REDRESSING THE BALANCE: CANADIAN UNIVERSITY PROGRAMS IN SUPPORT OF ABORIGINAL STUDENTS

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Section 1: An overview of Aboriginal programs at Canadian universities.

Introduction

According to the 2001 Census\(^1\) slightly more than 1.3 million people identified themselves as having *at least some* Aboriginal ancestry, representing 4.4 percent of the overall Canadian population. Of those, 976,305 (3.3 percent of the total population) identified themselves as *being* an Aboriginal person, that is a North American Indian, Métis or Inuit. This latter number is 22.2 percent more than the number recorded by the 1996 Census. This extremely rapid growth reflects real demographic factors, particularly a high birth rate, as well as an increasing tendency to self-identify and improved enumeration of remote communities. Of the total Aboriginal population in 2001, 62 percent were North American Indian, 30 percent were Métis and five percent were Inuit.

Aboriginal people comprise a greater proportion of the population of the Western provinces than of the rest of Canada. While Aboriginal people make up only 3.3 percent of Canada’s total population they comprise approximately 14 percent of the populations of both Manitoba and Saskatchewan, five percent of the population of Alberta and four percent of the population of British Columbia. They also include the majority of the populations of the Northwest Territories and Nunavut and constitute 23 percent of the population of the Yukon.

The Aboriginal population is much younger than the Canadian population as a whole. The median age of the Aboriginal population in 2001 was 24.7 years, compared to 37.7 years for the non-Aboriginal population. The Aboriginal birth rate is about 1.5 times that of the rest of the population. A third of the Aboriginal population is under the age of 14 compared to 19 percent of the non-Aboriginal population. In 2001, 17.3 percent of the overall Aboriginal population was between 15 and 24, representing 4.2 percent of all Canadians in this age group. *From now until 2016 the Aboriginal population aged between 15 and 24 will grow rapidly. The next 10 years will see the birth of more than 315,000 Aboriginal children who will go through the K-12 education system and potentially into postsecondary education.*\(^2\) If high school graduation rates continue to improve, the local effects on certain postsecondary institutions in the North and the West could be dramatic.

The rapid growth in the Aboriginal population of working age is both a challenge and an opportunity for Canada. As has been described above, the challenge lies in improving the living conditions and educational opportunities for this segment of the Canadian population. At the same time, when overall Canadian birthrates are declining and the country comes to terms with an ageing population, the rapidly growing Aboriginal labour

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force represents a badly-needed and under-utilised source of human capital. In Quebec for example, where birthrates are the lowest in Canada, the Aboriginal population of working age will grow three to five times as fast as the non-Aboriginal population. At the same time the distribution of the Aboriginal population in Canada coincides with the areas of highest economic growth and potential labour shortages, that is the resource-rich West and North.

Despite our resource-intensive economy, it is generally recognized that more and more of the new jobs in Canada will require a postsecondary education and that such an education generally pays off. Surveys have shown that, as is the case for the general population, Aboriginal people who complete postsecondary education earn higher incomes and have a better chance of gaining employment. Some studies have shown that Aboriginal people have the highest average dollar return for an investment in education both in Canada and the U.S. For example, the lifetime earnings outlook for an Aboriginal female in Saskatchewan has been estimated to be more than $1 million greater for someone getting a high school diploma and attending university compared to someone who drops out of high school.\(^1\) The private return on education improves as individuals earn subsequently higher certificates, diplomas or degrees, with the highest potential private returns at the university degree level.\(^4\) A recent study carried out for Indian and Northern Affairs Canada shows that:

"....the gap between Aboriginal and non-Aboriginal unemployment rates tends to become smaller as educational levels increase...the gap is very large for those with less than a secondary certificate, but declines with education until there is little difference among those with a university degree."

It is clear that increasing the levels of educational attainment is a critical factor, although probably not the only one, in addressing the persistently high levels of unemployment amongst Aboriginal people in Canada – levels which relate directly to other social problems.

A significant political landmark in Canadian Aboriginal affairs was the first ministers’ meeting ("Aboriginal Summit") held in Kelowna, B.C. Nov. 24 and 25, 2005, where then Prime Minister Martin, provincial premiers and territorial leaders met with the Aboriginal leadership and agreed on a range of broad new funding initiatives for health, education, housing and economic development totalling $5 billion over five years. The recently elected Conservative government has yet to announce detailed policies in this area, but pledged in its election platform, amongst other things, to "accept the targets agreed upon

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at the recent Meeting of First Ministers and National Aboriginal Leaders, and work with first ministers and national Aboriginal leaders on achieving these targets."

In the area of postsecondary education the summit produced the following commitments:

“In 2001, 23 percent of Aboriginal Peoples aged 18 to 29 reported having completed their post secondary education, compared to 43 percent in the rest of Canada.

The Government of Canada is committed to closing the gap by 50 percent in 10 years, meaning an increase of 14,800 postsecondary graduates over the next five years and 37,000 more in 10 years.

To reach this goal, a $500 million investment over the next five years will be made, including post secondary education bursaries, scholarships and apprenticeships. The Government of Canada will engage with Aboriginal organizations and provinces and territories to determine how best to target funding.

The Government of Canada will also undertake a review to identify more initiatives that will help to close the overall postsecondary education gap.”

As an outcome of this summit it was agreed that annual follow-up meetings at the ministerial level would be held to discuss progress towards meeting the agreed targets. A commitment was made that another full first ministers’ meeting will be held within the next two to three years to ensure that progress is made.

As a small part of the background material needed to inform policy making in the area of Aboriginal postsecondary education, the Association of Universities and Colleges of Canada (AUCC) has undertaken to produce an inventory of what Canada’s universities are currently doing to ensure that the specific needs of Aboriginal students are being met. The association is grateful for the support of Indian and Northern Affairs Canada for funding this study. This report presents this information which is based on published material, on a survey emailed to all 90 AUCC university members in mid-November 2005, on a review of material available on university Web sites and on conversations with selected university staff.

Summary of the current situation
The history of Aboriginal education in Canada is a long and frequently unhappy one. A major watershed in Canada’s recent relationship with its Aboriginal population was the Royal Commission on Aboriginal Peoples. The publication of the commission’s authoritative report in 19966 triggered governments and institutions across the country to re-evaluate their policies and programs dealing with Aboriginal Peoples. Volume 3 of the

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7 Meeting of first ministers and national aboriginal leaders, Kelowna, Nov. 2005. See: http://www.ainc-inac.gc.ca/nr/iss/fmm_e.html
commission’s report, “Gathering Strength”, reviewed the history and then current state of Aboriginal education programs and made a number of recommendations.

Ten years later, it is now widely recognized by Canadian society that much more needs to be done to improve the socio-economic conditions of Canada’s Aboriginal population. While much progress has been made, there remains a significant difference between the living conditions of the average Aboriginal person in Canada and those of the average Canadian. These conditions are well-known. Life expectancy is eight to 10 years lower than the Canadian average, infant mortality is double the national average, hospitalization rates and the incidence of chronic diseases are two to four times the national average while youth suicide rates are four to six times the national average. In many Aboriginal communities there are significant problems with sub-standard housing and even with the availability of such basic services as clean water and power. Aboriginal Peoples have lower rates of educational attainment and very much higher unemployment rates than the Canadian average.

Canada’s Aboriginal population can be divided between those living on one of Canada’s more than 600 reserves and those living in other areas. In 2001, 713,000 people living off reserves identified themselves as Aboriginal, making up more than 70 percent of Canada’s total Aboriginal population. Most of this off-reserve population (68 percent) lives in urban areas with close to one quarter of all Aboriginal people living in one of Canada’s 10 largest metropolitan areas. In fact, nine percent of the population of Saskatoon and eight percent of the population of Winnipeg are Aboriginal.

A further important division of Canada’s Aboriginal population is the historical and legal divide between “status” and “non-status” Indians (as distinct from Métis and Inuit people). Status Indians, the largest group of Aboriginal Peoples in Canada, of whom there were 733,626 on March 31, 2005, are those people who are entitled to have their names on the Indian Register, an official list maintained by the federal government. Only Status Indians are recognized as Indians under the Indian Act and are entitled to certain benefits from the federal government under the law, such as support for postsecondary education. Non-status Indians are people who consider themselves Indian, but who have lost their status under the Indian Act and do not qualify for benefits under the Act. Many Indian people, especially women, lost their Indian status through discriminatory practices in the past. For a comprehensive historical overview of Canada’s Aboriginal Peoples readers are referred to the first volume of the 1996 Report of the Royal Commission on Aboriginal Peoples. It should be noted that many status Indians live off-reserve while some non-status Indians live on reserves.

Educational attainment rates for Aboriginal people continue to lag behind the general population. Nearly 50 percent of the Aboriginal population in Canada possesses less than a high school diploma, compared to approximately 30 percent for the general population. Aboriginal students are most likely to have withdrawn from education between grades 9

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and 10, and more than twice as many Aboriginal people living on-reserve have left school before Grade 9 compared to Aboriginal people living off-reserve. Despite these worrying numbers, Aboriginal Peoples have shown considerable gains in all areas of postsecondary education over the last few years. In 2001, the proportion of those older than 25 with a trade certificate was actually higher among Aboriginal people (16 percent) than in the non-Aboriginal population (13 percent). For those with college qualifications, 15 percent of Aboriginal people over the age of 25 possessed a college diploma compared to 18 percent among non-Aboriginal people. However, the Aboriginal population continues to trail the non-Aboriginal population in university graduates – eight percent of the Aboriginal population over the age of 25 had a university degree compared to 15 percent for the rest of the Canadian population (the figures are eight percent and 23 percent respectively for those of working age between 25 and 64). Not surprisingly, the gaps are even larger for the post-graduate and professional educational levels.

Overall, while there have been improvements across the board, there is a significant difference between the educational attainment levels of those living on-reserve as opposed to those off-reserve, with off-reserve Aboriginal populations showing both higher absolute levels of postsecondary attainment and higher rates of increase since the previous census. There are also significant differences in educational attainment levels between provinces.

**Obstacles to postsecondary education**

There is a growing literature on the barriers faced by Aboriginal students in postsecondary education both here in Canada and elsewhere in the world, notably the U.S., Australia and New Zealand. In North America there are at least two academic journals publishing research on Aboriginal education issues: The Journal of American Indian Education and the Canadian Journal of Native Education. In a 1992 monograph, Dr. Tierney reviews the experience of Native American students in the U.S., while the 1996 Royal Commission on Aboriginal Peoples provides an overview of the issues from a Canadian perspective. Two recent reviews by Malatest for the Canada Millennium Scholarship Foundation and the Council of Ministers of Education of Canada also look at the issues from a Canadian perspective and catalogue the types of problems Aboriginal students face and some of the strategies that have been adopted by governments and institutions to address them. Another recent study for the Canada Millennium Scholarship Foundation reports on an analysis of data collected from two Canada-wide student surveys carried out in 2002 and compares the experiences of Aboriginal students,

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students with disabilities and students with children.\textsuperscript{15} The Canada West Foundation has also looked at Aboriginal education issues from the perspective of their potential contribution to the labour market and in a 2003 report they make suggestions on some strategies for encouraging Aboriginal students to stay in school.\textsuperscript{16} Finally, a study published in 2001 looked at postsecondary programs in British Columbia and Ontario and attempted to measure their effectiveness.\textsuperscript{17}

What can be learned from these and other published studies? One problem is immediately apparent. There is a lack of reliable quantitative information on the state of Aboriginal participation at Canadian universities. Although some programs within universities, such as some social work and education programs, have been collecting Aboriginal identity information for a long time, many Canadian universities do not systematically collect data on Aboriginal identity for their student information systems and so can only rely upon partial or anecdotal information to monitor how Aboriginal students fare at their institutions. For the growing number of universities that ask all of their incoming students to self-identify, more data is available. However, in most cases self-identification data has only been collected for the last few years making it difficult to track long term student success rates. There is also good reason to believe that self-identification results in considerable under-reporting of the real numbers since, for a variety of reasons, many Aboriginal students are reluctant to self-identify. To further complicate matters, there may be inconsistent definitions of "Aboriginal" being used at different institutions when students are asked to identify themselves.

Despite these rather fundamental research problems there seems to be a consensus around the problems faced by Aboriginal students in succeeding at Canadian universities. These can be classified as historical, educational, socio-cultural, geographic, personal/demographic and economic.

\textbf{(a) Historical factors}

The history of Aboriginal education in Canada has been a controversial one. Over the years, education has been associated with assimilation. For many years the Indian Act "enfranchised" Aboriginal people who had received a postsecondary education forcing them to give up their Indian status and absorbing them into mainstream white society. The now notorious residential school system separated Aboriginal children from their parents and communities and deliberately tried to inculcate European-Canadian, Christian-based values and culture in an attempt to assimilate Aboriginal people into mainstream "civilisation". As has come to light in recent years, students in these schools sometimes faced physical and sexual abuse. Many former students became alienated from both Aboriginal and mainstream society. Whatever the motives behind these long-gone problems, there is a consensus around the need for better educational and support services for Aboriginal students.


\textsuperscript{17} James, Keith. \textit{There are doorways in these huts: an empirical study of educational programs, native student needs, and institutional effectiveness in British Columbia and Ontario, Canada}. Journal of American Indian Education (2001): 40(3).
policies, there is a legacy of distrust associated with education, especially when it involves attending a distant institution with little or no Aboriginal control over its governance.

In 1952 only two Aboriginal students were attending university in the whole of Canada. By 1969 the number had risen to only around 100. Today it is estimated that there are around 30,000 Aboriginal students in university. Because large scale participation of Aboriginal students in university is a relatively recent phenomenon, and because many graduates do in fact become assimilated into mainstream society, there may be few role models living on reserve for potential students to follow. Aboriginal school teachers have a vital part to play in encouraging students to go to university.

(b) Educational factors
As has been pointed out above, almost half the Aboriginal population of Canada have never obtained a high school diploma. Many still drop out of school before Grade 10. Many Aboriginal children live in small remote communities where the quality of the local schools is uneven. Some have to travel to attend high school. Of those students that do complete high school, many do not have a good grounding in English (or French), which for many is a second language, and even more lack a good grounding in mathematics or science. These factors make it difficult to get accepted into some university programs like engineering and science and militate against those who are admitted. The generally low levels of educational attainment of many in their communities mean that it is harder for the Aboriginal student to get the support and encouragement that many mainstream students are able to take for granted. Aboriginal students frequently want to take programs that they see as relevant to the needs of their communities or their people in general. Social work, education, law, medicine and health care typically fit this profile. Unfortunately such programs also tend to be in high demand and maintain high admissions standards. Many professional programs are not first entry programs and/or require rigid prerequisites.

As stated above, Aboriginal students are better represented amongst the college population. University programs that recognize college training as transferable are likely to be more attractive to Aboriginal students.

(c) Socio-cultural factors
Many Aboriginal students do not see themselves or their culture reflected in the typical Canadian university setting. There are few Aboriginal people employed at universities, even fewer are faculty members and fewer still hold high profile administrative positions. Historically, the Canadian university curriculum has not incorporated much of the Aboriginal world view. As described later in this report, this has been changing slowly, especially with the spread of Native studies departments. There are an increasing number of programs and courses that provide an Aboriginal perspective, both at the undergraduate and graduate/professional level. However, most of the Aboriginal-centric courses are concentrated in a few program areas and there will always be new opportunities for reflecting the Aboriginal perspective in the wider curriculum. The First

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18 Figures cited by Assembly of First Nations at Kelowna Aboriginal Summit, November 2005.
Nations University of Canada in Regina is a notable exception in that it incorporates an Aboriginal perspective into all its programs.

Aboriginal society tends to be cooperative, consensual and dependent upon a wide network of community support. Universities tend to be competitive and argumentative and can be socially isolating. Students who have grown up in communities with a total population numbering in the hundreds may find it hard to adjust in an institution with a population of many thousands which may be located in a city of hundreds of thousands. Such students will often lack the support of their families and friends who may be living hundreds of kilometres away. Even for students who have grown up in an urban area, a university may be a foreign and unsettling environment. Compounding this sense of being in a strange environment is an inevitable component of covert or overt racism found everywhere in society, to which universities are not immune.

Many universities have instituted support programs for students with disabilities, for gay/lesbian students, for international students, for mature students, for black students etc. While there may also be services to support Aboriginal students at a given institution, these students may not be comfortable being treated as a just one of these many competing and occasionally conflicting special interests on campus. Some may see themselves as having inherent rights that entitle them to special treatment.

Traditional Aboriginal society places great value on the life experience and wisdom of Elders in the education of the younger generation. Universities usually place little value on the teaching role of those without post-graduate training. Aboriginal students living away from their communities may be unable to reach out for the counsel and support of local Elders.

(d) Geographic factors
Most Canadian universities, particularly those offering a comprehensive range of programs are located within two hundred kilometres of the U.S. border. There are no universities located in the territories and only a few mostly smaller institutions in the northern half of the provinces. For students living in the remote north of Canada the nearest university can be hundreds, if not thousands of kilometres, away. Not only does this make for potential social isolation for an Aboriginal student used to the networked support environment of a small community, it also adds to the costs and difficulties of attending university as the student must find accommodation and pay for expensive travel. Such travel can frequently be problematic in the Canadian winter.

(e) Personal/demographic factors
Aboriginal university students are more likely to be female and tend to be older than the typical undergraduate student at a Canadian university. For example at the University of Saskatchewan, which has one of the largest Aboriginal populations in Canada, 62.4

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percent of all Aboriginal students registered were female in the 2004-05 academic year. In the same year at the University of Manitoba 70.5 percent, and at the University of Alberta 69 percent of the Aboriginal students were female. These figures compare with the overall Canadian undergraduate population which was 59 percent female in 2003-04 – the most recent data reported by Statistics Canada. The survey data analysed in the Millennium Foundation study reported that the average age of Aboriginal undergraduate students at the Canadian institutions studied in 2002 was 25.8 years, compared to 23.2 years in the whole student population and that 71.5 percent of the Aboriginal respondents were female. Aboriginal students are also more likely to have dependent children (29.6 percent in the 2002 survey sample). Obviously, being a full-time student at a university is much more difficult when combined with caring for young children. Childcare, family support and economics become major factors in determining academic success. Many such students are likely to be part-time students for all or part of their stay at university. They are also more likely to stop out from completing their studies for family reasons.

Aboriginal Peoples suffer from higher rates of disability than Canadians as a whole. Students at university reflect these general statistics and institutions need to take this into account. Aboriginal students may also have some responsibility for looking after a disabled family member, a responsibility that might oblige them to break their studies for personal reasons.

(f) Economic factors
Attending university is expensive. Most Canadians understand that the ultimate pay-offs from obtaining a postsecondary education more than offset the costs. Despite the costs, about half of all Canadian university students go through university without accumulating significant debt. They either take part-time or summer jobs, have scholarships, or rely upon financial support from their family (or some combination of the three). The other half relies upon some combination of government and private loans and part-time work to supplement their other financial resources.

Many Aboriginal students face higher costs (travel, accommodation, childcare) with fewer family financial resources at their disposal. Their families are less likely to be able to provide financial support while well-paying part-time or summer work may be harder to get. Furthermore an Aboriginal student may be more debt-averse when the amounts involved are so large compared to the average income in small communities. Where a student plans to return to a reserve they may (realistically) assume that the prospects of

20 Statistical information available at www.usask.ca and www.umanitoba.ca
23 ibid
repaying a large debt are not good. Even for the urban Aboriginal student, many of whom come from poor family backgrounds, financing an education is a major issue.

The Federal Government, through the Indian and Northern Affairs Canada Postsecondary Education Program, does provide funding for a large number of Aboriginal students to attend college and university as well as provide some funding for books, travel and living expenses. Almost all the funding is flowed through to and administered by the First Nations communities themselves. To be eligible, students must be registered members of the band to qualify for funding that is subject to band council approval. When a student is receiving government support from his or her band they may be ineligible for other federal and provincial student loans, or the amount of such loans may be adjusted to take into account Native student program funding. Non-status Indians and Métis are not covered by these federal programs and must rely upon regular federal and provincial student loan programs. Students who live in the NWT, Nunavut or Yukon (status or non-status) may be funded directly by their territorial governments under programs supported by federal transfers. Even for status Indians eligible for federal funding, there is not always enough money to go around. Money is allocated to applicants according to criteria established locally by individual First Nations. Money may be rationed and spread around, or it may be allocated on a first-come first-served basis. Older students may find it harder to get funded. Students living off-reserve may do worse than on-reserve students. Arbitrary rules may sometimes be established by individual First Nations that limit funding, or exclude funding to certain students. In 2002-03 (the most recent figures available) some 25,075 students in all levels of postsecondary education (college and university) were funded through INAC programs totalling around $300 million.²⁴ While the number of funded students has grown dramatically from a mere 3,600 in 1977, funding has not kept pace with demand, especially during the government expenditure constrictions of the 1990s. Indeed the student support program has suffered from the dual effects of expenditure constraints and university tuition fee increases so that the number of students funded by INAC has dropped in recent years from a peak of 27,183 in 1995-96 to around 25,000 today. The Assembly of First Nations estimated that 8,475 eligible students did not get any funding in 2000-01 when 25,305 students were funded by INAC.²⁵ Presumably this number is considerably higher today. It is in this context that the last federal government promised more money for the program at the recent first ministers' meeting in Kelowna.

The result of the present university funding program is that some Aboriginal students are relatively well-funded and can look forward to graduating with little or no debt, while many others are under-funded, or left completely dependent upon loans, part-time work and institutional support to eke out a subsistence existence. University and private student support programs (scholarships and bursaries) can make a great difference to this latter group of students.

Aboriginal success at Canadian universities
For all the reasons outlined above, the record of Aboriginal success at universities has not been good. Not only is university participation low in relation to the overall age cohort in the general population, but Aboriginal students in general also appear to do poorly in terms of progression, retention and graduation rates. While reliable data on student performance is hard to come by because few universities have good information on Aboriginal identity, some is available. For example the University of Saskatchewan, with one of the largest populations of Aboriginal students in Canada, reports that in 1998-99 43.9 percent of all first-year Aboriginal students in the college of arts and sciences either withdrew or were required to discontinue compared to the non-Aboriginal average of 20 percent. This number improved somewhat for upper year students but remained high compared to other students. These data are in line with those reported for the U.S. where it has been reported in a 1997 report of a survey of 32 representative American colleges and universities with a large Native American population that there is only a 25 percent graduation rate and a 45 percent first-year retention rate for the American Indians studied.

The 2002 survey data analysed in the Millennium Foundation study reported that 26 percent of Aboriginal students had interrupted their university studies for one or more terms since starting university. This rate was almost double that of the baseline group in the same survey (14.4 percent of whom had “stopped out”). The most frequent reasons given by the Aboriginal students for interrupting their studies were in order of importance, employment, illness, “other family reasons” and financial reasons. If such a large proportion of those currently at university had “stopped out” at some point, how many “stop out” but do not return? In the same survey Aboriginal students reported receiving lower average grades than the overall respondent population.

Canadian university programs to support aboriginal students
Over the last few years, either in response to a perception of social inequities, reaction to government promptings, the search for competitive advantage or an assessment of local demographic realities, many Canadian universities have established programs to improve the enrolment and success rates of Aboriginal students. This section describes the types of steps that Canadian universities are taking to cater to the needs of Aboriginal students. Selective examples of specific programs are given for illustrative purposes. Detailed descriptions of programs in place at each university are found in Appendix A.

(a) Increasing the numbers of aboriginal faculty and staff

26 University of Saskatchewan, department of integrated planning. Forging new relationships: the foundational document on aboriginal initiatives at the University of Saskatchewan. Saskatoon, 2003.
27 Wells, Robert N. The Native American experience in higher education: turning around the cycle of failure II. ERIC ED414108, 1997.
The Federal Contractors Program established in 1986 requires that provincially regulated employers with workforces of greater than 100 who receive federal government contracts for goods or services of more than $200,000 must certify in writing their commitment to employment equity. Since most universities fall into this category, the Federal Contractors Program has obliged them to pay greater attention to employment equity and to set up policies and programs to increase the representation of the four designated groups (Aboriginal Peoples, visible minorities, people with disabilities and women) in each employee category. Universities are required to publish this information and their policies, plans and progress are subject to periodic reviews.

In the Aboriginal area progress has been slow, especially in the hiring of faculty members — largely because of the small pool of qualified candidates (those with or close to obtaining PhDs) and the competition for this limited supply. Nevertheless some progress is being made, especially in non-faculty employment. Meanwhile, many universities are actively engaged in seeking to enlarge the pool of Aboriginal candidates applying for faculty positions and are establishing equity hiring procedures to encourage their selection.

The University of Regina manages an employment equity database called “Careers for Aboriginal Scholars.” Any faculty member, Aboriginal scholar, graduate student or prospective graduate student from across North America may join the list, which is an information sharing network where universities can list faculty position postings or graduate student recruitment announcements. “Careers for Aboriginal Scholars” has more than 260 recipients on the list and is used by many Canadian universities in seeking out qualified Aboriginal applicants for faculty positions.

This shortage of potential Aboriginal academics underlines the need to increase the intake of qualified Aboriginal students into graduate programs across the country. Some universities are starting to address this by instituting Aboriginal research student support programs and funding graduate student scholarships.

The SAGF (Supporting Aboriginal Graduate Enhancement) program in British Columbia aims to produce 250 Aboriginal PhD/EdD in BC by the year 2010. The program is being run by the Indigenous Education Institute of Canada within UBC but extends to enhance and develop Aboriginal doctoral completions within all BC universities. SAGF brings together cohorts of Aboriginal doctoral students approximately once a month to network, share experiences, skills and insights, to listen to guest speakers and to reinforce the cultural elements of being an Aboriginal scholar. There are currently four SAGF cohorts which meet in Vancouver, Victoria, Kelowna and Prince George.

Many universities are inviting Aboriginal Elders and other Aboriginal community members to their campuses to serve as student advisers, counsellors and sometimes as guest lecturers and resource people. A few universities have “Elders-in-Residence” programs.
(b) Pro-active recruitment of aboriginal students

Aboriginal recruitment can be as straightforward as having an Aboriginal “view book” explaining how the university has developed a full range of academic and support programs for Aboriginal students. It can also mean having a well-designed Web page for prospective students that lays out the “electronic red carpet” for Aboriginal students so that they are steered towards a welcoming set of information pages directly from the recruitment header page. These information pages typically talk about student support services, financial aid programs, academic programs with an Aboriginal focus, academic transition programs and, most importantly, provide a name and contact information for further information about getting a campus tour or obtaining admission information. Aboriginal recruitment information often contains biographical information on the Aboriginal support staff (often with pictures – as an acceptable way of underlining Aboriginal identity) and may often provide profiles of successful Aboriginal graduates. Aboriginal career fairs and other Aboriginal gatherings are often used to promote a university’s programs to the Aboriginal community. Many universities maintain mailing lists of, among others, Aboriginal organisations, First Nations directors of education and community leaders, and periodically send out printed information describing their institution’s programs.

Some universities have now appointed full-time Aboriginal liaison officers as part of their student recruitment team. On other campuses the liaison/recruitment role is assigned to the staff of the Aboriginal Student Centre. The role of these staff members, who are usually Aboriginal people themselves, is to build bridges to the Aboriginal community in the university’s catchment area by visiting Native communities and schools, local friendship centres and other potential feeder institutions to promote university as an option. An important part of their role is to organize campus visits, open houses and tours for groups or individuals and to invite members of the Aboriginal community to get involved in on-campus activities – to break down perceived barriers between the community and the “ivory tower”. Prospective Aboriginal students may also be offered pre-admission counselling by the liaison staff or other members of the Aboriginal support staff.

Some universities actively recruit prospective students attending colleges in their area, as colleges generally have a higher proportion of Aboriginal students enrolled. In provinces where there is a highly integrated postsecondary system like British Columbia there are clear pathways between college and university programs. In other provinces such
college/university transfers are less well-defined and such recruitment activities might be more difficult. Universities and colleges have, in some instances, come together to pool their recruitment efforts to the Aboriginal community.

The Native Elders Postsecondary Initiative (NEPI) is a joint project involving the University of Calgary, the Southern Alberta Institute of Technology and Mount Royal College piloted as a collaborative project in 2004–05. It is designed to provide information on postsecondary education and to provide positive role modeling to Aboriginal youth enrolled in junior and senior high school and other youth programs. The primary goal is to motivate Aboriginal students of all grades and ages to consider pursuing a postsecondary education. Ambassadors from Mount Royal College, SAIPT and University of Calgary are available to visit Aboriginal youth in junior and high schools and colleges in order to facilitate informational presentations, workshops, provide campus tours for visiting groups, and travel to regional Aboriginal career fairs. The program is sponsored by Goodfellow Heritage Multipurpose Aboriginal Youth Centre, the Alberta Lottery Fund and Trans Canada Pipelines.

Some universities are using upper year students as student ambassadors who in visiting Aboriginal schools and communities act as role models who are a bit closer in age to the average Aboriginal high school student. Some programs attempt to make university education more relevant to Aboriginal communities by bringing university students into the community to work on projects relevant to the community.

The "HÉNONET" program (Salish word for "success") at the University of Victoria funded jointly by the University and the Millennium Scholarship Foundation includes a sub-program for community internships. This will provide a mechanism for bringing students, communities, and university researchers together to focus on community-driven issues. Students would receive funding and course credit for working within communities on projects they jointly define. The internship program will link up to 25 students with Aboriginal communities for 200 hours each. They will receive a stipend of $3,500.

The relationship with the prospective student has to be established quite early on in the student's school career. Summer camps and school break programs are one way that universities try to attract and motivate the younger student. These programs attempt to motivate younger students to consider careers in science or engineering where it is vital that appropriate decisions are made in school about what subjects to take.

McMaster University's Native Students Health Services Office within the faculty of health science provides student services, program and faculty support and community consultation and outreach.

Several universities employ staff within some of their larger faculties to provide a supportive environment within their academic programs and to promote links between Aboriginal students and the specific academic program area such as health sciences or science.
(c) Early intervention

It has long been recognized that it is necessary to sow the seeds of a postsecondary future in the minds of children at a relatively early age. Children need to make decisions about what subjects to study in school quite early in their school careers. At the same time, families need to be encouraged to accept a university education as a realistic option for their children and to encourage them to stay in school and to make the right decisions along the way. While this is true for children from all backgrounds it is particularly true for Aboriginal children who are more likely to come from families that do not have a history of postsecondary education. University staff members who are engaged in Aboriginal recruitment are well aware of this and some universities are actively engaged in promoting university as an option to students as young as 10 and 11.

- The University of British Columbia offers a free 2-week summer camp in August for Aboriginal middle school students in grades 6-8 to encourage students to consider university at an early point. The program emphasizes science and forestry. There is also a one-week summer science program fully operated by the Institute of Aboriginal Health for grades 8-11. It has been operating since 1988 and has hosted more than 500 students since its inception.
- The Native Access to Engineering Program at Concordia University reaches out to schools to encourage Aboriginal students and their teachers to stay in school and study mathematics and science and to consider a career in engineering.
(d) Pro-active admissions policies

In recognition of the fact that many Aboriginal applicants who might succeed at university do not have particularly good high school leaving grades, some universities have established alternate admissions policies for Aboriginal applicants who self-identify. The files of prospective students whose grades are near, but below, the normal admissions cut-off may be considered by a special committee or an Aboriginal counsellor. Other documents may be considered, such as a recommendation from a school teacher or senior members of the student’s community. Life experiences may also be taken into account and the applicant may be given an interview. Some universities have a clearly articulated institution-wide Aboriginal admission policy, while others have such policies at the faculty or department level. Many professional schools (such as law and medicine) are highly independent and have always set their own admissions policies.

At the University of British Columbia there is an Aboriginal Admissions Policy, which considers educational history, work experience, educational goals and other achievements that indicate an ability to succeed at university. Students who do not meet the university-wide minimum grade of 67 percent for admission are considered on an individual basis with input from the First Nations House of Learning.

A common approach to admitting under-represented groups into professional programs is to reserve a certain number of places in a given limited-enrolment program for
qualified Aboriginal applicants. This is the case in a number of medical and law schools, amongst other programs.

As has been stated above there is a great need for Aboriginal faculty members in Canadian universities. As more and more Aboriginal students graduate from undergraduate programs the pool of potential recruits for graduate studies will grow. Some universities are now adopting pro-active approaches to persuading Aboriginal students to pursue graduate studies.

(e) Transition/bridging programs
Recognizing that some Aboriginal students who may have the potential to succeed at university do not have adequate academic preparation to cope with a full first-year academic load, some universities have established transition, or enhanced support programs. In these programs students are conditionally admitted to the university through a screening process that attempts to assess a student's potential, for example by using references, interviews, recommendations and life experience. While in the program, which usually lasts a full academic year, students are exposed to a limited set of credit courses combined with a non-credit program designed to assist the student with, among others, study skills, writing and mathematics. The program may also include support such as mentoring, tutoring and academic advising. By keeping students in small groups of their peers, offering a relatively constrained curriculum and ensuring exposure to culturally supportive teachers and staff, they are given time to adapt to the academic world. At the end of the program students progress into a regular program as fully-admitted students and receive credit towards their degree for some or all of the courses completed in the transition program.
A major problem with such programs is the high cost to the institution of running them. Depending on location, capitation-based provincial funding programs for universities may not cover all the components of these programs if they are not for credit. The high faculty and staff to student ratio in most transition programs is inherently expensive. Some universities rely upon private donors to support the additional costs, while others either pass on the costs to the student in the form of additional tuition fees for the non-credit support courses, or absorb the costs internally. From the student’s perspective, non-credit components of transition programs may or may not be eligible for federal and provincial assistance and in the case of INAC support programs may impact the total funding available for a student’s ultimate degree program.

Carleton University’s Centre for Educational Initiatives offers a similar Aboriginal Transition Support Program as a transition into an undergraduate degree program. Students take a mixture of regular credit courses and facilitated course support workshops. Students also receive personalized advising and registration services, tutoring, and an Aboriginal peer mentor. One-credit course is a full year, limited registration seminar on Aboriginal issues.

There are many variations on the transition theme. Some first-year transition programs are offered partly off-campus in an Aboriginal community and partly on-campus.

"Ehibtek," also known as the Cape Breton University Access Program, is a one-year post-secondary program designed for Mi'kmaw students who wish to further their education by attending university. "Ehibtek," a Mi'kmaw expression for showing someone a path to follow, succinctly explains the program to its Aboriginal participants, many of whom use English as a second language. Ehibtek points the path that students may travel toward successful completion of a university education. The Ehibtek program is designed to make the transition into the university environment less traumatic and more successful for Aboriginal students. Their ranks are comprised of newly graduated high school students and mature students who have not been in a formal education system for several years. The Ehibtek program utilizes several methods to make post-secondary education more accessible.

