal groups have been contacted and have made appointments to the Committee. The process was as follows:

In 1987, the Academic Plan approved by the Lakehead University Senate recommended the immediate creation of the Native Studies Study Group. The Study Group, chaired by a Native faculty member, had the responsibility of finding new ways to meet the needs of the Native population served by the University in Northwestern Ontario. In 1989, the Study Group recommended the creation of the Office of Native Programming and was able to secure interim funding for a Coordinator of Native Programming. The first Coordinator was a respected Native Elder who travelled throughout Northwestern Ontario gathering valuable information on the academic needs and desires of Native organizations and individuals. This extensive survey revealed the need for a Native Access Program and for a permanent Native Advisory Committee, both created in 1990. Lakehead University has committed itself to an ongoing relationship with the Native community which it serves. To this end, the Aboriginal Management Council meets on a regular basis to discuss issues of concern to its membership. In this way, Lakehead University has created a communication bridge to the Native communities of Northwestern Ontario.

Lakehead University has contacted the provincial organizations in all cases. All seven Aboriginal organizations have made appointments to the Council with the exception of AIAI which is changing its appointee and has so advised us.

6. TERMS OF REFERENCE OF THE ABORIGINAL MANAGEMENT COUNCIL

The *Lakehead University Aboriginal Management Council* is an institutional committee and gives advice to the President of Lakehead University on programming in Native Studies, on University relationships with Native communities and students, and on other matters of concern to Native people and the University.

The Aboriginal Management Council also functions as the Program Management Committee for Native Studies and Native Access.

The representatives of the Native community served by Lakehead University, with their special knowledge and trust within their community, represent the interests of their people in the deliberations of the Advisory Committee. They are in a position to know the concerns and needs of their people, to bring these to the attention of the Council and the Vice-President (Academic), and to influence the actions of the University. The *Lakehead University Aboriginal Management Council*:

1) provides ongoing support and advice to Lakehead University through the Offices of the President and the Vice-President (Academic);
2) reviews data and statistics on the recruitment and retention of Native students, the courses of study in which they are enroled, and their success in and after their University studies;
3) reviews and advises on general policy additions and changes to University programs, as these relate to the Native communities and students, through such procedures as periodic program reviews and evaluations;
4) advises on the promotion of University programs and services, program budgets, recruitment of Native staff, faculty and students, application procedures, admissions procedures and criteria, the support of Native students and proposals for Native specific initiatives;
5) advises and educates the University and the general public on Native issues;

6) assesses ways in which courses of study may be offered in Native communities in northern Ontario; and
7) advises on the establishment of a Centre or Department of Native Studies, and,
8) submits specific recommendations with regard to the above named matters.

7. ACTION PLAN

The Lakehead University Native Action Plan has been subject to incremental development over the last five years and is contained in several documents. It began with the recommendations of the 1987 Lakehead University Academic Plan to enhance the accessibility and retention rates of Native students at Lakehead University. The initial stages of the Plan saw the creation of the Native Studies Study Group, whose mandate was to develop the recommendations of the Academic Plan vis-a-vis Native initiatives. The work of the Study Group led to the establishment a Native Advisory Committee, the Office of Native Programming, and led to the work of a Sub-Committee on Academic Programming in Native Studies.

The Office of Native Programming became responsible for the implementation and coordination of the Native Access Program, begun in a limited way in 1990 as a bridging program offered to Native people who do not meet regular admission criteria and have special academic needs. At the same time, the Sub-Committee on Academic Programming in Native Studies, made up of representatives from both the Arts and Science and Professional Studies Faculties as well as Native students, began working on a new stage of the Action Plan, the creation of a School of Native Studies and a Department of Native Studies. Both of these initiatives are designed to promote Native access to academic programs and to encourage the retention of Native students at Lakehead University. The Department of Native Studies at Lakehead University was established in 1992. Moreover, the continuous evaluation of Native Studies programs by the Aboriginal Management Council will ensure that the needs and desires of the Native community of Northwestern Ontario (and beyond) are served.

The Lakehead University Native Action Plan will continue to develop as the priority of Native Studies continues to be realized. Through the creation of the Aboriginal Management Council, the University has ensured the on-going participation of the local and regional Native community. Moreover, Lakehead University is committed to the enhancement of the Native Teacher Education Program, the Native Nurses Entry Program, the Native Access Program, the Native Language Instructors' Program, the Native Language Minor Program, and the Native Engineers Access Program.

9. PROCESS TO DEVELOP THE LAKEHEAD UNIVERSITY NATIVE COMMUNITY ACTION PLAN

In the past five years, the process of approval for the Lakehead University Native Community Action Plan has involved the Aboriginal Management Council, the Native Studies Study Group, every level of the University administration as well as organizational and individual members of the local and regional Native community.

The development of the Action Plan has led to the proposal for a School of Native Studies, approved in principle by the Council in July 1991, which would include a Department of Native Studies and a Department of Native Support Services. The proposal for the establishment of a Department of Native Studies in the Faculty of Arts and Science and for

programming in Native Studies was submitted by the Native Studies Study Group to the Lakehead University Social Science and Humanities Sub-Committees on Academic Programming and approved in October 1991. Following Lakehead University protocol, it was then sent to the Faculty of Arts and Science Council and the University Senate, where it was approved in December 1991. The completed Action Plan was approved by the Native Advisory Committee and the Senate in January 1992 and implementation continues at this time.

9. APPROVAL OF THE ACTION PLAN

As stated above, the Action Plan was approved by Senate in January 1992 and implementation continues at this time.

10. EXCEPTION

N/A

11. SUMMARY OF SPECIALIZED PROGRAMS, COURSES AND SERVICES

A. MANAGEMENT COUNCILS

Institutional Aboriginal Management Council

The Native Advisory Committee, subsequently the Aboriginal Management Council, was established on the recommendation of the Native Studies Study Group and met for the first time in May 1990 . The establishment of the Native Advisory Committee recognized the University's commitment to involving and consulting the Native community on matters of importance to them. The current Council is comprised of fifteen members from Native organizations and the University who work in partnership to enhance the value of the University to the Native community. The Council acts as the Program Management Committee for the Native Studies Department and the Native Access Program.

The Aboriginal Management Council also functions as the Program Management Committee for Native Studies and Native Access.

Native Nurses Entry Advisory Committee

The Native Nurses Advisory Committee was established at the inception of the program in 1986/87 to review and advise on curriculum, recruitment, candidate selection, application procedures, program promotion, and program evaluation.

Native Support Services Advisory Committee

The Native Support Services Advisory Committee was established in response to a request, particularly from Native students, that Elders representing the regional Native treaty organizations provide input and advice to the University concerning support services and counselling for Native students. The Committee is chaired by a

Native Elder and advises on the role and structure of Native Support Services, staffing, and other matters that enhance the quality of support for Native students.

Native Engineering Access Committee

A Native Engineering Access Program began in 1992 following extensive consultation with the Native community and with the support of the Aboriginal Management Committee. A member of the AMC site as a regular member on the Engineering Management Committee.

Native Teacher Education Management Committee

The School of Education has reestablished its Aboriginal Management Committee and a member of the AMC sits as a regular member on the Committee.

B. ACADEMIC PROGRAMS

Native Studies Programs

The programs in Native Studies, housed in the newly created Department of Native Studies, offer students fundamental knowledge of First Nations' history, cultural and traditional values, political, constitutional, and sociological issues, and economic relationships with the mainstream society.

The programs include a double major, a minor a certificate in Native Studies. The program in Native Studies combines courses in the existing curriculum of various departments with core courses in Native Studies.

The double major in Native Studies consists of five courses in Native Studies and must be taken in combination with another Major whose requirements must be met. A minor concentration in Native Studies consists of at least three full-course-equivalents in Native Studies including Native Studies 1100 and any two other Native Studies elective courses at the Second Year level or above. The certificate program consists of four full-course-equivalents in Native Studies.

Native Teacher Education Program

(Bachelor of Arts (General Program) - Bachelor of Education (Native Education))

Lakehead University's first experience in programming specifically addressed to Native students began in the early 1970's when it became increasingly apparent that the Ontario education system was not meeting the needs of Native students. In 1974, the Native Teacher Education Program was introduced and graduated Native students with a diploma and certificate for primary/junior teaching in Ontario elementary schools. The program was revised in 1987 to become a four year BA/Bed program. The purpose of the Native Teacher Education Program is to increase the number of qualified Native teachers through an alternative program which will prepare them to meet the special social and cultural needs of Native communities, taking into account such factors as heritage and language. Native teachers who have an intimate understanding of Native traditions, psychology, way of life, and language are best able to create a learning environment suited to the habits and interests of the Native child.

The Native Teacher Education Program prepares teachers to provide educational programs that assist Native people in sustaining their culture and language while at the same time teach school pupils the skills necessary to pursue further education. In addition to educational methodology and theory, it includes courses in Native culture, traditions and language. Students are also required to do some student teaching in Native schools. Students who successfully complete the program are eligible for an Ontario Teacher's Certificate.

Native Nurses Entry Program

The Native Nurses Entry Program began in 1987 in response to the need for improved health care delivery in Native communities. It is a one-year program designed to provide the skills and academic preparation required for successful completion of the four year Nursing Degree Program. The program is organized as two semesters of twelve weeks each, in addition to a two week field experience. The student may choose field experience in their own community or another Native health setting. Upon successful completion of their preparation, the student enters the First Year of the Honours Bachelor of Science in Nursing program at Lakehead University. A recent evaluation of the program noted that the majority of students entering the program complete it successfully.

Native Access Program

The Native Access Program introduced in 1990 on a restricted basis pending funding for development of a complete program. The program will be developed in such as way as to:

1) encourage Native students to enrol in any Lakehead University program,
2) increase the participation rate of Native students of Lakehead University,
3) provide a framework for successful integration and completion of programs,
4) provide academic support while in the programs, and
5) provide a supportive social and cultural environment important for success.

Core courses in English, Study Skills/Logical Reasoning, and Mathematics will be developed using a culturally sensitive pedagogy. Additional courses in the program would depend on the proposed career objectives of the student. Two parallel streams are possible in Health Sciences Access, or Arts, Science and Professional Studies Access.

Native Language Instructors' Program

The purpose of the Native Language Instructors' Program is to increase the number of Native Language teachers through summer programs which will prepare them to instruct in "Native As a First Language" or "Native As a Second Language" courses. Native Language teachers who have an understanding of the structure of the Native Languages, pedagogical principles and the basic methods and techniques for teaching Native Languages will promote and maintain the teaching of these Native Languages. Course requirements are met through a combination of course work and student teaching.

The Native Language Instructors' Program has three components:

Native As a First Language (NAFL) Diploma

-a four-summer program; training in Native language enrichment and literacy skills; preparation of teachers who will be teaching Cree, Ojibway or another Algonquian language.

Native As a Second Language (NASL) Diploma

-a four-summer program; training in teaching Native as a second language; preparation of teachers to teach students whose first language is English.

Native Language Teacher's Certificate (NLTC)

-a three-summer program; training in teaching Native as a second language to students whose first language is English. A Permanent Letter of Standing in NLTC is issued by the Ontario Ministry of Education upon successful completion of this program.

Native Language Minor Program

The Native Languages of Cree and Ojibway are offered as a minor program that can be taken in conjunction with other programs. For example, both Native and non-Native students, enroled in programs such as Social Work, Nursing, and Education, or other Arts and Science or Professional Studies programs may enrol in the Native language minor.

Native Engineers Access Program

The University has determined in consultation with Native communities and organizations the need for a Native Access Engineering Program and obtained advice on the nature and development of such a program. The program began in July 1992.

Native Teacher Education On-Site Delivery

The University is delivering on-site in Sandy Lake, Ontario the Native Teacher Education Program. With on-site delivery, courses are offered in Sandy Lake by faculty members of the School of Education. This program is offered in conjunction with the Continuing Education B.A. program which has been under way for three years and will allow Native students to complete the BA/Bed degree and to become fully qualified teachers.