- Several classes are offered in First Nations communities.
- During the first year, students are required to attend classes at the Cape Breton University campus only one day a week.
- Workshop sessions are scheduled to prepare students for their classes and assignments.
- A coordinator is assigned to maintain close contact with and to support students at each site.

The transition to second-entry professional programs is another bridge that has to be crossed by Aboriginal students wanting to enter the legal, medical or other professional fields.

The University of Saskatchewan’s Program of Legal Studies for Native People, operated by the Native Law Centre, is an 8-week pre-law program open to Aboriginal students.
from across Canada. Its main purpose is to offer a law course and full academic support to prepare Aboriginal students for success in law school. It is also designed to provide an alternative means for Aboriginal students to be admitted to law school to increase the number of Aboriginal professionals in the legal community and to study Aboriginal issues in legal education. Students usually have at least two years of university education before entering the program. Approximately 40 students a year pass through the program. Elders fulfill a guidance, counselling, and cultural role in the program. The program is widely recognized across Canada as recommended prerequisite for Aboriginal entrants into an LLB program.

The University of Ottawa offers a similar program in French for students wishing to take a law degree in French either in the civil or common law. Programme propédéutique pré-admission candidats autochtones.

(f) Academic outreach programs

It has long been recognized that in some cases the only way to attract students into postsecondary education from remote communities is to take the program to the student. One way that this can be done is by delivering the program using distance education methodologies, that is using television, video/audio conferencing, video-cassettes/DVDs, pre-packaged printed materials, the Internet or some combination of these methodologies. As the broadband "digital divide" is increasingly being bridged even in remote communities, the Internet with its intrinsic interactivity and potential for multimedia represents an increasingly popular approach. Many universities are now offering courses using online educational courseware tools like WebCT. While distance education is cost-effective and offers great flexibility for the learner, simply delivering a standard off-the-shelf distance education course to a remote community without other support services may not be very successful.

There are several postsecondary institutions that specialize in distance education. Among these is Athabasca University in Alberta. Established in 1970, it currently serves some 32,000 students a year. It has set itself a goal of increasing the number of Aboriginal students taking its programs. Another well-established organization in this field was the B.C. Open University. As of April 2005, BCOU has been merged into the recently created Thompson Rivers University (TRU) in Kamloops and operates as a division of TRU. La Télé-université, recently incorporated as a division of the Université du Québec à Montréal, offers a range of distance education options in French in Quebec. Royal Roads University in Victoria also offers a large proportion of its courses over the Internet, but requires the student to spend some time on campus. Royal Roads does not currently serve many Aboriginal students.

A number of provincial and national consortia have been set up to allow for the cross-listing of online courses and for the transfer of credit between institutions. The Canadian Virtual University consists of 12 universities (including Athabasca, Télé-université, Thompson Rivers and Royal Roads) offering 250 degree or certificate programs and 2,300 courses online. Campus Manitoba is a provincial program designed to facilitate
distributed learning across the province by sharing resources among Manitoba’s public postsecondary institutions and supporting a network of learning centres and resources (such as library services) in smaller communities.

The other approach is to offer “live” courses in Aboriginal communities, either by transporting faculty members from the university to the community and offering courses in local learning centres, or by contracting for the delivery of courses by a local educational institution, usually a college, that will be recognized for credit by the sponsoring university. In some cases universities have designed special certificate courses to meet the demands of a particular group of learners and arranged to deliver the course at a remote location. Such certificates can often be “laddered” into an undergraduate degree program. Such programs are expensive to operate due to customised curriculum development and the high cost of transporting faculty members over long distances for relatively small enrolments. Outreach programs are frequently funded by some combination of provincial, federal or Aboriginal monies. Student fees may or may not be charged (see the survey results reported in Section 2). Many of these programs are operated on a contract basis, or are dependent on limited-term grants from government sources and consequently programs do not have long term stability. To reduce costs, programs offered in a remote location may use a variety of teaching strategies, from technologically mediated delivery to face-to-face lectures.

Some programs are structured so that the student takes the first parts of the program in a remote location but must travel to the university to take upper year courses and complete the degree.

Carleton University's Bachelor of Social Work Intensive Field program is offered off campus in northern communities. All of the programs have been developed as a result of discussions initiated by the communities themselves. In response to these requests, the school has set up BSW programs at several sites in Ontario and Quebec. The school is involved in partnerships with the Seven Generations Educational Institute in Fort Frances, Ontario, and the Moose Cree Education Authority, in Moose Factory, Ontario. In Aboriginal communities it is a part-time program offered in partnership with Aboriginal education institutes. This six-year program is geared towards people working full-time in Aboriginal communities or with an Aboriginal population. Students take classes on a weekend schedule. When possible, the class schedule is spread out over the course of a regular term. Instructors travel to the different communities to teach a cohort of students. All courses are designed with some Aboriginal content. Some field seminars are conducted using WebCT. The first eight students graduated in 1997.

In other cases students might take all their academic work at the university, but do a practicum in an Aboriginal setting (for example social work, nursing, teacher education programs).

The Brandon University Northern Teacher Education (BUNTEP) community-based program offers an opportunity for residents of Manitoba to enter a career in teaching.
through a university that is an acknowledged leader in community-based teacher training. Each academic year consists of 10-11 months of study divided into four terms: autumn, winter, spring, and summer. Courses are delivered in four to five week blocks with at least one block devoted to student teaching in the community schools. There is no requirement to move to the university campus. Courses are offered in several northern Manitoba communities using a combination of visiting staff, local staff and Web-based course delivery.

Academic outreach programs are not limited to those offered in a remote northern community. In some large urban centres such as Winnipeg there are large communities of Aboriginal people. The University of Manitoba and the University of Winnipeg have established downtown educational centres aimed at reaching out to this community. Similar centres exist in Vancouver.

The Chief Dan George Centre for Advanced Education (CDGCE) is located in downtown Vancouver and operates with the support of the City of Vancouver, Western Economic Diversification Canada and a number of other organisations. The CDGCE, in partnership with Simon Fraser University and other educational and community organizations, offers non-degree certificates and diplomas in several program areas, including Aboriginal Tourism and Small Business and Aboriginal Leadership and Management. In addition, the CDGCE and its partners are exploring the possibility of offering degree level programs including the development of an Aboriginal leadership degree completion program. Importantly, all courses and programs offered through the CDGCE and institutional partners reflect First Nation experience and cultural priorities in the traditions of learning in the First Nations way. Design of courses and programs include First Nation input and are normally taught by Aboriginal instructors.

(g) Native studies programs
Aboriginal students are attracted to programs that reflect their own life experience and cultural background and give them an opportunity to examine their culture and history in greater depth. Many universities have established inter-disciplinary programs in Native or indigenous studies (the name varies at different institutions). According to the Directory of Canadian Universities (DCU), 23 universities currently offer such programs. Such programs may be offered as full degree programs, minors, concentrations, or joint degree programs. Typically these programs have a high proportion of Aboriginal faculty members, incorporate an Aboriginal style of learning and are usually tightly linked to Aboriginal support services on campus. While Native studies programs are usually open to non-Aboriginal students, they typically attract a large proportion of Aboriginal students. Some universities offer graduate programs in Native studies at the master's

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level and Trent University has also developed a PhD program. (The University of Saskatchewan also has a small doctoral program and one is being planned at the University of Manitoba). Students who graduate from undergraduate Native studies programs may well stay in university to pursue a professional or graduate degree in another discipline. Some universities that do not offer Native studies programs incorporate courses dealing with Aboriginal issues as part of a Canadian studies program.

A number of Native studies programs also offer courses that teach Native languages and play a vital role in sustaining some of Canada’s 55 indigenous languages, many of which are in danger of disappearing. As well, according to the DCU, there are at least eight universities with separate programs in Native languages/linguistics. 30

Trent University was the first university in North America to establish a department dedicated to the study of Aboriginal Peoples and now has one of the largest such programs. Established in 1969 as the Native Studies Program and later in 1972 as the Department of Native Studies, the program laid the way for other programs in Canada. The program, from its earliest times, saw as its mission the education of students about the realities of Aboriginal life in Canada and abroad. The goal was to create a cadre of leaders and allies who would work over the course of their lifetimes to create new realities for Aboriginal Peoples in this country and elsewhere.

- The initial offering of the department was a three-year general Bachelor of Arts degree.
- In 1978 Trent established the first Native studies four-year bachelor of arts honour's program in Canada.
- In 1985 the department introduced the first master of arts program in Native studies.
- In 1997 the department initiated the first Native studies PhD program in Canada. The first students in the program entered in September 1999. The first PhDs in Native studies were awarded by the Trent University senate in May 2005.

(h) Other programs with an aboriginal focus

Canadian universities have developed a wide variety of programs that focus on, or contain a specialisation in, Aboriginal issues or aim to produce professionals who will work in an Aboriginal milieu such as teachers, nurses and social workers. Some are delivered in a traditional on-campus manner. Others are delivered remotely. There are at least 15 teacher education programs, at the pre-school, primary and secondary levels with an Aboriginal focus. There are also a number of social work and nursing programs targeted at Aboriginal students.

*The Aboriginal Business Education Program at the University of Manitoba provides academic support, personal support, financial support and summer internship(s) to Aboriginal management and pre-management students while they pursue their bachelor of commerce (honours) degree.*

30 ibid
Some law schools have streams that focus on issues such as Aboriginal justice, treaty law, alternative sentencing. As has been mentioned above many law schools have Aboriginal admissions policies and use the University of Saskatchewan’s Program of Legal Studies for Native People as an optional feeder program. There are also special programs such as the aboriginal justice and criminology program at the University of Saskatchewan.

Another common theme is Aboriginal self-governance. There are several programs aimed at developing future Aboriginal leaders and administrators such as the certificate in Nunavut public service studies offered in Nunavut by the school of public administration at Carleton University, and the certificate in First Nations public administration at the University of Northern British Columbia. There are also Aboriginal business programs, such as the chinook aboriginal business program at the Sauder School of Business of the University of British Columbia, and the 12-month MBA program at the University of Saskatchewan which has a stream in indigenous management.

The University of British Columbia offers programs in Aboriginal forestry at the undergraduate and graduate level. UBC also has a graduate program in Aboriginal fisheries.

Considering that more than 30 percent of Canada’s First Nations are located on forest land, it is surprising that of the more than 3,000 registered professional foresters in B.C., only 12 or them or 0.4 percent are of Aboriginal ancestry. Prior to 1994, only three Aboriginal students were known to have graduated from the Faculty of Forestry at the University of British Columbia. Since then, 22 have completed their studies, including some at the masters and PhD level in the Aboriginal Forestry Program.

The University of Cape Breton operates a unique program in Aboriginal science which sets out to integrate the Aboriginal and western views of the natural world. The program is offered as a minor.

Several medical schools across the country have established Aboriginal admissions policies whereby a certain number of places are set aside for qualified Aboriginal students, including Queen’s, UBC and Manitoba amongst others. Canada’s newest medical school, the Northern Ontario School of Medicine, has a special mission to educate doctors with an interest in serving northern communities.
(i) Student support

All universities that have any kind of Aboriginal programming also offer some support services for Aboriginal students on campus. The National Aboriginal Student Service Association (NASSA) recently conducted a survey of the services offered by its members.\(^{31}\) Aboriginal student services cover a wide range. Most universities have a physical space dedicated as an Aboriginal student space. It may be as simple as an annex to the office of the Aboriginal coordinator, or it may be as imposing as the University of British Columbia’s First Nations Longhouse — an architectural award-winning building dedicated to the staff and services of the First Nations House of Learning. Such centres provide a focal point for Aboriginal students, staff and faculty on campus and are a meeting place for interactions between Aboriginal students and Aboriginal Elders. They are frequently the “operational base” for the Aboriginal student association. At their best they are a home-away-from-home for Aboriginal students. Aboriginal student centres provide a meeting space and a place to hold social and cultural gatherings. Some centres maintain a resource centre or library with Aboriginal newspapers and reading material in Aboriginal languages. Others provide computer facilities with Internet access, toll-free telephones and fax machines to help students stay in touch with their communities. Two Aboriginal centres provide licensed child care — in recognition of the fact that many Aboriginal students are also raising small children. Some Aboriginal centres host regular powwows and bring in Aboriginal speakers and community leaders to reach out to the campus community. Many organize ceremonies to celebrate graduations and organize special events on campus to celebrate National Aboriginal Awareness Day (or week). Some centres publish newsletters and a few are even involved in producing campus radio programs for the Aboriginal community.

Aboriginal student centres are often co-located with Aboriginal student support services. These may include academic advisers, counsellors, liaison/recruiting officers and program coordinators, most of whom are Aboriginal people themselves. In smaller centres, many roles may be taken on by the same individual. In some cases the Aboriginal support role may be incorporated into a Native studies department or other academic department. It may also be distributed amongst Aboriginal coordinators in various faculties. Aboriginal faculty members and staff from across the university may or may not get involved in the mentoring and advising of Aboriginal students.

\(^{31}\) NASSA preliminary survey of aboriginal student services. Private communication with Fred Shore, University of Manitoba, 2005.
Aboriginal support services staff are usually responsible for maintaining the content of Aboriginal Web pages, maintaining listings of Aboriginal scholarships and bursaries, helping students find on and off-campus part-time and summer employment and sometimes assisting students to find housing both on and off the campus (The University of Saskatchewan offers a small amount of dedicated residence space for Aboriginal students). Academic support programs may include tutoring, mentoring and peer support as well as referring students to seek help from the wider network of university support services and local Aboriginal community groups.

Aboriginal student service coordinators typically represent the interests of their community on university committees, in equity and human rights matters and sometimes in curriculum planning. They may also be involved in cultural sensitivity workshops given to faculty and staff. Some of them may also be involved in teaching and research as members of the academic staff.

Several universities have been successful in obtaining external funding for enhancing their Aboriginal student centres and services. For example, the University of Calgary has received support from at least eight corporate partners for “enhanced services” provided
by its Native Centre while at the University of Cape Breton the position of Mi'kmaq student advisor is funded by the five First Nations communities on Cape Breton Island.

(j) Financial support for students
As has been stated above and contrary to campus mythology, not all Aboriginal university students receive generous federal grants channelled through their bands. Federal funds from INAC flow only to status Indians and Inuit. Some Aboriginal students receive little or no funding to attend university, especially Métis and non-status Indians. This fact is illustrated by numbers from the University of Saskatchewan. Of the 1,331 self-declared Aboriginal students studying at the University of Saskatchewan in 2002-03, only 700 (52 percent) were eligible for INAC-financed band funding because of their Aboriginal status. Like other Canadian students, those who do not receive INAC funding must rely upon federal, provincial and private loan programs, but given their family circumstances, they may be less willing to take on large debt loads than most Canadians.

Universities have been relatively successful in building up endowment funds over the past several years and much of this money goes to student scholarships and bursaries. Many universities have been successful in establishing scholarships and bursaries targeted towards Aboriginal students and there are a number of private foundations and private companies that have also established such awards. Nevertheless the number of such awards is small relative to the need and more targeted student assistance might improve Aboriginal participation.

The only alternative for many students who receive neither band funding nor university support is to rely upon loans and to seek part-time and summer work. The Canadian university survey consortium data analysed for the Millennium Scholarship Foundation and cited above, supports the notion that there are two categories of Aboriginal student. Those who receive funding are relatively confident about their financial circumstances and are not heavily involved in the workforce, while those who do not get funded are more concerned about their financial situation and are heavily involved in the part-time workforce. Many universities have programs to assist Aboriginal students in finding part-time work both on-campus and off-campus. Obviously programs that allow students to combine academic opportunities with a part-time income are desirable.

The LE NONET pilot project funded by the Millennium Scholarship Foundation at the University of Victoria allocates some of its Aboriginal student financial support to funding bursaries for peer mentorships, research internships and on-campus apprenticeships (see http://web.uvic.ca/lenonet/ for a full description of this innovative program).

(k) Cross-cultural awareness training
In an attempt to break down barriers and increase understanding between university staff and Aboriginal people, a number of universities have instituted training programs for faculty and staff to introduce them to Aboriginal culture, issues and concerns. Such workshops are often part of a wider program to introduce equity and human rights policies to university employees.
Some universities have incorporated Aboriginal cultural awareness into their local community outreach activities through public lectures, exhibits of Aboriginal art and a variety of non-credit programming including programs for seniors, such as the one operated by the University of Regina. A few university libraries have taken on the role of collecting, preserving and sometimes digitizing archival material relating to First Nations communities in their region (for example at the University of Cape Breton and at the Mi'kmaq-Maliseet Institute of the University of New Brunswick).

(1) Aboriginal input into university governance
Aboriginal students frequently have their own student association on campus which is normally affiliated with the umbrella student association and receives funding from the university’s student fee. Where there is a larger Aboriginal student population, there may be faculty-based student associations as well, for example the Native Law Students’ Association and the Indigenous Education Network at the University of Toronto. Such student associations may help raise awareness of Aboriginal issues by organising events such as Aboriginal Awareness Day and by inviting speakers to the campus.

Many universities have established Aboriginal advisory committees to make policy recommendations to the university administration or academic senate. In many cases they report directly to, or are chaired by, a senior administrative officer such as the provost or president. In other cases, Aboriginal policy matters are lumped together with other concerns in equity policy committees or educational equity committees. Several universities have set up senior advisory committees that include Aboriginal community leaders from outside the university as well as Aboriginal faculty, staff and student representatives.

In an attempt to give the Aboriginal agenda a higher profile some campuses have appointed a senior position reporting directly to the provost or other executive officer to oversee all Aboriginal issues and programs on campus.
For example the University of Manitoba has appointed an executive director of the office of university accessibility, while Simon Fraser has a special advisor and director of aboriginal affairs in the office of the vice-president academic, and the University of Saskatchewan has a special advisor to the president on aboriginal initiatives.

A few universities have appointed (or have seen government appoint) Aboriginal members to their boards of governors. Simon Fraser, Manitoba and Regina are amongst these universities. Not surprisingly First Nations University has a large Aboriginal representation on its board.

Partly as a consequence of the increasing importance of the Aboriginal voice on campus, a few universities have adopted formal Aboriginal student policies that cover the full range of the university's relationship with their Aboriginal communities. These institutions include the University of Alberta, Lakehead University and the University of Calgary. Similar policies are under development at the University of Manitoba and Simon Fraser. In addition some universities have set explicit strategic goals regarding Aboriginal enrolment targets, for example Regina's ambitious goal of raising Aboriginal enrolment to 20 percent by the end of the 2004-09 planning cycle (including FNUC). Other universities have established policies that aim to make the university campus a more welcoming place for Aboriginal students. For example Lakehead University’s signage policy requires official signs to be in both English and Syllabics and the University of Manitoba’s smudging policy permits the use of sweet grass, sage and cedar smoke for ceremonies in university buildings despite a general anti-smoking policy.

For some time the Aboriginal leadership in Canada has espoused a policy of “Indian control of Indian education”. This policy has largely been adopted on reserves at the school level. There are a number of smaller Aboriginal-controlled colleges operating across the country. Increasingly these colleges are linking up with universities to offer undergraduate programs in an Aboriginal environment. Three examples are the First Nations Technical Institute, Tyendinaga, Ontario with which Ryerson is partnered to deliver programs in social work and public administration, Blue Quills First Nations College, St. Paul, Alberta which is working with Athabasca to deliver a range of programs and the Nisga’a University College (Wilp Wilxo’oskwhl Nisga’a) which is partnered with the University of Northern British Columbia. In the territories, Yukon College and Aurora College are partnering with a number of universities to enhance their offerings in the far north.

At the university level the flagship of Aboriginal-controlled institutions is the First Nations University of Canada - FNUNC (so named in June 2003) and formerly the Saskatchewan Indian Federated College, which was created in 1976. With more than 1,000 students and a faculty that is around 50 percent Aboriginal, the institution offers a range of undergraduate and graduate programs in association with the University of Regina. First Nations University is federated with the University of Regina and awards
Assessing the effectiveness of aboriginal support programs

As outlined above, universities have implemented many different programs to try to improve Aboriginal participation, retention and graduation rates. Unfortunately, just as there is little hard data on Aboriginal performance at Canadian universities, so there is also not much concrete data on the effectiveness of different programs. The main reason for this lack of data is the inability of institutional researchers to reliably identify Aboriginal students in many university student information systems. However, despite privacy concerns in some jurisdictions, an increasing number of universities are now asking Aboriginal students to self-identify at the time of application for admission and, as more universities put in place Aboriginal admissions policies, there is an incentive for students to accurately report their status. Further as self-identification becomes more common at the K-12 level, as is the case in British Columbia and certain regions of Ontario, university students may be more inclined to self-identify at university.

Nevertheless, until there are more years of reliable data for a larger number of universities, the measurement of program effectiveness will remain largely anecdotal.

There is evidence that programs which have developed specialized built-in support for Aboriginal students produce results. At the University of Saskatchewan, while the general retention rate for Aboriginal students in the college of arts and sciences is quite poor, the Indian teacher education program has retention rates in excess of 80 percent and the Program of Legal Studies for Native Peoples reports that about 85 percent of the students that it recommends for admission to law school successfully complete their law degrees.\(^\text{32}\)

It is generally accepted that critical factors in long-term retention and success for any student are making a successful transition from school to university and successfully completing first year. For many Aboriginal students this transition is especially difficult for the reasons already enumerated. Programs that provide an effective supportive transition between pre-university life, be that school, college or the workforce, and a regular university course load are reported to be effective instruments for student success where they have been implemented (for example The University of New Brunswick’s bridging program, Concordia University College’s aboriginal university and college entrance program and Carleton’s aboriginal enriched support program). Unfortunately, in some jurisdictions, pre-degree transition programs do not qualify for provincial per-capita funding and/or government student assistance and so universities must either absorb their

\(^{32}\) University of Saskatchewan, department of integrated planning. *Forging new relationships: the foundational document on aboriginal initiatives at the University of Saskatchewan*. Saskatoon, 2003.
cost, seek other financial support, or download the cost of non-credit support courses onto students with limited financial means.

Section 2: A quantitative analysis of aboriginal programming at Canadian universities in 2005.
The following section summarizes the responses to a questionnaire sent out by the AUCC in November 2005. The survey in French or English was emailed to executive heads and vice-presidents academic at each of the 90 AUCC member university level institutions across Canada with a covering note from the president of AUCC. After a telephone reminder, responses were received from 55 (61 percent) of the institutions surveyed by late January 2006. Some affiliated university colleges indicated that the institution with which they are affiliated was answering on their behalf. If the assumption is made that those affiliated or federated institutions that did not respond as independent institutions are subsumed under the response of the institution with which they are federated or affiliated, the survey response rate is 68 percent and includes most of Canada’s larger universities. The survey inquired about various areas of Aboriginal programming at the institution including recruitment, outreach and on-campus academic programming, program funding, student support, the institutional structures supporting Aboriginal students on campus, student and staff numbers and the measurement of student success. The following analysis represents an overall picture of what Canadian universities are doing to support Aboriginal students. Further details, including information on institutions that did not respond to the survey, are incorporated in the inventory of university aboriginal support (Appendix A). It should be noted that those universities that responded to the survey are generally more active in supporting Aboriginal students than those institutions that did not respond. Consequently some care should be exercised in extrapolating these results to the country as a whole.

(a) Recruitment of aboriginal students
Of the 55 responding institutions, 85 percent are engaged in some kind of targeted recruitment of Aboriginal students (Table 1). Universities are using a variety of methods to reach Aboriginal students with on-campus visits, visiting Aboriginal communities, making presentations to Aboriginal gatherings (conferences, career fairs, etc.) and visiting Aboriginal schools being the most common. Although all universities are now using the Web as a means of publicizing their programs and services, only slightly more than half the respondents report having a section of their Web site devoted to Aboriginal recruitment. Many universities (72 percent) still rely upon the distribution of printed material. Only 44 percent of universities recruit in colleges, perhaps because of sensitivities around “poaching”.

Forty one percent of the respondents organize some kind of summer program for Aboriginal youth as part of their recruitment programs. More than half (56 percent) the universities say that they make an effort to reach out to younger students in Aboriginal schools to try to persuade them that university is a viable option and to encourage them to leave their options open by staying in school and taking the right subjects.
Universities were asked to state when they started doing proactive Aboriginal recruitment. Not all respondents were able to provide dates. A few universities have been engaged in Aboriginal recruitment for quite a long time. Trent University was the first to start some recruiting activities in 1969 while Dalhousie University started a year later. Altogether, only seven of the respondents have been recruiting Aboriginal students for more than 20 years, while 10 say that they started targeted recruitment sometime since the year 2000.

<table>
<thead>
<tr>
<th>Table 1: Recruitment</th>
<th>(Percentage of respondents)</th>
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</thead>
<tbody>
<tr>
<td>Institutions active in recruiting Aboriginal students</td>
<td>85.2%</td>
</tr>
<tr>
<td><strong>Type of activities undertaken:</strong></td>
<td></td>
</tr>
<tr>
<td>Opportunities for on-campus visits</td>
<td>79.6%</td>
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<tr>
<td>Recruitment visits to Aboriginal communities</td>
<td>75.9%</td>
</tr>
<tr>
<td>Presentations at Aboriginal gatherings, conferences etc</td>
<td>75.9%</td>
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<tr>
<td>Distribution of published materials aimed at Aboriginal students</td>
<td>72.2%</td>
</tr>
<tr>
<td>Recruitment visits to Aboriginal schools</td>
<td>68.5%</td>
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<tr>
<td>Advertising in Aboriginal media</td>
<td>63.0%</td>
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<tr>
<td>Marketing directed to Aboriginal organisations</td>
<td>61.1%</td>
</tr>
<tr>
<td>Web-based materials targeted at Aboriginal recruits</td>
<td>59.3%</td>
</tr>
<tr>
<td>Recruitment in colleges with large Aboriginal populations</td>
<td>44.4%</td>
</tr>
<tr>
<td>On-campus summer programs</td>
<td>40.7%</td>
</tr>
<tr>
<td>Other</td>
<td>37.0%</td>
</tr>
<tr>
<td>Provide advance recruitment counselling in Aboriginal schools aimed at encouraging younger students to consider attending university and to make appropriate educational choices in school</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

(b) Outreach programming

Fully 63 percent of survey respondents reported being engaged in some kind of outreach programming targeted at Aboriginal students in an off-campus location (Table 2). Thirty nine percent of respondents offer such outreach programming without the need for the student to be on the institution’s campus at any point in the program. The rest require attendance on the home campus for some part of the program. Forty-eight percent of outreach programs lead to a bachelor’s degree, 31 percent are professional programs, 30 percent are undergraduate certificate programs and 11 percent are graduate programs. Thirty percent of respondents operate a pre-degree transition program for Aboriginal students.

Most outreach programs are delivered by a mix of face-to-face teaching, either by university staff who travel to the off-campus location, or by local staff under university guidance at a local college or learning centre and some form of technologically mediated method.
Table 2: Outreach programs (Percentage of respondents)

| Institutions with programs specifically targeted at Aboriginal students offered in Aboriginal communities or at locations remote from campus | 63.0% |
| Offer such programs that can be completed entirely off campus | 38.9% |

**Types of programs being offered**
- Undergraduate degree programs: 48.1%
- Professional programs: 31.5%
- Pre-degree transition programs: 29.6%
- Undergraduate certificate programs: 29.6%
- Graduate programs: 11.1%

**Mode of delivery**
- Delivered by university staff travelling to remote location: 46.3%
- Delivered by local staff under university control: 42.6%
- Distance learning (Methods employed include Internet, TV, audio and teleconferencing): 27.8%

- Programs offered in partnership with local or other organisation: 51.9%
- Institutions with distance learning available that is not specifically targeted to Aboriginal students: 59.3%

**Funding**
- Student fees: 66.7%
- Provincial grants: 63.0%
- Aboriginal sources: 46.3%
- Federal sources: 31.5%
- Other: 18.5%

**Non-credit activities/outreach programming aimed at local community**

| Engage in such programming to foster understanding of Aboriginal culture in local community | 51.9% |
| Board/senior management actively engaged with Aboriginal community leadership | 68.5% |

Web-based delivery is being used to an increasing extent. Fifty-two percent of such outreach programs are offered in partnership with a local organisation, usually a band council or a local college. Such outreach programs vary from those offered in a nearby Aboriginal community to those offered at a great distance, for example some of the partnerships between southern universities and colleges in the northern territories. The majority (59 percent) of respondents support some kind of distance education activity aimed at the general population. These days, such programming is usually delivered using some form of information technology. It seems probable that a number of Aboriginal students are enrolled in such programs, but most universities do not report this information.

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33 Respondents were asked to indicate whether each source of funding was continuing or short-term. The data is incomplete and is not reported.
Outreach programming is funded from a variety of sources, usually more than one. Frequently (in 46 percent of cases) an Aboriginal community or organisation is contracting for the delivery of the program and is providing all or part of the financial support. In 31 percent of cases the outreach program is receiving direct support from federal sources. In 18 percent of cases some funding is provided by foundations, the private sector or other sources. In 67 percent of cases student fees cover part of the cost. Much of the funding for such programs is short or limited-term (grants, contracts, donations) and is not part of the university’s base budget.

Interestingly, 52 percent of respondents say that they engage in some kind of local community programming to foster an understanding of Aboriginal culture or issues. There is a wide variety of such activities, from non-credit courses for seniors to public lectures to art exhibitions.

Slightly more than two-thirds (68 percent) of universities state that their senior management or board of governors are actively engaged with the local Aboriginal community leadership.

(c) On-campus academic programming
Universities were asked if they offered any academic transition or academic support programs designed to help Aboriginal students succeed in their early years at university (Table 3). A close analysis of the responses reveals that 46 percent of the respondents support some kind of bridging program for Aboriginal students, either off-campus, or on-campus. (For these purposes a transition program is defined as a structured academic program for bridging students who would not otherwise be eligible for admission into a regular degree program.) A few universities offer such programs to any qualified applicant and offer an Aboriginal stream within such a program. Others have developed programs specifically to address the needs of Aboriginal students who require additional preparation before being admitted to a degree program. Programs may be offered off-campus in partnership with Aboriginal institutions, or may be integrated with regular on-campus programming. Some universities have developed transition programs designed to help students enter a specific program such as law or social work.

When asked about transition programs, in addition to those universities with a full-blown bridging program, seventeen percent of respondents said that they offer some kind of support programming to help Aboriginal students make the transition to university life immediately prior to, or during their first year. As well, virtually all universities offer a range of student academic support services to help all students, regardless of background, succeed in their transition to university life (study skills and writing workshops for example). Finally, most universities offer a range of support services specifically tailored to the needs of Aboriginal students throughout their stay at university (see Table 6).

Only 18 percent of respondents receive dedicated funding for their academic transition or support programs aimed at helping students succeed in their early years at university. One
university, Lethbridge, reported that they had recently suspended a successful transition program after losing special funding from the Alberta government.

<table>
<thead>
<tr>
<th>Table 3: On-campus programs designed to assist Aboriginal students</th>
<th>(Percentage of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic transition program offered to help Aboriginal students succeed in early years at university</td>
<td>46.3%</td>
</tr>
<tr>
<td>Specific academic support programs for Aboriginal students in early years</td>
<td>16.7%</td>
</tr>
<tr>
<td>Dedicated funding received for such programs</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

Approximately one third (35 percent) of respondents offer an inter-disciplinary Native studies program, under a variety of names, at the bachelor’s level (Table 4). Trent was the first university to launch such a program in 1969. Program enrolments across the country vary from two to 242. Two other institutions are planning to offer such programs in the near future. Thirteen percent of respondents also offer a graduate program in Native studies at the master’s level and four percent (two universities: Trent and Saskatchewan) offer a doctoral program. According to the questionnaire the first master’s program was started at Trent in 1982.34 Nearly half the respondents (48 percent) offered a chance for students to take a minor, concentration or specialisation in Native studies while taking a degree in another discipline.

Respondents were not asked how many students in these programs are of Aboriginal origin, but anecdotal information suggests that many are.

<table>
<thead>
<tr>
<th>Table 4: Native studies programs</th>
<th>(Percentage of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree in Native or Aboriginal Studies</td>
<td>35.2%</td>
</tr>
<tr>
<td>- The oldest program started in 1969, 14.8 percent started since 2000</td>
<td></td>
</tr>
<tr>
<td>- Headcounts enrolled varies from two to 242</td>
<td></td>
</tr>
<tr>
<td>- Two institutions planning new Native studies program for 2006</td>
<td></td>
</tr>
<tr>
<td>Master’s degree in Native or Aboriginal Studies</td>
<td>13.0%</td>
</tr>
<tr>
<td>- The oldest program started in 1982, 10.9 percent started since 2000</td>
<td></td>
</tr>
<tr>
<td>- Headcounts enrolled varies from one to 18</td>
<td></td>
</tr>
<tr>
<td>Doctorate in Native or Aboriginal Studies</td>
<td>3.7%</td>
</tr>
<tr>
<td>- Total enrolment across Canada is 26</td>
<td></td>
</tr>
<tr>
<td>Specialisations in Native or Aboriginal Studies</td>
<td>48.1%</td>
</tr>
<tr>
<td>- Headcounts are typically less than 30</td>
<td></td>
</tr>
</tbody>
</table>

34 The questionnaire reported that the master’s program at Trent started in 1982, although the Native studies department Web site gives the date as 1986.
Table 5 shows the proportions of universities offering professional programs with an Aboriginal specialisation or focus. Forty-three percent of universities offer teacher education programs that have a stream designed to train teachers to work with the Aboriginal community. Social work (22 percent) and law (17 percent) are other common areas of Aboriginal focus. In addition to these professional programs, many universities offer courses that focus on Aboriginal society culture, history, art, etc. as part of degree programs in a variety of disciplines. More than sixty percent of respondents state that they have taken some steps to introduce the Aboriginal perspective into course content across the curriculum, where appropriate.

Slightly more than a third (35 percent) of universities have initiatives to attract and support Aboriginal students into graduate programs.

Half (50 percent) of the responding universities offer language instruction in one or more Aboriginal language, often within their Native studies program. Thirty-three percent of respondents give credit for an Aboriginal language as part of the language requirements for another program. Seventeen percent of respondents offer one or more courses in which an Aboriginal language is used as the language of instruction.