C. NATIVE SPECIFIC COURSES

The following courses are Native specific courses in the Faculty of Arts and Science. These courses are available to all students. **Additional program specific courses, listed in the Calendar in Native Teacher Education, Native Engineering Access, Native Nurses Entry and Native Access, are not listed here.**

Native Studies 1100 -- Introduction to Native Studies

Native Studies 2431 -- (Anthro.3431) Native People and the Past

Native Studies 2433 -- (Anthro.3433) Native People and the Government

Native Studies 3435 -- (Anthro.3435) Native People and the Land

Native Studies 3437 -- (Anthro.3437) Native People and the Issues

Ojibwe 1010 -- Introduction to Ojibwe I

Cree 1010 -- Introduction to Cree I

Ojibwe 1012 -- Introduction to Ojibwe II

Cree 1012 -- Introduction to Cree II

Algonquian 1210 -- Written Algonquian Structure Part I

Algonquian 1212 -- Oral Algonquian Structure Part I

Algonquian 1230 -- Written Algonquian Structure Part II

Algonquian 1232 -- Algonquian 1232 -- Oral Algonquian Structure Part II

Ojibwe 2001 -- Intermediate Ojibwe

Cree 2001 -- Intermediate Cree

Ojibwe 2011--Field study

Cree 2011 -- Field Study

Algonquian 2231--Written Algonquian Structure Part III

Algonquian 2213 -- Oral Algonquian Structure Part IV

Algonquian 2231--Written Algonquian Structure Part IV

Algonquian 2233 -- Oral Algonquian Structure part IV

Native Language 2711 -- Introduction to Native American Linguistics

Native Language 2713 -- Algonquian Linguistics

Native Studies 2060 -- (Visual Arts 2060) -- Native Arts and Crafts

Native Studies 2103 -- (Anthropology 2103) -- The Archaeology of North America

Native Studies 2401 -- (Anthropology 2401) -- Introduction to Native Canadian Studies

Native Studies 2702 -- (English 2702) -- Canadian Indian Literature

Ojibwe 3001 -- Advanced Ojibwe

Cree 3001 -- Advanced Cree

Ojibwe 3011 -- Ojibwe Immersion

Cree 3011 -- Cree Immersion

Ojibwe 3211 -- Translation

Cree 3211 -- Translation

Native Language 3251 -- Translation

Native Studies 3304 -- (History 3304) -- The North American Fur Trade

Native Studies 3351 -- (Political Studies 3351) -- Aboriginal Peoples and the Law

Native Studies 3411 -- (Social Welfare 3411) -- Social Policy and Indian People

Native Language 3511 -- Literature: The Oral Tradition

Native Language 3531 -- Composition

Native Language 3553 -- Literature

Native Language 3711 -- Native American Applied Linguistics

Native Language 3751 -- Linguistics

Native Language 3801 -- Special Subject

Native Studies 4203 -- (Political Studies 4203) -- Politics in the Canadian North

Philosophy 2805 -- Native Canadian World Views

D. SUPPORT GROUPS

Native Studies Study Group

The Native Studies Study Group was formed in 1987 following a recommendation in the University's Academic Plan prepared by the Senate Academic Committee and approved by the University Senate in February 1987.

The Academic Plan recognized the need to increase the University's activities in Native education and Native Studies and recommended the formation of a Native Studies Study Group to analyze and co-ordinate existing activities and to propose new ones. The Study Group includes faculty, staff and students both Native and non-Native as well as Native persons from the community who have helped to guide the group in its deliberations.

The Study Group identified four specific areas it wished to pursue. These are: (1) interaction with Native people and organizations, (2) an access program for Native

students, (3) promotion of Native interests on campus, and, (4) enhancement of research and programs in Native Studies.

As a result of recommendations from this Study Group, the Native Advisory Committee was formed, the Native Programming Office was put in place, and the Native Access Program was implemented. As well, work continues on additional programs and support initiatives, many of which are presented in this submission.

Native Programming Office/Native Studies and Access

In response to recommendations from the Native Studies Study Group the Office of Native Programming was established and staffed on a half-time basis for the 1989/90 academic year to coordinate programs which enhance the value of the University to Native people. The office was responsible for devising mechanisms for effective consultation with Native people and developing long range plans.

On 1 July 1990, the position of Coordinator of Native Programming was made a full-time appointment in order that the office could implement and co-ordinate the Native Access Program. The Native Access Program is a bridging program offered to Native People who do not meet regular admission criteria and who require additional academic preparation to become eligible for admission.

The activities of the Native Programming Office have been subsumed by the Native Studies and Native Access Departments with the implementation of this department July 1992.

Native Support Services

Native Support Services assists Native students in every way possible by offering support, advice, counselling, information on programs and facilities and whatever else is necessary to promote the academic and personal success of Native Students. These services are flexible to accommodate the needs of each individual student as the school year progresses. Services include student orientation, academic counselling, financial counselling, study counselling, personal counselling, tutorial services, social support system, student advocacy, cross-cultural awareness, Native community liaison, career and employment counselling, the Student Centre and the Lakehead University Native Students' Association. Special programs such as the Elders Program and the Learning Assistance Tutorial Programs are also provided.

Lakehead University Native Students' Association

The Native Students Association (LUNSA) is an organization of students which provides academic, cultural and social support to the Native student body. This group organizes activities for social events, sponsors Native speakers and elders and provides special activities that enhance the Native students experiences at the University. It also sponsors activities that enable the University community to understand and appreciate Native culture. LUNSA supports its members in their quest to complete their academic programs successfully. It is actively involved in maintaining contact with Native organizations and the Native community generally and providing culturally sensitive encouragement to fellow students.

12. CURRENT ENROLMENT

According to statistics supplied by DIAND, in 1990/91, 432 Native students were supported at Lakehead University. This represents 10.2% of full-time enrolment at Lakehead University comprising almost double the percentage of Native students at any other Ontario university. When the non-status population is added it is estimated that as many as 600 to 700 students attend Lakehead. Approximately 250 students are registered with Native Support Services. In addition, approximately 225 attend the Native Language Program each summer.

13. ABORIGINAL FACULTY

Four Aboriginal faculty members are employed by Lakehead University. There are two positions in Education, one in Social Work and one in Native Studies. All positions are Establishment (tenure track) positions; one is filled by a tenured faculty member and three are term appointments.

14. SENSITIVITY AND AWARENESS PROGRAMS

Sensitivity and awareness programs are offered by Native Support Services to the university community, senior administration, academic departments and to faculty and staff. Public lectures by noted Native people are offered to all members of the university community and are open to the public. Powwows and other cultural activities are advertised and the public is welcome to attend.

SPECIAL PROJECTS FUND

1. NATIVE STUDIES PROGRAMS

2. NATIVE ACCESS PROGRAM

SAL COVER SHEET

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution	Lakehead University
Name of the Proposal	Special Projects - Program Development (Native Studies) - New

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$ _____	$ _____	$ _____
Special Projects Fund			
- Support Services Enhancement Component	$ _____	$ _____	$ _____
- Program Devt. Component (NEW)	$ 146,206	$ 131,170	$ 154,193
Supplementary Grant Fund	$ _____	$ _____	$ _____

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 5 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Dr. Raoul McKay

Title Chair, Department of Native Studies & Access

Phone (807) 343-8984

Signature of Executive Head of College/University — Date November 27, 1992

Signature of Chair of the College/University Aboriginal committee — Date November 27, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Program Development
Native Studies - Continuing

MCU Funds Requested:	Year 1 1992/93	Year 2 1993/94	Year 3 1994/95
Support Services Core Fund	$ _____	$ _____	$ _____
Special Projects Fund			
- Support Services Enhancement Component	$ _____	$ _____	$ _____
- Program Devt. Component	$ 57,200	$ 58,350	$ 59,500
Supplementary Grant Fund	$ _____	$ _____	$ _____

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 1 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Dr. Raoul McKay

Title Chair, Native Studies & Access

Phone _____

Signature of Executive Head of College/University — Date November 27, 1992

Signature of Chair of the College/University Aboriginal committee — Date November 27, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION/MOTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - CONTINUING SUPPORT FOR THE PROGRAM IN NATIVE STUDIES

WHEREAS: the Native Studies program has the foundation on which continued growth and enhancement of programming for Aboriginal students will continue;

WHEREAS: this program plays a significant role in the success of Aboriginal student.

BE IT RESOLVED: that the program be resubmitted for continuing funding.

RESOLUTION/MOTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE STUDIES PROGRAM

WHEREAS: the Native communities within the Lakehead University catchment area have requested the University to offer a Native Studies program;

WHEREAS: the university has successfully launched the program and its introductory course in 1992 attracted over sixty students; and,

WHEREAS: additional support is necessary to expand further the department;

BE IT RESOLVED: that the Lakehead University Aboriginal Management Council seek funding from the Ministry of Colleges and Universities to maintain and expand the Department of Native Studies for the benefit of the Native communities and students of Native Studies.

SPECIAL PROJECTS FUND

PROGRAM DEVELOPMENT COMPONENT

NATIVE STUDIES PROGRAMS

1. TYPE OF INITIATIVE

Curriculum development initiative to develop the Native Studies curriculum in the Department of Native Studies.

The University established a Department of Native Studies in the Faculty of Arts and Science with the assistance of the Aboriginal Education and Training Strategy in 1992. This proposal will allow the University to continue its program and curriculum development in this new department and allow for consultation with the Aboriginal community during this development stage. It is anticipated that the initial development will have a five-year horizon.

2. NAME OF PROGRAM

NATIVE STUDIES PROGRAMS

3. DESCRIPTION OF THE PROGRAM

The Native Studies programs below are designed first of all to offer academic courses in the developing field of Native Studies to Native and other students. Moreover, these programs are designed to enable Native students from Northwestern Ontario and other areas both to explore their own cultures and to develop the specialized skills they need to develop their societies.

The program recognizes the fact that, although Lakehead University offers a number of important professional programs to Native People and is developing others, the education needs of many Native people can only be met within the Faculty of Arts and Science. This represents an acceptance of the Native Studies challenge stated by the Academic Plan of 1987 and will enable the Faculty of Arts and Science to enter a new phase in its academic service as the new Academic Plan is being formulated. It also reflects the determination of Native people in the region to have Lakehead University meet their own needs for academic study and professional preparation.

1. <u>B.A. (Native Studies Double Major) Three Year Program</u>

The double major in Native Studies includes five courses in Native Studies and must be taken in combination with another Major whose requirements must be met. The following courses are required:

First Year - Native Studies 1100
Second Year - Native Studies 2431 and 2433
Third Year - Native Studies 3435 and 3437

2. <u>B.A. (Minor in Native Studies)</u>

A minor concentration in Native Studies consists of at least three full-course-equivalents in Native Studies. A minimum average of 60% is required in Native Studies 1100 and any two other Native Studies elective courses at the Second Year level or above.

3. <u>Certificate in Native Studies</u>

The program consists of four full-course-equivalents in Native Studies:
a) Native Studies 1100
b) Native Studies 2431, 2433, 3435 and 3437
c) one full-course-equivalent Native Studies course
On completion of all four courses with an overall average of 60%, registrants will be awarded a Certificate in Native Studies.

4. EVIDENCE OF PROGRAM NEED

Native people in this region and across Canada are actively pursuing the benefits of post-secondary education. The Assembly of First Nations declared in 1990 that *"post-secondary education is essential to all First Nations activities that share the objective of self-determination"* (<u>Tradition and Education: Towards a Vision of Our Future</u>, 92). The expectations of Native people with regard to post-secondary education involve the training of Native professionals to meet the needs of developing and implementing strategies that will contribute to self-determination. Moreover, there is an expressed desire among Native people to exercise jurisdiction over their own education, including post-secondary education.

Post-secondary education should prepare students, Native and non-Native, for the job market. Native people are aware of the levels of education required in today's employment situation in Canada. Moreover, they are aware of the need to foster a greater understanding among Native and non-Native students of the needs of Native people with regard to cultural identity and awareness, Native Language retention, and Native self-determination and self-government. The Nishnawbe-Aski Nation All-Chiefs Conference in August 1990 identified three important and related goals in the delivery of post-secondary education:

a) to increase Native participation and completion rates in university and college programs;
b) to increase the sensitivity and awareness of post-secondary institutions to Native cultures and issues, and;
c) the increase the extent and participation of Native peoples in decisions affecting Native post-secondary education (<u>Keewatin Report</u>, 32).

The serious under-representation of Native people in Ontario post-secondary education institutions can only be rectified by concerted action. In their guidelines for the development of a Native Education Strategy, the Aboriginal Council to the Ministry of Colleges and Universities, which includes representatives of the Chiefs of Ontario Joint Indian Association, Association of Iroquois and Allied Indians, Nishnawbe-Aski Nation, Union of Ontario Indians, Ontario Federation of Indian Friendship Centres, Ontario Metis and Aboriginal Association and Ontario Native Women's Association has called for *"the use of expanded and more flexible mature student admission and selection criteria, the development of special access or bridging programs, the active recruitment of interested Native students and the expansion of distance education opportunities, particularly for people in northern Native communities,"* (p. 16).

Beatrice Medicine, in the Indian Historian, has identified three major types of Indian Studies programs. The first type was started as a part of the Third World movement. These are typically urban programs which concentrate on social activism within the Indian community. The second type is organized within the university as a traditional academic department. The third type is organized to provide remedial and support services to Native students. All three major types of Indian Studies programs are found in most Indian Studies programs, although most have evolved away from the radical activism type.

Anthony D. Brown, in his article, Adjustment Programs For The American Indian College Student, refers to a typical program:

> *The Indian Studies Program at California State University at Long Beach is a representative example of the Indian Studies programs found across the nation. The academic staff consists of one full time individual at the associate professor level, and one person who serves jointly as faculty and as the program's director...Courses are offered in Indian law, history and culture...*

While acknowledging that Indian Studies programs are firmly ensconced at institutions of higher learning, there are persistent problems:

> *The identity problems of many students who have come from urban backgrounds and thus do not fully know their tribal culture;*
> *The problem of creating a curriculum that encompasses the diverse tribal backgrounds of the nation's Indians.*

The problems outlined are those which need to be addressed through the proposed project: affirming the identity of the Aboriginal student, and creating a curriculum which envelopes the many Nations represented at Lakehead University.

Professor John Rouillard, a distinguished educator and former Chairperson of North American Indian Studies, San Diego State University in American Indian Studies and the Future, discusses a crucial issue in planning Native Studies Programs:

> *...I hope that we have learned a lesson that teaches us to be resourceful in the face of a gradual or an abrupt loss of funding. For far too long, many Indian programs have been accepted only so long as these programs are maintained as (what I refer)*

> *a "mascot" status by traditional departments in certain universities. Only so long as their Indian "mascot" generated Indian program funds were these programs supported. Very seldom do we find any of these programs generating tenure track positions to help to (1) truly institutionalize the federal program, and (2) to help to attract and hire Indian professors.*

It is this exact syndrome which Lakehead University wishes to avoid by supporting the development of a Native Studies program. The Aboriginal population of Northwestern Ontario continues to grow, and with it the expectation that culturally sensitive courses an approaches will continue to be offered.

Rouillard continues his discussion:

> *...Programs that do not have the status of an autonomous department, or something similar, will never have the protection that accrues with tenured faculty or the ability to provide academic policy at the department level. Of course, my present experience teaches me that departmental status and tenure is not sacrosanct in the face of planning for cutbacks which relate to enrolment decline or other factors related to the economic crisis faced by education and society at large.*

The Aboriginal population in Northwestern Ontario well understand the implications of autonomy outlined by Rouillard in the excerpt of the article, American Indian Studies and the Future. Autonomy in program development and in policy development are part and parcel of the same struggle to become autonomous and self determining in the maelstrom of Canadian evolution.

Native People in this region and across Canada are actively participating in and directing the future of Native post-secondary education. This activity will provide Native students with the skills required to succeed in both Native and mainstream communities. In this spirit, the proposal for a Native Studies Program at Lakehead University is an important step in meeting the needs of Native communities.

5. INVOLVEMENT OF ABORIGINAL COMMITTEE

The goal of direct participation in the formation of post-secondary educational policy has been expressed by a number of Native organizations. Their ambition is to create and administer programmes which reflect the needs and concerns of Native people across the country. Because the quality of post-secondary education is important to the development of self-government and self-determination, Native people have specified cultural input, building on existing post-secondary programmes, teacher training, curriculum content and development, counselling, programme delivery to Native communities, and funding to be the most important areas of immediate concern. The overall aim of this involvement in the policy-making process is improvement of the quality of Native post-secondary education. Quality education has been defined by the Assembly of First Nations as "the means by which history, values, beliefs, and knowledge are transmitted and new ideas are incorporated" (Tradition and Education: Towards a Vision of Our Future, 93).

The overall scheme to develop the curriculum and to establish rapport with other academic units has been discussed and discussions will continue by the Aboriginal

Management Council on December 11, 1992. It established a sub committee including the Chairperson, Richard Morris, Dr. Raoul McKay, Chair, Department of Native Studies and two other committee members to set an agenda for a two-day meeting in January 1993 to plan the overall strategy for further development of the Native Studies program.

6. SHORT AND LONG TERM RESULTS

Short Term Results:

Lakehead University introduced the Department of Native Studies (the first phase in development) in 1992. An introductory course was taught allowing students to plan to complete their minors and majors in Native Studies.

The Native Studies Department included in its curriculum Native languages. In the 1992/93 calendar entries, it cross-listed courses from other departments.

The B.A. Native Studies Program was submitted to the Ontario Council on University Affairs for consideration for funding approval. The Council approved the program and made a recommendation to the Minister of Colleges and Universities that the program be approved for funding and the Minister has accepted the recommendation. The Program can now be developed within the University with the guidance of the Aboriginal Management Council.

Long Term Results:

The long term results which are anticipated are:

- the development of additional courses to reflect the desire of Aboriginal people to meet the needs of their communities through the execution of an Aboriginal Community Development Program;

- the development of curricula which reflects the contributions of Aboriginal societies to the development of Canada;

- the development of graduate programs in Native Studies;

- the establishment of tenure track positions for Aboriginal faculty of Lakehead University;

- the development of up-to-date print and audio-visual resource materials prepared by and about Aboriginal people;

7. WORK PLAN

Native Studies Department - Curriculum Development

The funding in 1992 allowed for the development of Native Studies 1100. The other courses in the major, minor and certificate programs will be developed in consultation with the Native community to meet their needs. As well, Lakehead

University has received a proposal from Animkee, a local Native education group, for the creation of a Native Community Development Program. This proposal needs to be developed for approval by the University and the Ontario Council on University Affairs.

The time frame proposed for which a Native Studies curricula will be developed is:

1993/94	Development of second year courses begins. Entry interviews with students regarding curricula. Consultation with Aboriginal Management Council continues. Literature search conducted. Needs Assessment begun. Begin development of curricula content. Network to access print and audio-visual resources.
1994/95	Development of third year courses begun. Monitor resource materials usage patterns. Arrangements with illustrators and printing. Conduct exit interviews with first graduating class regarding course development.
1995/96	Extension of the program from a BA program to an honours program. Will require development of fourth year level courses in accordance with the Strategic Plan of the University to develop to as a minimum an honours program. Continue to monitor development of course, i.e. effectiveness of materials chosen, impact of audio-visual supports, etc.
Ongoing	The Strategic Plan of the University addresses the development of Masters programs in Native Studies. Begin evaluation process which takes place in accordance with University undergraduate program review policy which provides for a review every five years.

8. CURRICULUM DEVELOPMENT/START-UP INITIATIVES

INVOLVEMENT OF ABORIGINAL COMMUNITY IN CURRICULUM DEVELOPMENT AND REVIEW

The Aboriginal Management Council is an excellent source of information to facilitate community and university consultations. In developing a Native Studies Department and an Access Program, consultation with the Native, University, business and service industry communities is essential. The Aboriginal Management Council provides an excellent forum for the development of the Native Studies program. It also provides numerous community contacts of "front line" advocators and staff providing services to First Nations, Metis communities, tribal councils with portfolio's in education, health care, social services and community and business management.

POTENTIAL USE OF PROGRAM THROUGHOUT THE SYSTEM

The University is willing to share its expertise in Native Studies with other universities and colleges in the system to promote the accessibility of native people to post-secondary eduction in Ontario.

EDUCATIONAL MATERIALS AVAILABLE TO OTHERS

Lakehead University acknowledges that copyright of materials developed will be vested with the Aboriginal authors and developers of culturally appropriate curricula and can be shared with their concurrence.

INSTITUTIONAL AND MINISTERIAL APPROVAL

The proposal to establish a School of Native Studies to house the Department of Native Studies in the Faculty of Arts and Science and the Department of Native Support Services was approved in principle by the Aboriginal Management Council in July 1991. The complete proposal submitted to the Native Education Strategy was approved by the Aboriginal Management Council and the Senate in January 1992. In addition, the Faculty of Arts and Science approved the establishment of the Department of Native Studies in November 1991.

The B.A.(Native Studies) program has been approved by the Ministry of Colleges and Universities.

9. EXCEPTIONAL COSTS INITIATIVES

Through its Department of Continuing Education, Lakehead University operates an extensive network of community-based sites in which it delivers the Bachelor of Arts program as well as programs in Nursing, Education, and Library and Information Studies. The expectation is that the B.A. (Native Studies) will also be offered through the Department of Continuing Education in the future. Although there are exceptional costs involved in this community-based delivery, the program would be offered as the demand arises and can be met within the University's northern mandate and commitment.

10. INITIATIVES INVOLVING MORE THAN ONE INSTITUTION

N/A

11. COPY OF RESOLUTION/MOTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL 1992-93 DEPARTMENT OF NATIVE STUDIES

WHEREAS: the Native communities within the Lakehead University catchment area have requested the University to offer a Native Studies program;

WHEREAS: the university has successfully launched the program and its introductory course in 1992 attracted over sixty students; and,

WHEREAS: additional support is necessary to expand further the department;

BE IT RESOLVED: that the Lakehead University Aboriginal Management Council seek funding from the Ministry of Colleges and Universities to maintain and expand the

Department of Native Studies for the benefit of the Native communities and students of Native Studies.

12. BUDGET

Native Studies Department

Salaries:

Chair, Native Studies Program	$74,000	
Aboriginal Professor	55,000	
Secretary	30,000	
Benefits	31,800	
		$190,800

Other Costs:

Community Liaison/Council/Management	$15,000	
Materials, Supplies	$ 3,500	
Travel	10,000	
Publishing Costs	6,000	
Communications (Telephone, Fax)	2,000	
Materials, Supplies	3,500	
Memberships	500	
Books & Periodicals	1,000	
Computer Equipment & Software (students)	3,500	
Total Other Costs		$45,000
TOTAL COSTS		**$235,800**

SUMMARY:

Budget 1992/93	$90,500	
Less LU contribution	(33,300)	
Total AETS	57,200	
1993/94		
Continuing	58,350	
LU contribution	34,000	
Additional Request	143,450	Total $235,800
1994/95		
Continuing	59,500	
LU	34,700	
Additional AETS	146,300	Total $240,500
1995/96		
LU/Continuing	96,000	
Additional AETS	149,300	Total $245,300

SECTION II

13. ACTIVITY REPORT

With the support of the Aboriginal Education and Training Strategy, the University was able to hire Dr. Raoul McKay, an historian with several years of experience in Native education. Dr. McKay is chairing the new Department of Native Studies and has begun to work on the development of the programs in Native Studies that will truly reflect the needs of the Aboriginal community. The Native Studies 1100 YA course is taught by Dr. McKay.

CURRICULA

The curricula for the first course in Native Studies was developed by Dr. R. McKay. The Native Studies 1100 YA is a first year introductory survey course outlining the tribal grouping of Native Canadians in pre-contact times, the historical relationship between Indians and EuroCanadians and the impact of legislation on Native people.

ENROLMENT

There are 65 students enroled in Native Studies.

SUMMARY

The initiative began with the approval of the program outline which is listed in the university calendar. A faculty tenure track position was created, a Chair of the Native Studies Department installed, students enroled in courses and curricula development begun. The initial impact of this course on the Native students suggests that major revelations have occurred in understanding the role of Native people in Canada's historical development.

14. PERSONNEL

JOB DESCRIPTION

The position is a tenure track appointment as a faculty member whose responsibilities are described in the Collective Agreement with the Faculty Association. Duties include the tradition tripartite tasks of Teaching, Research and Scholarly Activity, and Service. The incumbent also serves as the Chair of the Native Studies Department

RECRUITMENT PROCEDURES

This position was advertised in academic periodicals, Wawatay News and the Globe and Mail.

A Search Committee was established to screen and interview candidates. The Committee consisted of members of the Aboriginal Management Council, the Dean of Arts and Science, a faculty member and was chaired by the Vice-President (Academic).

REPORTING RELATIONSHIP

This position reports to the Dean of Arts and Science and to the Lakehead University Aboriginal Management Council.