<table>
<thead>
<tr>
<th>Professional programs that include an Aboriginal specialisation or focus</th>
<th>57.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>42.6%</td>
</tr>
<tr>
<td>Social work</td>
<td>22.2%</td>
</tr>
<tr>
<td>Law</td>
<td>16.7%</td>
</tr>
<tr>
<td>Medicine</td>
<td>9.3%</td>
</tr>
<tr>
<td>Nursing</td>
<td>9.3%</td>
</tr>
<tr>
<td>Management</td>
<td>9.3%</td>
</tr>
<tr>
<td>Development studies</td>
<td>3.7%</td>
</tr>
<tr>
<td>Women's studies</td>
<td>1.9%</td>
</tr>
<tr>
<td>Linguistics</td>
<td>1.9%</td>
</tr>
<tr>
<td>Other</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

Have initiatives aimed at attracting and supporting Aboriginal students in graduate programs | 35.2% |

<table>
<thead>
<tr>
<th>Use and teaching of First Nations languages</th>
<th>50.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations languages are taught</td>
<td>50.0%</td>
</tr>
<tr>
<td>First Nations languages eligible for a second language credit in other programs</td>
<td>33.3%</td>
</tr>
<tr>
<td>Initiatives in place to promote, preserve or enhance use of First Nations languages</td>
<td>37.0%</td>
</tr>
<tr>
<td>First Nations languages used as language of instruction in course(s)</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

---

35 Some respondents clearly interpreted “professional” rather loosely!
(d) Support services for aboriginal students
There is a wide variety of support programs for Aboriginal students in place at Canadian universities (Table 6). Seventy percent of respondents have an Aboriginal student centre, 63 percent of which have been established within the last 15 years. This may range from a small student lounge to a large self-standing building with a full-range of facilities. Table 6 indicates some of the uses to which the centre is put. Thirty one percent of such centres receive some dedicated funding from external sources (from government, private sector or Aboriginal organisations).

Table 6 shows that the majority of respondents also offer some dedicated student support tailored to the needs of Aboriginal students. Of course, Aboriginal students also make use of services available for the student population as a whole. Though the majority of all Aboriginal students are female and many have young children, the numbers do not usually warrant a dedicated childcare facility on campus. However two institutions do operate dedicated childcare facilities in their Aboriginal student centre and 13 percent of respondents state that they help Aboriginal students obtain childcare either on-campus or elsewhere.

(e) Financial aid for aboriginal students
As shown in Table 7, more than half the respondents have some scholarships and bursaries available for qualified Aboriginal students (in addition to financial awards available to all students and INAC funding available to many Aboriginal students through their band councils). In general these awards are few in number.

Thirty one percent of universities have additional financial awards for Aboriginal students in graduate or professional programs.
Table 6: Support services

(Percentage of respondents)

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an Aboriginal student centre on campus</td>
<td>70.4%</td>
</tr>
<tr>
<td>- 63 percent of the student centres have been established in the last 15 years</td>
<td></td>
</tr>
<tr>
<td>Facilities supported by the student centre:</td>
<td></td>
</tr>
<tr>
<td>Meeting space</td>
<td>70.4%</td>
</tr>
<tr>
<td>Social events</td>
<td>68.5%</td>
</tr>
<tr>
<td>Inviting Elders to campus</td>
<td>63.0%</td>
</tr>
<tr>
<td>Cultural events</td>
<td>64.8%</td>
</tr>
<tr>
<td>Linkages to the local Aboriginal community</td>
<td>64.8%</td>
</tr>
<tr>
<td>Library</td>
<td>37.0%</td>
</tr>
<tr>
<td>Childcare</td>
<td>3.7%</td>
</tr>
<tr>
<td>Other</td>
<td>29.6%</td>
</tr>
<tr>
<td>Student centre receives dedicated external funding</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

Other services offered by institution specifically targeted at Aboriginal students:

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General counselling</td>
<td>63.0%</td>
</tr>
<tr>
<td>Study skills</td>
<td>59.3%</td>
</tr>
<tr>
<td>Academic counselling</td>
<td>61.1%</td>
</tr>
<tr>
<td>Peer support/mentoring</td>
<td>61.1%</td>
</tr>
<tr>
<td>Finding part-time employment</td>
<td>48.1%</td>
</tr>
<tr>
<td>Support for students with disabilities</td>
<td>37.0%</td>
</tr>
<tr>
<td>Post-graduation career counselling</td>
<td>27.8%</td>
</tr>
<tr>
<td>On-campus housing/student residences</td>
<td>22.2%</td>
</tr>
<tr>
<td>Off-campus housing</td>
<td>16.7%</td>
</tr>
<tr>
<td>Health care</td>
<td>16.7%</td>
</tr>
<tr>
<td>Childcare</td>
<td>13.0%</td>
</tr>
<tr>
<td>Other services</td>
<td>14.8%</td>
</tr>
<tr>
<td>Institution receives dedicated funding (federal, provincial, other) for above services</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

Table 7: Special financial assistance earmarked for Aboriginal students

(Percentage of respondents)

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the institution offer any financial assistance in the form of:</td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>59.3%</td>
</tr>
<tr>
<td>Bursaries</td>
<td>51.9%</td>
</tr>
<tr>
<td>Repayable loans</td>
<td>20.4%</td>
</tr>
<tr>
<td>Other</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

40
Have scholarships or other financial assistance available for Graduate or Professional programs 31.5%

(f) The aboriginal voice on campus
The questionnaire attempted to determine how Aboriginal issues were addressed within the institution's administrative and political structure (Table 8). Sixty-one percent of respondents have an officially recognized Aboriginal student association on campus. In some larger universities are also some faculty-specific Aboriginal student associations such as those in law and education at the University of Toronto.

Sixty-eight percent of universities say that they have one (or more) staff positions whose incumbent acts as a focus for Aboriginal concerns on campus. Forty-eight percent of the positions are non-academic positions, while 31 percent are members of the academic staff. A fifth (20 percent) of such positions are limited term or contract appointments. Nearly a third of such positions (29 percent) have been created since 2000, demonstrating how universities are placing an increasing emphasis on Aboriginal student issues.

Twenty-eight percent of such positions have a reporting relationship to the president or provost, indicating a certain importance of the position within the organisation. Seventeen percent of the positions report to the director of student services or equivalent.

<table>
<thead>
<tr>
<th>Table 8: The aboriginal voice on campus</th>
<th>(Percentage of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officially recognized aboriginal student association on campus</td>
<td>61.1%</td>
</tr>
<tr>
<td>Institution has a staff position that acts as focus for Aboriginal concerns</td>
<td>66.7%</td>
</tr>
<tr>
<td>That position is:</td>
<td></td>
</tr>
<tr>
<td>Academic staff</td>
<td>31.5%</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>48.1%</td>
</tr>
<tr>
<td>Cross appointment</td>
<td>9.3%</td>
</tr>
<tr>
<td>Contract or limited-term position</td>
<td>20.4%</td>
</tr>
<tr>
<td>Position reports to:</td>
<td></td>
</tr>
<tr>
<td>Vice-president academic/provost</td>
<td>28%</td>
</tr>
<tr>
<td>Director of student services or equivalent</td>
<td>17%</td>
</tr>
<tr>
<td>- 29 percent of such positions have been created since 2000</td>
<td></td>
</tr>
<tr>
<td>Have an Aboriginal person on board of governors</td>
<td>31.5%</td>
</tr>
</tbody>
</table>
(g) Policy environment

<table>
<thead>
<tr>
<th>Table 9: Policies and procedures</th>
<th>(Percentage of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a documented and publicized set of human rights policies and procedures approved by governing body</td>
<td>92.6%</td>
</tr>
<tr>
<td>Offer cross-cultural sensitivity training to staff that includes references to Aboriginal cultures</td>
<td>55.6%</td>
</tr>
<tr>
<td>Have a recognised committee to advise administration on Aboriginal matters - 68 percent of these committees report to president, senate or board of governors</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

Thirty one percent of universities report having at least one Aboriginal person on their board of governors. The actual number may well be higher as many universities do not ask their board members to self-identify.

Sixty-three percent of respondents have a recognised committee to advise on Aboriginal matters and 68 percent of these committees report to the president, board or senate suggesting that their recommendations carry a certain amount of weight. Many such committees include representation from Aboriginal community leaders from outside the university.

Nearly all respondents have a documented and publicised set of human rights policies and procedures and more than half offer some kind of cross-cultural sensitivity training to their employees which include Aboriginal perspectives.

(h) Performance measures
Despite the obvious sensitivities and the concerns over privacy expressed in some jurisdictions, a significant number of universities attempt to measure the Aboriginal representation amongst their students, faculty and non-academic staff (Table 10). These proportions are reported in Appendix A for all institutions that reported numbers.

Approximately one university in three attempts to measure retention, progression and graduation rates for Aboriginal students. The actual rates were not collected in the survey as some universities may be reluctant to share this information. Some 27 percent of respondents reported that they attempt to measure the effectiveness of their Aboriginal programming.
Table 10: Performance measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure proportion of students who are Aboriginal</td>
<td>55.6%</td>
</tr>
<tr>
<td>Measure proportion of academic staff who are Aboriginal</td>
<td>53.7%</td>
</tr>
<tr>
<td>Measure proportion of non-academic staff who are Aboriginal</td>
<td>46.3%</td>
</tr>
</tbody>
</table>

Method of data collection employed for counting students:
- Census: 18.5%
- Sampling: 9.3%
- Other - typically self-identification at time of admission: 38.9%

Institution attempts to measure relative success rates of Aboriginal students in terms of:
- Retention rates: 35.2%
- Progression rates: 29.6%
- Graduation rates: 37.0%
- Post-graduate employment rate: 9.3%

Attempt to measure the effectiveness of services and programs targeted at Aboriginal students: 27.8%

Section 3: Summary table of aboriginal programming

The following table presents an overview of Aboriginal programs and services at Canadian universities that responded to the survey discussed in Section 2 as well as various other universities where information was available on their websites. The last column gives the percentage of Aboriginal students at each institution, as reported by the institution. Most universities admit that their data are unreliable, as they are normally based on self-reporting.

Further information on each university’s programs and services is given in Appendix A.
### Summary table of aboriginal programs at all Canadian universities (by province)

<table>
<thead>
<tr>
<th>British Columbia</th>
<th>Aboriginal recruitment activities (year started, if known)</th>
<th>Native studies degree</th>
<th>Other Aboriginal focused programs (on-campus)</th>
<th>Outreach programs</th>
<th>Transition program</th>
<th>Aboriginal support programs</th>
<th>Coordinator for Aboriginal students</th>
<th>Aboriginal student centre</th>
<th>Aboriginal student association</th>
<th>Aboriginal student aid</th>
<th>Proportion of Aboriginal students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of British Columbia</td>
<td>1979</td>
<td>B</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>0.8%</td>
</tr>
<tr>
<td>University of British Columbia - Okanagan</td>
<td>1992</td>
<td>B,M</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>6%</td>
</tr>
<tr>
<td>Emily Carr Institute of Art and Design</td>
<td>1995</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>2%</td>
</tr>
<tr>
<td>University College of the Fraser Valley</td>
<td>1993</td>
<td>P</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>2.5%</td>
</tr>
<tr>
<td>Malaspina University-College</td>
<td>2004</td>
<td>B</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>10%</td>
</tr>
<tr>
<td>University of Northern British Columbia</td>
<td>1992</td>
<td>B,M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>10%</td>
</tr>
<tr>
<td>Royal Roads University</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>Simon Fraser University</td>
<td>Y</td>
<td>B</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>−1%</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>Y</td>
<td>B</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>5.6%</td>
</tr>
<tr>
<td>Trinity Western University</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>NA</td>
</tr>
<tr>
<td>University of Victoria</td>
<td>2004</td>
<td>B</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### Alberta

<table>
<thead>
<tr>
<th>Alberta</th>
<th>Aboriginal recruitment activities (year started, if known)</th>
<th>Native studies degree</th>
<th>Other Aboriginal focused programs (on-campus)</th>
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**Legend:**
- **T** = temporarily suspended for lack of funding
- **P** = planned
- **Y/N** = activity is or is not undertaken at the institution
- **B** = bachelor’s degree
- **M** = master’s degree
- **D** = doctoral degree
- **NA** = unknown or not available

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Appendix A

Inventory of aboriginal programming and support services at Canadian universities

The material that follows is drawn from the following sources:
- material publicly available on institutional Web sites;
- a questionnaire developed by the author and distributed by the AUCC in November 2005;
- a questionnaire distributed by the National Aboriginal Student Services Association in the spring of 2005. (Raw data provided by Fred Shore of the University of Manitoba);
- telephone interviews with selected individuals in the university community.

Any errors and omissions are the fault of the author.

Note: The following listing includes only those universities that are members of the Association of Universities and Colleges of Canada.
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<td>Alberta</td>
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<td>Prince Edward Island</td>
<td>213 - 215</td>
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<tr>
<td>Newfoundland and Labrador</td>
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</table>
University of British Columbia, Vancouver, British Columbia

Aboriginal recruitment and admissions: The Aboriginal applicants' Web page states that, "UBC is dedicated to making its resources more accessible to Aboriginal people, and to improving the university's ability to meet their educational needs." (More than eight percent of the B.C. school population from K-12 is Aboriginal.) There is an Aboriginal Admissions Policy, "which considers educational history, work experience, educational goals and other achievements that indicate an ability to succeed at university." Students who do not meet the university-wide minimum grade of 67 percent for admission are considered on an individual basis with input from the First Nations House of Learning. An Aboriginal Recruitment Committee makes policy recommendations on recruitment activities. There is an aboriginal student recruiter position in enrolment services and UBC has developed Aboriginal-specific recruitment materials. Pre-admissions advising is available.

UBC actively recruits Aboriginal students through school and college visits, career fairs, community visits, tours of the campus and referrals. This year alone UBC recruiters have spoken to more than 2,100 prospective Aboriginal students at various events and school visits. The Longhouse News is distributed in the fall to some 2,000 schools colleges and universities, Aboriginal communities and other organisations across Canada. The First Nations House of Learning has been involved in recruitment since its foundation in 1987. Before that the Native Indian teacher program had been actively recruiting since 1974. Aboriginal coordinators in various faculties throughout the university work with the First Nations House of Learning to act as focal points for student recruitment activities.

UBC offers a free 2-week summer camp (The Cedar Program) in August for Aboriginal middle school students in grades 6-8 to encourage students to consider university at an early point. The program emphasizes science and forestry. There is also a one-week summer science program offered twice in July operated by the Institute of Aboriginal Health for 40 students in grades 8-11. It has been operating since 1988 and has hosted more than 500 students since inception.

GEERingUP is a non-profit summer program associated with the faculty of applied sciences. Engineering students offer outreach programming in Aboriginal communities such as Powell River.

The Naive Youth Program at the UBC Museum of Anthropology, introduced in 1979, offers Native youth the chance to research and interpret their own cultures in a museum setting and brings groups to the UBC campus.

The Bridge Through Sport Program, started in 2003, is a program designed to get Aboriginal youth interested in pursuing higher education through team-building activities like soccer and other sports. The annual Musqueam and UBC Youth Soccer Tournament is one of these initiatives.
The faculty of arts: *First Nations Language (FNGL) Program* has made an arrangement with the Ministry of Education, through which UBC FNGL courses may be taken by students who are still in high school. Not only do the FNGL courses fulfill secondary school language requirements, but the students also get advance postsecondary credit. Several students from three local high schools in Vancouver have participated in the UBC FNGL classes under this option. For example, in 2003-04, eight Aboriginal high school students were registered in, and successfully completed, the FNLG 100B Musqueam language classes. The majority of them have continued on to the FNLG 200B class.

**Native studies programs:** There is an inter-disciplinary *First Nations Studies Program* in the faculty of arts started in 2001 offered both as a major and a minor. There are currently 35-40 students in the program. The program is interdisciplinary and research oriented with strong community ties. A *First Nations Languages Program*, started in 1996, delivers courses in three native languages (Musqueam, Salish and Kaska). These are accepted for university second language requirements. Musqueam is taught on the Musqueam reserve near campus. Kaska is offered in the Yukon.

**Aboriginal focused programs on campus:** To meet the educational needs of Aboriginal students and communities, UBC has developed a number of Aboriginal specific and focused programs. These programs include:

- *Chinook Aboriginal Business Program* at the Sauder School of Business,
- *Native Indian Teacher Education Program* (see below)
- *First Nations Legal Studies* (Currently 46 Aboriginal students are registered in the LLB program representing more than 25 First Nations from across Canada – the largest number of Aboriginal individuals in any Canadian law school. More than 100 Aboriginal students have graduated with an LLB since 1975.)
- *Aboriginal Residency Program* in the faculty of medicine, department of family practice. The focus of this training is communities, family practices and hospitals, which offer experience with Aboriginal patients in family practice and elective rotations. The program seeks to provide Aboriginal medical graduates, and others interested in Aboriginal health issues, an opportunity to apply special attention toward the health and health care challenges facing Aboriginal people.
- *First Nations Concentration* in the school of library, information and archival studies in the MAS and MILS programs designed to train information professionals to work effectively both within and outside Native communities.
- Aboriginal graduate student program (master’s and PhD) in fisheries.
- *Aboriginal Forestry Program* in the faculty of forestry.

A number of other programs on campus have set targets for Aboriginal recruitment. For example, the faculty of medicine has set a goal of five percent of the first year MD places being filled by Aboriginal students.

**Outreach programs:**

- The *Native Indian Teacher Education Program (NITEP)* began in 1974. NITEP is a UBC bachelor of education program (elementary or secondary) guided by an advisory
council of Aboriginal educators and community members, UBC faculty, a coordinator representative, a B.C. Teachers’ Federation representative, and NITEP students. NITEP builds upon Aboriginal identity and cultural heritage while preparing and challenging persons of Aboriginal ancestry to be effective educators for public, band and independent schools in B.C.

The elementary and secondary options are designed to incorporate Aboriginal cultural resources and knowledge in preparation for teaching positions. Both options are five-year concurrent programs. They include similar requirements for both liberal education and pedagogical preparation to those prescribed for students in the elementary 2-year option or the secondary 12-month option but offer them in a different sequence. Persons of Aboriginal ancestry who qualify for university admission complete two years of studies at one of the NITEP field centres where the program consists of arts and science courses, pedagogical courses, First Nations studies courses, and structured education placements. Students attend the UBC campus to complete remaining degree requirements. The locations of NITEP centres are agreed upon jointly by the representatives of the Aboriginal communities, university colleges, colleges, UBC and cooperating school districts. Presently, field centres are located in Duncan, Kamloops and on the UBC Vancouver campus (urban focus).

NITEP graduates are awarded the bachelor of education degree (elementary or secondary) and apply to the British Columbia College of Teachers for a professional teaching certificate when they have completed all program requirements. Normally, five years of full time study and one or more spring or summer sessions are necessary to complete all degree requirements.

- **The Certificate in Aboriginal Health Care Administration** is operated by UBC continuing studies and is a mixed-mode course combining 50 percent on-campus teaching and 50 percent online instruction. Students are normally working in the field. Students begin by attending extended four day week-end classes at the UBC Longhouse followed by on-line distance learning for a two-month period. The cycle is repeated over the year long duration for each cohort of community based students.

- **Chinook Aboriginal Business Education.** Business education focuses on skill building across a wide range of management skills including: accounting, finance, human resources, information systems, marketing, operations, and strategic planning. The Chinook business skill framework provides an overview of the scope of the skills covered by Chinook business programs. Programs are offered at the pre-degree and undergraduate levels and are offered in partnership with Camosun College (Victoria), Capilano College (North Vancouver), College of New Caledonia (Prince George), Langara College (Vancouver) and Northwest Community College (Terrace and Prince Rupert)
• *First Nations BSW Program* with the Squamish First Nation. The Squamish First Nation BSW program is delivered via a partnership between the Squamish First Nation and the UBC school of social work and family studies.

**Transition programs:** *Access Studies.* Applicants may be enrolled as access studies students upon approval by a faculty (a) to allow them to take a limited number of courses in a specific area to upgrade or achieve a qualification, or (b) when they do not wish to pursue a specific program. Distance education students may be enrolled in this category. Students in this category may normally take up to six credits per academic term, up to a maximum of 24 credits in total while registered as access studies students. Students enrolled in a UBC degree program may not normally be concurrently registered as access studies students. Although documentation requirements vary by faculty, access studies applicants are not normally required to submit transcripts or other academic documentation of prior study.

**Support services for aboriginal students:** Since 1987, support for Aboriginal students has centred on the First Nations House of Learning (FNHL), a nine-person unit reporting to the president’s office. The director of the unit is the focal point for Aboriginal affairs on campus. The unit is physically located in the 22,000 square foot 12 year-old First Nations Longhouse, a custom-built facility on the main campus that is designed to serve as a “home away from home” for Aboriginal students. Services provided include:

- a coordinator of student services
- First Nations (personal) counselling
- computer centre
- S’Takya Child Care Centre (for 16 pre-school children. Fee subsidies available.)
- Xwi7xwa Library
- social activities
- Elders programs
- graduation ceremonies

The Longhouse also houses a number of Aboriginal education programs and the *Institute of Aboriginal Health.*

There are aboriginal coordinators in the faculty of arts, faculty of science/agricultural science, faculty of forestry, faculty of medicine, faculty of law, faculty of education and faculty of commerce who provide counselling and support for Aboriginal students in their disciplinary units and coordinate the special programs of those units.

Single Aboriginal undergraduate students are given priority for on-campus housing.

There are three Aboriginal students associations: Indigenous, First Nations and Graduate. Only the indigenous association is affiliated with the campus-wide student union. A Native Awareness Week is organised annually.
There are a number of community outreach activities run out of the Longhouse such as the *First Nations Studies Speaker Series*. FNHL staff are active in a number of UBC, local, regional, national and international organisations.

**Scholarships and bursaries for aboriginal students:** There is $200,000 in student awards dedicated to some 60 scholarships, bursaries and prizes for Aboriginal students. Aboriginal graduate fellowships are available for qualified students. The First Nations House of Learning is an active participant in administering financial aid for Aboriginal students.

**Administrative and policy framework:** There is a *FNHL President’s Advisory Committee* on aboriginal matters that includes representatives of the Aboriginal community, UBC faculty, Aboriginal students and government. It reports to the president.

**Graduate programs:**
- *T’kel Graduate Studies Program* in the faculty of education. The program provides an opportunity for interested and qualified First Nations people who are enrolled in MEd, MA, EdD, PhD programs, and are registered in counselling psychology, language education, educational administration, and educational studies, the Centre for the Study of Curriculum & Instruction, or educational psychology and special education. The Ts’kel program provides students the opportunity to develop expertise needed for First Nations schools and other educational contexts.
- *SAGE:* For Aboriginal graduate students, the Supporting Aboriginal Graduate Enhancement (SAGE) program is available for master students intending to continue to a PhD, and for PhD students. Approximately 25-30 Aboriginal graduate students have participated from various B.C. universities. The goal is to produce 250 PhD/EdDs in British Columbia by the year 2010 (up from the present 70 who are currently enrolled or have completed their doctorate in the province). The program is run by the Indigenous Education Institute of Canada at UBC with four cohorts strategically located across the province (Vancouver, Victoria, Kelowna and Prince George). The aim is to provide a supportive network for Aboriginal graduate students who meet approximately once a month to share experiences and receive advice from each other and from visiting speakers.
- School of social work and family studies has five seats for Aboriginal students in the MSW program.

**Aboriginal population on campus (student and staff):** Currently there is not a reliable or valid method to collect Aboriginal student population data for UBC. However, incomplete statistical data has been collected using the Student Information System Centre. Due to the variety of application processes at UBC the total population in the table below does not include all Aboriginal students, such as the majority of graduate students, or professional programs such as the faculty of medicine and faculty of law.
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<th>ANSC students, UBC- Vancouver, and UBC Okanagan</th>
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<td>Total female</td>
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<td>Total male</td>
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Slightly more than one percent of both faculty and staff identify as Aboriginal people.
University of British Columbia Okanagan, Kelowna, British Columbia
(formerly Okanagan University College)

Aboriginal recruitment and admissions: UBC Okanagan held an academic open-house to celebrate opening its doors as a campus of UBC in September 2005 to 3,500 students. The university conducts a variety of recruitment events. There is an Aboriginal student recruitment page linked to the main "Prospective Students" Web page. The institution has been actively engaged in a wide range of Aboriginal recruitment activities since 1992.

The Admissions Policy for Canadian Aboriginal Students states,

"The University of British Columbia is dedicated to making the university's vast resources more accessible to Aboriginal Peoples, and to improving the university's ability to meet their educational needs. The university recognizes that Aboriginal students can make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.

Those who do not meet the current academic standing set by the individual faculties and schools, but who meet the university-wide academic minimum of 67 percent for first-year programs, will be considered on an individual basis by the applicable faculty or school and a representative of the First Nations House of Learning. Educational history, cultural knowledge, work experience, educational goals and achievements that indicate an ability to succeed at university will be considered.

Each applicant must submit two letters of reference from persons specifically able to assess the applicant's potential for academic success. One reference letter should be from a recognized Aboriginal organization or community leader. Applicants must also submit a personal letter outlining their academic objectives."

There are extensive credit-transfer agreements in place and students can transfer credits for up to 50 percent of their course requirements towards a program at UBC Okanagan. In addition there are transition agreements with Okanagan College to bridge the transformation of the former university college to becoming a campus of UBC.

Native studies programs: The interdisciplinary Indigenous Studies Program (major BA and minor program in the faculty of arts and sciences) offers courses that provide perspectives of Indigenous Peoples from the Okanagan, Canada and world communities. The involvement of the Okanagan Nation and the En'owkin Centre in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from indigenous perspectives. The indigenous studies major offers a coursework option and a community research project option. A master’s program in indigenous studies started in 2005.

Aboriginal focused programs on campus: Aboriginal content and perspectives are included in the UBC Okanagan BSW, BEd and BA programs as well as courses in history and anthropology.
**Outreach programs:** The *Okanagan Language Program* is offered in partnership with the En’owkin Centre, the Okanagan Nation postsecondary institution.

**Transition programs:** See above. There are a variety of opportunities for transferring/laddering programs from other institutions, including Okanagan College. Aboriginal programs and services offers one-on-one and group support aimed at supporting students in their early years at university. They work with about 20 students a term.

**Student support:** *Aboriginal Programs & Services* facilitates the development and use of local Aboriginal resources. They strive to develop an environment in which Aboriginal learners will realize their potential and to bridge the gap between cultures, enhancing the participation and success of Aboriginal students. As an integral component of the university’s student support services they work closely with the *Aboriginal Student Council Resource Centre*. The centre has been in existence since 2000 and offers a meeting space, cultural/social activities and provides linkages to Elders and the local community in general. Other services include counselling, peer support and academic skills workshops. There is one full-time aboriginal programs and services coordinator (position created in 1992).

There is an Aboriginal Student Association on campus.

**Scholarships and bursaries for Aboriginal students:** Some Aboriginal targeted scholarships are available.

**Administrative and policy framework:** According to the 2005 *Academic Plan*, “UBC Okanagan should distinguish itself as an institution that respects cultural distinction and self-determination. It should also strive to be a welcoming academic community - a place of choice for Aboriginal students. There is a public responsibility and a rich opportunity to build upon prior relationships between the Okanagan Nation and Okanagan University College. There is also an opportunity to develop respectful and mutually beneficial research partnerships with indigenous communities in the Okanagan - and around the world.”

The UBC President’s Advisory Council for UBC Okanagan, appointed by the government, has an Aboriginal representative. A formal relationship between the deputy vice-chancellor and the chairperson of the Okanagan Nation Alliance Chief’s Council is in progress. There is an *Aboriginal Council* at UBC Okanagan to provide advice, recommendations and guidance to the administration.

**Aboriginal population on campus (student and staff):** Aboriginal students make up six percent of the student population (self-identification on application forms). Retention, progression and graduation rates are tracked. There is no information available on the number of Aboriginal staff at UBC Okanagan.
Emily Carr Institute of Art and Design, Vancouver, British Columbia

Aboriginal recruitment and admissions: Emily Carr conducts a full range of targeted Aboriginal recruitment activities. The aboriginal coordinator participates in school career fairs. Since 2005 they have had an aboriginal alumni ambassador on staff.

Native studies programs: Not applicable.

Aboriginal focused programs on campus: ECIAD offers a number of courses with Aboriginal content, such as First Nations Art Design and Technology, B.C. First Nations Art History and Indigenous Visual Media, First Nations Art History and First Nations Contemporary Art. Others are under development. First Nations courses have been integrated into the curriculum.

ECIAD has recently applied to the ministry to offer applied master's programs.

Outreach programs:
- There are no outreach programs in Aboriginal communities.
- The continuing studies department offers courses, weekend workshops and symposiums that include Aboriginal content.
- There are number of academic and studio-based online courses.
- There is an on-campus summer program.

Transition programs: Not applicable.

Student support: The First Nations coordinator (0.8 FTE since 1995) reports to the registrar. Help is offered in the areas of academic/personal/career counselling. There is a peer support program and access to traditional materials and resources.

There is no Aboriginal student centre, nor Aboriginal student association on campus.

Scholarships and bursaries for Aboriginal students: There are a number of scholarships and bursaries available for Aboriginal students.

Administrative and policy framework: The Emily Carr Foundation board has struck an Aboriginal sub-committee to specifically target funds and fundraising activities in support of First Nations students.

There is Aboriginal representation on the board of governors.

Aboriginal population on campus (student and staff): Aboriginal students make up approximately two percent of the student body and approximately one percent of both the staff and faculty are Aboriginal people.
University College of the Fraser Valley, Abbotsford and Chilliwack, British Columbia

Aboriginal recruitment and admissions: UCFV has operated targeted Aboriginal recruitment activities since 1993, mostly through visits to Aboriginal communities and schools and presentations at Aboriginal gatherings. There are some published materials targeted at Aboriginal prospects. Band educational advisers are invited to UCFV to learn about the institution.

Native studies programs: None exists at the moment, but an aboriginal studies program is being considered.

Aboriginal focused programs on campus:
- There is an on-campus summer program.
- Social Services Diploma - First Nations Option: This 62-credit program is designed to prepare Aboriginal students, or those with strong ties to Aboriginal communities, to work with First Nations people to enhance self-reliance of First Nations people and communities, both on and off reserves. Working from a Sto'lo perspective, graduates of the First Nations option will work with individuals and groups on issues of concern to Aboriginal communities, including child and sexual abuse, substance abuse, family violence, wellness issues, and economic development. As First Nations assume more responsibility for their child welfare, health care, and education services, the demand will grow for First Nations social service workers to provide services to the community in a culturally appropriate fashion.
- Certificate in Extended Studies in Social Services - First Nations Option: Recognizing that UCFV is on Sto'lo territory, this program honours the Sto'lo people and an Aboriginal world view. This extended studies certificate is aimed at people who already have a recognized diploma or degree in a relevant field. The four courses in the program may be used as part of another credential (for example BA arts, BSW, social services diploma, social services diploma - First Nations option, BA adult education and bachelor of general studies), or taken as an extended studies certificate after completing another credential.
- UCFV has worked for more than two years to develop Halq'emeyləm language courses and has recently been approved for a proficiency certificate in this language.
- The school of social work and human services is currently working on implementing a Support Services for Aboriginal Students Workers Diploma starting in September 2006.

Outreach programs:
- Early Childhood Education Diploma – offered on a customized basis at Seabird Island First Nation.
- The Native Indian Teacher Education Program (NITEP), is a program offered by UBC in cooperation with several centres in B.C. Students complete their first two years at the smaller centre, then transfer to UBC for their last three years, but continue to learn together as a group. One of the NITEP centres is located at the University College of the Fraser Valley's Chilliwack campus.
• Substance Abuse Diploma offered at Chehalis First Nation.

Transition programs: There is a pre-degree transition (upgrading) program called Shxw’lel. University staff travel to Aboriginal communities to deliver the program. Local staff are also involved in the program. There is a First Nations Education Steering Committee that oversees the program which is run on short-term funding.

Student support: The Aboriginal Resource Centre (ARC) was officially opened on the Chilliwack campus in November 2000 with a traditional Sto:lo ceremony, the first ever performed at UCFV. It has a staff of two. The objectives for the ARC are to provide a "home" for skills development and social connection, create a cohort of students, provide the services of an Elder in residence, collaborate with local First Nations organizations to provide support services in a learning centre and host monthly student-oriented events on themes of cultural relevance. The Aboriginal Resource Centre offers workshops on a variety of subjects including cultural awareness, empowerment, goal-setting and self-esteem. Cultural activities are open to all students and include circle meetings, Elders gatherings, Sto:lo conferences and other First Nations events on and off campus. At the centre, Aboriginal students can find a place to study or relax between classes, a small kitchen, access to computers, and a TV and VCR. Other services include:
   • student advocacy with other UCFV departments;
   • referrals within UCFV, and to community agencies and other institutions;
   • liaison with Sto:lo Nation and other First Nation organizations;
   • coordination of requests for special First Nations services and programs.

A First Nations access coordinator and First Nations educational advisor are available to help students of First Nations ancestry, both status and non-status. Services and support are offered through the Aboriginal Resource Centre on the Chilliwack campus and through student services.

Student Services offers educational support to First Nations students by arranging, educational planning, career and personal planning, academic assessments, and by providing:
   • information about funding sources, including band sponsorship, bursaries and scholarships;
   • information about programs and courses at UCFV and other institutions;
   • First Nations Access offers one-on-one appointments on three campuses (Abbotsford, Chilliwack and Mission).

Scholarships and bursaries for Aboriginal students: Scholarships and bursaries are available for Aboriginal students.

Administrative and policy framework: The Aboriginal Community Council, which includes local Aboriginal representatives, serves as an advisory board reporting to the president and works with the leadership of local bands and Métis leaders. A consultant has recently been hired to work on a project entitled “Indigenizing the Academy”, which
deals with retention and success, forming an Aboriginal studies unit and increasing Aboriginal research.

Research: UCFV has just started to offer its first graduate programs (master of arts in criminal justice) and was recently awarded a Tier 1 Canada Research Chair in Aboriginal Studies. Hugh Brody, internationally recognized scholar, anthropologist, land claims researcher, policy adviser, film-maker and writer will focus on research related to Aboriginal land claims and Aboriginal youth.

Aboriginal population on campus (student and staff): Two and a half percent of the student body are Aboriginal people.
Malaspina University-College, Nanaimo, British Columbia

Aboriginal recruitment and admissions: First Nations Student Services participates in a variety of recruitment activities including attending various career fairs that are organized by Aboriginal communities throughout Vancouver Island and at times includes Vancouver. This function was transferred from the community and school liaison office in 2004. Other recruitment activities include visits to schools, Aboriginal gatherings and Aboriginal communities, distribution of targeted published materials, advertisement in Aboriginal newspapers and campus visits and tours. Information is distributed to band education counsellors. The Web site is being updated to promote Aboriginal student activity on campus.