15. FINANCIAL STATEMENT

Native Studies Program
Statement of Receipts and Expenditures
as at October 31, 1992

Advances from the Ministry of Colleges and Universities	$57,200
Expenditures:	
Salary and related costs	$11,312
Other Costs	3,302
Overhead	6,864
Total Expenditures	**$21,478**
Funding to be used in the remainder of 1992/93 fiscal year	$35,722

1 SHEET

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Special Projects - Program Development (Native Access) - New

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$	$	$
Special Projects Fund			
- Support Services Enhancement Component	$	$	$
- Program Devt. Component	$ 100,800	$ 102,800	$ 104,900
Supplementary Grant Fund	$	$	$

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 6 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Dr. Raoul McKay

Title Chair, Department of Native Studies

Phone (807) 343-8984

Signature of Executive Head of College/University — Date November 27, 1992

Signature of Chair of the College/University Aboriginal committee — Date November 25, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE ACCESS PROGRAM

WHEREAS: there is a large number of Native adults who have not completed high school and remain uneducated and unskilled;

WHEREAS: there is a growing demand for trained professional workers in Native communities; and,

WHEREAS: Lakehead University is capable of delivering an Access Program within the Department of Native Studies;

BE IT RESOLVED: that the Lakehead University Aboriginal Management Council support Lakehead University's grant application to the Aboriginal Education and Training Strategy, Ministry of Colleges and Universities for the development of its Access Program.

SPECIAL PROJECTS FUND

PROGRAM DEVELOPMENT COMPONENT

NATIVE ACCESS PROGRAM

1. TYPE OF INITIATIVE

Curriculum development initiative

2. NAME OF PROGRAM

Native Access Program

3. DESCRIPTION OF THE PROGRAM

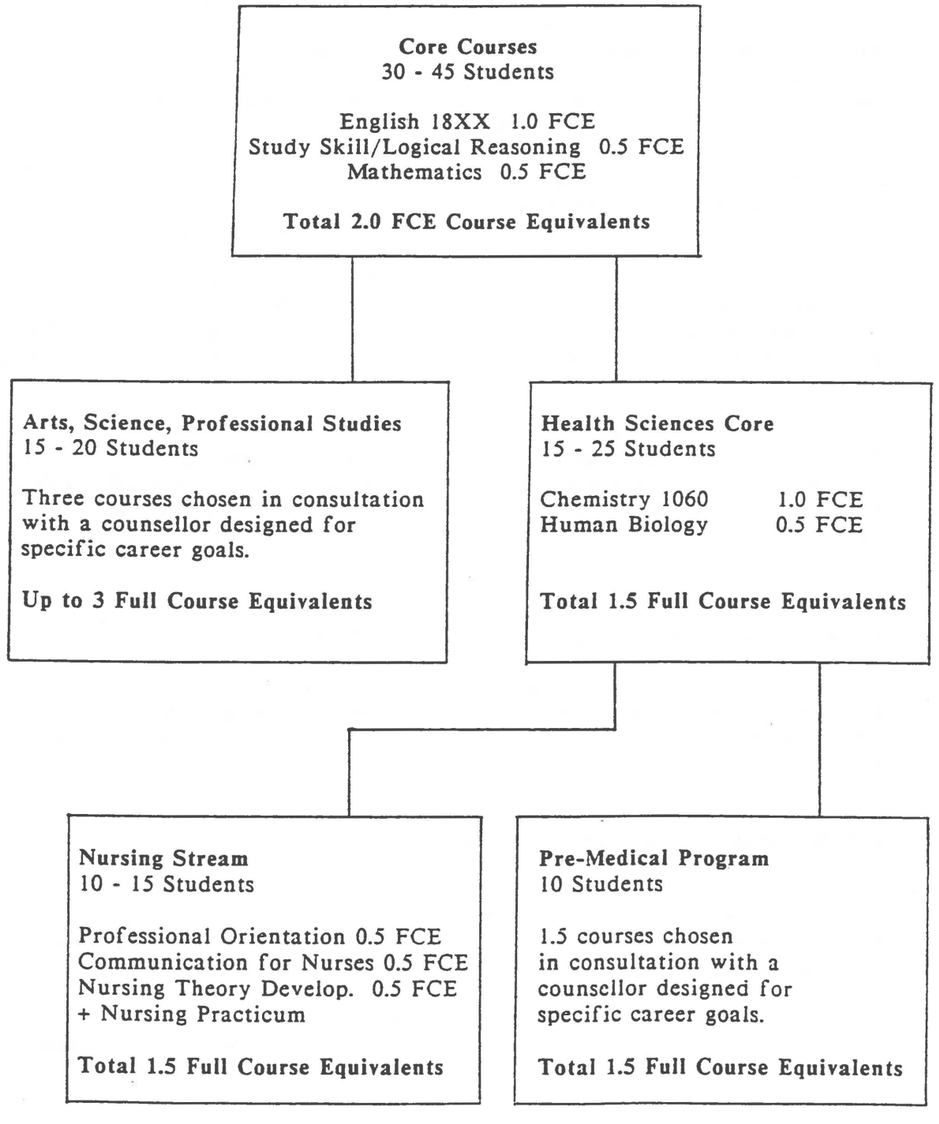
The Native Access Program is a bridging year structured in such a way as to provide academic skills and special preparation to enable students without the usual educational background required for university admission to make a successful transition to university life. The program has several discrete elements consisting of an appropriate recruitment and admission process, special Year 1 skill based courses, directed Year 1 and 11 academic programming, possibly at a reduced rate of progress initially, and culturally sensitive counselling, tutoring and social environment. Special academic programming is offered along with tutoring, academic counselling, and a related support network to provide the student with an atmosphere conducive to successful program completion.

The academic portion of the Native Access Program is presented in Figure 2. In addition to a limited number of first-year degree courses, the curriculum includes core courses in English, Study Skills/Logical Reasoning and Mathematics. Students also will take regular Arts and Science courses designed for their specific program objectives.

4. EVIDENCE OF PROGRAM NEED

Lakehead University wishes to improve the participation and success rate of Natives in higher education. Although we are pleased with the increase in Native enrolment in the past few years, the rate of participation should be much higher to approximate that of the rest of the population. In the report entitled *Commission of Inquiry on Canadian Education (1991)*, Dr. Stuart L. Smith stated that "Native peoples are seriously under-represented at Canada's universities. Native peoples are one-third as likely to attend university as non-natives and for those who do, less than half as likely

Figure 2 - Native Students Access Program Year I



to earn a degree. In 1986, 1.3 percent of the native population in Canada over fifteen had a degree, compared to 9.6 percent of the general population."

Northwestern Ontario has a significant Aboriginal population which is increasing due to impact of Bill C-31 and a higher birth rate among Native people. In the report on *Native Student Drop-Out in Ontario Schools (1990)*, it was noted that northern Native students are in general at greater risk of dropping out of school than are their southern counterparts. "There are particular geographical, social, economic, educational, and historical factors present in northern Ontario which both singly and together mitigate against a northern Native student experiencing the same chances of academic success as his or her southern counterpart".

In spite of shortcomings in statistical information, a report on Native student drop-outs in high schools estimated that in the past 10 years, the number of status Indians who attend secondary school and successfully graduate from Grade 12 is as few as 10%. This is particularly true in Northwestern Ontario remote communities (Figure 3) where there is often no secondary school in the community and students must move to a larger community such as Thunder Bay. In the 1986 *Boarding Home Study*, it was found that in the Lakehead District, only thirteen Native students out of three hundred graduate from secondary school. This study was concerned with students in off-reserve living situations as well as commuter students.

The idea of introducing a Native Access Program was presented to the University by the Native community. It followed from the implementation of the Native Nurses Entry Program. As the coordinator of the Native Nurses Entry Program travelled throughout the northern regions of the province, she was approached on several occasions by people who were interested in a university education but looking for alternatives.

5. INVOLVEMENT OF ABORIGINAL MANAGEMENT COUNCIL

As noted earlier, the goal of direct participation in the formation of post-secondary educational policy has been expressed by the Native community and is being addressed through the Aboriginal Management Council. All activities are brought to the Council.

6. SHORT AND LONG TERM RESULTS

The intent of the program is to address the needs of the mature Native student who would not normally qualify for admission to the University. The short term result will be to provide an opportunity for immediate participation by Native students in this situation.

Continuation of the program will be determined by the demand for the program. In an ideal world, Native students will eventually qualify in the regular way and Access will no longer be needed.

7. WORK PLAN

Native Access Program - Curriculum Development

The work plan with time frame is more particularly described in the section called Time Frame.

There are three main features of the Access Program which require further review and development so that a maximum number of students may be accommodated from year to year at Lakehead University. The Curriculum now consists of the following preparatory courses: Study Skills/Logical Reasoning, English for Native Access Students, Mathematics for Native Access Students. During the 1992-93 academic year, these courses will be reviewed and revised according to the needs of the student. It may be desirable to expand the three credit half courses to full courses so that more in depth studies maybe done in Mathematics and Study Skills.

It is generally accepted that the Study Skills should be a full course so that students can better develop these important skills. Through research and further course development, the Access Program will give mature students sound educational skills upon its completion. In response to student requests, the Department has set up an optional computer tutorial for Access students during the 1992-93 academic year to assist them in their courses.

Considerably more research is required to determine the most effective methods of combining preparatory courses with first year university credit courses at Lakehead University. This is a crucial point because the students' academic standard and ability to cope with a regular university work load has to be taken into consideration in relationship to their funding. It is pointless to have students take a full course load during an eight month period to meet the requirements of funding agencies if they are going to fail. It may be possible to further enhance the students' potential of improving their academic skills while gaining credits by taking spring or summer session courses. The Department needs to explore the points raised above.

In cooperation with the Native Student Support Services will develop an appropriate tutorial system to better meet the needs of the Access students. The two key points to be considered here are: improvement of the students' academic achievement and student retention from first year to the upper university years. The department may offer students individual and group tutoring extending beyond the first year so that students may maximize their chances of completing the courses and academic program with minimal failures.

The Department will also explore the most effective way of delivering the Access program so that Native learning styles are better accommodated. For instance, a combination of lecturing and tutorials may be developed. In certain courses a tutorial system with competency-based learning may meet the needs of the Native adult learning more effectively. In any case, self-directed learning for adults should be taken into consideration.

The process of curriculum development is an ongoing process. The time frame proposed here would see initial development in the first year, testing of the revised

Figure 3

REMOTE NORTHERN COMMUNITIES IN ONTARIO



LEGEND
- TOWNS ON ELECTRICAL GRID
- REMOTE COMMUNITIES WITH COMMUNITY ELECTRICAL SYSTEMS (ONT. HYDRO)
- REMOTE COMMUNITIES WITH COMMUNITY ELECTRICAL SYSTEMS (BAND OPER.)
- REMOTE COMMUNITIES WITHOUT COMMUNITY ELECTRICAL SYSTEMS

curricula in the second year and development of a process for follow-up and evaluation of student progress in the third and subsequent year. Progress of students would be evaluated as they move through their academic programs and success and retention evaluated vis-a-vis the curriculum. In this way, over the initial period of the program, restructuring will take place to meet need. The time frame for this activity is as follows:

Year 1 — Begin development of curricula content; Literature search conducted; Begin needs assessment; Begin literature search; Request permission of publishers for use of published materials;

Networking to access print and audio-visual resources; First draft begun;

Year 2 — Testing of revised curricula; Revisions begun after testing; Final draft completed and distributed.

Year 3 — Follow up on progress of students in academic programs to track student progress and evaluation of curriculum in meeting student needs.

8. CURRICULUM DEVELOPMENT AND START-UP INITIATIVES

a) Involvement of Native Community in Development and Review

Involvement is assured as described earlier in this document through the Aboriginal Management Council and the Native Studies Study Group.

b) Potential Use of Program Throughout the System:

The University is willing to share our expertise in Access programming with other universities and colleges in the system to promote the accessibility of Native people to post-secondary education in Ontario. The University has expertise in the delivery of Native Access Programs through the access components of the Native Teacher Education Program and the Native Nurses Entry Program and is continually called upon to share this expertise.

c) Educational Materials to Government, Native Education Council and Other Institutions:

The University is willing to make materials available subject to conditions of the copyright laws and contractual obligations to our faculty.

d) Institutional and Ministerial Approval:

The proposal to establish a Native Access Program was approved in Senate in 1989 and begun on a limited basis in an attempt to demonstrate the need and viability of running the program. Continuation is contingent on receiving funding to adequately address the special needs of students and to develop a suitable curricula tested against needs, retention and success of the students.

Students in the Access Program are enroled in the B.A.(General) degree and is therefore approved. The Access part of the program is not funded.

9. EXCEPTIONAL COSTS INITIATIVES

The exceptional costs are those associated with providing the special needs of Access, such as skills courses, tutoring, and counselling. These expenses are noted in the budget submission.

10. INTER UNIVERSITY INITIATIVES

N/A

11. RESOLUTION - NATIVE ACCESS PROGRAM

WHEREAS: there is a large number of Native adults who have not completed their high school and remained uneducated and unskilled;

WHEREAS: there is a growing demand for trained professional workers in Native communities; and,

WHEREAS: Lakehead University is capable of delivering an Access Program within the Department of Native Studies;

BE IT RESOLVED: that the Lakehead University Aboriginal Management Council support Lakehead University's grant application to the Aboriginal Education and Training Strategy, Ministry of Colleges and Universities for the development of its Access Program.

12. BUDGET

Native Access Program

Salaries

Coordinator/Curriculum Developer	$45,000
Sessional Stipends	14,000
Benefits	11,500
	$70,500

Administrative Costs

AV Material Development	5,000
Print Material Development	5,000
Print Shop Charges	1,500
Consumable Supplies	1,500
Miscellaneous	750
Books & Periodicals (Library)	1,000
Telephone - Long Distance	500
Fixed Costs	250
Office Equipment/Software	1,000
Travel Expenses	3,000
	$19,500

Sub-Total	$90,000
Overhead 12%	$10,800
Total Year I	**$100,800**
Total Year II (+2%)	**$102,800**
Total Year III (+2%)	**$104,900**

SUPPORT SERVICES CORE FUND

SHEET

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Support Services Core - Continuing

MCU Funds Requested:	Year 1	Year 2	Year 3	Year 4
Support Services Core Fund	$67,900	$ 69,250	$70,650	$72,000
Special Projects Fund				
- Support Services Enhancement Component		$	$	$
- Program Devt. Component		$	$	$
Supplementary Grant Fund		$	$	$

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 2 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Mr. Gord Bruyere

Title Coordinator, Native Support Services

Phone (807) 343-8084

Signature of Executive Head of College/University — Date November 27, 1992

Signature of Chair of the College/University Aboriginal committee — Date November 27, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION/MOTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE SUPPORT SERVICES CORE

WHEREAS: the Native Support Services Department is one of the foundation on which continued growth and enhancement of programming for Aboriginal students will continue;

WHEREAS: this program play a significant role in the success of Aboriginal student.

BE IT RESOLVED: that this program be resubmitted for continuing funding.

SUPPORT SERVICES CORE FUND

SECTION I

1. NATIVE COUNSELLORS CURRENTLY EMPLOYED ON-CAMPUS

Lakehead University currently employs two full-time counsellors for Native students on campus in Native Support Services. Native Support Services operates under Student Services and are available to all Native Students. Native Support Services also employs one part-time Receptionist.

Funding for the Coordinator and the Secretary/Receptionist positions of Native Support Services is allocated from the University's operating budget.

2. DESCRIPTION OF THE POSITION

It is hoped that this strategy will provide continued funding for the full-time position of Counsellor, Native Support Services. Attached are descriptions of the classification, job description, reporting structure and recruitment strategy for the Counsellor. (Please refer to Section II).

3. EVIDENCE OF THE NEED FOR POSITION

In 1986, before the existence of Native Support Services, and during early initiatives to implement programs for Native students, Native students presented a proposal to the President of Lakehead University identifying the need for ongoing assistance to Native students attending the University. The proposal described the specific obstacles encountered and students' perceptions of how a counsellor could ameliorate opportunities for success. This proposal is recognized as the foundation for the support services that have since evolved.

Native Support Services offers a diverse range of services providing cultural activities, academic support, and personal counselling. Academic and personal counselling for students is simply a genesis for provision of services to meet the unique needs of Aboriginal students. It has been the experience of those associated with Native Support Services that effective program delivery necessitates viewing those needs in a holistic manner, addressing not only academics but also physical, emotional and spiritual well-being. When these qualitative aspects of a person's life are in balance, it is more likely that academic success can be pursued without hindrance. Students making the transition from Native communities to an urban setting must confront the need to find housing, day-care facilities, bus routes and schedules, not to mention acclimating themselves to the university environment.

The addition of a second Counsellor to Native Support Services has allowed for more time to be devoted counselling needs. The Counsellor has initiated a community liaison role by visiting community organizations and local high schools to sensitize potential students to the challenges they face during post-secondary education. This helps to establish an initial link to Native Support Services and Lakehead University

in general. The Coordinator is pursuing ways to improve the range and quality of specialized support services for Native students such as organization of traditional cultural ceremonies and academic program planning.

There has been a substantial increase in Native students attending Lakehead University in recent years and this trend has continued with the demand for transition-year programs and with the implementation of the program in Native Studies. Since the inception of Native Support Services in 1987, the proportion of female Native students has increased annually to the current estimation of 75% of the total population. Female students now have a choice if they feel their needs are better met by a female Counsellor.

4. LONG TERM PLANS FOR NATIVE SUPPORT SERVICES AT LAKEHEAD UNIVERSITY

In 1991-92 Native Support Services moved to the new Student Centre giving it high visibility and readily accessible for Native students. In addition to the capital investment, the Centre was equipped with supplies and furniture and such equipment as a television and video-cassette recorder and two computers. These developments recognize the needs of Native students and are an indication of the University's commitment to providing services to Native people attending the University.

Other considerations that demonstrate this long-term commitment are initiatives being undertaken to expand Native Programming as noted in the University's proposal for programming support. In concert with the social support available in the Native Student Centre from their peers and from Native Support Services, Lakehead University is seeking to reduce the attrition rates among Native students.

As part of long range plans to develop programs for Aboriginal people, the University has implemented an infrastructure to allow for input from the Native community, including Elders. The University established the Aboriginal Management Council which is comprised of representatives from Native organizations, Elders, student representatives and University administration. This Committee provides Native people a forum to advise the University on program development, to work in partnership to enhance the value of the University to the Native community. Within Native Support Services itself, an Advisory Committee has been established, consisting of three Elders, two students, the Coordinator of Native Support Services, and the Director of Student Services. The mandate of this Committee is to ensure that Native Support Services provides relevant service to Native students in accordance with Anishinabe cultural values.

The permanency of Native Support Services place within the structure of Lakehead University is illustrated further by established protocol that enables Native students unrestricted access to services provided through the Learning Assistance Centre and other components of Student Services, such as Financial Aid and the Career and Counselling Centre. Free tutoring and access to emergency loans are examples of how the University attempts to allay the impediments to academic success for Native students. In addition, it is hoped that Government will show its commitment to the Strategy by establishing a permanent funding Envelope to support these initiatives.

5. BUDGET FOR COUNSELLOR OF NATIVE SUPPORT SERVICES

Year I AETS	67,000	
Counselling Foundation	13,200	
Lakehead University	45,000	
TOTAL		115,200.00
Year II (Portion supported from AETS		
Salary		38,500.00
Benefits		7,500.00
Overhead (12%)		5,520.00
Subtotal		51,520.00
Other Costs:		
Aboriginal Resource Library Materials		1,500.00
Consumables/Print Shop		1,000.00
Cultural Events		2,000.00
Advertising/Promotion		1,000.00
Memberships		230.00
Travel/Community Liaison		12,000.00
Subtotal		17,730.00
Year II - TOTAL		**$69,250.00**
Year III		**$70,650.00**
Year IV		**$72,000.00**

SECTION II

6. DESCRIPTION FOR COUNSELLOR, NATIVE SUPPORT SERVICES

GENERALLY

Reporting to the Coordinator, Native Support Services, the Counsellor is responsible for providing personal, career and educational counselling to prospective and enroled Native university students; advising and consulting with University faculty and staff regarding counselling services to Native students; liaison with individuals, high schools, First Nations, and Native organizations in the communities of Northwestern Ontario.

SPECIFICALLY

Duties to include:

- assisting students through formal and informal orientation to the University.
- educational counselling (e.g. study skills, test anxiety, etc.).
- personal counselling to Lakehead University students.
- developing and leading group programs and information sessions that are relevant to Native students.
- participating in and/or facilitating programs in spirituality, wellness, Native culture, etc.
- telephone advising and counselling.
- liaising with relevant University departments and community agencies to coordinate services to individual students.
- working with professors, housing officials, and other student services professionals regarding individual student needs.
- advising the Coordinator of Native Support Services on changing student needs, programming and services.
- consulting with and advising the Coordinator of Native Support Services on individual cases, programs for Native students, counselling issues, etc.

POSITION QUALIFICATIONS

- a university undergraduate degree in the Social Sciences or a combination of formal education and relevant work experience;
- excellent communication and personal relation skills, intimate knowledge and experience in women's issues and demonstrated ability to establish helping relationships with women;
- a person of Native ancestry;
- willingness to travel.

ADVERTISEMENT FOR POSITION

Applications are invited for the following one year term position, effective as soon as possible, in Native Support Services, a division of Student Services.

COUNSELLOR, NATIVE SUPPORT SERVICES

The incumbent will be responsible for offering personal and cultural support by providing counselling, programming and information services to enroled and prospective Native students at Lakehead University; liaising with community schools and First Nations to offer guidance and information to potential Native students in Northwestern Ontario.

Applicants should possess a university degree or a combination of formal education and relevant work experience; excellent communication and personal relation skills; demonstrated ability to establish helping relationships; and, an appreciation and sensitivity to Native cultures.

This position requires applicants of Native ancestry who possesses intimate knowledge and experience in women's issues.

Interested candidates are invited to submit a resume, including references, by Wednesday July 14, 1992.

7. RECRUITMENT STRATEGY

Lakehead University sends copies of all advertisements for Native positions to Native Band's and Organizations in Northwestern Ontario. Potential positions are also advertised in Thunder Bay and regional newspapers (Chronicle Journal, The Post, Wawatay).

8. COUNSELLOR'S POSITION STATUS

The Counsellor has been hired on a contract basis effective from August 24, 1992 to the University's fiscal year-end of April 30, 1992 with the expectation of renewal.

9. REPORTING STRUCTURE

The Counsellor is classified within Lakehead University's internal structure as Schedule 2, Grade 9. The Counsellor reports directly to the Coordinator of Native Support Services. The Coordinator's position within the University structure is Schedule 2, Grade 10. This places the position within the Management/Professional module. The Coordinator reports directly to the Director of Student Services, as Native Support Services is a division of Student Services. The Director of Student Services is accountable to the University's Vice-President (Academic).

10. COUNSELLOR ACTIVITY REPORT

The Counsellor began her contract on Monday, August 24, 1992. The following two weeks were spent in acclimating to the University environment and establishing initial links to various support staff and resource personnel necessary to carry out the counselling role.

Registration Week was spent in assisting students in course selection and scheduling their classes and negotiating through the registration process. The Counsellor also conducted orientation sessions for the students in the Native Access Program and offered similar sessions to the general Native student population.

The Counsellor's outreach to students included attendance at classes in Native Studies, Ojibway Language, and Native Teacher Education Programs. Other outreach activities include communication with Native organizations (e.g. Ontario Native Women's Association and Aboriginal Education Councils).

Individual counselling sessions comprised the Counsellor's greatest time commitment. In September, the bulk of enquiries were of academic concerns and questions on programs. During the month of October, counselling appointments were increasingly concerned with personal issues as well as academic issues and appointments continued to increase. Seventy-five percent of the formal contact has been with female students.

In November, the Counsellor will attend a local high school's Career Day for Native Students and the development of programs for Native women such as the proposed Women's Circle.

11. FINANCIAL STATEMENT

Statement of Receipts and Expenditures as at October 31, 1992

Advances from the Ministry of Colleges and Universities		$67,900
Counselling Foundation		13,207
Lakehead University Contribution		45,000
		$126,107
Expenditures:		
Salary and related costs	$7,500	
Overhead	8,148	
Other Costs	12,700	
		$28,348
Salaries and related costs funded by LU $31,315		
Total Expenditures		$59,663
Funding to be used in the remainder of 1992/93 fiscal year		$66,444

VER SHEET

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Support Services Enhancement (Elders/Tutors) - Continuing

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$ _____	$ _____	$ _____
Special Projects Fund			
- Support Services Enhancement Component	$49,900	$50,850	$ 51,900
- Program Devt. Component	$ _____	$ _____	$ _____
Supplementary Grant Fund	$ _____	$ _____	$ _____

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- **This proposal is ranked # 3 out of 10 proposals submitted.**
- **Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?**

Project Leader:

Name Mr. Gord Bruyere

Title Coordinator, Native Support Services

Phone (807) 343-8084

Signature of Executive Head of College/University — **Date** November 27, 1992

Signature of Chair of the College/University Aboriginal committee — **Date** Nov. 30/92

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION/MOTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE SUPPORT SERVICES ENHANCEMENT - TUTOR/ELDER PROGRAM

WHEREAS: the Elder/Tutors program is a foundation on which continued growth and enhancement of programming for Aboriginal students will continue;

WHEREAS: the program play a significant role in the success of Aboriginal student.