Native studies programs: The BA (major and minor) in First Nations Studies is the product of a collaboration between Malaspina University-College and the First Nations of Vancouver Island and Coastal British Columbia. Their purpose is to provide comprehensive, high-quality education respectful of the cultures of Aboriginal Peoples, while meeting their diverse needs. The Bachelor of Arts, major and minor in First Nations studies:

- explore contemporary First Nations issues in an integrated, multidisciplinary manner;
- prepare students for living within First Nations societies and the larger world;
- allow students to pursue the widest possible variety of professional specializations;
- focus on the physical, emotional, spiritual, and intellectual well-being of each student;
- emphasize links with First Nations communities and organizations, governments, and educational institutions that give students maximum opportunity for success;
- build national and international bridges to connect the First Nations of British Columbia with Indigenous Peoples around the world.

Aboriginal focused programs on campus:

- Arts One - First Nations is a multidisciplinary learning community for first-year university students. The program is intended for students who are interested in the intersection and interaction between First Nations and western cultures within a broad introduction to interdisciplinary study in the humanities and social sciences. Enrolment in the program is managed to ensure that First Nations students comprise at least two-thirds of the class. Students study the history and effects of interaction between the First Nations of North America and those who came to this land from Europe. The program curriculum incorporates concepts of First Nations and Western European governance, community and culture. The curriculum for the Arts One - First Nations program is completely integrated and is taught by a team of instructors, the majority of whom are of First Nations ancestry. Much of the teaching takes place in small seminars. First Nations leaders and Elders are regular participants in the program. Arts One - First Nations is designed to provide an integrated introduction to the humanities and social sciences. Arts One - First Nations, which started in 1995, had 220 Aboriginal student enrolments in fall 2005 at the Cowichan Campus.
• The Child and Youth Care First Nations Diploma Program is offered at the Cowichan campus. It started in 1994 and currently has 28 students enrolled.
• Malaspina is a partner with UBC in operating the Native Indian Teacher Education Program. The Cowichan Campus is one of the regional centres for this program.
• A mini summer camp is being planned for Aboriginal students in summer 2006.

Outreach programs:
• The Developmental Standard Term Certificate (CSTC) Teacher Education Program is offered in collaboration with Chemainus Native College (CNC). Recipients of the certificate are recognized as teachers of language and culture. Native language courses taught at CNC are accepted as credits towards the certificate program.

Transition programs:
• Pathways to Success is a two-week summer institute followed by seminar meetings throughout the academic year. The purpose of the program is to provide social/emotional and academic support as they transition into academic learning. There are currently 18 students enrolled. Funding is short-term.
• Arts One – First Nations – see above.

Student support: The First Nations Student Services Centre was opened in August 2004. Its purpose is to support First Nations students in making a successful transition to Malaspina University-College and to enable students to succeed in their academic endeavours by providing direct support and appropriate referrals. The FNSS staff (coordinator and two liaison officers):
• listen and provide support to students with academic or personal concerns;
• provide information on, or referrals to: community services, personal counselling, substance abuse counselling, career planning, and employment information;
• assist new students with timetabling and registration;
• provide information about First Nations bursaries, scholarships, student loans, and funding for status and Métis students;
• assist out-of-town students to find accommodations and day-care;
• promote cultural, recreational, and social activities in partnership with First Nations students and First Nations Student Union aboriginal representative;
• liaises with bands, tribal councils, students, faculty, Elders, and departments within Malaspina University-College as well as with other post secondary institutions.

The educational counsellor First Nations reports to the vice-president student services. There are also three Elder-in-Residence positions (two at Nanaimo and one at Cowichan).

There is a First Nations Student Union with a seat on the student union association.

Scholarships and bursaries for Aboriginal students: Malaspina is at the early stages of developing a scholarship and bursary program for Aboriginal students.

Administrative and policy framework:
• There is a director of aboriginal education reporting to the MUC executive. The position is currently a 0.5 FTE part-time secondment, but the position is about to be filled on a permanent basis.

• There is a First Nations Advisory Committee, which includes the vice-president academic.

• MUC is in the process of developing a Strategic Plan for Aboriginal Education across the institution. The process is currently in its early stages.

• Cross-cultural sensitivity training is offered.

Aboriginal population on campus (student and staff): Aboriginal students make up 10 percent of the institution’s population. Students are asked to self-identify. Retention, progression and graduation rates are tracked.
University of Northern British Columbia, Prince George, British Columbia

Aboriginal recruitment and admissions: The University of Northern B.C. has been actively recruiting Aboriginal students since its inception in 1992. Aboriginal students may be admitted to the Northern Advancement Program (see Transition programs below). There is a full-time aboriginal liaison advisor who visits schools and communities. A special point is made of counselling younger students. Since 2002 UNBC has run summer programs for Aboriginal school children (see SUNY below).

Native studies programs: At UNBC you can study for a BA in First Nations studies, a minor in First Nations studies or a joint BA (major) in First Nations / women’s studies. There is a graduate MA program in First Nations studies and a PhD program is being planned. There are currently 100 students enrolled at the bachelor’s level and 18 at the master’s level. The First Nations Studies Program at UNBC focuses on various contemporary issues:

- research methods (including oral history);
- First Nations languages and cultures;
- land and resource use and environmental philosophy;
- art and material culture;
- religion and spirituality;
- the state, gender and legal issues.

The UNBC region includes the territories of 16 tribal councils and 77 bands, and includes four Métis organizations and 10 friendship centres. UNBC is developing a prominent presence in First Nations studies to work in partnership with these groups.

Aboriginal focused programs on campus:
- The Diploma in Aboriginal Health Sciences offers a multidisciplinary program allowing individuals to pursue their interest in aboriginal health science through a concentrated program of courses on aboriginal health and health science subjects. Individuals working with Aboriginal communities in a health related field or desiring to pursue a degree in the health sciences with a concentration on Aboriginal health will be especially interested in this program.
- The Certificate in Aboriginal Health Sciences offers a multidisciplinary program allowing individuals to pursue their interest in aboriginal health science through a concentrated program of courses on aboriginal health and health science subjects.
- The Diploma in First Nations Language offers a program that allows individuals to pursue their interests in First Nations language through a concentrated program of courses on a particular language. This diploma program is directed towards individuals who may not wish to commit to a full majors program in First Nations studies, with the associated requirements of a bachelor's degree. Persons of First Nations descent and people who are working in the area of Aboriginal education will be especially interested in this shorter term program. The diploma program enhances public access to a university education with a course of study that allows flexibility in scheduling individual study programs, establishes a progression mechanism, and
provides a short term exit or the option of continuing into other programs, including the bachelor’s program. UNBC offers Aboriginal language courses in Carrier, Cree, Haida, Haisla, Tsimshian, Nisga’a and Gitksan.

- The Certificate in First Nations Language offers a program that allows individuals to pursue an interest in First Nations language through a concentrated program of courses on a particular language.

- The Certificate in First Nations Public Administration consists of 10 courses (30 credit hours) drawn primarily from the program of First Nations studies and political science, with offerings from business administration, and economics. The courses from First Nations studies provide students with foundations in internal and external First Nations issues and culture, and the courses from political science provide foundations in the principles of government, politics, and public administration, as well as some specialization in First Nations law, self-government and administration. The program is generic in nature so that the knowledge can be transferred to different community settings, as well as to the variety of situations that students will encounter throughout their lives.

- The Certificate in General First Nations Studies is a multidisciplinary program allowing individuals to pursue their interests in First Nations studies through a concentrated program of courses on First Nations subjects. The program ladders well into a major in First Nations studies, anthropology, biology, history, education, English, environmental studies, forestry, geography, nursing and community health, political science, psychology, social work and women's studies.

- The Certificate in Métis Studies offers a program that allows individuals to pursue their interests through a concentrated program of courses on the Métis Nation. The certificate requires successful completion of 10 courses (30 credit hours). Persons of Métis descent, other Aboriginal people, and people who are working with Aboriginal organizations will be especially interested in this program. The certificate in Métis studies allows students to receive a credential after one year of studies which can be laddered into any UNBC program.

- The Certificate in Traditional Environmental Knowledge (TEK) is a multidisciplinary program allowing individuals to pursue their interests in TEK through a concentrated program of courses on First Nations and environmental subjects. This program ladders well into a major in First Nations studies, anthropology, biology, history, education, English, environmental studies, forestry, geography, nursing and community health, political science, psychology, social work and women's studies as well as leading into majors in physics and chemistry. BA in northern studies.

- The Certificate in Rural and Northern Nursing provides the opportunity for experienced registered nurses to pursue post-diploma undergraduate studies through a concentrated program of courses in rural and northern nursing. The certificate will provide students with some of the essential knowledge and clinical skills needed to provide nursing care in rural and northern community hospitals, clinics and health centres.

- The Bachelor of Health Sciences currently being planned will have an Aboriginal stream.

- There are a number of programs that have special relevance to the northern experience including a BA in Resource-Based Tourism, a BSc in Natural Resources
Management (Wildlife and Fisheries, Resource Recreation and Forestry programs) and MSc and PhD programs in Natural Resources and Environmental Studies.

Outreach programs:
- Cariboo Chilcotin Weekend University. In 1995 the Cariboo Tribal Council invited the University College of the Cariboo (now Thompson Rivers University) and the University of Northern British Columbia (UNBC) to partner with them. The first courses began in September 1997. Classes are offered primarily in Williams Lake because of its central location in the Cariboo-Chilcotin. Currently the courses offered lead to:
  - one or two certificates in First Nations studies (from UNBC), and/or,
  - associate of arts degree (from TRU), and/or,
  - bachelor of arts, general (from either TRU or UNBC), or,
  - bachelor of arts, with minor or major in First Nations studies (from UNBC).

More than 200 First Nations students have taken at least one Weekend U course. The completion and success rates are exceptionally high in comparison with similar programs elsewhere. Many who have taken our courses go on successfully to other programs elsewhere.

- The Certificate in Nisga'a Studies offers a program that allows individuals to pursue their interests in First Nations studies through a concentrated program of courses on the Nisga'a First Nation. The certificate requires successful completion of 10 courses (30 credit hours). The program is of interest to persons of Nisga'a descent, other Aboriginal people, and people who are working with Aboriginal organizations. This program is offered in partnership with the Wilp Wilko'oskwhl Nisga'a (the Nisga'a university college) at New Aiyansh and is funded from Aboriginal sources.

- The Science University for Northern Youth (SUNY) (currently sponsored by NSERC and UNBC) is committed to ensuring creative and enthusiastic interest in the basics and applied sciences among northern youth of all backgrounds by introducing a multidisciplinary approach to science and technology. SUNY takes a hands-on, minds-on approach to developing interactive programming for youth aged 10 and up. SUNY offers summer programming during the months of July and August for two different age groups. For students aged 10-12, SUNY offers a life and physical sciences program, and for students aged 13 and up SUNY offers a life and physical sciences program as well as a computer science program. Located at UNBC, SUNY has access to the most up to date technologies and equipment, enabling diverse and interactive programming. Each year, SUNY strives to expand its programs. SUNY instructors visit schools in the community during the months of May and June delivering high quality programs designed to excite youth and raise awareness of the sciences.

By visiting the schools, SUNY is able to reach some of the long term goals set out for the program. In northern B.C. there is a need to provide youth with a link between high school and post secondary education in science and technology. Since
opportunities for post secondary education are often limited for northern youth, it is perceived that there is a lower level of participation in the sciences, especially among Aboriginal youth and young women. It is for this reason that SUNY strives to break down the perception that science is a non-creative, linear field in an attempt to influence and encourage youth to consider science and technology as an option open to them as they continue their educational paths. Special initiatives are directed towards First Nations, young women and individuals with special needs.

- UNBC maintains regional centres to serve the northern hinterland of B.C. Students can complete all or part of many UNBC programs of study at these regional centres. The centres are:
  - Northwest Campus at Terrace and Northwest Community College at Prince Rupert;
  - Peace River-Liard Campus at Fort St. John (with Northern Lights College);
  - South-Central Campus at Quesnel;
  - partnership with Wilp Wilxo'oskwhl Nisga'a (the Nisga'a university/college) at New Aiyansh.

**Transition programs**: The *Northern Advancement Program* has been developed utilizing existing UNBC programs in the First Nations Centre. In addition, two new courses are offered, Arts 101 and 102. These new courses provide a foundation for further study in a variety of fields at UNBC. The *First Nations Centre* programs have an emphasis on support services for students from smaller rural and First Nations communities. The Arts 101 and 102 courses provide effective bridging for students entering UNBC. The delivery of Arts 101 and 102 is supported by the First Nations Centre. These programs include the assistance of First Nations community Elders for cultural programming and personal guidance. The transition and study skills component begins two weeks prior to commencement of classes and students are required to attend a detailed orientation to the university.

The courses will continue throughout the critical first year with students receiving instruction in developing skills in the following areas:

- library skills
- research skills
- text reading skills
- writing skills
- study skills
- public speaking
- group development
- stress management
- note taking skills
- assertiveness training
- career planning
- test taking skills

In addition, since First Nations philosophy is one that is based on holistic learning, emphasis is placed on developing support networks for personal growth as well as helping students in the northern advancement program deal with personal issues that impede their academic success.
In addition to Elders, existing UNBC staff and faculty are utilized to deliver specific components and courses of the program. A program coordinator from the Office of First Nations Programs coordinates the program, teaches some skill level sessions, and assists in community liaison and student recruitment.

There are a number of private sector corporate partners and sponsors for the northern advancement program who together pick up 50 percent of the costs of running the program which currently has 24 students enrolled. See www.unbc.ca/nap

**Student support:** UNBC provides students with an array of support services through the following:

- First Nations Centre
- Learning Skills Centre
- Office of First Nations Programs
- Counselling Centre
- Registrar’s Office

The *First Nations Centre*, established in 1998, is designed to assist First Nations students at the university. The goal is to develop, with the students, a culturally sensitive and supportive environment that will promote academic excellence. Aboriginal off and on-campus housing is being planned.

The *First Nations Student Association* organizes many different social gatherings, events and activities that are related to the interest of First Nations students such as the annual Native Awareness Days. The centre is also intended to be a place for First Nations students to meet and share their academic experiences.

Support services to the northern advancement program include but are not limited to:

- peer support network
- comprehensive academic and personal support system
- individualized pre-admission counselling
- pre-admission orientation program
- scheduled tutorial programs
- talking circles
- cultural events
- structured library orientations
- study skills workshops
- supportive advocacy through Office of First Nations Programs
- First Nations student study hall
- First Nations computer lab
- First Nations Cultural Centre
- First Nations counsellor
- First Nations Elder and spiritual healers
- co-op advisement
Scholarships and bursaries for Aboriginal students: There are a number of scholarships, bursaries and loans available for Aboriginal students. As well the university waives the registration fee ($100) for sponsored students. There are two scholarships for Aboriginal graduate students.

Administrative and policy framework: There is an Office of First Nations Programs and a Senate Committee on First Nations and Aboriginal Peoples. There is Aboriginal representation on the board of governors. UNBC states that:

“The education of First Nations is central to the mission and mandate of the University of Northern British Columbia. UNBC services an area that includes 16 tribal councils, 78 First Nations bands, four Métis organizations, and 10 friendship centres. It is important that UNBC strive to incorporate a First Nations and Aboriginal world view perspective, and to provide an inclusive and culturally safe environment for First Nations students, staff and faculty. First Nations ways of knowing, values, principles and belief systems are an integral component of UNBC as a research intensive university.”

To quote from UNBC’s strategic plan, “Action: Answering the challenge through innovation, opportunities and networks: A strategic plan (2003)” states the following objectives regarding Aboriginal matters:

“Objective #1: Incorporate First Nations and Aboriginal world view perspectives and values into academic policies, programming and services so that First Nations and Aboriginal cultures are a pillar of the institution.

Objective #2: Increase representation of First Nations and Aboriginal students at UNBC. The long term goal is to enrol a proportion of First Nations students comparable to the rate of participation of all Canadians and permanent residents in postsecondary education in Canada.

Objective #3: Support research relationships and opportunities with First Nations Peoples where there is reciprocal respect for First Nations communities and researchers.

Objective #4: Promote diversity in the faculty that includes First Nations and Aboriginal people by developing a plan for the recruitment and development of First Nations and Aboriginal faculty positions throughout the university.”

Aboriginal population on campus (student and staff): Approximately 10 percent of the student body and five percent of both the faculty and staff identify as Aboriginal people through a student census. Retention, progression and graduation rates are tracked.
Royal Roads University, Victoria, British Columbia

Royal Roads University, an institution that has developed a learning model that blends short residencies and collaborative Internet learning, is the only university in Canada to exclusively offer applied and professional programs. It has a strong focus on the international education marketplace. It has no special programming or services for Aboriginal students at the current time.
Simon Fraser University, Burnaby, British Columbia

Aboriginal recruitment and admissions: There is a link on the main “prospective students’ Web page” for “First Nations students”. This directs the applicant to information about First Nations student services and refers the applicant to the full-time First Nations student recruiter, identified as a member of the Nisga’a nation. The recruiter offers to visit schools, communities and career fairs. There is also an opportunity to download an aboriginal student services brochure. The First Nations academic advisor is also available to offer pre-admission academic counselling.

An example of a targeted recruitment event at SFU is the following announcement:
“Student services is expecting a delegation of Aboriginal young people studying in grades 8-12 at a two-day conference April 28-29 at SFU that will help them make the transition from high school to postsecondary education. Organized in conjunction with the IIG-All Nations Institute (formerly the Institute of Indigenous Government), the conference, “Youth in Motion: Education and You” includes a career fair and workshops such as applying to university, budgeting, writing and research, identity and self esteem, spirituality and drumming and singing. There will also be information sessions for band workers, support workers, educators, counsellors and others involved in Aboriginal education. “We’re receiving strong interest from all over B.C. and even the Yukon,” says SFU First Nations recruiter Marcia Guno, who is helping to coordinate the event.”

The Pes’ka Aboriginal Shad Valley Program held at SFU in 2005 is a summer camp program that introduces 15 high-achieving Aboriginal high school students to university life with a focus on technology. The Ontario-based Shad International organisation plans to extend the program to other university campuses with significant local Aboriginal populations across Canada.

As with all B.C. institutions there is a well-developed transfer program between colleges and universities.

Native studies programs:
- First Nation Studies Minor. The minor program in First Nations studies, started in 1998, comprises at least 24 credit hours and can be taken in conjunction with any major or honours bachelor’s degree program, or with a bachelor of general studies degree program. Some courses are available through distance education. There are 218 students currently enrolled.
- Major in First Nations Studies at SFU Kamloops (started in 1988) has 465 students enrolled.
- Joint FN Studies/Archaeology (started 2005) has three students enrolled.

Aboriginal focused programs on campus:
- The First Nations Student Centre publishes a list of approximately 36 undergraduate courses with Aboriginal content and topics.
• *Seniors Program in Aboriginal Spirituality*, a non-credit course run by continuing studies at SFU.

• *Undergraduate Semester in Dialogue on Aboriginal Issues* held at the Vancouver Harbour Centre campus, see: [http://www.sfu.ca/dialogue/undergrad/about.htm](http://www.sfu.ca/dialogue/undergrad/about.htm).

• *Indigenous Peoples Teacher Education Module* is part of the professional development program of the faculty of education. According to the course description: “SFU is seeking to increase the number of First Nations/Aboriginal teachers in the province and invites urban dwelling Indigenous Peoples (First Nations/Aboriginal/Métis) to apply to the IPTEM program. Individuals with extensive experience with First Nations/Aboriginal/Indigenous Peoples are also encouraged to apply. The IPTEM program will incorporate indigenous knowledge and cultural resources available in the environments of the Musqueum and Squamish Peoples, as well as in other Aboriginal communities residing in metropolitan centres. The next cohort will begin (dependent upon numbers and funding) in January 2007.”

**Outreach programs:**

• SFU offers a program with courses from a First Nations prospective at the Secwepemc *(Shuswap)* Education Institute in Kamloops, B.C. (see: [http://www.secwepemc.org/sfu.html](http://www.secwepemc.org/sfu.html)) In 1989, an innovative collaborative educational program was initiated between the Secwepemc Cultural Education Society and Simon Fraser University to establish a Native-administered and run, postsecondary educational institute in Kamloops. The program was designed to, enhance the quality of life of Native people; preserve, protect, interpret, and promote their history, language, and culture; and provide research and developmental opportunities to enable Native people to control their own affairs and destiny. A unique program at the institute is the annual *Archaeology Field School*, now in its 12th year. Other programs include SFU accredited BA, bachelor of general studies and teacher certification programs. Students do not need to attend the SFU campus to complete their programs.

• Through an innovative joint initiative, the faculty of arts and social sciences at Simon Fraser University and the Nicola Valley Institute of Technology (NVIT) in Merritt, B.C. offer the *Program in Aboriginal Community Economic Development and Business Studies*. Leading to the degree of bachelor of general studies, this program has been designed for graduates of the NVIT’s diploma program in community economic development or NVIT’s diploma program in business administration.

• The *Program in Liberal and Business Studies* is an interdisciplinary part-time degree completion program leading to a bachelor of general studies. Designed specifically for mid-career adults, the program provides students with the opportunity to complete their undergraduate degree in three years in a supportive learning environment where experiences and knowledge are shared through face to face learning. It is offered at the downtown campus in Vancouver.

• *Chief Dan George Centre for Advanced Education (CDGC)*. Initially, the CDGC, in partnership with SFU and other educational and community organizations, offers non-degree certificates and diplomas in several program areas, including *Aboriginal Tourism and Small Business, and Aboriginal Leadership and Management*. In addition, the CDGC and its partners are exploring the possibility of offering degree
level programs, including the development of an Aboriginal leadership degree completion program. Importantly, all courses and programs offered through the CDGC and institutional partners reflect First Nation experience and cultural priorities in the traditions of learning in the First Nations way. Design of courses and programs will include First Nation input and will normally be taught by Aboriginal instructors. The CDGC is located in downtown Vancouver in space donated by the City.

- **Off-Campus Master's in Education Program.** Based in eight off-campus locations in B.C. and the Yukon, the program offers access to graduate programs to non-traditional students, those who may not have a bachelor’s degree but who have followed an alternate educational path and had extensive experience in an educational or professional setting. Extensive support for students is offered both on-campus and in the off-campus locations. Courses are structured to make them accessible to individuals who have busy professional or working lives. The MEd degree requires completion of seven five-credit courses (35 credits) and a comprehensive examination. The program is completed over a two-year period. In the fall and spring semesters (September - December and January - April) classes are held at the off-campus site. The class typically meets on six occasions (every second weekend) on a Friday evening and a Saturday. During the first of the two summer sessions students complete two courses at SFU. Classes usually run for six weeks beginning the first week of July. The second summer is held at the off-campus site and involves completion of one course and a comprehensive examination.

- **Developmental Standards Term Certificate Program in Chilliwack.** This is a small First Nations program which bridges to further training in teacher education. See: [http://www.sfu.ca/mediapr/sfu_news/archives/sfunews06230516.html](http://www.sfu.ca/mediapr/sfu_news/archives/sfunews06230516.html)

**Transition programs:** There is no formal transition program at SFU.

The First Nations Student Centre offers a one-day orientation program for new Aboriginal students each September. This is in addition to the general orientation programs for all students at SFU.

Continuing education offers three non-credit university preparation courses at the Harbour Centre.

The Chief Dan George Centre is working with SFU in the development of programs (see above).

**Student support:** There is a First Nations Student Centre on campus (established 1994). Staff of this centre includes a director, a First Nations academic advisor and a First Nations recruiter (see above). There is also a First Nations Student Centre Elders Council.

There is a First Nations Student Association.

**Scholarships and bursaries for Aboriginal students:** The First Nations Student Centre maintains a list of Aboriginal financial aid including a small number of scholarships and
bursaries dedicated to Aboriginal students at SFU. There are some small bursaries available for Aboriginal graduate students.

**Administrative and policy framework:** The university has accepted a statement of *First Nations Guiding Principles* (available at [http://students.sfu.ca/fnsc/fnguidingprinc.html](http://students.sfu.ca/fnsc/fnguidingprinc.html)). The preamble to these principles states:

“The *First Nations Advisory Council (FNAC)* of Simon Fraser University has considered how the university could better serve First Nations students and communities, and offers the following principles as an initial guide for future actions in this endeavour. Some first steps toward implementation are subsequently outlined below in an action plan. For its part, the university appreciates the advice and wisdom the council offers, and will seek to follow this advice as it takes action to develop and improve this dimension of its educational mandate. When doing so, the university will recognize the diversity of the First Nations of Canada and the First Nations Advisory Council will recognize the academic authority of the university’s senate.”

The FNAC reports to the vice-president/president.

SFU has a position of *special advisor and director aboriginal affairs*, created in 2004, in the office of the vice-president academic. The position is currently held by an assistant professor of education. The incumbent is tasked with developing a university-wide strategic plan for First Nations programming.

There is currently at least one Aboriginal member of the board of governors (Debra Hanuse, a lawyer specialising in treaty negotiations).

**Aboriginal population on campus (student and staff):** Approximately one percent of the SFU student body identify as Aboriginal. There are no current measures of student success. No numbers available for Aboriginal faculty and staff.
Thompson Rivers University, Kamloops, British Columbia
(formerly University College of the Cariboo and incorporating the Open
University of British Columbia)

Aboriginal recruitment and admissions: The coordinator for aboriginal students
works with faculty and staff from various parts of the university on Aboriginal
recruitment. TRU plans to increase these activities, which include visits to Aboriginal
communities and schools, the distribution of printed materials, presentations and
attendance at Aboriginal meetings.

Native studies programs: Major in Aboriginal Studies in collaboration with the faculty
of arts, Simon Fraser (SCES/SFU program at Kamloops). The program is designed to
provide students with in-depth academic training comprised of 56 or more credit hours in
the study of traditional and contemporary issues involving Aboriginal Peoples of Canada,
as well as Aboriginal and Indigenous Peoples in other parts of the world. This major is
aimed at Aboriginal and non-Aboriginal students who wish to gain knowledge about
Aboriginal Peoples issues. It will start in 2006.

Aboriginal focused programs on campus:
- Geology-Archaeology Program is a minor available to students enrolled in either a
  BA or BSc and relies heavily on the Native studies curriculum for the archaeology
  component. (Started 1999. Currently 11 enrolled)
- Aboriginal Studies Certificate
- BA in Anthropology includes a majority of courses with an explicit Aboriginal focus.
- BA Thematic Option in Canadian Studies has a wide range of Aboriginal-focussed
courses. (Started 1998. Currently 10 enrolled)
- The schools of nursing, social work and education all have Aboriginal-focussed
  streams.
- TRU offers 36 courses with significant, if not total content, perspective and focus on
  Aboriginal arts, culture, economics, education, history, language, literature, political
  structure and systems, and science across fully 15 disciplines.

Outreach programs:
- The Williams Lake Campus of TRU offers a variety of university programs at the
  introductory level including the first two years of arts, education, journalism, nursing
  and social work as well as the first year of a number of other programs. The
  coordinator of services for Aboriginal Students at Williams Lake provides support
  services and assists Aboriginal students in attaining educational success. The
  coordinator is responsible for providing Aboriginal students with general information
to assist in the student’s success. The coordinator acts as a liaison with bands,
  community and local agencies.
- Aboriginal Tourism Certificate Program. This is a one-year program, training
  students for jobs in the Aboriginal tourism industry. It is a full-time program
  September through April with a part-time component in May and June. Students may
  start or finish the program with this part-time semester. The program also includes
two First Nations studies courses offered in partnership with Simon Fraser University/Secwepemc Cultural Education Society (see SFU). The program “ladders” into the TRU bachelor of tourism program. It was developed and is currently delivered in partnership with two regional First Nations. The program is offered both on and off-campus under contract.

- **The Cariboo Chilcotin Weekend University Program** is a joint initiative between UNBC and TRU who are working with the Cariboo Tribal Council to provide accredited postsecondary courses. These courses will meet the requirements for a *First Nations Certificate Program* and/or the *Associate of Arts Degree*. ‘Weekend University’ offers free tuition for the students of the 15 First Nation bands in the Cariboo Chilcotin. Courses are open to other students on a fee-paying basis, as space permits. The courses are offered on a part-time basis (alternate weekends) to allow the students to work or raise their families.

- TRU maintains a number of training and educational centres, including centres at 100 Mile House, Lilloet, Merritt, Ashcroft and Cache Creek. They host a variety of continuing studies programs.

- The **TRU Open Learning Division** located in Burnaby until 2007 (formerly the B.C. Open College and Open University whose assets and mandate were transferred to TRU in April 2005) operates a variety of distance education options. It offers approximately 200 courses of its own and another 200 through consortium partners in a wide variety of programs. Courses are taught by correspondence, online or in-person with flexible registration and scheduling.

**Transition programs:** As a former university college and adult education centre TRU offers a wide variety of transfer options between the high school, workforce, college and university levels. There is a high degree of integration between college and university level programs. With the inclusion of the former B.C. Open University another degree of flexibility is introduced. There are about 20 professional career diploma programs all with “ladders” to degree programs at the Kamloops campus. Graduates of a two-year diploma program anywhere in North America can apply to transfer their credits to a degree at TRU, in two different ways:

- ladder credits into a traditional degree offered on campus in Kamloops;
- count credits towards a flexible, innovative degree through Open Learning.

Within the academic stream, TRU delivers a bundle of *Student Success* (first year experience) courses to better prepare students for successful baccalaureate study.

**Student support:**

- **Aboriginal Counselling and Disability Department**

- **Coordinator for aboriginal students.** This office has been assisting new and prospective Aboriginal students since 1989. The coordinator liaises with band offices or other appropriate agencies via telephone, fax, e-mail, or Canada Post. They connect and refer students to other TRU departments. And they provide information about outside services in the community and other educational institutions in B.C. and
Canada. They cooperate with community education coordinators and will make presentations in the communities, local schools or resource centres.

- **First Nations Student Association.** The FNSA now has its own home: Cplul’kw’ten, *The First Nations Gathering Place*. Located at the heart of the campus and opened in 2003, it contains a social area, kitchen, offices, and study area with computers for student use, and is a resource, information and support centre for TRU’s Aboriginal students, and for the entire campus community.

- **First Nations Awareness Week** is organized by the FNSA.

**Scholarships and bursaries for Aboriginal students:** There are no specific Aboriginal scholarships or bursaries available.

**Policy and administrative framework:**

- **Enhancing Campus Life for Aboriginal Students.** An aboriginal campus life task force was established for the purpose of reviewing the existing services and resources at UCC available to First Nations students. Renee Spence, First Nations education council administrator of school district 73, was contracted to conduct the research project titled “Enhancing Campus Life for Aboriginal Students at UCC.” The report was submitted to the president at the end of 2001.

- There is an Aboriginal member of the board of governors.
- There is an *Aboriginal Advisory Committee* chaired by the provost reporting to the president and board.

**Aboriginal population on campus (student and staff):** Of the student body, 781 (5.6 percent) self-identify as Aboriginal (data collected at time of application). The actual number is thought to be considerably higher. No information is collected on Aboriginal student success rates.

Staff and faculty numbers unavailable.
Trinity Western University, Langley, British Columbia

Trinity Western has no programming for Aboriginal students at this time.
University of Victoria, Victoria, British Columbia

Aboriginal recruitment and admissions: The University of Victoria has a statement in its calendar (available online) as follows: “The university welcomes applications from those of First Nations, Métis and Inuit ancestry. Applications from First Nations, Métis and Inuit people who do not qualify under the other categories of admission will be considered on an individual basis by the Senate Committee on Admission, Re-registration and Transfer. The committee will consider each applicant’s:

- educational history;
- non-educational achievements that indicate an ability to succeed at university.

Applicants must submit two letters of reference from persons specifically able to assess the applicant’s potential for academic success. If possible, one reference should be from a recognized First Nations organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.”

The Web page for the “Indigenous Students Community” has a section of FAQs directed at Aboriginal applicants.

The 2004/05 budget approved the funding of an aboriginal recruitment plan and the hiring of an aboriginal recruitment officer.

Native studies programs: The faculty of humanities and the faculty of social sciences jointly offer an interdisciplinary program in Indigenous Studies intended to provide both indigenous and non-indigenous students with a core program incorporating indigenous world views and ways of knowing. This is a general program leading to the BA degree.

Aboriginal focused programs on campus:

- **Aboriginal Law Program.** There is an urgent need in the Canadian legal community for a broader understanding of Aboriginal legal issues and for Aboriginal lawyers. The University of Victoria has led Canadian law schools in developing expertise on Aboriginal law, establishing a unique program for Aboriginal students and adopting an Aboriginal Equity Plan.

- **Bachelor of Social Work: First Nations Specialisation.** This specialisation is a concentration within the BSW program and provides opportunities for First Nations BSW students to focus their undergraduate program on preparing for leadership roles as helpers in First Nations communities. Students will co-create learning environments with other First Nations students and faculty in the school. *A MSW: First Nations Child Welfare Specialization* is under development.

- **Graduate Indigenous Governance Program.** Situated in the faculty of human and social development the Master of Arts in Indigenous Governance (MAIG) program provides students with a strong background in the values, perspectives, concepts, and principles of indigenous political cultures. As more communities reject the ideas, identities and models of government imposed on them and return to their traditions, indigenous leaders and state policy-makers alike will benefit from an understanding of traditional thought and its application to contemporary concerns.
• **Concurrent LLB / MAIG Program.** The faculty of law and the faculty of human and social development jointly offer a concurrent LLB / MAIG degree program. As the first of its kind in Canada, the program responds to specific and increasing demand by students and the legal profession. Concurrent degree students will have to apply to, and be accepted into both LLB and MAIG programs to qualify for the concurrent degree.

**Outreach programs:**

• **Certificate Program in Aboriginal Language Revitalization.** Offered by the faculty of humanities in cooperation with the division of continuing studies and the En'owkin Centre, this partnership program offers 13.5 units of coursework focussing on the dynamics of language loss and recovery in Aboriginal communities across British Columbia and beyond. Core courses are offered in summer institutes at the En'owkin Centre in Penticton, and elective courses are offered in communities throughout British Columbia.

• **Diploma in Child and Youth Care – First Nations Partnership Programs.** The First Nations Partnership Programs (FNPP) is a two-year, university-accredited training program that is delivered in partnership with First Nations communities and the University of Victoria. Within partnerships the "generative curriculum model" is used to honour and include local indigenous knowledge into the classroom and helps prepares students to practice in culturally sustaining ways.

• **Certificate Program in Aboriginal Fine Arts.** Operated by the faculty of fine arts in cooperation with the En'owkin International School of Writing and Visual Arts in Penticton, B.C., the faculty offers a certificate in indigenous fine arts, with options to specialize in either creative writing or visual arts. This certificate is only available for students who complete these requirements at the En'owkin Centre. The certificate program is designed primarily for mature students of Native Indian ancestry who wish to develop specialized skills in creative writing or visual arts in a Native Peoples context.