BE IT RESOLVED: that the Elder/Tutors Program be resubmitted for continuing funding.

SUPPORT SERVICES ENHANCEMENT COMPONENT

(SPECIAL PROJECTS FUND)

SECTION I

1. COUNSELLORS ON CAMPUS

Two full-time counsellors, the Coordinator and Counsellor of Native Support Services, are available to all Aboriginal students at Lakehead University.

2. NAME OF THE PROJECT

FOUNDATIONS IN TRADITIONS:
ELDERS-IN-RESIDENCE and AANKOKINOMAHGET STUDENT TUTORING.

3. PROJECT DESCRIPTION

The FOUNDATIONS IN TRADITIONS project is becoming part of a learning circle where Elders, tutors and students share their skills and experiences to reinforce individual strengths and thereby build a supportive group network. This project seeks to enhance the well-being of Native students on campus by addressing spiritual and cultural needs and by providing reinforcement for academic issues.

a) The ELDERS-IN-RESIDENCE component brings Elders and other traditional teachers from diverse Aboriginal cultural groups to Native Support Services. The program provides students with another source of support and adds another dimension to the University learning experience.

b) AANKOKINOMAHGET is an Ojibway word that means "a person helpful in teaching " and "a chain to what is going on already". In order for Native students to receive the comprehensive tutoring that is required, AANKOKINOMAHGET provides a number of Native tutors who spend their time exclusively with Native students. Tutoring is done by a combination of Learning Assistance Centre tutors and peer tutors with each student being matched with a tutor who is particularly skilled in the subject in which the student is having difficulty. Tutorial services expand to include tutoring in course content, presenting workshops on topics such as study skills and essay writing, and training peer tutors. The tutors bring their own learning styles and study skills to the program which models success for students who may be struggling academically.

4. EVIDENCE OF PROJECT NEED

The University's Native student population is constantly increasing. In addition to the number of students entering programs directly from high school, the number of mature students is rising. Mature students face unique challenges. Typically they have been out of the classroom for some time and often are poorly prepared academically.

They also incur stress related to family and personal responsibilities. The balancing of these stressors can be alleviated by services sensitive to student needs.

Due to the large numbers of Native students attending Lakehead University, the Learning Assistance Centre has seen a constant rise in demand for the tutoring services it provides. The amount of tutoring allotted to each student is limited by the number of tutors available and by fiscal considerations. In the case of Native students this limitation is a concern. Demands are being made from regular Native students as well as the growing numbers entering the University via transition programs who need to build the foundation of study skills and written communication skills. These students need ongoing academic support in course content to complete assignments and to succeed on tests and examinations.

In its declaration of jurisdiction over education, Traditions and Education, the Assembly of First Nations states that, "Education of First Nations students includes instructions in the values held in esteem by First Nations communities and families so that education is clearly an extension of the culture and the instruction provided by the family. Education helps the student to develop a strong sense of pride and respect for the First Nations community, culture and family." The Elders are the holders of knowledge, the teachers of Native culture, songs, heritage and survival, and are held in the highest esteem and respect.

In a 1986 proposal, the Native students of Lakehead University identified the need to weave the presence of Elders as role models into the fabric of Native Support Services to assist in the transition to urban living and the University environment.

Elders have met with students through Native Support Services and were well received. These responses are an indication of the importance attached by students to their cultural values and spirituality. Since 1987, Native Support Services, in cooperation with the Lakehead University Nishnabek Students Association have organized Feasts and Pow-Wows during both the Fall and Winter terms of each year. These functions are well attended, not only by the students, but also by families and friends from Thunder Bay and the surrounding region. Attendance by University faculty and the non-Native population demonstrates interest in and support for Native cultural activities.

The combined elements of this project must be available for students in need of support and to assuage the challenge of learning to balance numerous course requirements and personal commitments outside the classroom.

5. SHORT AND LONG TERM BENEFITS

In the short term, Elders serve an informal counselling role for students, offering support and encouragement during the academic year. Attending ceremonies held on campus affords Native students the opportunity to interact with peers outside the classroom setting. Elders often speak of the importance of having a sense of identity and believe that to make full use of the tools and knowledge gained from a university education, there must be a parallel education - a holistic approach to life is necessary to balance physical, mental, emotional and spiritual needs. Education in cultural traditions encourages Native students to return to their home communities and share their cultural and educational experiences with other Native people. Inviting Elders to

pass on traditional teachings helps to complete a circle of sharing where students can demonstrate their respect and honour for traditions.

Commitment is essential to a student's success. Any student who seeks tutoring does so on a voluntary basis which is an indication of a student's commitment to his or her studies. Tutoring most effectively improves academic performance and lowers the attrition rate of Native students. Native students use tutoring as a means to "keep up" rather than to "catch up" with material.

The appointment of Native tutors to complement the staff at the Learning Assistance Centre augments the process of establishing rapport with Native students and helps raise the comfort level of Native students seeking tutoring. Native tutors serve as role models and encourage Native students to take advantage of this learning experience.

6. WORK PLAN

ELDERS-IN-RESIDENCE

The following identifies the tasks to be completed in order to ensure weekly visits by Elders during the Fall and Winter terms at Lakehead University.

a) In May/June, begin identifying potential Elders to be invited by gathering input from students via the annual survey conducted by Native Support Services in April. Further input may be elicited from Native members of the University's Aboriginal Management Council and from the Native Support Services Advisory Committee during their regular meetings.

b) In July and August, hire a Native University student to initiate contact with Elders by attending Pow-Wows and consulting with the local and regional Native community. Establish tentative dates.

c) In August, schedule weekly sessions by setting up exact dates for specific Elders and arrange for interpreters if necessary. Advertise the schedule.

d) Monitor the project implementation and provide a mechanism for student feedback.

AANKOKINOMAHGET

a) June/July- Begin ongoing recruitment of Native tutors.

b) August/September- Orientation and training under the supervision of the Coordinator of the Learning Assistance Centre.

c) September- Begin ongoing advertisement of tutoring services for Native students to the University community, including academic departments. Offer individual and group tutoring to Native students.

d) Ongoing- Assess needs and offer workshops in essay writing and develop workshops as required, in consideration of mid-term and examination periods.

7. PROPOSED BUDGET

This budget describes a detailed three year plan to implement the FOUNDATIONS IN TRADITIONS project. Tutoring salaries in the Learning Assistance Centre ranges from $10.03/hour to $24.06/hour depending upon qualifications and functions of the tutor. For the purpose of estimating the cost of AANKOKINOMAHGET, $18.50/hour for 1650 tutoring hours is used.

Salaries, Honouraria, Benefits	$36,000
Meals, Accommodations, Materials	8,500
Overhead	5,400
Total Year I	**$49,900**
Total Year II (+2%)	**$50,850**
Total Year III (+2%)	**$51,900**

8. CONTINUED PROJECT FUNDING

The University commitment to Native Support Services is illustrated by the fact that it is currently making a significant contribution to this office. It is anticipated that this support will continue at least at the current level through the combined efforts of the Government and Lakehead University.

SECTION II

9. ACTIVITY REPORT

ELDERS-IN RESIDENCE

In July, 1992 a summer student was hired by Native Support Services to develop this project for the 1992-93 academic year. The student attended Pow-Wows in Northwestern Ontario and Minnesota, and consulted with local Elders to get advice on how to proceed. During July and August this student contacted Elders and determined travel costs and liaised with Confederation College to explore possible joint ventures.

By September 1992, the program was tentatively established and began on September 16 and continues weekly thereafter during the Fall/Winter terms. The summer student was retained on a part-time basis to enhance his experience and to assist project implementation.

The schedule of Elders' visits follows. The project completion date will be March 1993 and an accurate accounting of project cost will be available at that time.

ELDERS-IN-RESIDENCE SCHEDULE

October 21	Richard Lyons
29	Edna Manitowabi
November 4	John Pierre
11	Michael Thrasher
18	Vern Harper
25	Liza Mosher
December 2	Freda McDonald
January 13	Ernie Benedict
27	Ann Jock
February 10	Alex Skead
24	Vera Martin
March 10	Art Solomon
24	Janice Longboat

NOTE: During the Winter term, additional Elders will be invited to attend.

AANKOKINOMAHGET

Recruitment of tutors began in August on campus and in the community. The Learning Assistance Centre Coordinator is responsible for administration of tutorial services and worked with the Coordinator of Native Support Services in the recruitment process. A tutoring schedule was established for Native Access students to receive tutoring in course content, essay writing, microcomputer use, and study skills. In addition, Native peer tutors have been recruited to supplement the tutors of the Learning Assistance Centre; one to tutor in Native Studies and one to tutor in an Ojibway language course. The majority of tutoring takes place between October and April of each year. In the first few weeks of classes, 48 Native students sought the assistance of 18 Native and Non-Native tutors for a total of 392 hours. A list of the courses for which students have sought tutoring is included. In addition, Native students attended a workshop on Essay Writing in early October. This workshop will likely be repeated in the Winter term and it is hoped that tutoring services will be available to students year round.

10. RECRUITMENT STRATEGY

All tutoring on campus is done through the Learning Assistance Centre. Peer and full-time Centre tutors report to the Coordinator of the Learning Assistance Centre, a division of Student Services at Lakehead University.

Recruitment of Native tutors have proceeded on two levels. Recruitment of peer tutors requires advertisement on campus through the local Canadian Union of Educational Workers. Subsequent to this procedure, newspaper advertisements in community newspapers was implemented through the University's Human Resources Department. Ongoing recruitment of Native peer tutors is undertaken in the Native Student Centre by the staff of Native Support Services.

Elders were contacted by telephone and mail for those residing outside of the Thunder Bay area and were approached in person if they resided in Thunder Bay. All Elders committed verbally to participate after being offered tobacco in the traditional manner.

11. FINANCIAL STATEMENT

Statement of Receipts and Expenditures as at October 31, 1992

Advances from the Ministry of Colleges and Universities	$49,900
Expenditures:	
Tutors	$4,400
Elders	2,000
Overhead	5,988
Total Expenditures	$12,388
Funding to be used in the remainder of 1992/93 fiscal year	$37,512

B SHEET

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead Unviersity

Name of the Proposal: Support Services Enhancement
Native Access Tutors - New

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$	$	$
Special Projects Fund - Support Services Enhancement Component	$25,000	$25,500	$26,000
- Program Devt. Component	$	$	$
Supplementary Grant Fund	$	$	$

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- **This proposal is ranked # 9 out of 10 proposals submitted.**
- **Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?**

Project Leader: Name Ms. Geraldine Whito

Title Coordinaotr, Learning Assistance Centre

Phone (807) 343-8087

November 27, 1992
Signature of Executive Head of College/University — Date

November 27, 1992
Signature of Chair of the College/University Aboriginal committee — Date

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - TUTORING OF STUDENTS IN THE NATIVE ACCESS PROGRAM

WHEREAS: the Native Access program is a means of access to higher education for students who would not otherwise qualify to enter university;

WHEREAS: without significant tutorial assistance, these students chances of success will be limited;

BE IT RESOLVED: that the Lakehead University Aboriginal Management Council support the grant application for the Access Tutoring Program.

SPECIAL PROJECTS FUND

SUPPORT SERVICES ENHANCEMENT COMPONENT

NATIVE ACCESS PROGRAM TUTORS

1. COUNSELLORS ON CAMPUS

The Coordinator and Counsellor of Native Support Services are the two full-time counsellors available to all Aboriginal students at Lakehead University.

2. NAME OF THE PROJECT

Tutoring of students in the Native Access program

3. DESCRIPTION OF THE PROJECT

This project to tutor students in the Native Access program is designed to provide the academic support so often necessary for successful post-secondary studies. The project will provide initial orientation to university life and in particular to the lecture mode, the teaching method most employed by universities. Further assistance will be provided in the content of individual courses and in gaining skills for successful learning. Thus, help will be provided at the beginning of the students' academic program, and on-going assistance will aid students in succeeding in their academic plans.

4. THE NEED FOR THIS PROJECT

Students who enter university from high school have difficulty adjusting to the new academic environment which exists in universities. Students who enter under the Mature Student admission process have even greater difficulty because of the length of time they have been away from formal education and those who enter under special status such as in the Access Program have an even more difficult time. Further, Native students who have the opportunity to study at university and who are inadequately prepared for the transition to this new experience, need support in many areas. One of the most useful ways to help Native students is to provide tutoring help, both in gaining learning skills and in better understanding the academic content of individual courses.

5. SHORT AND LONG TERM BENEFITS EXPECTED FROM THE PROJECT

The aims and benefits of the Tutoring Project are both short and long term. Initially, it will be important to help the Native students in the Access program to become as comfortable as possible with the university environment. The students will learn of the support available to them from the Program tutors and from other areas of the University. This initial part will be important in convincing the students that they

should stay in the Native Access program. The long term aim of the project is for the Native students be successful in whatever academic route they choose at the end of the Access program.

6. WORK PLAN

This tutoring project involves many components including:

Summer - hiring tutors who will provide tutoring to students in the Native Access program.

Early Fall - training these tutors in the skills and methods of tutoring.

- providing sensitization to Native culture and learning modes for any tutors who are not of Native ancestry.

Late Summer and Early Fall - providing assistance to the students in settling into life in a new location, especially in a bigger city.

- orientating the students in the Native Access program to the University environment.

- providing skills to the students to help them adjust to courses at the post-secondary level (for example, the skill of taking notes in lectures).

- providing coping skills for integrating their academic and personal lives (for example, time management).

On-going - providing on-going academic support in course content for the individual courses being taken by the Native Access students.

- teaching the students various learning skills which are held by successful students.

- building confidence on the part of the students, which is one component of the tutoring program.

- teaching learning skills to the students, which is another component of the tutoring program.

7. BUDGET FOR THE WORK PLAN

The salaries of tutors in the Learning Assistance Centre at Lakehead University vary according to the qualifications of the tutors. Currently tutors are paid salaries ranging from $10.03 per hour to $23.10 per hour. For the purpose of estimating a budget, the rate of $20.00 an hour will be used since it is expected that senior tutors will be needed for this project.

	Year 1	Year 2	Year 3
Salaries 1000 hrs. @ $20./hr.	$20,000.	$21,000.	$22,000.

Benefits	2,400.	2,520.	2,640.
Supplies	600.	700.	800.
Admin/OH	2,760.	2,900.	3,052.
TOTAL	$25,760.	$27,120.	$28,490.

It should be noted that, as these students move on to higher years of study, tutoring will continue to be available to them through the Tutoring Program available to all Native students. The project being presented here is only for students in the Native Access program.

8. CONTINUED FUNDING

The University commitment to Native Support Services is illustrated by the fact that it is currently making a significant contribution to this office. It is anticipated that this support will continue at least at the current level through the combined efforts of the Government and Lakehead University.

SHEET

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution	Lakehead Unviersity
Name of the Proposal	Support Services Enhancement Circle - New

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$ _____	$ _____	$ _____
Special Projects Fund - Support Services Enhancement Component	$ 10,300	$ 10,500	$ 10,700
- Program Devt. Component	$ _____	$ _____	$ _____
Supplementary Grant Fund	$ _____	$ _____	$ _____

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 10 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Mr. Gord Bruyere

Title Coordinator, Native Support Services

Phone (807) 343-8084

[signature] November 27, 1992

Signature of Executive Head of College/University Date

[signature] November 27, 1992

Signature of Chair of the College/University Aboriginal committee Date

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal

RESOLUTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - HEALING CIRCLES

WHEREAS: the Healing Circles will play a significant role by providing culturally sensitive support for students;

BE IT RESOLVED: that the Healing Circles Program be supported.

SPECIAL PROJECTS FUND

SUPPORT SERVICES ENHANCEMENT COMPONENT

1. COUNSELLORS ON CAMPUS

The Coordinator and Counsellor of Native Support Services are the two full-time counsellors available to all Aboriginal students at Lakehead University.

2. NAME OF THE PROJECT

HEALING CIRCLES

3. PROJECT DESCRIPTION

This project will assist Native Support Services to host regular gatherings for the Native students at Lakehead University. These groups processes will provide a safe, confidential atmosphere students can share their experiences and seek healing and the support of their peers. The Women's Circle will be organized and conducted on a bi-weekly basis by the Counsellor of Native Support Services with the guidance of a female Elder. The Coordinator will assist a male Elder conduct a Men's Circle, also on a bi-weekly basis.

A critical component of this project is the Children's Circle to be conducted simultaneously at Native Support Services. The initiation of a children's program will encourage students with childcare responsibilities to participate in the Healing Circles. The Children's Circle will make use of craftspeople, artists, and Elders to offer demonstrations of Native crafts, painting, Legends and storytelling. A variety of games and activities will complete the program. This part of the project will be organized and implemented by a group of Native University students to provide a meaningful work experience during the academic year and to provide a secure and responsible level of care for the children.

4. EVIDENCE OF PROJECT NEED

Lakehead University has acknowledged the need for special support services for Aboriginal students with the permanent establishment of Native Support Services. The attempt to enhance these services must take into consideration critical demographics of the Native student population at this institution. Information voluntarily supplied by Native students each year suggests that approximately 70% are female students. In particular, an effort must be made to provide support to the women who enter as Mature students and whose academic responsibilities must be balanced with family and childcare responsibilities.

Many issues arise for these students during the academic year. Some are challenged as single parents, others struggle with non-supportive partners, and others are also trying to resolve personal issues related to sexual abuse or addictions. These issues have varying degrees of effect on a person's well-being and on success in the classroom.

At present there are no formal support groups on campus that can help to address these issues. Individual departments of Student Services offer a variety of workshops to help deal with stress, eating disorders, separation and loss, and there two mental health counsellors and a psychiatrist available for all students. However, Native students are often hesitant to make use of these services: Healing Circles would provide the choice of a culturally sensitive source of guidance and healing.

Financial constraints are one of the main stressors Native students face and the secondary element of this project, the Children's Circle, is necessary to provide a free alternative childcare arrangement to the students who wish to attend the Healing Circles. By designing a children's program that is entertaining and meaningful for Native children, the hope is to give further incentive for students to participate.

5. SHORT AND LONG TERM BENEFITS

The major benefits to this project are both short term and long term. It will allow Natives to explore changes within their lives, to cope with these changes, and to integrate these changes into personal growth. Not only will it strengthen the individual but may also serve to strengthen the families of these students. It may be difficult to quantify, but the positive effect on academic success is likely to be felt on two levels: Healing Circles will alleviate stress affecting academic performance and will allow men and women to learn more about the Native way of healing and learning. In sharing their experiences with other female students, the Healing Circles may enrich the student's peer support network, which is of particular benefit where there is hesitation to seek out formal means of support.

The project will also provide some respite from childcare responsibilities for those students with children and will give these children an opportunity to learn different elements of Native culture.

From the logistical point of view, this project will integrate the services offered to Native students at Lakehead. It will serve as a means of outreach to students for the Counsellor, provide income and experience for students assisting with the Children's Circle, entrench the presence of Elders on campus, and provide an alternative means of support to complement the services already in place.

6. WORK PLAN

a) July/August- The Coordinator of Native Support Services will hire one student with experience in organizing and delivering youth programs. This student will work with the Counsellor of Native Support Services to develop a varied program of activities for the Children's Circle by gathering games, arts and crafts materials, videos and appropriate resource people to assist in the program.

b) August- The Counsellor will approach Elders in the traditional manner with a gift of tobacco to seek aid in conducting the Women's Circles. A schedule will be devised and finalized for bi-weekly sessions including when each Elder is to attend and where the Men's Circle, Women's Circle and Children's Circle will take place on campus. Contact local Native organizations and student sponsors to advertise the project.

c) September- Retain summer student on a part-time basis and recruit a pool of part-time students to assist in the supervision of children and the delivery of the Children's Circle program. Begin project activities in the second half of September. The Counsellor will attend Native programmes and classes to invite student participation.

7. PROPOSED BUDGET

Honorariums	
-Women's Circle Elders (14 sessions x $150.00/diem)	2100.00
-Mean's Circle Elders (14 sessions x $150.00/diem)	2100.00
-Children's Circle Resource People (14 sessions x $150.00/diem)	2100.00
Student Wages-Children's Circle -Four part-time positions (224 hours x 9.00/hr)	2000.00
Resource Materials-Children's Circle (moosehide, beads, assorted craft supplies board games and children's toys, video rentals)	2000.00
Total	$10,300.00

TOTAL YEAR I	**$10,300**
TOTAL YEAR II	**$10,500**
TOTAL YEAR III	**$10,700**

SUPPLEMENTARY GRANT FUND

1. **NATIVE TEACHER EDUCATION**
2. **NATIVE NURSES ENTRY PROGRAM**
3. **NATIVE ACCESS PROGRAM**

SHEET

Please submit a separate cover sheet for each proposal submitted under the Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Supplementary Grant
Native Teacher Education - New

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$ _____	$ _____	$ _____
Special Projects Fund - Support Services Enhancement Component	$ _____	$ _____	$ _____
- Program Devt. Component	$ _____	$ _____	$ _____
Supplementary Grant Fund	$112,468	$129,509	$153,366

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 7 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader:
Name: Professor Ruby Slipperjack-Farrell
Title: Coordinator, Native Teacher Education
Phone: (807) 343-8720

Signature of Executive Head of College/University — Date: November 27, 1992

Signature of Chair of the College/University Aboriginal committee — Date: November 27, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE TEACHER EDUCATION (SUPPLEMENTARY)

WHEREAS: Aboriginal teachers are the basis on which the education of future generations will be founded.

BE IT RESOLVED: that the Native Teacher Education Supplementary Grant be supported.

NATIVE TEACHER EDUCATION PROGRAM

1. NAME OF THE PROGRAM

The first program requested for designation as a Native Specific Program under the **Supplementary Grant Fund** is the Native Teacher Education Program.

2. DESCRIPTION OF THE PROGRAM

The Native Teacher Education Program is a concurrent Bachelor of Arts (General Program)/Bachelor of Education (Native Education) degree program. In order to be admitted to the Program, students must be of Native ancestry and be recommended by a Native organization. Students who successfully complete the Program are eligible for an Ontario Teacher's Certificate and are then fully qualified teachers.

The purpose of the Native Teacher Education Program is to increase the number of qualified Native teachers through an alternative but equal program which will prepare them to meet the special social and cultural needs of Native communities, taking into account such factors as heritage and language. Native teachers who have an intimate understanding of Native traditions, psychology, way of life, and language are best able to create a learning environment suited to the habits and interests of the Native child.

The Program prepares teachers to provide educational programs that will assist Native people to sustain their culture and language and at the same time to teach school pupils the skills necessary to pursue further education if they so desire. In addition to educational methodology and theory, the Program includes courses in Native culture, traditions and language. Students are required to do student teaching in Native schools.

In order to provide positive role models and a culturally sensitive approach, the Native Teacher Education Program has a core staff of two Native faculty members, one of whom serves as the Coordinator of the program.

3. DEMAND FOR THE PROGRAM

The Native Teacher Education Program was introduced in 1974 following extensive consultation with the Native community. The program was initiated as a diploma program to graduate Native students with a diploma and certificate for elementary school teaching. Students graduated from the program with the first year Arts and could continue to complete their degree as many have done over the years.

In 1987, at the urging of the Native community and the federal government, the program was revised to the four year BA/Bed degree program. The Native community urged the University to provide a program equal to the regular teacher education program and to graduate Native students as fully qualified teachers holding both an Education degree and an Arts degree.

Until this year, enrolment in the program has been steady since its inception. Approximately 25 to 30 full time students were enroled between 1983 and 1987. With the change to a degree program, enrolment has gradually increased to 37 students in 1990/91 and 42 in 1991/92. While first year intake has in the past been approximately 15 students, this year first year intake was 29 students. With increased emphasis on the importance of having fully qualified, culturally sensitive teachers, it is anticipated that demand will continue and first year intake will average 20 to 30 students.

Interest also has been expressed by northern communities for community based delivery of the Native Teacher Education Program. Unfortunately, funding for such a project has not been available and the program could not be offered at the expense of the regular program. Recently, the University was approached by the Sandy Lake Education Authority to offer a community based delivery of NTEP. Pending funding approval (from an alternate source), the program will begin in March 1992. The delivery would consist largely of on-site courses in Sandy Lake combined with campus-based sessions and practice teaching in Thunder Bay schools. A very important consideration for the University in providing on-site delivery in Sandy Lake is the fact that our Continuing Education Department has been offering on-site credit courses toward a B.A. degree in Sandy Lake for the past three years. By combining the B.A program with the Education program, Sandy Lake residents will become fully qualified teachers holding a BA/Bed degree.

4. ROLE OF PROGRAM MANAGEMENT COMMITTEE

The Program Management Committee has been struck and in the early stages the Committee will devise the terms of reference under which it will function.