• **Certificate in Administration of Indigenous Governments.** The certificate in the administration of indigenous governments now available by distance. It is offered in partnership by the indigenous governance program and the school of public administration. This is a certificate aimed at providing students with a background in indigenous governance and leadership issues as well as the tools and skills necessary to be more effective leaders and managers. Taught online, the courses are aimed at those living and working in indigenous communities or in other indigenous organizations and who are assuming leadership positions.

• **Akitsiraq Law School, Bachelor of Laws Program.** A program of the University of Victoria, faculty of law in partnership with Nunavut Arctic College and the Akitsiraq Law School Society offered in Iqaluit, Nunavut.

**Transition programs:** The LE,NONET Project (see below) provides transition support for Aboriginal students new to the university.
Student support:

- A First Peoples House is planned for the campus as a gathering place for Aboriginal faculty staff and students. A preliminary design for a building of approximately 1000 gross square metres has been completed.
- There is an Aboriginal/First Peoples counsellor responsible for the Aboriginal Counselling Centre.
- The aboriginal liaison officer acts as a focal point for Aboriginal student services and academic programs on campus.
- In addition there is an aboriginal student adviser in the faculty of human and social development, a First Nations education coordinator in the faculty of education and an indigenous academic programs advisor in the faculty of social work. There is also an academic and cultural support program in the faculty of law operated by the aboriginal law program coordinator.
- There is a Native Student Union and a Native Law Students' Association.
- There is an indigenous writing circle and an indigenous walking our path talking circle.
- There are ceremonies around the annual convocation for Aboriginal graduates.

LE,NONET project (Sencoten word for “Success After Enduring Hardships”): The LE,NONET project began following a series of discussions between representatives of UVic and the Millennium Scholarship Foundation of Canada on the possibility of conducting a pilot study on postsecondary education access and retention involving Aboriginal students. During the summer of 2004, funding from the Millennium Foundation supported a series of consultations with Aboriginal students, faculty and staff at the University of Victoria as well as representatives from Aboriginal communities on the experience of Aboriginal students in university. Those initial consultations identified a number of key components that will form the basis of the pilot project:

- involvement of Aboriginal communities in the education of Aboriginal students;
- a safe and positive learning environment created for Aboriginal learners at UVic;
- strong bonds created between faculty members and Aboriginal students;
- services focused on the unique situations of Aboriginal students;
- faculty members, counsellors and support staff well-motivated and suitably trained in supporting Aboriginal student success;
- financial support to supplement limited funds available from band councils;
- strong and consistent support from the institutional administration, programs and personnel.

With funding from UVic and the Millennium Foundation, a team of researchers and community representatives created a set of new programs and support structures that will be pilot tested at UVic over a four-year period. These programs will include:

Direct financial support:

Any program of support services can only be effective if there is a foundation of adequate financial support to Aboriginal students. LE,NONET bursaries in the form of top-up funding will be awarded annually to qualifying students. These funds will not displace any existing student funding nor substitute for funding that students might receive for
their participation in the other programs offered as part of the project. Bursaries will range from $1,000 to $5,000 a year for up to four years.

Peer mentoring:
To help foster a sense of community among Aboriginal students, and to help ease the transition to university studies, incoming students will be matched with returning students who will act as peer mentors. Mentors will be asked to provide additional orientation to campus life and services, course and program information, and cultural support. Mentors will receive a stipend in recognition of their services. Ten returning students will receive training as mentors each year and will receive a stipend of $6,500 a year.

Community internships:
Community Internships will provide a mechanism for bringing students, communities, and university researchers together to focus on community-driven issues. Students would receive funding and course credit for working within communities on projects they jointly define. The internship program will link up to 25 students with Aboriginal communities for 200 hours each. They will receive a stipend of $3,500.

Research apprenticeships:
Campus-based research apprenticeships will give students exposure to faculty members and graduate students working in areas that are of interest to the student. Again, students will receive funding and course credit for their efforts. Unlike community internships, research apprenticeships would typically be conducted on-campus and would be structured to add to the students’ academic pursuits. Up to 25 students will receive these apprenticeships. They will get a stipend of $3,500 and a course credit.

Facilitating Aboriginal Student Success Guidance Program:
A program of support services will be offered to UVic staff and faculty members to increase the ability of campus members and departments to support Aboriginal students.

Building partnerships with local communities and organizations:
Throughout the project, there will be continued discussion and partnership with Vancouver Island First Nations and Aboriginal organizations.

The Millennium Foundation will fund 80 percent of the $4.5 million project with the university funding the remainder. It is expected that the program will help about 400 Aboriginal students enrolling over the next four years.

Scholarships and bursaries for Aboriginal students: The aboriginal liaison office maintains a list of at least 40 different awards available for Aboriginal students.

Administrative and policy framework: In UVic’s current strategic planning document, “A Vision for the Future” one objectives stated as being: “To increase the number of Aboriginal students graduating from all faculties at UVic, building on our commitment to and our unique relationship with First Nations communities.
Action:
a) With the advice of the President's Advisory Council on Indigenous Education, enhance the recruitment, retention and graduation of Aboriginal students in all faculties.
b) Secure funding for and construct the First Peoples House, and enhance support services for Aboriginal students.
c) Support the development of curricula and methodologies supportive of the needs of the Aboriginal community.”

The purpose of the President’s Advisory Council on Indigenous Education is to recommend to the president how the university can increase the participation of indigenous people in the university and how the university might facilitate their success. The committee includes indigenous members of faculty, staff and students as well as seven external Aboriginal advisors and the vice-president academic.

Aboriginal population on campus (student and staff): There are over 450 Aboriginal students on campus, representing about 2.5 percent of the student body. There are 15 Aboriginal faculty members, representing 2 percent of regular faculty, and there are .8 percent Aboriginal staff overall.
University of Alberta, Edmonton, Alberta

Admissions and recruitment: The U of A's Aboriginal Student Policy states that, "the university is committed to the recruitment, retention and graduation of students of Aboriginal descent." An objective is to reach at least the same proportion of Aboriginal students at the university as there are in the general population of the province. As an important part of meeting that goal, the Aboriginal Admissions Policy states that, "In order to facilitate appropriate representation of Aboriginal students on campus, additional qualified applicants may be considered over and above the Aboriginal students who are admitted in the regular competition for places in a faculty. Aboriginal applicants who wish to be considered for such additional places must attain the minimum admission requirements of their chosen program as prescribed by the university and its faculties and schools. To assist the university in achieving this overall goal, faculties are encouraged to set aside places specifically for Aboriginal applicants, the number being consistent with the available pool, student interests, and available teaching and learning support services."

In December 2000, Canative Housing Corporation, a non-profit Native housing corporation, donated a $500,000 endowment. Funds from this endowment plus a donation from Canadian Heritage and money from the University of Alberta are used to fund a program providing tutoring to Aboriginal high school and junior high school students and involving recruitment efforts, such as campus tours and publications.

There are a variety of Aboriginal recruitment programs aimed at potential students of all ages including community outreach programs, school and college visits, campus tours and pre-admission counselling services. The University of Alberta does not offer an on-campus summer program.

U of A has a tutoring program in which Aboriginal students work part-time tutoring, mentoring and encouraging Aboriginal school students.

Faculty Aboriginal recruitment programs are well established and have been going on for many years.

Native studies: The School of Native Studies was established in 1988 to offer a BA in Native studies and a minor program for students in other disciplines. Operating as an independent faculty, its vision is to become the pre-eminent Native studies program in Canada. It is open to both Native and non-Native students. There are also two combined degrees: a BA in Native studies / bachelor of education (five-year combined degree) and a BA in Native studies/BSc in environmental conservation sciences. The school values the contribution of Elders, ties to Native communities and the promotion of indigenous languages. Currently 88 students who have self-identified as Aboriginal are enrolled in the Native Studies program.
Aboriginal focused programs on campus:

- Since 2000 the University of Alberta has organized the annual Canadian Indigenous Languages and Literacy Development Institute (CILLDI). This teaching and research program provides a unique opportunity to earn university credit while learning about selected Canadian indigenous languages and cultures. More than 80 participants include undergraduate and graduate students interested in learning an indigenous language or gaining expertise in the areas of linguistics, language and literacy, curriculum development, second language teaching and research.

- The Indigenous Law Program within the faculty of law offers a supportive program for Aboriginal law students, including personal and academic counselling, academic support, assistance with summer employment and first-year orientation.

- The Office of the Aboriginal Health Care Careers Program was instituted by the faculty of medicine and dentistry in 1988, staffed by a coordinator to assist Aboriginal students to gain admission and graduate from the faculty of medicine and dentistry, and the other professional health sciences faculties at the University of Alberta. As of 2006 the faculty has graduated 41 Aboriginal physicians, 11 dentists, 12 dental hygienists and four students with a BSc in medical laboratory science. The majority of graduates are working or planning to work in some capacity in the area of Aboriginal health.

- The Alberta ACADRE Network is a multidisciplinary, Canadian Institutes of Health Research funded training program for capacity building in Aboriginal health research. The network includes investigators from the faculties of medicine and dentistry, nursing, agriculture, forestry and home economics, education, arts, extension, as well as investigators from the University of Calgary and McGill University. ACADRE provides financial support and mentorship to undergraduate and graduate students and postdoctoral fellows, as well as to Aboriginal communities wishing to become involved in health research.

- Canadian and Native Studies International Summer School: A program directed at international and domestic students.

Outreach programs:

- Continuing Studies offers a variety of life-long learning opportunities both on-campus and at a distance.

- Aboriginal Teacher Education Program (ATEP). ATEP founded in 2002, is an off-campus elementary teacher education program designed to improve the educational success of Aboriginal children by increasing the number of Aboriginal teachers in communities in northern Alberta. Programs are offered in whole or in part at Native colleges or in Aboriginal communities. There are also a number of college transfer programs. The four-year Aboriginal Teacher Education Collaborative Program began in September 2003 in collaboration with Northern Lakes College in Slave Lake, Grouard, Wabasca, Peace River and Ft. Vermilion. The program minor is Cree.

Transition programs: Aboriginal students who do not meet the competitive admission requirements may enter the Transition Year Program (TYP). In this program, students start the first year of studies in a program specially designed with extra tutorial support in
every class to help them succeed with the transition to university-level studies. The courses taken during the transition year must include specific courses required for the planned program of study. At the end of that year, they then apply to the program they want. They will be admitted if they have succeeded in their courses in the TYP. Currently there are around 50 Aboriginal students in this program. Around 75 percent of the cost of the program is borne by the university operating budget with the rest coming from soft funding. In order to apply to the transition year program, students must be an Aboriginal applicant, 18 years old, have a minimum mark of 50 percent in each required subject, and have a minimum overall average of 60 percent. They will also need between two and five high school subjects, depending on which degree they intend to complete. The transition year program is available to students who are interested in programs in the following faculties:

- agriculture, forestry, and home economics
- arts
- business
- education
- engineering
- Native studies
- nursing
- physical education
- science

The transition program may be completed at one of several public colleges that have a partnership with the university.

Support services: The lead agency on campus for Aboriginal students is the Aboriginal Student Services Centre, originally created as the Office of Native Affairs in 1975. Services offered include:

- pre-admission counselling
- retention services and strategies
- support/advocacy for aboriginal students
- orientation/convocation
- aboriginal students major-domo
- employment opportunities
- aboriginal cultural activities
- aboriginal community liaison
- Buffalo Yell newsletter
- cross-cultural educational awareness
- aboriginal student handbook
- computer lab facilities
- transition year program coordinator (English)

There are a number of student-run organisations which include:

- Aboriginal Student's Council (ASC)
- n'tometk Peer Support and Outreach
• Aboriginal Law Students' Association
• Student Ambassadors Guiding Education (SAGE)
• Lone Wolf Society
• Native Studies Student Association
• Aboriginal Students in Graduate Studies
• American Indian Science and Engineering Society

Scholarships and bursaries for Aboriginal students: There are a number of scholarships and bursaries available for Aboriginal students.

Administrative and policy framework: There is an Aboriginal Student Policy (originally adopted in 1990 and updated in 2004) — see:
http://www.uowfweb.ualberta.ca/gfc/policymanual/content.cfm?ID_page=39168&section=39248&contentshow=section
The present Aboriginal Student Policy grew out of the provost’s Aboriginal Strategies Task Force Report of 2002. See:
At that time the Aboriginal population of the U of A was less than half the five percent goal set in 1990 and considerably less than the 6.1 percent Aboriginal representation in the Alberta population.

The Aboriginal Advisory Council (UAAAC) is the coordinating body and unified voice dedicated to the interests of the Aboriginal community at the University of Alberta. The UAAAC envisions the University of Alberta as the post secondary institution of choice for Canada’s Indigenous Peoples. The UAAAC invites representatives from all Aboriginal programs on campus to join its circle. It meets on a monthly basis to discuss issues of common interest, such as recruitment and retention of Aboriginal students and staff, and provision of services for members of the university Aboriginal community.

The U of A’s Aboriginal Admissions Policy requires that, “aboriginal enrolment in each faculty be detailed in an annual report provided by the registrar’s office, and monitored and evaluated by the office of the provost and vice-president (academic).” The report is posted on the Web site of the strategic analysis office.

Graduate studies and research: Since October 2001, the Alberta Aboriginal Capacity and Developmental Research Environments Network (AAN) has worked to create an environment where people with a commitment to Aboriginal health can share complementary knowledge and skills, learn from each other, and provide wider accessibility to research resources. The Network’s primary focus is community capacity building whether through promoting health professions to high school students, providing financial support for undergraduate Aboriginal students, or helping to facilitate a community generated research initiative. Communities are the foundation for the work of the Alberta ACADRE Network.

The Calendar of the faculty of graduate studies states that,
"Students of Aboriginal ancestry, within the meaning of the Constitution Act, 1982, section 35(2), are strongly encouraged to apply for admission. The faculty of graduate studies and research has developed a series of recruitment and retention initiatives to enhance the learning experiences of Aboriginal students on the campus. In accordance with the faculty of graduate studies and research admission policy, Aboriginal students may be considered for admission on the basis of their life experience. The faculty of graduate studies and research advocates the admission of Aboriginal applicants by individual departments."

**Aboriginal population on campus (student and staff):** In fall 2004 there were 744 self-declared Aboriginal students registered in all faculties (69 percent of these students were female). Of this total 61 students were registered in graduate studies. The largest group of Aboriginal students identified themselves as Métis. Altogether this represents around slightly more than two percent of the student population.

Currently (2005) approximately three percent of the student body identifies as Aboriginal (self-identification on registration forms). The university does not currently track retention, progression and graduation rates for Aboriginal students, but could do so if needed.
Athabasca University, Alberta

Aboriginal recruitment and admissions: Athabasca University, billing itself as “Canada's Open University”, is dedicated to removing the barriers to a university education and allows admission to the university and registration in a course (except where a pre-requisite is needed) that is not based on prior academic achievement.

Athabasca University’s Indigenous Education administrative arm actively recruits Indigenous students with visits to Indigenous nations, communities and organizations throughout Canada.

Native studies programs: AU does not offer a Native studies program, but does offer a Canadian Studies BA that includes a significant component of Canadian Native and ethnic studies. AU has a 1-3 year planning curve for three upcoming Indigenous Studies credentials.

There are a number of courses available in indigenous studies. All Indigenous studies courses have been written with an Indigenous academic or academic team member, an Indigenous editor and peer review process. Many of the courses are introductory, law and justice, or leadership and government courses.

Other programs: The Centre for World Indigenous Knowledge and Research is a centre that exists within Athabasca University to address and achieve the following goals:

- meet the academic needs of indigenous scholars, nations, communities, institutions and organisations;
- improve the development and delivery of indigenous education at Athabasca University;
- strengthen the research undertaken for, by and about First Nation, Métis and Inuit people at Athabasca University;
- acknowledge and develop the role of traditional knowledge in academic settings;
- support, protect and preserve indigenous knowledge, education and oral traditions.

The Academic Centre, CWIKR, is a 100 percent Indigenous faculty and staffed academic and research centre.

Indigenous Education is AU’s administrative arm which addresses recruitment, retention and success of Indigenous students, Indigenous cultural sensitivity training for staff and faculty, developments in the area of distance education and Indigenous student success, and student support.

Outreach programs:

- As a distance learning organisation, Athabasca University’s business is outreach and flexible learning. There are a number of collaborating institutions that offer AU courses.
- There is a collaborative degree completion program operated at Mount Royal College.
• AU also runs learning centres in Calgary and Edmonton.
• Through the Centre for World Indigenous Knowledge and Research, AU offers or has offered courses at Blue Quills First Nations College, Yellowhead Tribal College, Northern Lakes College, Aurora College and other locations with a large number of First Nations, Métis and Inuit students.
• Through the Centre for World Indigenous Knowledge and Research, AU offers individual study anywhere in Canada, technology-assisted distance education to groups or communities in places where university education is not otherwise available or tailored group learning in community where numbers warrant.
• There is a Four Seasons Speaker series which identifies and presents topical issues by Indigenous Speakers. Past and future speakers include Dr. Harold Cardinal, Maria Campbell, Dr. Winona Wheeler, Jane Ash Poitras, Gil Cardinal, Drew Hayden Taylor, Dr. Betty Bastien, Tracey Lindberg and others. Portions of these presentations are available online.

**Transition programs:** As a partner in Campus Alberta, Athabasca University offers its courses and educational services to students registered in Alberta postsecondary institutions. Working with these and out-of-province institutions, Athabasca University also provides degree completion opportunities for university transfer students and diploma graduates.

Through Indigenous collaborations, Athabasca University enables Indigenous institutions and students to pursue educational goals in their home communities, making transition to an academic environment one which takes place in their home environment.

**Student support:** Advising Services assist the student in areas ranging from clarifying their profile to helping choose the next course(s) for their program of studies; from providing information about university regulations and procedures to guiding them through a Loan Study Plan. Indigenous Education houses an Indigenous Education assistant who assists students in finding their way through the AU environment in the most accessible way.

**Scholarships and bursaries for Aboriginal students:** There are a number of scholarships including a few bursaries, scholarships and prizes aimed specifically at Aboriginal students.

**Administrative and policy framework:** According to its mission statement, “Athabasca University is dedicated to the removal of barriers that traditionally restrict access to and success in university-level studies and to increasing equality of educational opportunity for all adult Canadians regardless of their geographical location and prior academic credentials. In common with all universities, Athabasca University is committed to excellence in teaching, research and scholarship, and to being of service to the general public.”
The 2002-06 Strategic Plan includes:

"GOAL 2
To increase the number and success of students identified with traditionally under-represented groups (women, Aboriginal Peoples, persons with disabilities, and visible minorities)
Objective 1: We will increase the number of indigenous students whom we serve by implementing the Indigenous Education Plan."

The 2006-2011 Strategic Plan includes the same commitment and an advancing Indigenous Education Plan.

The Director of Indigenous Education is an associate professor of Indigenous studies and head of the Centre for World Indigenous Knowledge and Research. She is assisted by an Indigenous Elder in Residence (2005-2006 Dr. Maria Campbell), Indigenous faculty and staff members from different Indigenous nations and communities. Their work is supported by the Nehiyiwak Caucus (Formed 1998), The Internal Advisory Committee (Formed 2000), The External Advisory Committee (a committee representing First Nations bodies – under development), and an Elder’s Committee (under development).

Aboriginal population (student and staff): No information available, but as an open-admissions distance learning institution, Athabasca undoubtedly serves a large number of Aboriginal students pursuing self-directed studies from a remote location.
University of Calgary, Calgary, Alberta

Aboriginal recruitment and admissions: As of Fall 2006 a new Aboriginal Admissions Policy comes into effect (replacing an older policy dating from 1989.) It is a policy designed to ensure equitable access for Aboriginal students to undergraduate degree programs at the University of Calgary. Applicants must show evidence that they are Aboriginal (broadly defined) and also:

- meet the minimum admission requirements as specified in the University of Calgary calendar;
- have met the University of Calgary English language proficiency requirement;
- are Canadian citizens or permanent residents of Canada.

The policy applies primarily to undergraduate programs, and includes students transferring between programs. The policy allows each faculty to apply further discretionary admission under this general policy. There is also a policy for transfer students from member colleges of the First Nations Adult and Higher Education Consortium (FNAHEC) into the International Indigenous Studies program.

The University of Calgary provides the usual Web-based information to applicants. The Native Centre Web site has incorporated an Aboriginal design and also profiles Aboriginal alumni artists, whose art work is profiled on our Web site, with permission of the artists. The Native Centre student advisor is available to provide one-on-one pre-admissions advising to all prospective Aboriginal students in all entrance categories: high school, transfer and mature.

The Native Ambassador Post-secondary Initiative (NAPI), initiated by the Native Centre at the University of Calgary, involves a collaborative partnership with the Southern Alberta Institute of Technology, Mount Royal College, the Calgary Catholic School District, and the Calgary Board of Education. The youth outreach program is designed to provide information on post-secondary education and to provide positive role modeling to Aboriginal youth enrolled in junior and senior high and other youth programs. The primary goal is to motivate Aboriginal students of all grades and ages to consider pursuing a postsecondary education. Post-secondary Aboriginal student Ambassadors from Mount Royal College, SAIT and University of Calgary are available to visit Aboriginal youth in junior and high schools and colleges in order to facilitate "blueprint for the future" type workshops, provide campus tours for visiting groups, and travel to regional Aboriginal career fairs. The NAPI program includes the Aboriginal Education Project from Mount Royal College, Chinook Lodge at SAIT, and The Native Centre at the University of Calgary in presentations and promotional materials. Currently, this initiative in addition to pre-admissions advising and community outreach serves as a recruitment strategy for the University of Calgary. However, we are in the process of considering the creation of an Aboriginal Recruitment officer position under the auspices of the Recruitment and Admissions Office.
In 2005, the Schulich School of Engineering hosted a Summer Science Camp for Aboriginal students affiliated with the Chula Elementary School at Tsuu T'ina. This summer camp program was part of the Minds in Motion initiative and will expand next year to include students attending Chief Crowfoot School in Siksika. This Faculty has also set aside 1 percent seats for Aboriginal students in first, second and third year. Other Faculties working on similar models include the Faculty of Medicine.

Native studies: The faculty of social sciences offers a minor in Indigenous Studies. There is also a BA (major) in International Indigenous Studies. The BA program started in 2005 and has seven students enrolled. There are also three students taking the minor, which started in 2003. A Master’s program will commence in 2006.

Aboriginal focused programs on campus:
Law: The faculty of law makes the following statement on its Web site: “The faculty encourages applications from Aboriginal Canadian applicants including applicants of Indian, Inuit and Métis heritage. These applications will first be assessed in the usual way. However applicants who are not admitted in this way will be further assessed for a conditional admission. This process is designed to facilitate access to legal education and the legal profession for Aboriginal Peoples and to increase diversity in the student body in the law school. An Aboriginal applicant who is offered a conditional admission must normally attend the Program of Legal Studies for Native People offered each summer by the college of law, University of Saskatchewan. There is some limited financial assistance available. The faculty has a professional mentoring service in place.”

Outreach programs: The First Nations Adult and Higher Education Consortium consists of 10 colleges and adult training centres in Alberta and Manitoba. The Native Centre works in conjunction with other programs and faculties at the University of Calgary in order to coordinate outreach programming within Aboriginal communities upon request of First Nations colleges. Two such colleges are Red Crow and Old Sun Community Colleges. There is currently a Master of Teaching Outreach Program (BEd program) and a pre-degree Academic Outreach (transition program) at Old Sun Community College. These programs are run on a cost-recovery basis by the university.

The Bachelor of Social Work ACCESS Program is offered in various remote, rural and Aboriginal communities across Alberta using the learning circle approach. There is also an online virtual learning circle starting in 2005. Funding for this program was provided in provincial access funding through Alberta Learning (now Alberta Advanced Education).

Transition programs on campus: There is an Aboriginal focused orientation program for new students offered by the Native Centre at the beginning of the academic year. The Native Centre is also in the process of developing an Aboriginal Access program (or transition year) with a collaborative partnership with Bow Valley College and Mount Royal College as a part of the Campus Alberta Initiative.
Support services: The Native Centre's programs and services include: 1) ongoing academic advising, 2) pre-admissions advising, 3) community outreach programming, 4) NAPI ambassador program, 5) financial advising and advocacy, 6) tutorial and remedial services, 7) computer lab, 8) study space, 9) student lounge, 10) cultural ceremonies and related activities 11) monthly social gatherings, and 12) student orientation programs. There is an annual graduation banquet and powwow. Physically the centre has approximately 2,200 square feet of space. There are four employees on the centre staff. Additionally the centre hosts the services of a part-time Elder, a volunteer therapeutic healer, and a PhD practicum psychologist. The Centre is funded by the University, but also fundraises for enhanced services, special events, and Aboriginal Youth outreach programs sponsored by Government grants and the corporate sector.

Since 1974, there has been an Aboriginal Student organization on Campus, which is currently titled, the First Nations Student Association.

The Annual Graduation Banquet and Pow-wow honours University of Calgary Aboriginal graduates with a traditional event in which they are presented with Pendleton Blankets and ceremonial Feathers. This community event has been in place since 1991. In addition, the First Nations Student Association hosts an annual Native Awareness Week celebration, which provides an opportunity to offer a level of cultural awareness on campus, and together with the Annual Graduation Banquet and Pow-wow, invites the Aboriginal community on campus and allows prospective Aboriginal students to become involved in the cultural activities hosted by the University of Calgary.

Financial assistance: There are a number of Aboriginal-specific scholarships and bursaries available at the University of Calgary. The Native Centre provides information on these programs as well as other sources of post-secondary funding for Aboriginal students.

Administrative and policy framework: There is an Aboriginal Student Policy (see: http://www.ucalgary.ca/nativeer/policy.html) adopted in June 2003 and an Aboriginal Student Policy Standing Committee chaired by the Assistant Vice President of Student Services. The Committee includes three active Sub-committees on Aboriginal Student Access and Admissions, Indigenous Knowledge and Research Protocol, and Aboriginal Awareness. The Standing Committee reports to the General Faculty Council and produces an annual activity report.

A comprehensive survey on diversity within the University of Calgary Student population is currently underway. This survey includes some focus on the Aboriginal student experience at the University of Calgary and will be made available on the student and academic services Web site in the spring of 2006.

Aboriginal population on campus (student and staff): Tracking Aboriginal learners started through the implementation of a voluntary self-identity question on University of Calgary application for admission forms in the fall of 2005. Statistics, based on these forms, are still preliminary and not completely accurate as the university has students in
the system who have still not self-identified. U of C is hoping to provide an opportunity for these students to self-identify through a voluntary self-identity question on the registration forms in the fall of 2006. More accurate statistics on Aboriginal learners will be captured as students upgrade their personal records. Current estimates are that Aboriginal students make up 1.3 percent of the student body (approximately 375 undergraduates and 25 graduates). The university plans to track student success rates once data collection is more complete. Only graduation rates for those who identify with the Native Centre are presently available. Approximately one percent of the faculty and staff combined identify as Aboriginal.

Other: U of C hosts the Arctic Institute of North America.
Concordia University College of Alberta, Edmonton, Alberta

Recruitment: Recruitment is generalized through the admissions, recruitment & financial aid office with no specific targeted recruitment programs for Aboriginal students.

Native studies programs: Concordia offers two courses in Native studies. The first course consists of an introductory language course in Cree. The second course, Aboriginal Studies, is a course from an Aboriginal perspective of governmental policies and legislation throughout history to contemporary times.

Aboriginal focused programs on campus: Not specified.

Outreach programs: Not specified.

Transition programs on campus: The University and College Entrance Program (UCEP) for aboriginal adults has been offered since 1985. Success rates, as measured by program completion, satisfactory grades, and admission to postsecondary institutions, are high. Eighty percent of students in the program go on to other college or university programs. The goal of the program is to prepare learners with the prerequisites necessary for entry into postsecondary education. Designed for a maximum of 44 students, this program is eight months (September through April) in duration, and emphasizes Aboriginal culture in the literature studied and in the student events organized. Students have ready access to excellent personal support counselling. The counselling ratio is 1:44. (UCEP) and is designed for Aboriginal adults to help students develop their English, mathematics and study skills. The English class makes use of literature written by Native authors and/or containing Native content. The study skills development class focuses on academic programs of interest to Native students. Students are eligible for Alberta government financial support. The program is located at the Gold Bar Campus in Edmonton.

Aboriginal support: Available to all students is professional career development workshops. Concordia Career Services provides information, workshops, career fairs, other events related to career counselling. Personal counselling is also available and the Web site indicates Aboriginal support though it is not specified. Aboriginal support is accessible through the UCEP aboriginal program case management and counselling.

Scholarships and bursaries for Aboriginal students: Available to all students. See: http://www.concordia.ab.ca/prospective/financialaid.php

Administrative and policy framework: Concordia maintains its academic and administrative policies in its current 2005-2006 calendar. See: Section 8-9.

Student and staff numbers: There is no classification system that identifies Aboriginal students.
University of Lethbridge, Lethbridge, Alberta

Aboriginal recruitment and admissions: The university has a variety of recruitment activities and offers campus tours (real and virtual). There is a program in which prospective students link up with a current student to “shadow” them in lectures and tutorials for a day. There is an Aboriginal student information page on the Web site and the university has been engaged in Aboriginal recruitment since 1977. Grades 10 and 11 are targeted in all schools, including Aboriginal schools, in the catchment area.

There are a variety of transfer programs operating between the university and other Alberta educational institutions.

Native studies programs: The Native American studies department offers a BA degree in Native American Studies. According to the department, “All of the classes in Native American studies are taught from the Native perspective - this makes the program the most unique and one of the most sought after programs in Canada. The majority of courses are taught by Native American and First Nations instructors who are professionals in their fields with real-world experience, many of whom are known nationally and internationally.” The BA program commenced in 1970 and a master’s program started in 1977.

Aboriginal focused programs on campus:
- Unique in its approach to Aboriginal education, the Bachelor of Management in First Nations Governance offers an interdisciplinary education in a challenging, respectful and academic environment.
- Combined BA/B.Ed with Major in Native Education
- Lethbridge maintains a digital library and SSHRC-sponsored research program to help preserve and promote the history and cultural heritage of the Blackfoot Confederacy.

Outreach programs:
- The school of health sciences continues to work towards increasing access to health-care professional opportunities for First Nations Peoples. This work includes student learning, teaching, research collaborations and ongoing partnerships to help open doors for First Nations Peoples. In the last year, the school delivered health sciences courses to students in Brocket, Alta., on the Piikani (Peigan) Nation.
- Lethbridge has some limited distance learning offerings in the humanities.

Transition programs: An experimental transition program for Aboriginal students was in place for one year in 2004-05. It received short-term funding from the province as an access program. Approximately 30 students who did not meet university admissions standards were accepted into the program. They took a mix of credit and non-credit support courses to bring them up to minimum admission level in mathematics, English, writing and study skills (Grade 12 levels). Approximately 50 percent “graduated” from the program and went on to first year in a regular program at Lethbridge. The program
was not successful in obtaining funding for 2006-07 and has been suspended. The university is hopeful that the program might be funded again in the future.

**Student support:** There is a *Native student advisor* in the registrar’s office and student services dedicated to student advising. The position was created in 2003.

There is a *Native Students Association (NSA)* on campus. The NSA, one of the oldest student associations on campus, offers:

- social interaction
- Native student lounge
- peer support
- links between students and:
  - faculty.
  - employment services.
  - other Native organizations.
  - other clubs at the U of L
- cultural/spiritual celebrations
- education resource center
- newsletter

There is an annual *Native Awareness Week* on campus.

**Scholarships and bursaries for Aboriginal students:** There is a scholarship program targeted at Aboriginal students.


The University of Lethbridge submitted an employment equity plan "*The Diversity Advantage*" to the federal government in May 2005 under the Federal Contractors Program. The report identifies one strategic priority as being to, "*to improve support and participation of First Nations in the University Community.*" A "Diversity Advantage" Web site and task force have been set up to help implement the equity plan. Aboriginal participation in the university labour force (1.4 percent) is slightly more than half of the external availability pool. Cultural protocol workshops are offered to staff.

There is an Aboriginal member of the board of governors.

**Aboriginal population on campus (student and staff):** At Lethbridge 4.6 percent of the student body identify as Aboriginal (information collected on application for admissions). Nearly one and a half percent of the university’s employees identify as Aboriginal. Retention and graduation rates are tracked.
University of Regina, Regina, Saskatchewan

Aboriginal recruitment and admissions: The University of Regina has been engaged in Aboriginal recruitment since 1995. Efforts have intensified since 2004. The Web page for "prospective students" refers Aboriginal applicants to "Services for Aboriginal Students".

There is an Aboriginal recruitment officer who, as part of the U of R's student recruitment process, travels to First Nations schools and inner-city schools to promote the university as an option for Aboriginal students. Recruitment counselling is started with visits to grades as early as 5 and 6. The recruitment officer discusses U of R programs, residence options, scholarships and awards, and various programs and services. Through the Saskatchewan University and Technical Institute Liaison (SUTIL), the Aboriginal recruitment officer travels to schools throughout the province. Counsellors and postsecondary coordinators can book a CPSE day through SUTIL. The recruitment officer also attends postsecondary coordinator meetings, career fairs, and other events within the Aboriginal community.

The University Ambassador program employs students to visit high schools and conduct campus tours. An increasing proportion of the student ambassadors are Aboriginal students who frequently visit Aboriginal communities on behalf of the University of Regina and First Nations University of Canada.

Native studies programs: There is a BA (and BA honours) and an MA program in Indigenous Studies. There are 55 students enrolled in the BA program and six in the master's program.

Aboriginal focused programs on campus (see also entry for First Nations University of Canada):

- **Aboriginal Arts Internship.** This program allows arts students to receive academic credit for an unpaid internship. Students work 8-10 hours a week for 13 weeks on a designated project at a host organization and receive academic credit for a three-credit class.

- **The Aboriginal Cooperative Education Program** provides Aboriginal students attending classes at the University of Regina with meaningful work experience while going to school. Students registered in the faculties of arts, business administration, engineering and science can apply to the co-op program after completing their third semester of classes.

- **Master of Aboriginal Social Work.** The school of Indian social work at the First Nations University in partnership with the faculties of social work and graduate studies and research offers graduate work leading to a special case cohort MASW degree. This graduate program of studies aims to prepare students as clinical practitioners, especially skilled in Aboriginal approaches to therapy and especially sensitive to issues facing Aboriginal communities. Fundamental to the program is an understanding of traditional Aboriginal spirituality, culture, and healing, and especially how these traditions can function effectively in contemporary settings.
There are a variety of indigenous language-instruction credit courses offered in Cree, Dakota, Dene, Nakota, and Saulteaux (Ojibway) and a linguistics program with an emphasis on the structure and preservation of First Nations languages. First Nation languages are considered for second language credit requirements in other programs.

**Saskatchewan Urban Native Teacher Education Program (SUNTEP).** SUNTEP delivers a Bachelor of Education (Elementary) program through the Gabriel Dumont Institute, located on the main U of R campus. The SUNTEP program prepares prospective teachers of Aboriginal ancestry to be fully qualified teachers, sensitive to the educational needs of all students, particularly those of Métis/First Nations ancestry.

TheCentre for Continuing Education offers a variety of programs both off and on-campus, face-to-face and online that feature Aboriginal content and/or engage Aboriginal people. It also offers a “Weekend University” and a “Summer University” program for those unable to attend regular semester classes.

The Senior’s Education Centre has a number of initiatives promoting understanding of Aboriginal culture through programs and outreach activities.

Aboriginal perspectives, history, culture etc, are a feature of courses and programs in many areas of study at the University of Regina.

**Outreach programs:**

- Partnered with the Parkland Regional College and Standing Buffalo Reserve to have credit courses delivered at Fort Qu’Appelle.

- In partnership with the University of Regina, Yukon College offers an accredited undergraduate Bachelor of Social Work program with a U of R degree. This program prepares students for generalist social work practice in northern, remote and First Nations communities. The program features a 10-day culture camp, hosted by a Yukon First Nation and set in a remote wilderness location. Also in partnership with Yukon College, the University of Regina is involved with the Yukon Teacher Education Program. The program is delivered at Yukon College by local staff with graduates receiving a U of R degree.

- In partnership with the University of Regina, Aurora College offers a two-year Certificate of Social Work Program from the U of R that is intended to provide the graduate with a sound basic foundation to work with the cross-cultural populations of the Northwest Territories. The program focuses on such areas as counselling skills, community practice and professional values as well as an understanding of the theoretical models related to human problems, social systems and intervention methods. Successful completion of the program provides students with the opportunity to practice social work in the north or to apply for transfer to the University of Regina, the First Nations University of Canada or Yukon College to complete their BSW.

- The Northern Teacher Education Program, which can be completed entirely off-campus is offered in partnership with the University of Saskatchewan. The program is funded by provincial grants.

- A variety of U of R courses are delivered throughout Saskatchewan via a regional college system, some by distance instruction and some by local or travelling instructors.
Transition programs:
- Campion College (a Catholic college of the University of Regina) offers a first year tutor/mentoring program for first-year students taking English courses. There is also a writing clinic run by senior students.
- There are a variety of transition support programs offered (for example transition to university classes, writing at university classes, orientation, campus tours, writing support services (tutoring) and math support services (tutoring), study skills workshops) that are available to Aboriginal students. Funding for such programs for Aboriginal students comes from the Saskatchewan Crown Investment Corporation commencing in 2006.

Student support:
- Saskatchewan Crown Investment Corp. funding has also been received to establish a new Aboriginal Student Centre in 2006. A manager for the centre has been hired. A full variety of Aboriginal student support services are currently offered and will be expanded under this initiative.
- Aboriginal students interested in living on campus were invited to apply to become part of the new Aboriginal Living and Learning Community beginning autumn 2005The focus of the community is intended to be the spiritual, personal, and community needs of the students. Ceremonies, Elder support, and team-building will help create a home for members within the larger university community. A Residence life coordinator will help the community's residence assistant (RA) address any problems or issues that come up. The RA will also help community members to adjust to university life and get involved.
- The Aboriginal Summer Employment program provides Aboriginal students with summer placements in a range of employment environments and provides individual counselling and skills development by the Aboriginal Co-op and Summer Employment coordinator.
- Monthly lunches for Aboriginal Students with visiting speakers are held during the academic year.
- The University of Regina and File Hills Qu’Appelle Tribal Council, Regina Treaty Status Indian Services hosted Stepping Stones 2006, a career gathering for aboriginal youth (Grades 7-12 and post-secondary). More than 90 exhibitors from a wide range of occupations and training institutions provided students with educational, training and employment information.
- The University of Regina does not currently have an aboriginal student association, but there is one at FNUC.

Scholarships and bursaries for Aboriginal students: There are a number of scholarships and bursaries available for Aboriginal undergraduate students administered by student awards and financial aid. Crown Investments Corporation of Saskatchewan (CIC) is providing up to $2 million in bursaries over the next five years for Aboriginal students enrolled in both First Nations University of Canada and the University of Regina. The bursary program is expected to assist about 34 students every year. Bursary recipients will receive $2,500 per semester. They will be eligible to reapply for the
bursaries in subsequent years. To be eligible for the bursaries, students must be Status Indian, non-status Indian, Metis, or Inuit, attending First Nations University of Canada and/or the University of Regina. They must be residents of Saskatchewan for at least the past 12 months, and they must have satisfactory academic standing. They must also demonstrate financial need and the potential to contribute to the Province of Saskatchewan. An Aboriginal Graduate Student Award Program open to full and part-time students in any area of study offers $2,000 for up to 15 students a year. The University of Regina also has an emergency loan fund for students.

Research: The University of Regina conducts a wide range of research programs and projects of relevance to Aboriginal communities and people. Some current research projects include: integrated mental health service delivery in First Nation communities, improving HIV/AIDS support structures in northern Saskatchewan aboriginal communities, and community collaboration to improve health care access of northern residents.

A national conference in May 2006 brought leading thinkers, including a Nobel Peace Prize nominee to the U of R campus to explore different approaches to addressing racism in education, law and the helping professions. The conference was funded by Social Sciences and Humanities Research Council’s Aid to Research Workshops and Conferences in Canada, U of R President’s Fund, Humanities Research Institute Visiting Scholar fund, and the U of R Faculty of Education.

Administrative and Policy framework: First Nations University of Canada (FNUC) is federated with the University of Regina and its graduates receive U of R degrees. There are increasingly close working relationships between the senior academic administrations of the two institutions.

The Aboriginal Cultural Awareness Training Program as offered by FNUC (five modules over two days) is available to staff at the U of R. The university has had an employment equity program in place since 1989. In Fall 2006, the University's Human Resources and Student Affairs departments will be offering programs to faculty, staff, and students to increase awareness of Aboriginal issues and culture.

Strategic Goal: The University of Regina has the ambitious goal of increasing the proportion of Aboriginal enrolment as a percentage of total enrolment from an estimated 11.4 percent in autumn 2004 to 20 percent by the end of the 2004-2009 planning cycle. These numbers include First Nations University and the University of Regina. This goal reflects the predictions that Grade 12 enrolments in Saskatchewan will fall rapidly over the coming 10 years in both urban and rural schools, while Grade 12 enrolment in First Nations schools will rise by 40 percent reflecting both demographics and increased high school graduation rates. Within a decade the proportion of Aboriginal students in Grade 12 in the province could more than double from its current level of roughly 10 percent, with the number potentially doubling again in the subsequent decade.

The University of Regina's Aboriginal Employment Development Program. On May 12, 1999, the University of Regina and the Department of Intergovernmental and Aboriginal
Affairs signed an agreement making them partners in the Aboriginal Employment Development Program. Similar to the other Aboriginal employment partners, the University of Regina has agreed to prepare its workplaces for the Aboriginal workforce and to promote employment opportunities within the Aboriginal community.

**Other:** Connecting aboriginal faculty and graduate students in North America. The university has developed *Careers for Aboriginal Scholars* which is a new North American list server focusing on Aboriginal scholars within North America. Its purpose is two-fold:

- to recruit Aboriginal scholars for faculty positions and also;
- to recruit Aboriginal students into graduate programs.

**Aboriginal graduate student recruitment:** The Manager of employment equity is working with the dean of graduate studies on recruiting Aboriginal students to pursue graduate level studies at the University of Regina campus and also to increase the awareness of Aboriginal-specific research activities on campus. A brochure, poster and informational literature are being developed for distribution. These activities will support the development of future Aboriginal academics.

**Aboriginal population on campus (student and staff):** The currently estimated Aboriginal student population of the University of Regina, including federated colleges and FNUC, is 12.5 percent, based on self-declaration at the time of entering the university (data only collected since 2003). It is estimated that 1.7 percent of academic staff and four percent of non-academic staff identify as Aboriginal, though it is believed that these numbers are under-reported.

Due to privacy issues the U of R does not track the academic success of Aboriginal students.
First Nations University of Canada (formerly the Saskatchewan Federated Indian College), Regina, Saskatchewan

**Background:** Founded as the *Saskatchewan Indian Federated College* in 1976, it grew out of an agreement between the Federation of Saskatchewan Indian Nations and the University of Regina. The college changed its name to *First Nations University of Canada* in 2003, but continues as an autonomous federated institution of the University of Regina. There is an annual average enrolment of 1,200 students and there are over 3,000 alumni. Approximately one quarter of students come from outside Saskatchewan.

The university offers programs and services on three campuses: Regina, Saskatoon and Prince Albert (Northern Campus). Within the university, there are 12 academic departments and/or schools that offer a variety of programs and courses. The Northern Campus (Prince Albert) maintains the responsibility of coordinating and delivering community based and distance education programs including the Nursing Education Program of Saskatchewan and the National School of Dental Therapy. The Centre for International Academic Exchange maintains relationships with universities in mainland China and Taiwan for the exchange of Indigenous students and scholars.

**Campuses:** First Nations University of Canada offers its university programs and services on three campuses - Regina Campus, Saskatoon Campus and Northern Campus - as well as in First Nations communities across Saskatchewan and Canada. Each campus offers registration, academic advising, and student support services, library services, student lounges, as well as cultural and traditional advising services (through the Elders). Each campus also houses a campus student association.

First Nations University offers a variety of undergraduate professional and graduate programs.

**Academic programs offered:**

**Undergraduate programs**

**Arts**
- Bachelor of Arts - English (regular and honours)
- Bachelor of Arts - Cree Language Studies (regular and honours)
- Bachelor of Arts - Saulteaux Language Studies (regular and honours)
- Bachelor of Arts - Linguistics (regular and honours)
- Bachelor of Arts - Individual Honours (Indian languages, literatures and linguistics)

**Business and Public Administration**
- Certificate in Administration (Northern Campus)
- Certificate in Administration (Indian management) (Northern Campus)
- Diploma of Associate in Administration
- Bachelor of Administration
- Bachelor of Commerce (partnership with University of Saskatchewan)
National School of Dental Therapy
  • Diploma of Dental Therapy

Education
  • Advanced Certificate in Indian Languages
  • Bachelor of Education - Elementary (Indian education)
  • Bachelor of Education - After Degree (Indian education)
  • Bachelor of Education - Secondary (Indian education)
  • Bachelor of Education - After Degree – Secondary

Fine Arts
  • Bachelor of Fine Arts - Indian Art
  • Bachelor of Arts - Indian Art (3 year program for Indian Education students only)
  • Bachelor of Arts - Indian Art
  • Bachelor of Arts - Indian Art History

Indigenous Studies
  • Bachelor of Arts (regular and honours)

Science
  • Certificate in Indian Health Studies
  • Bachelor of Health Studies
  • Bachelor of Science
  • Bachelor of Science in Nursing (University of Saskatchewan)
  • Bachelor of Applied Science (Environmental Health/Science)

Social Work
  • Certificate in Indian Social Work
  • Bachelor of Indian Social Work

Indian Communication Arts
  • Certificate in Indian Communication Arts

Graduate programs
  • Master's Degree - English
  • Master's Degree – Linguistics
  • Master's Degree - Aboriginal Social Work
  • Master's Degree – Commerce (University of Saskatchewan)
  • Special Case Master's Degree (Indigenous Studies)

Community-based (extension) programs
  • Certificate in Administration (Indian Management)
  • Certificate in Administration
  • Certificate in Continuing Education – Administrative Development
  • Diploma of Associate in Administration
  • Community Health Coordinator Certificate
  • Certificate in Continuing Education – Indian Community and Career Counselling
  • Certificate of Continuing Education – First Nations
  • Interdisciplinary Studies
  • Certificate of Continuing Education – First Nations Interdisciplinary Studies
- Diploma of Continuing Education - First Nations Interdisciplinary Studies
- Studies in Justice
- First Nations Language Instructor Certificate
- Bachelor of Indian Education (elementary)
- Bachelor of Indian Social Work
- Nursing Education Program of Saskatchewan

**Academic advisors:** Academic advisors work to promote insight and understanding of degree programs, academic policy, and academic life at the First Nations University of Canada. Advisors are available to assist students in the area of academic development. Referrals to community resources and support services are available. Advisors are involved in a variety of information sessions, workshops and seminars. These include orientation and information sessions for new and returning students. Seminars in critical reading, critical writing, studying for exams, stress, study skills, being a successful student, career development and effective leadership are offered throughout the academic year.

**Elders:** The First Nations University of Canada’s holistic approach to postsecondary education begins with the Elders, whose presence, wisdom, and counsel are the mainstay not only for students but also for the university as a whole. Their knowledge of First Nations’ traditions, culture, and spirituality creates a unique support service. Consultation with the Elders takes place in an atmosphere of trust and respect. This tradition helps restore an individual’s self-confidence and peace of mind, which in turn, helps the learning process. The Elders reinforce our respect for, and understanding of, the Creator’s role in our lives. Each of the university’s three campuses benefit from Elders from nearby communities. Each contributes to the First Nations’ holistic and cultural approach to learning at First Nations University of Canada throughout the academic year.

**Scholarships, bursaries and awards:** First Nations University of Canada students are eligible for all awards offered by the First Nations University of Canada and the University of Regina. There are 22 awards specifically offered for Aboriginal students through the First Nations University of Canada.

**Aboriginal cultural awareness program:** The *Aboriginal Cultural Awareness Program (ACAP)* provides information to clarify thinking and dispel myths about Aboriginal people. The program establishes linkages between historical events and present day issues. Through a series of workshops, the program covers First Nations history and culture, demographics and labour force issues, and sovereignty and treaties. The information and ideas presented in day one are the underpinnings of discussion that occur on day two. The ultimate goal of ACAP is to build understanding and respect and to build relationships. University of Regina staff continue to participant in the Aboriginal Cultural Awareness Program workshops which provide information on the culture, history and issues impacting Aboriginal people in Saskatchewan.
Transition programs on campus:
In Fall 2002, the Student Transition And Retention Program (STAR) was introduced to improve first-year student success. In the STAR program first-year students form a cohort and are enrolled, as a collective, in a prescribed program of study where they take the same courses together and are provided with a wide range of student support activities and services. For all students, successful completion of the STAR Program means that they have gained the basic skills and knowledge necessary to help them reach their academic goals as a university student.

Support services for Aboriginal students programs:
Student Success Services is dedicated to enhancing the learning environment by ensuring students have access to and participate in programs that strengthen academic performance and promote student success and retention. The approach is holistic in nature encompassing the spiritual, physical, mental and emotional well being of our students.

Cooperative Education program
The Cooperative Education Program incorporates classroom theory, practice and principles into real-life, work settings. It offers students the opportunity to obtain their degree by alternating academic studies with credit and non-credit, paid work terms. Students participate in Talking Circles and career planning, résumé writing and job search activities.

Research and graduate studies:
Awards are available each year to aid students in achieving their goals. In partnership with the U of S, gradates from the School of Business (4 year Bachelor of Administration) can also go on to complete the Master in Business Administration at the College of Commerce.

Other:
The School of Business has a partnership with the U of S so that students completing the Diploma of Associate in Administration can transfer to the College of Commerce to complete the Bachelor of Commerce degree.
University of Saskatchewan, Saskatoon, Saskatchewan

Recruitment and admission: The colleges of arts and science, dentistry, medicine, nursing (nursing education program of Saskatchewan and the post RN program), pharmacy and nutrition, the school of physical therapy and the Western College of Veterinary Medicine have received approval from the Saskatchewan Human Rights Commission to provide spaces for applicants of Aboriginal descent who are Saskatchewan residents and meet the minimum admission requirements. Applicants to these programs will compete amongst themselves, not against the entire applicant pool.

The recruitment team in Student and Enrolment services annually participate at numerous career and education fairs across the province, some of which are offered especially for Aboriginal students. The provincial high school visitation program has developed a travel program to ensure that it includes stops at a number of schools with large populations of Aboriginal students, including band schools. A special program, Experience Us!, an open house for high school students, is arranged annually. The team meets annually with postsecondary counsellors from bands across the province to discuss university programs and admissions requirements and is working to develop new strategies to enhance the relationships. Special on-campus tours are provided to high schools and groups of potential students upon request. New strategies and materials are being developed to ensure a coordinated and collaborative strategy is developed to provide better information and services to potential students.

Native studies program: Native Studies majors in three, four year and Honours BA degrees have been offered by the Native Studies department since 1983. As the Native Studies programs service the Aboriginal Teachers Education programs as well as the College of Arts and Science these courses are taught extensively throughout Saskatchewan and the NWT. Each year in excess of 30 students graduate with a Native Studies major. In 1997 the departmental graduate program was first offered and there is currently a fully subscribed MA program as well as a special case PhD program. The department is presently expanding its graduate offerings through the establishment of an interdisciplinary Institute of Aboriginal and Indigenous Graduate Studies and Research (IAIGSR).

Aboriginal focused programs on campus:

- **Aboriginal Business Education Programs** (commerce). There is an undergraduate program in aboriginal business run in partnership with First Nations University in the college of commerce. There is also an Indigenous Management stream in the MBA program. A 2-year Certificate in Indigenous Business Administration is offered in association with First Nations University.

- **Aboriginal Justice and Criminology Program**. This program in the department of sociology is for students of Aboriginal ancestry concerned with issues of social justice and criminology. Graduates of the program receive a bachelor of arts degree with a major in sociology and concentration in aboriginal justice and criminology. Students can fulfill the program requirements with a BA 3-year degree, BA 4-year degree, or honours degree program. There are currently 36 students in the program.
• The Indigenous Peoples and Justice Programs (IPJP) is an interdisciplinary teaching and research program started in 2001 by the departments of political science, sociology and law. One of the key goals of IPJP is to foster interdisciplinary graduate and undergraduate academic and research programs that explore indigenous knowledge and ways of knowing in the realms of justice, law and social order.

• The Native Access Program to Nursing (NAPN) is a support and retention service for Aboriginal nursing students enrolled in the nursing education program of Saskatchewan (NEPS). NAPN provides support at the college of nursing, on the University of Saskatchewan campus, as well as at the nursing division at SIAST Kelsey and SIAST Wascana. Support is also available for Aboriginal students enrolled in the post-registration program and the master’s program at the college of nursing. The program offers advising, social and academic counselling, access to Elders and assistance with support services.

• Native Law Centre. The Program of Legal Studies for Native People is an 8-week pre-law program open to Aboriginal students from across Canada. Its main purpose is to offer a law course and full academic support to prepare Aboriginal students for success in law school. It is also designed to provide an alternative means for Aboriginal students to be admitted to law school; to increase the number of Aboriginal professionals in the legal community; and to study Aboriginal issues in legal education. Students usually have at least two years of university education before entering the program. Approximately 40 students a year pass through the program. Elders fulfill a guidance, counselling and cultural role in the program.

• There is an Indigenous Peoples and Justice Initiative stream within the LLB program at the college of law established in 2001. Aboriginal Enrolment is 15-20 percent of the college as a whole. There is an equity of access program in place for admitting students to the college.

• There are four streams of Aboriginal Teacher Education operated by the college of education. The Indian Teacher Education Program is for Aboriginal students within the college. The Northern Teacher Education Program is based in La Ronge and is run jointly by the universities of Saskatchewan and Regina. The Saskatchewan Urban Native Teacher Education Program is designed for Métis and non-status Aboriginal students who wish to teach Aboriginal students, especially those in urban areas. The first two years of the program are offered in either Prince Albert or Saskatoon. The Northwest Territories Teacher Education Program is a 3-year program leading to a NWT teaching certificate operated in association with the Aurora College Education Program, Fort Smith, NWT. Students may transfer credit towards the University of Saskatchewan Bed.

Outreach programs:

• Teacher Education Programs – see above.

• The University of Saskatchewan through its extension division provides a number of options for students of all backgrounds to study off-campus. These study options include: independent studies (correspondence) classes, online classes, televised classes (at more than 50 sites in the province), off-campus face-to-face lecture classes (seven sites), and multi-mode classes. Students can sample one class or take enough classes to be a full-time student. Students can take a full first-year college of
agriculture or arts and science program through Regional Colleges in Kindersley, La Ronge, Melfort, North Battleford, or Yorkton; SIAST Woodland Campus in Prince Albert; or St. Peter's College in Muenster. Students can also take a full first-year college of agriculture program through regional colleges in Swift Current, Estevan and Weyburn. Online and independent studies classes can also be taken by students on-campus, throughout the province or throughout the world.

Transition programs on campus:

- **The Mathematics and Science Enrichment Program (MSEP)** for Aboriginal students at the University of Saskatchewan serves as an important bridge to university study, particularly in programs that lead to careers requiring a science or applied science background. This new program, funded by Crown Investments Corporation of Saskatchewan, provides a foundational year in mathematics and science. MSEP is designed to help participating students make a smooth transition to university life, preparing them academically for their major areas of study. The program also helps students define their educational and career goals through informative sessions led by local scientists and guest speakers. During the school year, students will have the opportunity to participate in sessions on indigenous knowledge and practices. In addition, up to 10 participants will be awarded internships providing summer employment with working scientists. MSEP also provides access to Elders' service for personal counselling.

- **The Aboriginal First Year Experience Program (AFYEP)** is open to all Aboriginal students who have been accepted into the University of Saskatchewan. The goal of the program is to support students in all undergraduate first year programs at the University of Saskatchewan and to encourage students to consider all academic options on campus. AFYEP is based in the college of arts and science and provides a gateway to programs available within the college and other professional colleges. The main purpose of the program is to foster a sense of community among Aboriginal students on campus. The aboriginal first year experience program will help to create a critical mass of Aboriginal students in selected courses required for degrees in the professional colleges and for success in the college of arts and science. AFYEP recognizes Aboriginal students' desire to access programs and courses on campus that offer support specifically for Aboriginal people. In addition, AFYEP also has access to an Elders service for personal counselling and cultural awareness.

- The college of arts and science at the University of Saskatchewan offers a residential summer program to assist Aboriginal students in the transition to first year studies in the college of arts and science. In the summer of 2005 the transition course was English 110.

**Support services for Aboriginal students programs:** The *Aboriginal Students Centre* (ASC) established in 1991 provides a support network for Aboriginal students at the U of S, while helping indigenous culture to flourish in the campus community. Students who register with the ASC can access a wide range of supports and services—from free faxing and long-distance phone calls to funders, to assistance with student loan applications, traditional Elders counselling and more (there is an Elders service provided by a married
couple on campus). The university also offers support programs for new Aboriginal students. The ASC provides orientation programming for new students, campus tours focusing on Aboriginal programming and resources, and personal advising and referral for students seeking advice. All Aboriginal students are encouraged to register with the ASC and receive an Aboriginal Students Handbook. All students are entitled to a maximum of four hours a week of tutoring through the ASC.

The Indigenous Students Council serves as a peer support and advocacy group for Aboriginal students at the University of Saskatchewan. The goal of the ISC is to unify Aboriginal students on campus through culture, academics, recreation and leisure activities. There is also an Aboriginal Business Students Society and a Native Studies Students Association.

There is a coordinator of academic programs for aboriginal students in the college of arts and sciences. All Aboriginal students are encouraged to register. The coordinator offers academic advising, counselling, and access to funding and cultural support/networking. The coordinator is also responsible for promoting awareness of Aboriginal Peoples and their culture amongst faculty, students and staff.

Scholarships and bursaries for Aboriginal students: The Aboriginal Students Centre works with other departments to help students apply for scholarships, bursaries and other forms of student aid. There are at least 17 awards specifically targeted at Aboriginal students.

Research and graduate studies: Annually, $50,000 in scholarships is awarded to help graduate programs meet equity goals in their graduate enrolments (as identified in their graduate scholarship equity plans). The scholarship requires matching resources from the program.

The university has dedicated three Canada Research Chairs to the field of aboriginal education. As well, the university has been awarded two major community-university research alliance grants. The first, awarded in 1999 for Building Healthy, Sustainable Communities, is intended to undertake research, education and training, and knowledge sharing in three areas: quality of life indicators, health determinants, and economic development. The second, awarded in 2001, entitled Bridges and Foundations, supports a project which seeks a better understanding of the gap between available housing options and community amenities and what is needed to meet the needs and expectations of the Aboriginal community in Saskatoon.

There is a newly-created Aboriginal Education Research Centre in the college of education.

Administrative and policy framework:

• One goal in the university's Mission Statement (1993) is: "To advance employment and education equity through our policies and practices, and, in particular, to address the needs of Aboriginal Peoples, persons with disabilities, visible minorities, and
women.” In the recent framework for planning, “responding to the needs of Aboriginal Peoples” was one of the four major goals of the university. In May 2002 university council passed a series of resolutions affirming its commitment to moving quickly and purposefully on the provision of additional support services for Aboriginal students. In 2003 the university published a document, “Forging New Relationships: the Foundational Document on Aboriginal Initiatives at the University of Saskatchewan” in which is stated the goal that, “Over the next five years, the University of Saskatchewan aims to become the pre- eminent Canadian university in all aspects of Aboriginal education.” (see http://www.usask.ca/vpacademic/integratedplanning/plandocs/docs/new_Aboriginal_Strategic_Plan_Revisedv2FINAL.pdf) See also: “Responding to Aboriginal Needs: A Conceptual Framework (2001)” http://www.usask.ca/vpacademic/programs/Aboriginal/UofS-ConceptPlan2001_Council.ppt

- There is a senior position of special advisor to the president on aboriginal initiatives (George Lafond) effective Jan. 2, 2003. This is a new position and the appointment is for a five-year renewable term. Lafond is responsible for moving the university’s Aboriginal initiatives forward and advises and supports the president, vice-presidents, deans, and senior staff in their role of representing the University of Saskatchewan to the Aboriginal community.

- Aboriginal Awareness Education sessions are offered to members of the university community.

- There is an Aboriginal Caucus on campus to advise the president with members drawn from across the university.

- A complete listing of the university’s many Aboriginal Initiatives are listed at: http://www.usask.ca/vpacademic/programs/Aboriginal/initiatives.shtml

Other: Wanuskewin Portal Initiative. This project intends to develop a Web site that will connect faculty, staff and students to a comprehensive description of Aboriginal programs and services at the University of Saskatchewan; provide a content inventory of existing journals and books; create a network for scholars; and provide leading-edge tools for teaching and scholarship.

Aboriginal population on campus (student and staff): As of the 2001-02 academic year the University of Saskatchewan under education equity initiatives began requesting applicants and students to self-identify as being of Aboriginal ancestry, disabled or members of a visible minority. Statistics are published by institutional analysis and show that total Aboriginal enrolment has risen from 541 in 2001-02 to 1,825 in 2004-05, the most recent year for which data are available. In 2004-05, 51 percent of Aboriginal students identified as Indian and 48 percent as Métis; 62 percent of Aboriginal students are female.
Brandon University, Brandon, Manitoba

Aboriginal recruitment and admissions: Brandon offers campus tours for individuals and groups, be-a-student-for-a-day programs (Sept.-March), virtual tours and online information about its programs. There is an extensive program of school visits, attendance at career fairs, guidance counsellor newsletters and other such initiatives which has been in place since 1988. Since 2000 Brandon has also taken out recruitment advertising in Aboriginal media.

Native studies programs: Native Studies BA (three-year and honours.) Brandon University was the first university in western Canada (and only the second in Canada) to found a Native studies department, in 1971. This is the only Native studies department in North America to feature archaeology as a regular part of its program, providing a unique approach to the early history of Aboriginal Peoples in the region, and have one of the most extensive programs on the study of Aboriginal literature and creative writing in Canada. There are currently 16 students in the major and 11 in the minor program.

Aboriginal focused programs on campus:

- Archaeology Field School (May-July) at Crepeele Site in S.W. Manitoba
- Bachelor of First Nations and Aboriginal Counselling. The First Nations and Aboriginal Counselling degree program was first proposed by the Manitoba Aboriginal Educational Counselling Association to Brandon University. It was formulated using First Nations and Aboriginal holistic approaches to counselling, healing and community. This is the only degree program in the country in First Nations and aboriginal counselling. Its grounding in First Nations and Aboriginal worldviews is also distinctive. Admission can be regular, post-diploma (2+2), post-degree or based on prior learning for mature students. There are currently 29 students enrolled in the program which started in 1998.
- BA in Rural and Community Studies. (three-year, four-year honours and minor programs) The rural and community studies program offers a multidisciplinary opportunity to examine the implications of some of the changes rural society is currently experiencing, and provides students with a better understanding of the social, economic, and environmental issues facing rural regions, and in doing so, develops the skill base to assist those in rural regions to prepare for and adapt to such issues. Includes a section on Native studies.
- Bachelor of Fine Arts in Aboriginal Arts started in 2003.
- Teaching Native Languages Certificate (education) is going through the internal approvals process.

Outreach programs:
- Campus Manitoba (CMB) is a consortium of Manitoba's public postsecondary institutions. It serves as a conduit to provide access to college and university courses and programs for Manitobans through distributed learning mechanisms including the Internet. Campus Manitoba supports students by providing services that remove barriers and enable the achievement of educational goals. Regional centres staffed by CMB coordinators provide academic and logistical support for students enrolled in
Campus Manitoba. These coordinators also provide logistical support for students in distance learning courses at Red River College, Assiniboine Community College and University College of the North. Further academic support is provided through the Brandon University writing centre and off-campus library services and an online resource directory. An example of a program operated by Brandon through Campus Manitoba is the bachelor of psychiatric nursing (BScPN). Students will be able to take the 4-year program in their home communities with occasional travel to Brandon or Winnipeg for laboratory and/or practicum course components. A number of Brandon courses with Aboriginal content are offered through Campus Manitoba including courses on Native art and music.

• The Brandon University Northern Teacher Education (BUNTEP) community-based program offers an opportunity for residents of Manitoba to enter a career in teaching through a university that is an acknowledged leader in community-based teacher training. Each academic year consists of 10-11 months of study, divided into four terms: autumn, winter, spring and summer. Courses are delivered in four to five-week blocks with at least one block in each year being devoted to student teaching in the community schools. There is no requirement to move to the university campus. Courses are offered in seven northern Manitoba communities using a combination of visiting staff, local staff and Web-based course delivery.

• Program for the Education of Native Teachers (PENT) is a community-based teacher education program of the faculty of education of Brandon University. Students combine paraprofessional work in their community schools and Web-based coursework from September to April with courses at Brandon University from May to July. The program of studies is the Brandon University concurrent BGS/BEd program in either the early or middle years area.

Transition programs: There is a published First Year Survival Guide. Academic advising, counselling, tutoring, learning and mathematics and writing skills workshops are available.

Student support:

• The Indigenous Peoples' Centre, an on-campus resource centre is available for First Nations and Métis students and for their tribal council counsellors. Academic/personal counselling and social programs are available. There is a full-time coordinator of First Nations services (position created in 1988).

• The Elders Program aims to ensure that the educational experience will be a successful and pleasant one for Brandon University First Nations and Métis students and their families. It also aims to build a climate at the university which recognizes and respects the culture and heritage of First Nations and Métis students so that they may experience increased self-esteem and a strong, healthy identity. Canada's first comprehensive program of this sort, the Elders Program provides, to the whole educational community, numerous services, including spiritual and traditional counselling, performance of relevant ceremonies, mediation, and assistance with student orientation.
Scholarships and bursaries for Aboriginal students: There are a small number of scholarships and bursaries for Aboriginal students.

Administrative and policy framework: One of Brandon University’s stated objectives is “To enhance programs for our rural, northern, Aboriginal and Hutterian students.”

There is an Aboriginal Advisory Committee reporting to the university administration through the dean of health studies.

Aboriginal population on campus (student and staff): Brandon does not collect information on how many Aboriginal students are enrolled. No information is available on the numbers of Aboriginal faculty and staff.
University of Manitoba, Winnipeg, Manitoba

Recruitment: Manitoba has two aboriginal recruitment officers, provides an extensive array of information on its Web site and publishes a 20 page “Sharing Stories, Sharing Dreams: Guide to Aboriginal Programs and Services at the University of Manitoba” (also available on the Web). Most rural schools are visited between October and December as part of the Manitoba Public-Postsecondary Consortium. Students between grades 7 and 12 are targeted in the schools. Campus visits are arranged for Aboriginal students and there is a program of aboriginal student ambassadors. Remote communities are visited. The Aboriginal Centre offers pre-admissions advising on application, registration and course selection.

There is a summer program (mini-university) for youth in July and August. Many Aboriginal children participate.

The university plans to increase its Aboriginal recruitment activities in the future as much as budgets permit.

Native studies programs: There is a Department of Native Studies in the faculty of arts that was founded in 1975. It offers major and minor 3 and 4-year undergraduate programs as well as a master’s program. There are currently 62 students in the BA program and 15 in the MA program. A PhD program is proposed for September 2007. It is possible to study native languages with course offerings in Cree and Ojibway within the Native studies department.

Aboriginal focused programs on campus: The university offers a wide range of academic streams targeted at Aboriginal students - for a complete listing see: http://www.umanitoba.ca/admin/vp_academic/accessibility/services_programs_profile.pdf. Some of these are:

- Aboriginal Business Education Program. The program provides academic support, personal support, financial support and summer internship(s) to Aboriginal management and pre-management students while they pursue their bachelor of commerce (honours) degree.
- Academic Support Program, faculty of law. Provides special academic support, personal support and some financial support to Aboriginal students in the faculty of law primarily in the first and second year.
- ACCESS Programs in the faculty of education, engineering, nursing, special pre-medical studies program and professional health programs.

A number of programs on campus have set extra space aside for qualified “special consideration applicants” or more specifically for Aboriginal students only, for example 15 percent of the 50 places in the school of medicine are given priority for qualified Aboriginal candidates. Other programs that have a special admissions policy include psychology, dentistry, social work, education, law and Native studies.
Outreach programs:

- In 2004 there were 474 Aboriginal students in off-campus programs. The newly extended University of Manitoba Downtown Aboriginal Education Centre is the focal point for Aboriginal outreach programs in Winnipeg.