5. PROGRAM MANAGEMENT COMMITTEE COMPOSITION

The Aboriginal organizations represented on the committee are:

Northern Nishnawbe Education Council	I. May
Rainy Lake Ojibway Education Authority	M. Sault
Treaty 3	Lou Ann Bruyere

6. STATUS OF PROGRAM

The Native Teacher Education Program is an existing program which was initiated in 1974 as a diploma/certificate program. In 1987, the program was revised to a four year BA/BEd program. Students who graduate from the program are eligible for Ministry of Education certification and are then fully qualified teachers.

7. ELIGIBILITY FOR MCU OPERATING GRANT FUNDING

The Native Teacher Education Program is eligible for MCU grant funding.

8. CULTURAL CONTENT

In addition to educational methodology and theory, the program includes courses in Native culture, traditions and language. Students teach in Native schools and are of Native origin.

9. PROJECTED ENROLMENT FOR PERIOD 1991/92 TO 1994/95

If current interest is maintained in Native Teacher Education and first year intake is 25 to 30 students, enrolment in the program will increase over the next three years to approximately 70 to 75 students as noted below:

1992/93 - 66 students
1993/94 - 72 students
1994/95 - 90 students

(Minimum estimated enrolment)

10. FUNDING PRIOR YEARS

N/A

11. PROGRAM EVALUATION

N/A

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Supplomontary Grant - Native Nurses - Continuing

MCU Funds Requested:	Year 1 1992/93	Year 2 1993/94	Year 3 1994/95
Support Services Core Fund	$	$	$
Special Projects Fund			
- Support Services Enhancement Component	$	$	$
- Program Devt. Component	$	$	$
Supplementary Grant Fund	$ 22,500	$ 15,000	$ 20,500

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 4 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Ms. Jane O'Brien

Title Acting Coordinator, Native Nurses Entry Program

Phone (807) 343-88446

Signature of Executive Head of College/University — Date November 20, 1992

Signature of Chair of the College/University Aboriginal committee — Date November 27, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION/MOTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE NURSES ENTRY PROGRAM

WHEREAS: the Native Nurses Entry program is the foundation on which continued growth and enhancement of such programming for Aboriginal students will continue;

WHEREAS: this program plays a significant role in the success of Aboriginal student in the Nursing Program.

BE IT RESOLVED: that the Native Nurses Entry program be resubmitted for continuing funding.

NATIVE NURSES ENTRY PROGRAM

1. NAME OF THE PROGRAM

Native Nurses Entry Program.

2. DESCRIPTION OF THE PROGRAM

The Native Nurses Entry Program is designed to provide students with the necessary skills and academic preparation required for successful completion of the four year nursing degree program. The program utilizes specialized recruitment and admission procedures undertaken in conjunction with the Native Nursing Advisory Committee, program orientation and personal counselling, a curriculum that addresses deficiencies in preparation, a tutoring program for academic courses, and specialized assistance for social and cultural support. Students are admitted through the University's mature or extraordinary admission regulations to the BA(General) program. Students take a combination of degree and non-credit courses designed to prepare them for entry to the regular Nursing program and to provide them with the necessary skills and attitudes for success in a very challenging program.

3. DEMAND FOR THE PROGRAM

The Native Nurses Entry Program began in January 1987 in response to a well documented need for improved health care delivery in Native communities. In 1983, the Nishnawbe-Aski Nation, a Native organization representing 25,000 Ojibway/Cree in 43 northern communities, approached Lakehead University's School of Nursing to explore the feasibility of establishing a program to prepare Native people for the nursing profession. In May 1985, Lakehead University held a consultation workshop with Native leaders. In making its recommendation that a preparatory program be implemented that enabled Natives to proceed to a degree nursing program, this committee considered the importance of the role of a nurse in northern communities. The intent of the program was to provide Native people with the opportunity to attain the credentials and knowledge necessary for them to assume a leadership role in health care within their own communities.

4. ROLE OF PROGRAM MANAGEMENT COMMITTEE

In addition to advice from the University's Aboriginal Management Committee, the Native Nurses Entry Program Advisory Committee is the Program Management Committee dealing specifically with matters concerning the Nursing program. The Committee was established at the inception of the program to provides advice on curriculum, recruitment, candidate selection, application procedure, program promotion, and evaluation of the program. It acts as a resource and support for the Coordinator of the Program and the Director of Nursing and as a community liaison body.

5. PROGRAM MANAGEMENT COMMITTEE COMPOSITION

The following is a list of the individuals and organizations represented on the Native Nurses Entry Program Management Committee:

New Credit First Nation	L Angeconeb
Nishnawbe-Aski Nation	H. Cromarty
Sandy Lake First Nation	N. Day
Iroquois and Allied Indians	C. George
Aboriginal Health Authority	J. Gordon
Nishnawbe-Aski Nation	M. Katt
Windigo Tribal Council	S. Melvin
Indian & Inuit Nurses	M. Ross
Northern Nishnawbe Educ. Council	TBA

The Committee consists of Registered Nurses of Aboriginal origin, the Director of the Indian and Inuit Nurses of Canada, representation from Native Education Authorities, Native community representation from Northwestern Ontario, and the Director of the School of Nursing. Native Nurses represent all areas of the province, both northern and southern Ontario. In addition, members are seconded from government, community, education and Native organizations to address specific issues. A member of the University's Advisory Committee sits on the Nursing Committee as a liaison person between the two committees.

6. STATUS OF PROGRAM

The Native Nurses Entry Program is an established program.

7. ELIGIBILITY FOR MCU OPERATING GRANT FUNDING

The Native Nurses Entry Program is eligible for MCU grant funding by virtue of the fact that students are registered in the BA(General) program. However, only a very small portion of the programs support actually comes from operating income because of the fact that with the particular design of the program, only a small percentage of the program is comprised of degree credit courses. Much of the emphasis is on bridging, skills improvement and professional orientation courses.

8. CULTURAL CONTENT

The content of NNEP is pertinent to Aboriginal students and reflects Aboriginal culture in many ways. While subjects such as Chemistry, Biology, English, Math, Study Skills/Logical Reasoning do not lend themselves readily to a reflection of Aboriginal culture, the teachers of these subjects meet on a regular basis to discuss each individual's problems and progress, and receive materials to help them come to some understanding of Aboriginal history, ways of learning styles, values, child rearing practices, etc.

Specific handouts as for this year include:

1. "Characteristics of Teachers who have Been Successful with Native Students"

2. "Areas of Tension Between Native Values and School Practices"

3. excerpt from the "Hawthorne Report: A Survey of the Contemporary Indians of Canada"

The Communications 1090 and Professional Orientation 1091 courses do reflect Aboriginal culture and do include a text, program material and methods of teaching pertinent to Aboriginal students.

The text "The Sacred Tree" from the Four Worlds Development Project Series is used to discuss concepts, teachings and principles of the Sacred Tree and the Medicine Wheel.

Articles related to subject matter and content that reflect Aboriginal issues include:

1. "Walking two trails" (from Old Sun Community College Health Sciences Program)

2. "Use of personal power: a self-inventory" (from the Teachers' Guide to "The Sacred Tree")

3. "In the Spirit of the Family" (Canadian Living, Oct. 1991)

Videos used include:

1. "Walking with Grandfather: Great Wolf and Little Mouse Sister"

2. "The Honour of All"

Elders, traditional teachers and Aboriginal guest speakers are invited to participate in the program on a regular basis, and students are encouraged to make use of Native Student Support Services and to maintain their culture by attending Pow-wows, feasts, gatherings, etc. that occur at the university and the community.

Classes are conducted in a circular format, and each seminar class begins with an "opening" done by a different student each week. This is followed by the "circle check" in which each student and the teacher pass sweet grass in tern and relate their feelings, problems, concerns and comments to the group.

Further, many of the assignments done by the students relate to Aboriginal issues. The best example here would be the group project assignment in Professional Orientation. Topics they work on are:

1. Primary Health Care: making it work at the community level

2. Health Promotion: Native traditional and modern concepts

3. Caring for the Dying in the Community: professional and ethical issues

4. Issues in the history of Native health care.

5. The health status of Native people compared to the general Canadian population.

6. The role of the community health nurse in adolescent health issues in the community.

7. Community participation: the role of the Native Nurse in community health action and planning.

8. The relationship between the community, its organization, and its health.

9. PROJECTED ENROLMENT

Since its inception, the Native Nurses Entry has admitted approximately 15 students each year. The design of the program is such that small classes are necessary to assure student/faculty interaction and specialized attention that is necessary for these students to succeed. Classes are expected to remain at this level.

10. FUNDING PRIOR YEARS

Funding in 1992/93 was $22,500

11. PROGRAM EVALUATIONS

One copy of the Final Report "An Evaluation of the Native Nurses Entry Program, Lakehead University, dated February 29, 1990 is enclosed

Please submit a separate cover sheet for each proposal submitted under the MCU Aboriginal Education and Training Strategy.

Institution: Lakehead University

Name of the Proposal: Supplementary Grant (Native Access) - New

MCU Funds Requested:	Year 1	Year 2	Year 3
Support Services Core Fund	$ _____	$ _____	$ _____
Special Projects Fund			
- Support Services Enhancement Component	$ _____	$ _____	$ _____
- Program Devt. Component	$ _____	$ _____	$ _____
Supplementary Grant Fund	$23,000	$27,265	$34,000

Please RANK this proposal in relation to the other proposals for which funds have been requested under the strategy.

- This proposal is ranked # 8 out of 10 proposals submitted.
- Is this proposal dependent upon the approval of any other proposal submitted? If yes, which one and why?

Project Leader: Name Dr. Raoul McKay

Title Chairman, Department of Native Studies

Phone (807) 343-8984

Signature of Executive Head of College/University — Date November 27, 1992

Signature of Chair of the College/University Aboriginal committee — Date November 27, 1992

Attach the resolution approved by the institutional Aboriginal committee supporting this proposal.

RESOLUTION OF THE LAKEHEAD UNIVERSITY ABORIGINAL MANAGEMENT COUNCIL - NATIVE ACCESS PROGRAMS (SUPPLEMENTARY)

WHEREAS: the importance of the Access program is duly noted in the Aboriginal Management Councils' submission in support of the Access Program.

BE IT RESOLVED: that the Native Access Program Supplementary Grant be supported.

NATIVE ACCESS PROGRAM

1. NAME OF THE PROGRAM

Native Access Program.

2. DESCRIPTION OF THE PROGRAM

The Native Access Program is a bridging year structured in such as way as to provide academic skills and special preparation to enable student to make a successful transition to university life. Special academic programming is offered along with tutoring, academic counselling and a related support network to provide the student with an atmosphere conducive to successful program completion. In addition to a limited number of Year I degree courses, the curriculum includes core courses in English, Study Skills/Logical Reasoning and a recommended course in Mathematics.

3. DEMAND FOR THE PROGRAM

With the inception of the Native Nurses Entry Program, demand began to generate from the Native community for a program that would allow students with interests in programs other than Nursing an opportunity to bridge to university programs. The matter was pursued with the Native Studies Study Group and in 1989 a proposal to establish a Native Access Program was submitted to Senate and approved.

Pending finding a source of funding to support the Access Program, the University has offered as a pilot project on a very limited basis. The framework is in place, however, there is much to be done to incorporate input from the Native community and to develop culturally sensitive methodology and material. In the event that a stable source of funding can be found, approximately 20 to 25 students per year will be admitted.

4. ROLE OF PROGRAM MANAGEMENT COMMITTEE

The Native Access Program receives it Program Management advice from the University's Aboriginal Management Committee.

5. PROGRAM MANAGEMENT COMMITTEE COMPOSITION

See Aboriginal Management Committee.

6. STATUS OF PROGRAM

The Native Access Program is currently being offered on a limited enrolment basis pending funding arrangements and is hereby submitted for funding approval as an Access Program.

7. ELIGIBILITY FOR MCU OPERATING GRANT FUNDING

Students enroled in the Native Access Program are eligible for MCU grant funding by virtue of the fact that they are registered in the BA(General) program. However, because only a limited component of the program is comprised of BA degree credit courses, the money that accrues to the University is limited to the traditional programming elements.

8. CULTURAL CONTENT

The program is culturally sensitive and addresses the needs of mature Native students. See Access Program proposal for further information.

9. PROJECTED ENROLMENT

The design of the program is such that small classes are necessary to assure student/faculty interaction and specialized attention that is necessary for these students to success. Enrolment is anticipated to range from 20 to 30 students per year. In 1992/93, 17 students are enroled.

10. PREVIOUS FUNDING

N/A

11. PROGRAM EVALUATION

N/A