- *Centre for Indigenous and Environmental Research.* CIER is an off-campus non-profit organization, created and directed by First Nation leaders from across Canada. A central feature of CIER's mandate is community-based capacity-building in the field of environmental protection. CIER is a First Nations initiated and controlled education program, offered in partnership with the University of Manitoba. If you are accepted you will be registered for the program through the continuing education division, University of Manitoba. The program's courses are unique because environmental teachings and information are presented from both the Aboriginal and non-Aboriginal perspective. The goal is to provide Aboriginal students with skills and knowledge that support and advocate holistic solutions and strategies to deal with environmental issues facing First Nations. The 27-month program consists of 15 months of formal study, a three-month field practicum and a nine-month on the job training component.

- *Bachelor of Social Work.* The program is offered either by distance education in remote communities, or at the Thompson campus for residents of northern Manitoba. There is also an *Inner-City Social Work program* offered at the Winnipeg Education Centre.

- *Faculty of Nursing Norway House.* Northern BN degree program for Aboriginal students.

- *Master's of Public Administration* at Norway House.

- *Aboriginal Focus Programs (continuing education).* This program offers a number of outreach programs in off-campus locations. There were 215 Aboriginal students registered in 2004.

- A unique program sponsored by the Universities of Manitoba, Winnipeg and Red River College is the *CareerTrek Program.* This program started with federal funding as an outreach program to disadvantaged children in inner-city Winnipeg in 1996. This "core" program currently involves 250 families, 40 percent of whom identify as Aboriginal. CareerTrek gets involved with children from the age of 10 and works with them for eight years. Participating children are identified by their schools or community groups and must have the support of their families. There is a nominal fee, but the cost of the program is largely borne by governments and private donors. CareerTrek staff are mostly students at one of the three institutions and 45 percent of the student counsellors that work for CareerTrek are graduates of the program. CareerTrek has evolved into a non-profit registered charitable corporation. The Career Trek program runs for 20 Saturdays, October to April. Each group starts at one of the three participating institutions: the University of Manitoba, the University of Winnipeg, and Red River College where it remains for five Saturdays (one "term"). At the conclusion of five weeks, each group rotates to a new set of departments/faculties. In total, the participants receive 80 hours of direct programming. At each institution, participants spend four hours a day in hands-on programming. These four hours are divided equally between four select departments,
programs or faculties. Participating departments, programs and faculties are chosen on the basis of their enthusiasm for the program and its client group, as well as their ability to provide an excellent curriculum. Activities are designed and modified to meet the needs of the individual age groups and lecturing is kept to a minimum. Classes are engaging, hands-on and innovative and are designed to increase participants' awareness about a particular field, and its associated careers. All activities are structured to maximize those skills generally accepted to be vital to the changing workforce. Career Trek is a "homework-free" zone. Launched in the fall of 1996, Career Trek has provided more than 1,500 young people, ages 10-20, and their families, with the opportunity to understand the importance of formal education, careers and "lifelong learning".

- *CareerTrek Children Rising “Apinochek Pasaukok”* is a variation on the “core” intervention program and is delivered to children from the Skownan First Nations community with federal support. For more information on CareerTrek see: www.rcc.mb.ca/careertrek

**Transition programs on campus:** ACCESS Programs enhance accessibility by sponsoring university studies at the degree level for priority groups consisting of northern Manitobans, Aboriginal Peoples, single parents, women, immigrants, refugees, visible minorities and people with disabilities. Members of these groups have traditionally not had the opportunity for such experience because of social, economic, cultural reasons or lack of formal education. Applicants must be residents of Manitoba. Preference is given to Aboriginal Peoples (status, non-status, Métis, Inuit) and the ACCESS programs have a very high level of Aboriginal student involvement. Sponsorship includes academic and personal support and may include some financial assistance. There are a number of streams including general university admission, education, nursing, professional health and medicine. The U of M has graduated more than 1,000 doctors, engineers, nurses, social workers and other professionals through the ACCESS program. It is estimated that half of all Aboriginal doctors in the country graduated through the ACCESS program. There are currently 291 students in the various ACCESS programs (autumn 2005).

**Support services for Aboriginal students:**
- *Aboriginal Student Centre* (established 1996). Staffed by four full-time and six part-time employees, a new self-standing building is planned. Construction is expected to start in spring 2006. The centre offers a range of assistance including counselling, social, cultural and emotional support for Aboriginal students and staff. It is presently located in an approximately 2000 square foot space that is more than 40 years old. The university has an Elder-in-residence and hosts an annual Elders’ gathering.
- There are numerous staff members distributed across the university to support Aboriginal students in the various academic programs listed above. In particular, the faculty of law has an Aboriginal academic support program.
- *The Aboriginal Students Association* is affiliated with the main students’ union on campus. They organize an annual National Aboriginal Day celebration on campus and also organize powwows and potlucks.
Scholarships and bursaries for Aboriginal students: There are numerous Aboriginal-specific scholarships and bursaries available at the University of Manitoba. For a complete list see: http://www.umanitoba.ca/student/fin_awards/Aboriginal_students/

Administrative and policy framework:

- Senior management meets regularly with the leaders of Aboriginal communities and regularly visits Aboriginal communities. One of the president’s board-approved priorities is to continue the emphasis on the recruitment and retention of urban and rural Aboriginal students and increasing enrolment of Aboriginal graduate students. The university has an official priority of being the “First Choice of Aboriginal Students.”
- The provost’s Aboriginal Advisory Council works with the provost on any issue regarding Aboriginal people on campus.
- There are two Aboriginal persons sitting on the board of governors.
- There is an office of university accessibility under the vice-president (academic). The position of executive director, university accessibility (Dr. Fred Shore) has existed since 2002. It is committed to the administration, coordination and development of initiatives and programs which enhance accessibility to and participation in the university by all segments of society. The director of the Aboriginal Student Centre reports to the executive director, student services.
- Smudging Policy in place for sweet grass/sage/cedar smoke ceremonies.

There is a small centrally-administered Employment Equity Incentive Fund that is used to encourage initiatives in employment equity. Since 1992 this fund has dispersed $1.2 million – 42 percent on initiatives in support of Aboriginal Peoples.

Aboriginal population on campus (student and staff): There were 1,605 Aboriginal students registered in 2004, including 42 graduate students. This number represents 6.4 percent of all undergraduates. Slightly more than 70 percent of Aboriginal students are female. Fifty-eight percent identify as First Nations and 40 percent as Métis. Aboriginal identity is self-declared on the U of M admissions form and undergraduate data collection started in 2000-01 (graduate data collection started the following year).

Slightly more than one and a half percent of full-time academic staff (29 of 1,773) and 3.6 percent (71 of 1,965) of FT non-academic staff identify as Aboriginal. No reliable data exist for casual staff.

The university collects data on Aboriginal student success and is continuously reviewing the effectiveness of programs and services.

Full inventory of programs and services: The university office of accessibility maintains a lengthy (138 page) inventory of all Aboriginal programs on its Web site, see http://www.umanitoba.ca/admin/vp_academic/accessibility/services_programs_profile.pdf
Collège universitaire de Saint-Boniface, Winnipeg, Manitoba


Programme d’études autochtones : non offert.

Programmes axés sur les questions autochtones (sur le campus) : Un cours non crédité est donné en méchif, dialecte des Métis.

Le Collège a établi une chaire de recherche sur l’identité métisse.

Programmes d’extension des services : sans objet.

Programmes de transition : Le Collège offre un programme général d’une année (University 1) à tous les étudiants. Environ 30 étudiants autochtones y sont actuellement inscrits.

Soutien aux étudiants : Aucun programme particulier de soutien n’est offert aux étudiants autochtones. Il n’existe ni association des étudiants autochtones sur le campus, ni service particulier pour cette population d’étudiants.

Bourses d’études et d’entretien destinées aux étudiants autochtones : Des bourses sont accessibles à tous les étudiants autochtones.

Cadre administratif et stratégique : Aucun comité ne traite des questions liées aux Autochtones.

The University of Winnipeg, Winnipeg, Manitoba

Aboriginal recruitment and admissions: The University of Winnipeg has been active in Aboriginal recruitment since 1982. Aboriginal recruitment is the responsibility of the Aboriginal Liaison Officer located in the Aboriginal Student Services Centre. The officer visits Aboriginal communities to make recruitment presentations and offers campus tours and other presentations such as high schools and career fairs. The University advertises in Aboriginal media, recruits in colleges and makes use of the Web. Since 2000 there has been an on-campus summer program. Visits are also made to elementary schools on request. There are three free inner-city summer camps for Aboriginal K-12 students offered through the Wiil Chiwaakanak Learning Centre, and the University is also a partner in a free summer learning enrichment program aimed at six inner city elementary schools.

Native studies programs: See Aboriginal Governance program.

Aboriginal focused programs on campus:

- **Joint Degree/Diploma Program in Aboriginal Governance** (Jointly offered by Red River College and The University of Winnipeg). This is an innovative integrated college/university program leading to a diploma and a 3, 4-year and Honours bachelor’s degree. There were 28 students enrolled in 2004-05, the first year of the program. A graduate program is being planned in this area. The objective of this program is to create an effective and competent Aboriginal civil service.

- **Aboriginal Language Teacher Education Program** (Jointly offered by Red River College and The University of Winnipeg). This five year program started in 2003-04 and currently has 10 students enrolled. The purpose of this program is to train fluent Algonquian speakers in Aboriginal language instruction, interpreting, and translation. Non-fluent speakers are trained in Aboriginal language planning. Students usually complete a two year diploma program at RRC, and then complete requirements for both a B.A. or B.Sc., and a B.Ed. degree at the University. Graduates of this program are able to teach Aboriginal languages and a second teachable subject as well.

- **Aboriginal Student-Designed Major.** Offered, but no students have yet designed their own Aboriginal Studies major under the Flexible Major program established in 2000-01.

- **The Aboriginal Management Certificate Program** is operated by the Division of Continuing Education. This program is designed to provide individuals with the skills, knowledge and awareness required for positions in management. Participants gain a solid understanding of the fundamentals of current business management and of traditional leadership in order to deal with the complex issues facing Aboriginal communities and organizations today. Graduates are prepared to meet the challenges and opportunities of Aboriginal communities as they pursue and develop processes for effective self-reliance. The program is offered at the Winnipeg campus, but can also be offered off-campus if required.

- **Teacher Education** – Winnipeg Education Centre Access Program (WEC) and Community-Based Aboriginal Teacher Education Program (CATEP). These are two access programs designed to train Aboriginal teachers.
• Bachelor of Theology – Aboriginal Ministry Stream.
• There is institutional encouragement of faculty initiatives to incorporate Aboriginal content and perspectives. Relevant courses have been recently added in English, sociology, religious studies, education and politics.
• Some Aboriginal language instruction is offered.

Outreach programs:
• Division of Continuing Education. Aboriginal Spirituality, Culture and History Certificate Program: Walking the Red Road. The "Red Road" is a unique education and healing initiative that combines academic educators and Aboriginal Elders and Traditional Peoples (local Ojibway, Dakota and Cree men and women) in the program delivery. The program utilizes a holistic approach integrating the mental, physical, emotional and spiritual aspects of the individual in the learning process. In addition to classroom instruction and teaching circles/sharing circles, regularly scheduled sweat lodge ceremonies are held. This program is designed to reverse the negative effects of colonization, contribute to the healing of the participants and educate students on Aboriginal spirituality, culture and history while stimulating interest in further education. Participants in the program receive a certificate of participation from The University of Winnipeg, Division of Continuing Education upon completion.
• WiWi Chiwaakanak Learning Centre. With support from the Winnipeg Partnership Agreement, Southeast Resource Development Council, RBC and the North West Company the downtown centre opened in November 2005. Rooted in the idea of partnership—WiWi Chiwaakanak means “partners” in Anishinabe—the new centre is open to the community and to University of Winnipeg students and is a collaborative effort between the University and a growing number of First Nations, Métis, Inuit and inner city organizations. The centre is located just across the street from the University and houses a computer centre to bridge the digital divide, a reading room, anthropological displays and a variety of educational programs and services. Student volunteers from the University assist neighbourhood children with homework after-school and on Saturdays. The WiWi Chiwaakanak Centre also offers a chess club to help develop math skills and strategic thinking, Elders teaching/sharing circles, and three free summer camps for inner city children to address summer learning loss.
• Kinesthesia specialist educational assistant. The educational assistant diploma program (EADP) with a focus on special needs, KSEA is offered in partnership with the Aboriginal People’s College and Red River College. The program supplies both the theoretical and practical knowledge needed to make educational assistants more effective and confident in the classroom. Graduates of the KSEA will have a thorough knowledge of the school system, current issues in education and school law as it pertains to an educational assistant’s role. They will acquire a practical understanding of exceptional children and how to help them, and an understanding of language development, human development, how students learn, and working with special needs students.
• The Centre for Distributed/Distance Learning offers a variety of courses via instructional television and online learning. The University is also a member of Campus Manitoba.
• The University of Winnipeg, *Division of Continuing Education* seeks and promotes partnerships for the purpose of increasing Aboriginal programs and participation. See online brochure at [http://www.uwinnipeg.ca/web/dce/pdfs/UWProgramBrochure.pdf](http://www.uwinnipeg.ca/web/dce/pdfs/UWProgramBrochure.pdf)

**Transition programs:** The University of Winnipeg *Transition Year Program* is designed to help many new students build the academic and personal coping skills that will foster post-secondary success. Some high school and mature students may find the transition to full-time study in an urban post-secondary institution difficult. In the program:

- All TYP students take a 'core' academic writing course with other TYP students. The academic writing course is a general degree requirement.
- The remaining courses may be chosen from a list of pre-selected first-year courses. Five seats have been set aside in these pre-selected courses and reserved for TYP students. Students may also choose from other available courses.
- An orientation week is held prior to the start of classes. It is an essential part of the TYP and is mandatory for all TYP students. During orientation students will become familiar with other supports and services available and receive first year advising. Through various activities students get to know the University and begin to develop strong group supports.
- Each TYP student is matched with a returning Aboriginal student, who will keep the student updated on the Aboriginal Student Centre’s activities and make sure his or her needs and concerns are addressed.
- Tutors are also available to TYP students to enhance academic success.

Altogether there were 51 students in the TYP in fall 2005. The program is funded by the Manitoba Government, the Royal Bank of Canada and the University's general operating budget.

**Support services:**

- The *Aboriginal Student Services Centre (ASSC)*

The centre offers various support services in a new 3000 square foot facility constructed (in 2000) with the help of a $550,000 donation from CIBC and capital grants from governments:

  - individualized assistance in admission and registration (including phone service)
  - personal one-on-one academic advising (including phone service)
  - personal advising and counselling
  - orientation for the transition year program
  - recruitment
  - provide community presentations
  - provide campus tours, school visits, career fairs
  - advocate for students particularly in the areas of sponsorship, appeals, etc
  - liaison with faculty and staff

- An *Aboriginal Student Academic Advisor and Retention Officer* is responsible for academic advising for all Aboriginal students.
• The Transition Year Program Coordinator oversees the TYP.
• Elders on Campus. In addition to the teachings and cultural activities held at the ASSC, the Elder also provides support and guidance for all students, faculty and staff. The Elders' office is located within the ASSC.
• The Aboriginal Students Council is one of the larger student groups on campus. It represents all Aboriginal students on campus and acts as a social, cultural and advocacy group. It hosts visiting speakers, monthly pot-lucks and offers computing and telephone facilities in the Aboriginal student lounge.

Scholarships and bursaries for Aboriginal students: Awards and financial aid services administer 15 scholarships and bursaries designed specifically for Aboriginal students, and an additional 65 Aboriginal students benefit from other University scholarships and bursaries. Funding is also available for students in graduate and professional programs, and a bursary program exists to assist students with the costs of applying to graduate and professional programs.

Administrative and policy framework: The President of the University of Winnipeg, Dr. Lloyd Axworthy, committed to the establishment of a President’s Aboriginal Education Task Force in his installation address in 2004. This Task Force, composed in large part of Aboriginal faculty and staff, developed “Wii Chitiwaakanak; A Strategic Approach for Aboriginal Education Success in Canada”. The innovative and holistic new approach to Aboriginal education was discussed at the First Ministers Meeting in November of 2005.

The Director of Strategic Initiatives (a position established in 2004), the Director of the Aboriginal Student Services Centre and Director of the Aboriginal Governance Program act as liaison and arrange meetings between the administration and Aboriginal leaders and community groups.

Aboriginal population on campus (student and staff): There are approximately 850 (9.5 percent) Aboriginal students enrolled at the University of Winnipeg out of a total enrolment of 8,952 in autumn 2005 (self-declaration on application form and student organisation form); 1.3 percent of the non-academic staff and 0.7 percent of the academic staff identify as Aboriginal.

The University tracks retention, progression, graduation and employment rates for Aboriginal students.
Algoma University College, Sault Ste. Marie, Ontario (affiliate of Laurentian University)

Aboriginal recruitment and admissions: Algoma has been recruiting Aboriginal students since 1999. A full range of recruitment strategies is used, including radio advertising. Algoma plans to increase targeted recruitment activities in the coming years.

Native studies programs: Not applicable.

Aboriginal focused programs on campus:
- *Certificate in Interdisciplinary Aboriginal Learning* (one year of a degree program) may be taken alone or within an existing degree program.
- *The Bachelor of Arts in Anishinaabemowin* is a unique degree program offering basic to advanced level instruction in the Ojibwe language. Students in the program gain a functional level of fluency in the language and thoroughly investigate the challenges posed by the written word. Courses at the advanced level focus on culture and oral literature. This program is of interest to students who want to teach the language, apply to graduate school in the areas of linguistics or Native human services, and for members of First Nations communities to learn more about their heritage. The degree in Anishinaabemowin contributes to an increase in overall awareness and deepening of the public’s capacity to analyze Canadian/First Nations policy and government relationships. The program commenced in 1998 and currently has six students enrolled.

Outreach programs:
- Algoma offers off-site delivery of their *Community Economic and Social Development (CESD) program* courses to various First Nation communities across Canada. The CESD program is recognized by the CANDO organisation for professional recognition/accreditation.
- There are various non-credit activities offered through links with First Nation education counsellors and Shingwauk education trust.

Transition programs: Not applicable.

Student support: There is an Aboriginal Student Centre on campus. The centre offers a meeting space and hosts social and cultural activities. The centre frequently hosts community Elders and serves as a link to local communities.

There is an *academic and indigenous services advisor* (full-time non-academic position established in 1998)

There is an Aboriginal Student Association.

Scholarships and bursaries for Aboriginal students: Algoma has some targeted scholarships and bursaries.
Administrative and policy framework: An Indigenous Learning Committee has been established as part of the Academic Planning and Priorities Committee of Senate to review and implement a variety of programming areas including the review of indigenous content in all courses. This is also a benchmark in the institution's strategic planning and institutional benchmarking work.

There are at least four Aboriginal representatives on the board of governors.

Aboriginal population on campus (student and staff): Approximately 18 percent of the approximately 1,200 students at Algoma are Aboriginal people (based on self-identification and band sponsorship counts). Algoma measures retention, progression and retention rates for its Aboriginal students.

Two and a half percent of the academic and 11 percent of the non-academic staff are Aboriginal.
Algoma University College, Sault Ste. Marie, Ontario (affilié à l'Université Laurentienne)

Recrutement d'étudiants autochtones et admissions : L’Algoma University College mène des activités de recrutement auprès d’étudiants autochtones depuis 1999. L’établissement utilise diverses stratégies de recrutement, dont la diffusion d’annonces publicitaires à la radio. Il planifie accroître ses activités de recrutement ciblées au cours des prochaines années.

Programmes d'études autochtones : sans objet.

Programmes axés sur les questions autochtones (sur le campus) :
- L’Algoma University College offre un certificat en formation autochtone interdisciplinaire (une année d’un programme menant à un grade), seul ou dans le cadre d’un programme menant à un grade déjà offert.
- Programme exclusif, le baccalauréat en anishinaabemowin offre une formation de niveau débutant jusqu’à avancé en langue ojibwe. Les étudiants inscrits au programme acquièrent des compétences fonctionnelles de l’ojibwe et analysent les difficultés de la langue écrite. Les cours avancés sont axés sur la culture et la tradition orale. Ce programme s’adresse aux étudiants qui veulent enseigner la langue, s’inscrire aux cycles supérieurs dans les domaines de la linguistique ou des services sociaux aux Autochtones, et aux membres des Premières nations qui souhaitent connaître leur héritage. Le diplôme en anishinaabemowin permet de sensibiliser le public et d’approfondir sa capacité à analyser les politiques canadiennes et celles des Premières nations ainsi que les relations entre les gouvernements. Le programme a été instauré en 1998, et six étudiants y sont actuellement inscrits.

Programmes d’extension des services :
- L’Algoma University College offre, hors campus, des cours du programme de développement communautaire, économique et social à diverses communautés des Premières nations partout au Canada. Ce programme est reconnu par le Conseil pour l’avancement des agents de développement autochtones pour la reconnaissance des titres de compétences et l’agrément.
- Diverses activités non créditées sont offertes par l’entremise de conseillers pédagogiques des Premières nations et le Shingwauk Education Trust.

Programmes de transition : sans objet.

Soutien aux étudiants : Le campus compte un centre pour étudiants autochtones qui offre un lieu de rencontre et organise des activités sociales et culturelles. Le centre accueille fréquemment des aînés et sert de lieu avec les collectivités locales.

Un conseiller des services universitaires et aux autochtones travaille sur le campus (poste non enseignant à temps plein créé en 1998).

Il existe une association des étudiants autochtones.
Bourses d'études et d'entretien destinées aux étudiants autochtones :
L’Algoma University College accorde un certain nombre de bourses destinées aux étudiants autochtones.

Cadre administratif et stratégique : L'Indigenous Learning Committee a été constitué dans le cadre de l'Academic Planning and Priorities Committee of Senate afin d'explorer et de mettre en œuvre diverses initiatives, dont l'examen du contenu autochtone de tous les cours. Le comité émet également des recommandations sur la planification stratégique et les travaux d'analyse comparative de l'établissement.

Au moins quatre représentants autochtones siègent au conseil d'administration.

Population autochtone sur le campus (étudiants et membres du personnel) :
Environ 18 pour cent des quelque 1 200 étudiants inscrits à l'Algoma University College sont Autochtones (sur la base de la déclaration volontaire et du nombre de parrainage des collectivités autochtones). Le Collège mesure les taux de maintien aux études et de réussite des étudiants autochtones.

Deux pour cent et demi du corps professoral et 11 pour cent du personnel non enseignant sont Autochtones.
Brock University, St. Catharines, Ontario

Aboriginal recruitment and admissions: Brock University Aboriginal Education Council and Aboriginal Student Services are active in recruitment through liaison with local communities and community groups. There is an Aboriginal section on the university Web site.

Native studies programs: Tecumseh Centre for Aboriginal Research and Education. The intent of the centre is to strengthen knowledge of Aboriginal language and culture, among both Aboriginal and non-Aboriginal people. Undergraduate courses in Aboriginal Studies are offered each year on the main Brock campus. Since 2002, the courses offered at Brock have been in Mohawk language (ABST 1P01, 1P02) and aboriginal culture (ABST 2F96) and history (ABST 2F90). Students may also take the latter courses as independent study courses. There is discussion of creating a minor in aboriginal studies. Students may receive a certificate in aboriginal language.

Aboriginal focused programs on campus: See above.

Outreach programs:
• Special Mohawk Adult Immersion Program. At the request of the Mohawks of Tyendinaga, the Tecumseh Centre is currently offering an undergraduate Mohawk immersion program on their territory. The program, with 16 students, runs full-time for 11 months, five days a week. Students took three full courses in spring/summer, and are now enrolled in three more, with two full courses to be completed in spring/summer, 2005. Students in this program earn a certificate in aboriginal language (Mohawk).
• BEd Degree in Aboriginal Adult Education and Certificate in Aboriginal Adult Education. This program offers on-site courses for learners interested in teaching Aboriginal adults. At present, it is offered in Six Nations, Wadesk Aboriginal Education Centre in Fort Erie, Georgian College, and Sault College.
• Native Teacher Education. The Tecumseh Centre for Aboriginal Research and Education offers a concurrent program combining a bachelor of education in aboriginal adult education and a bachelor of education degree for students interested in teaching at the primary/junior level (grades K-6). As well, the centre offers two certificate programs to prepare Native elementary school teachers. The concurrent bachelor of education in aboriginal adult education and bachelor of education program incorporates Aboriginal learning preferences and cultural diversity. This community-based curriculum model relies on qualified local Aboriginal educators to facilitate the learner's educational journey. Courses are offered in a facilitated learning cohort model, face-to-face at locations across the province.

Transition programs: The Native University Program is a consortium arrangement between Six Nations Polytechnic near Brantford and five regional universities (Brock, Guelph, Laurier, Waterloo and McMaster). Students completing a prescribed one-year certificate program at the Polytechnic with at least a 60 percent average can receive
admission to the second year of a BA program at one of the five university consortium members.

**Student support:** *Aboriginal Student Services* is one of the services offered within the Student Development Centre. A variety of social/cultural events are held throughout the year. According to the Aboriginal Student Services Web site, “Our goal is to help all Aboriginal students, including Native, Inuit, and Métis, make the transition to the Brock University community. We recognize that the transition may be difficult due to differing cultures and perspectives. We offer services in a culturally sensitive manner and encourage you as an Aboriginal student to maintain your cultural identity within the university setting. At AbSS you will find an *aboriginal student advisor* who is available to talk with you about your concerns while at the university, and if needed, will refer you to other services available on campus and in the community. AbSS is an advocate centre, working on your behalf as a liaison between the student and the faculty or administration, and by encouraging peer support.”

There is an Aboriginal student body – *The Aboriginal Student Organisation*. There is also a *Gathering Thunder Big Drum Group*.

*The Aboriginal Student Achievement Award*, now in its seventh year, “Will honour our Aboriginal students who show high level of achievement in their academic studies, off-campus/community leadership, and satellite campus/on-campus involvement. The goal within each of these areas of achievement is not to simply become a leader or a successful individual - but rather to become a student, actively engaging in your own educational experience.”

**Scholarships and bursaries for Aboriginal students:** *Aboriginal Student Services (AbSS)* works with Student Awards and Financial Aid to provide information about Aboriginal-specific scholarships and bursaries. Note that Brock AbSS also maintains information on U.S. Bureau of Indian Affairs programs.

**Administrative and policy framework:** The terms of reference for the Brock Aboriginal Education Council (2000), made up of students, faculty, staff, and external Aboriginal representatives, state that:

“The Brock University Aboriginal Education Council (AEC) is committed to understanding and developing course work, programs, services and educational research that meet the cultural needs of members of the Aboriginal community who are students at Brock University.

This council will actively pursue the development of programs designed to increase the number of Aboriginal students at Brock University.”

**Aboriginal population on campus (student and staff):** No information available.
Carleton University, Ottawa, Ontario

Recruitment: Carleton has been engaged in some form of Aboriginal recruitment since 1994. Carleton's Undergraduate Recruitment Office welcomes Aboriginal students and groups to the campus every year. Prospective students can visit the campus, sit in on classes, or schedule a pre-admission counselling session. Since 2004 Carleton has had a Web page detailing Aboriginal opportunities and services. At the present time, the university does not visit Aboriginal schools or communities, nor does it advertise in Aboriginal media. An on-campus summer program is being planned for 2006.

Native studies programs: Carleton offers a BA in Canadian Studies with a Minor in Aboriginal Studies. The program started in 2001 and currently has two students enrolled.

Aboriginal focused programs on campus:
- There are two other undergraduate and five graduate programs that allow for a specialisation in aboriginal studies.

- The school of linguistics and applied language studies offers language training in Inuktitut, Cree and Ojibway.

- The Centre for Indigenous Research Culture, Language and Education exists as a focus for research in this area.

Outreach programs:
- Bachelor of Social Work in First Nations. This program is offered off-campus in northern communities. (Currently offered in Fort Frances in partnership with the Seven Generations Education Authority and in Moose Factory in partnership with the Moose Cree Education Authority.) All courses are designed with some Native content. Courses are delivered by Carleton staff and local people. The first eight students graduated in 1997. There is an Aboriginal coordinator for the program. Funding is provincial and short-term.

- Nunavut BA Project. Part-time BA courses and course facilitation workshops offered in partnership with Nunavut Arctic College, the provincial government and Inuit organisations on a consultative basis. Some funding is provided by the federal government and some from a charitable foundation.

- Certificate in Nunavut Public Service Studies. Offered to current and prospective government of Nunavut employees at three locations in Nunavut. This is an undergraduate program of the school of public administration.

- Carleton has offered a distance learning program using digital cable TV, videotape and streaming video for many years. Videotaped lectures were available through the “Tapes to You” program using mail or courier services (The service has recently switched to using DVD’s).

Transition programs on campus: Carleton’s Centre for Educational Initiatives offers a small Aboriginal Enriched Support Program (AESP) as a transition into an undergraduate degree program. Students take a mixture of regular credit courses and facilitated course-
support workshops. Students also receive personalized advising and registration services, tutoring and an Aboriginal peer mentor. One credit course is a full-year limited-registration seminar on Aboriginal issues. There are 10 students currently enrolled in the AESP.

Support services for Aboriginal students:
- **Carleton University Centre for Aboriginal Culture and Education** (established 1992). Full-time aboriginal cultural liaison officer who works to increase recruitment and retention of Aboriginal students and staff reports to the director of equity services. The centre acts as a focal point for Aboriginal social and cultural activities by operating an aboriginal lounge. There is also an Elder-on-Campus Program. There is an Aboriginal component to the annual Welcome Program and an Aboriginal Student Handbook is published.
- **Aboriginal Students Council** represents the interests of Aboriginal students on campus and aims to “support student recruitment, retention and success by providing a warm and caring Aboriginal community on campus.”

Scholarships and bursaries for Aboriginal students: Two dedicated scholarships exist.

Administrative and policy framework:
- **Carleton University Human Rights Policies and Procedures (2001)** passed by the senate and board of governors covers all forms of discrimination and harassment including an Anti-Racism and Ethnocultural Relations Policy. Policies are administered by equity services.
- There is an Equity Policy Committee that reports to the president and a Senate Educational Equity Committee.

- Carleton is covered by the Federal Contractors Program and recently had its compliance review approved (2004). An extensive report is published on the Web and details many relevant initiatives. See full report at: http://carleton.ca/equity/reports/index.htm

Other: The New Sun Chair in Aboriginal Art and Culture was established at Carleton in 2001 to enable the development of a generation of scholars in the field of Aboriginal art and culture. The New Sun Chair has created positive awareness, both on and off campus of the wealth of Aboriginal contributions to the world, particularly through a series of symposia and conferences focusing on Aboriginal art and culture. The Carleton Art Gallery houses a significant collection of Aboriginal art.

There are a variety of public events (such as lectures, Elders evenings and powwows) to showcase Aboriginal issues and culture.

Aboriginal population on campus (student and staff): One and a half percent of Carleton’s students identify as Aboriginal (CUSC and NSSE surveys). It is worth noting that the proportion drops from 2.4 percent in year 1 to 1.5 percent in year 4, but is 2.6
percent amongst graduating students. Carleton does not attempt to systematically measure Aboriginal success rates.

Half a percent of the academic staff and 1.4 percent of the non-academic staff identify as Aboriginal in the university’s employment census.
Dominican University College, Ottawa, Ontario

Recruitment: No Aboriginal recruitment program.

Native studies programs: Dominican has philosophy and theology programs ranging from certification up to doctoral degrees in philosophy, however Native studies programs are not offered.

Other on-campus programs: Not specified.

Outreach programs: Not specified.

Transition programs: Not specified.

Aboriginal support: Not specified.

Financial aid: Available to all students.  
See: http://www.collegedominicain.com/newsite/English/grants.cfm

Administrative and policy framework: No information.

Student and staff numbers: No information on Aboriginal student numbers.

Full inventory of programs and services:
- For a complete list of the philosophy program and course offerings  
See: http://www.collegedominicain.com/newsite/English/philosophy.cfm
- For a complete list of the theology program and course offerings  
See: http://www.collegedominicain.com/newsite/English/theology.cfm
Collège universitaire dominicain, Ottawa, Ontario

Recrutement : Il n’existe aucun programme de recrutement d’étudiants autochtones.

Programmes d’études autochtones : Le Collège universitaire dominicain offre différents programmes de philosophie, du certificat au doctorat, et de théologie, mais aucun programme d’études autochtones.

Autres programmes sur le campus : non mentionné.

Programmes d’extension des services : non mentionné.

Programmes de transition : non mentionné.

Soutien aux étudiants autochtones : non mentionné.

Soutien financier : une aide financière est accessible à tous les étudiants. Consultez la page du site du Collège à :
http://www.collegedominicain.com/newsite/Francais/bourses.cfm

Cadre administratif et stratégique : aucun renseignement

Données relatives aux étudiants et aux professeurs : Aucune donnée sur le nombre d’étudiants autochtones n’est fournie.

Inventaire complet des programmes et des services :
  • Pour obtenir une liste de tous les cours qu’offre le programme de philosophie, consultez le http://www.collegedominicain.com/newsite/Francais/philosophie.cfm.
  • Pour obtenir une liste de tous les cours qu’offre le programme de théologie, consultez le http://www.collegedominicain.com/newsite/English/theology.cfm.
University of Guelph, Guelph, Ontario

Recruitment: The Aboriginal Student Association (ASA) and the aboriginal student advisor assist the University of Guelph with Aboriginal student recruitment. Guelph's student life Web site provides an extensive array of information that includes a link to the university's aboriginal resources. Since 2003 the university has been visiting Aboriginal schools and communities on a regular basis and making presentations to Aboriginal gatherings. Material is mailed out to 75 First Nations in the summer. Visits and tours are organized and elementary schools from Six Nations visit the campus in the winter semester. Aboriginal students participate in S@GE on-campus summer programs aimed at grades 7 and 8.

Native studies programs: There is no Native studies program, but the faculty of arts offers some courses with an Aboriginal content in anthropology, art history and English.

Aboriginal focused programs on campus: Noteworthy at the graduate level Aboriginal students are encouraged to apply to a graduate program and for Aboriginal funding targeted at the graduate level.

Outreach programs: An undergraduate Aboriginal Natural Resource Management Program is in the design stage. It will be delivered partly by Guelph staff and partly by online learning in partnership with the Chippewas of Nawash Chief and Council and their on-reserve fisheries management program. The program may get federal support.

Transition programs on campus: Bebaamiwin (to guide around) is a newly designed program to link first year Aboriginal students with upper year Aboriginal students during the first few weeks of the fall semester and help ease the transition to university.

Guelph is a participant in the five-university arrangement with Six Nations for the University Access Program.

Support services for Aboriginal students: The Aboriginal Student Association welcomes all Aboriginal people to the University of Guelph and the Aboriginal community. The ASA aims to increase awareness of issues facing Aboriginal people and provide extra-curricular social activities, resources, and alternative learning experiences. The ASA shares space with the Aboriginal Resource Centre (ARC, established 2003) that provides a culturally supportive environment and promotes academic excellence. The ARC offers: admissions and advising, aboriginal community outreach and recruitment, orientation, bursary and scholarship information, cultural and traditional programming, aboriginal student advising, support and advocacy. There is a full-time aboriginal student advisor. There is a weekly Aboriginal student radio show on CFRU, see: www.cfru.ca.

As part of Aboriginal Awareness Week, local community members are invited to participate in specific training sessions (that is Aboriginal 101- All the things you wanted
to know, but didn’t want to ask!) There is an annual dance exhibition as part of the open house weekend during College Royal.

**Scholarships and bursaries for Aboriginal students:** Targeted Aboriginal scholarships and bursaries are available. See: [http://www.uoguelph.ca/~asa/native_awards.shtml](http://www.uoguelph.ca/~asa/native_awards.shtml) for Aboriginal students financial and awards.

**Administrative and policy framework:**
- *Presidential Task Force on Accessibility Final Report*, Section 8 - educational equity plan that includes special measures to achieve diversity among its student body. The university encourages applications from qualified Aboriginal Canadians, members of visible minorities, persons with disabilities and women.
  See: [http://www.uoguelph.ca/president/ptfa/report.shtml](http://www.uoguelph.ca/president/ptfa/report.shtml)

**Aboriginal population on campus (student and staff):** Guelph currently has around 120 self-identified Aboriginal students. The aboriginal student advisor estimates the actual numbers to be around 160-200 (out of approximately 19,000 students). No figures are available for Aboriginal staff and faculty. The university monitors retention rates for identified Aboriginal students.
Lakehead University, Thunder Bay, Ontario

Recruitment: The aboriginal cultural and support services counsellor is a member on the student affairs team and various other campus committees, acting in the capacity as a community and university liaison for Aboriginal student recruitment and retention; organizing Aboriginal specific media/public relations.

Native studies programs: The Department of Indigenous Learning offers two degrees, a bachelor, and honours BA in Indigenous Learning. There is also an undergraduate Indigenous Learning Certificate Program.

Aboriginal focused programs on campus:
- The faculty of education has run the Native Teachers Education Program (NTEP) since 1975 and offers a BEd in Native Education. Students who successfully complete the program are recommended for the Certificate of Qualification from the Ontario College of Teachers. Since 1975 there have been more than 300 graduates of the NTEP programs.
- Lakehead University, in the heart of Ojibway country, offers a selection of Native language courses through the cooperative efforts of languages and education. Native language studies are proving to be of interest to students of every age, Native and non-Native alike. While some students come to Lakehead especially to study Native language, others find the study of Native language complements their chosen program in other fields.
- There is a Native Language Teacher’s Certificate Program in the faculty of education.

Outreach programs: ‘Superior Science’ is an outreach initiative whereby the program’s coordinators/instructors organizes, plans and travels to remote First Nations in northwestern Ontario to teach specifically designed science activities to the youth in elementary and high schools.

Transition programs on campus:
- The Native Access Program is a nine-month entry program that will prepare Aboriginal students who have been out of school for two or more years for a regular degree program after completion.
- The Native Nurses Entry Program is a nine-month preparatory program designed to provide the necessary skills and academic preparation required for successful completion of the four-year nursing degree program or the 3-year compressed nursing degree program (NNEP graduates with 80 percent or higher). The program is based on two (2) semesters of twelve (12) weeks each, as well as a two (2) week field experience. The student may choose field experiences in their own community or other Aboriginal health-care setting.
- The Native Access Program for Engineering (NAPE) was operated for 11 years with the sponsorship of a number of private companies by the faculty of engineering. When the lead funder pulled out the university was unable to find enough alternate
funding since Ontario does not normally provide universities with grant funding for such programs. The program is currently “suspended” until some continuing base funding can be found. The program was a true access program whereby Aboriginal students from a variety of backgrounds could over the course of an intensive summer, fall and winter program make up the qualifications to enter the first year of the 5-year engineering degree program. Approximately 70 percent of students entering the program completed the access program and continued into the regular academic stream. Over the years, the faculty of engineering has graduated around 20 Aboriginal engineering technologists and around 11 engineers who started out in the NAPE program.

Support services for Aboriginal students: Aboriginal Cultural and Support Services (ACSS) offers a student lounge, academic advising, tutoring, personal counselling, and referrals. The ACSS in cooperation with the Aboriginal Awareness Centre and the Lakehead University Native Student Association work to deliver social and cultural programs such as powwows and Elders in residence. The Aboriginal Resource Centre shares the same space as the student lounge, complete with a computer lab.

Scholarships and bursaries for Aboriginal students: For Aboriginal financial aid and awards, See: http://calendar.lakeheadu.ca/current/contents/financial_aid/finaidmati.html

Administrative and policy framework:
• The university has a strategic planning goal that includes an Aboriginal Student Policy. See: http://bolt.lakeheadu.ca/~lusec/stratplan.html#ABORIGINAL.
• Lakehead continues to develop programming options that are appropriate within the context of the university’s strategic direction for Aboriginal students. Aboriginal student numbers are expected to grow at Lakehead and will form an increasingly important segment of the potential student intake in north western Ontario over the coming years.
• There is an Office of Aboriginal Initiatives, led by an Associate Vice Provost for Aboriginal Initiatives, whose mandate is to assist the growing Aboriginal student population of Lakehead University. The Associate Vice Provost's mandate is also to provide leadership in Aboriginal affairs and to advance, within the university community, an understanding of Aboriginal culture, heritage and language through activities which heighten the awareness of Aboriginal issues and identity. The Associate Vice Provost also serves as a liaison between the Aboriginal community and the university and has responsibilities for Aboriginal initiatives in academic programming, Aboriginal academic support services, Aboriginal community relations, and fundraising."
• An interesting policy initiative at Lakehead is the Campus Signage Policy which requires all information on official campus signs to be expressed in English and syllabics. (See: http://communications.lakeheadu.ca/pdf/13_signage.pdf)

Aboriginal population on campus (student and staff): According to their latest annual report, as a percentage of its enrolment, Lakehead claims to have one of the highest
Aboriginal student populations at a Canadian university. Exact numbers were not available.
Laurentian University, Sudbury, Ontario (including University of Sudbury; see also separate listing for Algoma University College)

**Aboriginal recruitment and admissions:** Laurentian runs an *Aboriginal Postsecondary Information Program*. There is a Web site linking Aboriginal services and programs at: [http://nativestyle.laurentian.ca/](http://nativestyle.laurentian.ca/). There is a *Native recruitment officer* in the liaison office. *The March Break Program* brings high school students to the campus to introduce them to university. Aboriginal recruitment has been underway since 1998 and there are regular school and community visits, annual mail outs to Aboriginal organisations and sporadic media advertising.

Laurentian has hosted an annual *Aboriginal Festival* on campus for the past 11 years.

**Native studies programs:** The *Department of Native Studies* works under the guidance of the *Laurentian University Native Education Council* in developing programs that address First Nations’ community needs. The department offers programs leading to a *3-year general BA* and a *4-year specialised BA*. These programs, started in 1975, are designed to promote understanding of the diversity of Native Peoples and their traditions, and the historical roots of the many complex issues currently facing First Nations and Canada. To this end, Native studies courses offer Aboriginal perspectives on the historical experiences of the First Nations of Canada, and promote dialogue among students on contemporary Native issues. In addition to the on-campus offerings, most of the Native studies courses are also available through distance education.

**Aboriginal focused programs on campus:**

- The goal of the *Native Human Services Program* (at the affiliated University of Sudbury) is to provide an accredited social work degree that offers knowledge, skills, and experience to work effectively with Native and non-Native communities. A program committee with representatives from Native communities, the school of social work and the department of Native studies is responsible for decisions about the program. The program leads to a *Bachelor of Social Work in Native Human Services*.

- *The Northern Ontario School of Medicine (NOSM)* is a joint program of Laurentian University and Lakehead University. The inaugural year was 2005-2006 when it took in 56 students of whom seven are Aboriginal. It is managed by a joint 35 member board. Five seats on the board are reserved for Aboriginal representatives. The school’s overall mission is to educate skilled physicians and undertake health research suited to community needs. In fulfilling this mission NOSM will become a cornerstone of community health care in northern Ontario. The school’s guiding principles include that:
  - NOSM will seek out qualified students who have a passion for living in, working in and serving northern and rural communities. NOSM will develop physicians able to practice and engage in research anywhere in the world but who have a particular understanding of people in northern and remote settings.
- NOSM will pursue a culture of inclusiveness and responsiveness within the medical communities, the northern communities, the rural communities, and the Aboriginal and Francophone communities.
- *Bachelor of Education with focus on Native Education.*
- Language instruction is offered in Ojibway and Cree.

**Outreach programs:** Laurentian University offers a wide range of "Envision" distance education courses by video/audiocassette, Internet, teleconference, CD-ROM and print-based correspondence. Programs supported include *Native Studies* and *Native Human Services* (both are delivered using traditional paper-based delivery). Several certificate programs are offered through distance education. Including the *Ontario Primary Health Care Nurse-Practitioner Program.*

**Transition programs:** Native student services runs an orientation week.

**Student support:**
- *Native Programs and Services* is an administrative department providing services to meet the needs of Aboriginal students since 1996. They offer personal/academic counselling, academic advising, advice on financial aid, and a peer assist program. The *Native education manager* is a full-time staff position reporting to the vice-president academic. There is an *aboriginal student lounge* and various social and cultural activities, including a visiting Elders program. The Laurentian student radio station (CKLU) has a Native program Red Beat Radio for an hour every week.
- The LU *Alumni Mentorship Program* is a unique program that successfully brings students and alumni together for an exchange of information on education and career markets. It allows students to obtain academic and related advice from alumni in their career field of interest. The program now has an online component.
- There is a *Native Students Association.*

**Scholarships and bursaries for Aboriginal students:** There are a number of scholarships and bursaries directed at Aboriginal students and a repayable loan program.

**Administrative and policy framework:** The *Laurentian University Native Education Council* is an advisory committee of representatives from regional First Nations organizations. It advises on program development and content and meets quarterly with university senior management. It provides input to the president, board and senate.

**Aboriginal population on campus (student and staff):** Laurentian does not know the number of Aboriginal students on campus, nor does it collect data on the number of Aboriginal staff or faculty members.
Université Laurentienne, Sudbury, Ontario (y compris l’Université de Sudbury; voir également la liste distincte pour l’Algoma University College)


L’Université Laurentienne organise le Festival autochtone sur son campus depuis 11 ans.

Programmes d’études autochtones : Sous la direction du Native Education Council de l’Université Laurentienne, le département d’études autochtones travaille à l’élaboration de programmes répondant aux besoins des collectivités des Premières nations. Le département offre des programmes de baccalauréat général de trois ans et de baccalauréat spécialisé de quatre ans. Instaurés en 1975, ces programmes visent la compréhension de la diversité des Premières nations et de leurs traditions ainsi que les fondements historiques des nombreux enjeux complexes auxquels les Autochtones et le Canada font face. À cette fin, les cours de ces programmes présentent des points de vue autochtones sur les expériences passées des Premières nations du Canada et favorisent un dialogue entre les étudiants sur des enjeux contemporains des Autochtones. En plus d’être offerts sur le campus, la plupart des cours se donnent à distance.

Programmes axés sur les questions autochtones (sur le campus) :

- Le Programme de services humains auprès des Amérindiens (offert à l’Université de Sudbury, affiliée à l’Université Laurentienne) mène à l’obtention d’un diplôme accrédité en service social permettant d’acquérir les connaissances, les compétences et l’expertise pour intervenir efficacement auprès des collectivités autochtones ou non autochtones. Un comité des programmes, composé de représentants des collectivités autochtones, de l’École de service social et du département d’études autochtones, est responsable des décisions concernant le programme. Le Programme mène au grade de baccalauréat spécialisé en service social.

- L’École de médecine du Nord-Ontario est le fruit d’un partenariat entre l’Université Laurentienne, à Sudbury, et la Lakehead University, à Thunder Bay. Au cours de la première année universitaire, en 2005-2006, la cohorte de 56 étudiants comptait sept Autochtones. L’École est gérée par un conseil d’administration conjoint de 35 membres, dont cinq sièges sont réservés aux représentants de la population autochtone. L’École a pour objectif global de former des médecins compétents et de mener des projets de recherche répondant aux besoins sanitaires des collectivités. En accomplissant cette mission, l’École de médecine du Nord-Ontario deviendra la
pierre angulaire des soins de santé communautaires du nord de l’Ontario. Voici deux principes directeurs de l’École :

- L’École de médecine du Nord-Ontario recrute des étudiants qui veulent vivre et travailler dans les collectivités rurales et du Nord afin de servir leurs intérêts. L’École forme des médecins pouvant pratiquer et faire de la recherche partout dans le monde, tout en ayant une compréhension particulière des communautés du Nord et des régions éloignées.
- L’École de médecine du Nord-Ontario fait la promotion d’une culture d’intégration et d’accueil dans les milieux médicaux du Nord, ruraux, autochtones et francophones.

- Baccalauréat en éducation avec spécialisation en éducation autochtone.
- Certains cours sont offerts en ojibwa et en cri.

Programmes d’extension des services : L’Université Laurentienne offre, dans le cadre de sa formation à distance Envision, une vaste gamme de cours sur bande vidéo audio, sur Internet, sur CD-ROM, par téléconférence et par correspondance. Les programmes d’études autochtones et de services humains auprès des Amérindiens (tous deux offerts à distance avec matériel didactique écrit classique) sont entre autres assurés par Envision. Plusieurs certificats sont également donnés à distance, dont le Programme ontarien de formation des infirmières et des infirmiers praticiens en soins de santé primaires.

Programmes de transition : Les services aux étudiants autochtones organisent une semaine d’orientation.

Soutien aux étudiants :

- Exclusif à l’Université Laurentienne, le programme de mentorat par les anciens réunit avec succès les étudiants et les anciens afin qu’ils échangent des renseignements sur les marchés de l’éducation et du travail. Il permet aux étudiants d’obtenir des conseils sur leurs cheminement universitaire et professionnel auprès de diplômés qui font carrière dans leur discipline. Le programme a maintenant une composante Internet.

- Il existe une association des étudiants autochtones sur le campus.

Bourses d’études et d’entretien destinées aux étudiants autochtones : Un certain nombre de bourses sont destinées aux étudiants autochtones, et il existe également un programme de prêt étudiant.
**Cadre administratif et stratégique :** Le Native Education Council de l'Université Laurentienne est un comité consultatif composé de représentants d'organisations régionales des Premières nations. Ce comité, qui se réunit tous les trois mois avec la haute direction de l'Université, émet des recommandations sur l'élaboration de programmes et leur contenu. Il informe le recteur, le conseil et le sénat.

**Population autochtone sur le campus (étudiants et membres du personnel) :**
L'Université Laurentienne ignore le nombre d'étudiants autochtones qui fréquentent son établissement. Elle ne recueille aucune donnée sur le nombre d'Autochtones au sein du personnel enseignant et non enseignant.
McMaster University, Hamilton, Ontario

Aboriginal recruitment and admissions: The aboriginal counsellor spends approximately 25 percent of her time on recruitment activities, including school and community visits, presentations at conferences, college recruitment etc. These activities were started in 1990. In addition, health sciences does some targeted recruitment of their own (see below).

Native studies programs: McMaster's Indigenous Studies Program (Combined BA or minor) was established in 1991. The various components of the program have approximately 100 to 150 Native students attending McMaster. In addition to this core group of students, there are approximately 150 to 200 non-Native students who are interested in taking indigenous studies from a Native perspective. This program was developed in direct response to the expressed desires of the indigenous representatives, students and educators from the region for greater accessibility and support from the university. The program is a main focal point for McMaster's enhanced commitment to and support of indigenous students. Credit courses are given on learning the Mohawk and Ojibway languages.

The director of the program spends about 30 percent of their time serving as the main focus of Aboriginal concerns on campus.

Aboriginal focused programs on campus: The Native Students Health Sciences Program within the faculty of health sciences has the following objectives:
- provide outreach services to secondary schools, and community groups to recruit students into the health professions;
- assist interested students with admission requirements and application process;
- provide students with up to date information on the scholarships and bursaries available to them;
- provide campus tours to student groups from Aboriginal communities;
- collaborate with indigenous studies program to provide cultural workshops;
- provide aboriginal health resources to any interested students or groups;
- implement aboriginal health elective for health sciences students.

The Native students' health sciences coordinator position was established for the purpose of improving student access to the various health professions.

A new course at McMaster University focusing on aboriginal health issues will increase medical students’ awareness of the healthcare issues unique to the Aboriginal Peoples of Canada. The optional course, or elective, is a first of its kind in Canada.

Special consideration is given to Aboriginal applicants for admission to undergraduate medicine.

Outreach programs: The Centre for Continuing Education offers a variety of programs.
Transition programs: The First Year Experience Office has developed a 7-week online orientation program, "Prelude to Mac" to help ease the transition from high school to university.

The Native University Access Program is a consortium arrangement between Six Nations Polytechnic near Brantford and five regional universities (Brock, Guelph, Laurier, Waterloo and McMaster). Students completing a prescribed one-year certificate program at the Polytechnic with at least a 60 percent average can receive admission to the second year of a BA program at one of the five university consortium members.

Student support: A group of Aboriginal students formed the McMaster First Nations Student Association (MFNSA) in 1989. The main purpose of this group was to establish peer support for Native students who were attending university, to raise awareness of Aboriginal issues at the university level and to encourage Native students in secondary school to continue on with higher education. Since 1989, Aboriginal enrolment has increased dramatically. The McMaster First Nations Student’s Association is a group of dedicated students who devote their time and enthusiasm to raising awareness about indigenous issues, the importance of the indigenous studies program and the need to promote and actively advocate on campus for the rights of Indigenous Peoples across the globe.

There is an aboriginal student lounge and a visiting Elder program.

The indigenous student counsellor is available to provide support on many levels including, but not limited to: academic, cultural and spiritual needs. There are regular socials, powwows, speaker series and cultural programs.

Scholarships and bursaries for Aboriginal students: There are no Aboriginal-specific scholarships or bursaries.

Administrative and policy framework:
The President's Committee on Indigenous Issues consists of the president of McMaster University, professors, instructors, representatives of Aboriginal organizations and Aboriginal community members, the indigenous studies staff, and the executive of the McMaster First Nations Student Association. The President's Committee on Indigenous Issues provides direct access to the university senate and to the board of governors. The committee has policy-making responsibilities in all areas related to indigenous students. The President's Committee reports directly to the senate and board through the president.

Aboriginal population on campus (student and staff): McMaster does not know how many Aboriginal students are registered as there is no self-identification mechanism in place.
Nipissing University, North Bay, Ontario

Recruitment: Faculty, staff, and students promote programs, network Aboriginal education information, recruit students and conduct presentations at career fairs, events, and as well on a regular basis in Aboriginal communities in the province.

Native studies programs: Nipissing University, formerly a satellite of Laurentian University, received its charter as an independent university in 1992. The faculty of arts and science includes a Native Studies Department. The department offers a 3-year undergraduate general program, as a single major and a joint major. A minor in Native studies is available for students in other disciplines.

Aboriginal focused programs on campus:
- Primarily for people of Aboriginal ancestry, the Aboriginal Counselling Course is not offered as a degree, but the course may be credited as an elective in any other degree program.
- In addition the following diploma programs are offered through the faculty of education for students of Aboriginal ancestry.
  - The Native Classroom Assistant Diploma Program is jointly sponsored by the Department of Indian and Northern Affairs. The program consists of three separate summer sessions that prepares students as classroom assistants.
  - The Native Special Education Assistant Diploma Program is jointly sponsored by the Department of Indian and Northern Affairs. Completion of this program prepares students as education assistants for children with special needs.
  - The Aboriginal Teacher Certificate Program has been designed to prepare Aboriginal students for teaching positions in Ontario. Graduates are recommended to the Ontario College of Teachers for a Certificate of Qualification in the primary/junior division (junior kindergarten to Grade 6). The goal of the program is to train Native teachers who will be able to provide the Ontario elementary school curriculum combined with traditional values and culture.

Outreach programs: Aboriginal services are available at Nipissing’s Muskoka campus.

Transition programs on campus: Nipissing University offers programs and services that help make those transitions as smooth as possible. Transition services include an orientation program for non-traditional students, school-to-work preparation and the mentor program dedicated to helping new students adjust to university life. There are close linkages with Canadore College co-located with Nipissing on a shared campus. There are joint programs and many transfer opportunities between the institutions.

Support services for Aboriginal students: A native student lounge is located in the Aboriginal Services and Programs (ASP) office. The ASP office provides assistance with academic planning and needs such as completing application forms and accessing

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information that you may require regarding your studies. Throughout the academic year they invite Aboriginal guest speakers, organize social/cultural and educational events for all students, faculty and staff.

**Scholarships and bursaries for Aboriginal students:** Information and applications for Nipissing University's Aboriginal scholarships, bursaries and awards are available to students, and additional scholarships and bursaries available for Aboriginal students and for specific programs of study. See: [http://www.nipissingu.ca/financialaid/](http://www.nipissingu.ca/financialaid/)

**Administrative and policy framework:** Nipissing University “encourages applications from those of Aboriginal ancestry, visible minority and/or persons with disabilities”.

It is a stated goal of the university’s strategic plan to reach out to Aboriginal Peoples by “…providing opportunities for those living in Ontario communities, including Aboriginal Peoples, to access our university.”

The university’s *Aboriginal Council on Education* acts as an advisory body to the president and includes university and Aboriginal community members. It appoints one member to the board of governors.

In its brief to the recent Ontario Postsecondary Review (Rae Commission), Nipissing University urged the Ontario Government to do more to support postsecondary education for Aboriginal students. See: [http://www.nipissingu.ca/president/downloads/nu_response_raereview.pdf](http://www.nipissingu.ca/president/downloads/nu_response_raereview.pdf)

**Aboriginal population on campus (student and staff):** By 2005, 150 (3.1 percent of a total of 4700) students have self-identified as ‘Aboriginal.’
University of Ottawa, Ottawa, Ontario

Admissions and recruitment: The aboriginal liaison officer based in the Aboriginal Resource Centre is the link between the university and the Aboriginal population in Ottawa, in urban organizations and in First Nations communities. Their priority is to recruit First Nations, Inuit and Métis students.

The bilingual university Web page contains information for prospective undergraduate students but does not specifically address Aboriginal applicants. The Web page for the student academic success service references the Aboriginal Resource Centre.

Since 1997 the university has conducted a range of targeted Aboriginal recruitment activities including school visits, attending recruitment events and offering campus tours open houses and information sessions open to all prospective applicants. These activities are projected to increase in the future.

The faculty of law advertises an “Aboriginal category” of application to first year law (common law or droit civil). Applicants may be admitted unconditionally, or subject to completion of the University of Saskatchewan Native law program or the University of Ottawa’s “Le programme prédroit pour les Autochtones” (for francophone candidates).

The faculty of medicine states that “Aboriginal applicants are particularly invited to apply” and indicates that they will be given priority over some other groups of applicants. (See: http://www.medicine.uottawa.ca/pdf/Policies_ENG.pdf)

The faculty of education as part of its access program gives Aboriginal applicants who meet the minimum requirements and who self-identify the right of first refusal on two percent of the places in first year.

Native studies programs: The faculty of arts offers a new (Sept. 2004) three-year program in Aboriginal Studies. “The program is designed to serve both Aboriginal and non-Aboriginal students and scholars. On the one hand, the program provides a firm foundation in general academic skills, while on the other hand, it focuses on Aboriginal history, philosophy, religions, cultures, arts and the languages of Canadian and North American Aboriginal Peoples. With this degree, graduates can undertake important roles inside and outside of Canadian Aboriginal communities.” There are 11 students currently enrolled in the program.

Aboriginal focused programs on campus:

• Programme propédeutique prédroit pour candidats autochtones. Le programme prédroit pour les autochtones est au service des divers programmes de premier cycle en droit au Canada. Son objectif est de faciliter l'admission aux études de droit aux autochtones dont le dossier scolaire ne reflète pas leur juste valeur, soit parce qu'ils n'ont pas les antécédents requis, soit parce que le fait qu'ils ont dû étudier dans une
Outreach programs:
- The Community-Based Native Teacher Education Program is a two-year program for groups of students (not available to individuals). It consists of a combination of in-school work, distance education via Contact North (fall/winter), and classes at a location of choice (summer). Students must be of Native ancestry. There is a partnership with the Sioux Lookout - Matawa First Nation

Transition programs: There are no transition programs.

Support services: The Aboriginal Resource Centre (ARC) works closely with all university faculties to develop initiatives that support and benefit the Aboriginal students. The ARC also promotes strong working relationships with government agencies, as well as with Aboriginal communities and organizations. Services/activities include:
- academic guidance and counselling
- service referrals
- peer-help support
- tutorial accommodation
- information on scholarships and bursaries
- employment services
- aboriginal legal referral services
- use of a fax machine and telephone for academic purposes
- visiting Elders program
- community liaison
- information on local Aboriginal services, programs, social and cultural events
- monthly student luncheons
- information sessions offered to new students
- guest speakers
- campus tours (individual or group)
- social and cultural activities

A coordinator in the faculty of medicine ensures Aboriginal student success by providing personal counselling, group assistance, provision of mentoring/tutoring etc., while in the faculty of law an Aboriginal Affairs Advisory Committee provides a culturally relevant legal educational environment in both French and English.

Scholarships and bursaries for Aboriginal students: The Aboriginal Resource Centre maintains a list of targeted financial aid. There are some scholarships and bursaries available for Aboriginal students and a scholarship available for an Aboriginal law student.
Administrative and policy framework: There is an Employment Equity Committee and an *Aboriginal Council on Education and Employment* (established in 1996).

**Aboriginal population on campus (student and staff):** Approximately 0.6 percent of the teaching staff identified as Aboriginal in 2004. There are approximately 150 Aboriginal students at the University of Ottawa, although there is no systematic self-identification system in place. Based on this limited information, the university does attempt to measure student success rates.

**Other:** A community legal clinic on campus has an *aboriginal legal services division* to provide services to the community and training for law students.
Université d'Ottawa, Ottawa, Ontario

Recrutement et admissions : L'agent de liaison autochtone travaillant au Centre de ressources autochtones (CRA) assure la liaison entre l'Université et la population autochtone à Ottawa ainsi qu'avec les organisations de la ville et les collectivités des Premières nations. Ses priorités sont de recruter des étudiants des Premières nations, inuits et métis.

La page Internet bilingue de l'Université fournit des renseignements aux candidats éventuels au premier cycle, mais non aux étudiants autochtones en particulier. Le CRA figure sur la page Internet du Service d’appui au succès scolaire (SASS).

Depuis 1997, l’Université d’Ottawa mène diverses activités de recrutement auprès des Autochtones, dont des visites dans les écoles et la participation à des événements de recrutement, et organise des journées portes ouvertes et des séances d’information à tous les candidats éventuels. L’Université prévoit accroître ses activités.

La Faculté de droit fait la publicité d’une catégorie d’inscription à la première année en droit (common law ou droit civil) à l’intention des Autochtones. Les candidats peuvent être admis sans restrictions au programme ou devoir préalablement terminer le programme de droit autochtone de la University of Saskatchewan ou celui de prédroit pour les Autochtones de l’Université d'Ottawa (destinés aux candidats francophones).

La politique d’admission de la Faculté de médecine de l’Université d’Ottawa énonce que « les étudiants et les étudiantes autochtones sont particulièrement invités à poser leur candidature ». La faculté indique également qu’elle accorde la priorité aux Autochtones sur certains autres groupes de candidats. (Voir : http://www.medicine.uottawa.ca/pdf/Policies_FRA.pdf)

Dans le cadre de son programme d’accès, la Faculté des sciences de l’éducation offre aux candidats autochtones qui s’identifient comme tels et qui satisfont à au moins deux exigences un droit de préemption sur deux pour cent des places au cours de la première année.

Programmes axés sur les questions autochtones (sur le campus) :

- Le programme prédroit pour candidats autochtones est au service des divers programmes de premier cycle en droit au Canada. Son objectif est de faciliter l'admission aux études de droit aux autochtones dont le dossier scolaire ne reflète pas leur juste valeur, soit parce qu'ils n'ont pas les antécédents requis, soit parce que leur cheminement scolaire dans une langue autre que leur langue maternelle a pu influer sur leur rendement scolaire. La scolarité est de sept semaines, suivie d'une période d'exams d'une semaine.

Programmes d'extension des services :
- L'Université offre à des groupes (non à des étudiants individuels) un programme de formation des enseignants autochtones de deux ans dans la collectivité. Ce programme combine un enseignement en classe à une formation à distance par le biais du réseau Contact Nord (à l'automne et à l'hiver) et de cours dans un établissement au choix de l'étudiant (à l'été). Les étudiants doivent être d'origine autochtone. Un partenariat est établi entre Sioux Lookout et la Première nation de Matawa.

Programmes de transition : Il n'existe aucun programme de transition.

Services de soutien : Le CRA collabore étroitement avec toutes les facultés de l'Université afin d'élaborer des initiatives qui appuient les étudiants autochtones et servent leurs intérêts. Il fait également la promotion de solides relations avec les organismes gouvernementaux ainsi qu'avec les communautés et les organisations autochtones. Les services et les activités destinées aux étudiants autochtones sont les suivantes :
  - services d'orientation scolaire
  - services d'aiguillage
  - soutien par les pairs
  - séances de tutorat
  - renseignements sur les bourses d'études et d'entretien
  - services de recherche d'emploi
  - services de recommandation d'aide juridique
  - accès à un télécopieur ou à un téléphone aux fins des études
  - programme de visites aux aînés
  - liaison communautaire
  - renseignements sur les services, les programmes ainsi que les activités culturelles et sociales offerts à l'échelle locale aux Autochtones
  - diners mensuels des étudiants autochtones
  - séances d'information aux nouveaux étudiants
  - conférenciers invités
  - visites du campus (individuelles ou en groupes)
  - activités sociales et culturelles
Un coordonnateur voit au succès des étudiants inscrits à la Faculté de médecine en leur offrant des services de counselling individuel, d’aide de groupe, de mentorat ou de tutorat, etc. À la Faculté de droit, le comité consultatif des affaires autochtones offre une formation en anglais et en français sur les droits des Autochtones.

**Bourses d’études et d’entretien destinées aux étudiants autochtones :** Le CRA tient à jour une liste de bourses ciblée dont une bourse réservée à un étudiant autochtone en droit.

**Cadre administratif et des politiques :** L’Université compte un comité d’équité en matière d’emploi et un conseil autochtone sur l’éducation et l’emploi (constitués en 1996).

**Population autochtone sur le campus (étudiants et membres du personnel) :** En 2004, environ 0,6 pour cent du personnel enseignant s’est identifié comme Autochtone. Bien qu’aucun système d’identification systématique ne soit en place, l’Université d’Ottawa estime qu’environ 150 étudiants autochtones y sont inscrits. L’Université tente de mesurer les taux de succès de ces étudiants sur la base de ces renseignements limités.

**Autre :** La division des services juridiques autochtones de la clinique d’aide juridique du campus fournit des services à la communauté autochtone et une formation aux étudiants en droit.
Queen's University, Kingston, Ontario

Aboriginal recruitment and admissions: Queen's has been engaged in Aboriginal recruitment since 1991. There is an aboriginal counsellor/student recruitment officer in the Four Directions Aboriginal Student Centre and the university has Aboriginal-specific recruitment materials. Pre-admission advising is offered. The recruitment officer takes part in visits to Aboriginal schools which include presentations to grades 6-8. There is an on-campus summer program and plans to initiate aboriginal science programming.

As described below the university has adopted Aboriginal admissions policies in certain faculties modelled on successful policies first adopted in medicine.

The Aboriginal Science Preparatory Project, a joint project of the Aboriginal Teacher Education Program and Four Directions Aboriginal Student Centre, uses electronic distance education techniques to develop curriculum for early secondary/elementary aboriginal school children and to foster an interest in science and technology.

Native studies programs: There is no Native studies program, but there is a Canadian studies program (major and minor) and there are some nine courses at the university with significant Aboriginal content. A full Native studies program has been discussed and there is a Native studies teacher education module in the faculty of education. Queen’s Library has a Native studies librarian.

The Development Studies option offers “thematic” course selections whereby students can choose Aboriginal studies as part of the medial program. There are a number of Aboriginal-focused courses available in several disciplines. There are an estimated 17 students in this option.

Aboriginal focused programs on campus:
- The Aboriginal Teacher Education Program (ATEP) of Queen's University faculty of education offers several unique program tracks, which provide an opportunity for candidates to specialize in Aboriginal education. These program tracks are particularly suited to Aboriginal candidates. There are 25 places in the on-campus program. Upon completion of the program, candidates will receive a diploma in education or a bachelor of education degree; candidates will also receive the Certificate of Qualification as a teacher, allowing them to teach in First Nations and provincial schools. There is a coordinator of aboriginal education in the faculty.
- Queen’s University medical school. The Admissions Committee recognizes the critical shortage of Aboriginal physicians in Canada and the need to educate more Aboriginal physicians to serve as role models and address the health care needs of Canada's Aboriginal Peoples. The committee has developed an alternate process for assessment of Aboriginal candidates. Up to a maximum of four qualified Aboriginal students a year may be admitted to the MD program by the alternate process. Aboriginal candidates may also choose to apply through the regular admission process.
• **Law school.** There is an Aboriginal category of admissions to the LLB program. About 20 percent of the first year entry of about 160 students falls into the Aboriginal or access categories.

• **The school of nursing** has an Aboriginal Admissions Policy which states that, "The Admissions Committee recognizes the critical shortage of Aboriginal nurses in Canada and the need to educate more Aboriginal nurses to serve as role models and address the health care needs of Canada's Aboriginal people." Up to five applicants a year can take advantage of an alternate admissions process.

• **The faculty of arts and science** also has an Aboriginal Admissions Policy which states, "With a view to having a student population representative of the public the university serves, the faculty of arts and science at Queen's University admits up to 10 Aboriginal students a year under an alternative procedure for first year admission to a bachelor of arts (honours) program. This policy is subject to periodic review and is in effect until 2010."

**Outreach programs:**

• The **Aboriginal Teacher Education Program (ATEP)** community-based part-time option is available in First Nations communities if there is a minimum of 15 successful applicants. A unique feature of ATEP is that candidates of Aboriginal ancestry who hold only an Ontario Secondary School Diploma (OSSD) or equivalent are eligible for the community-based diploma in education, primary and junior option, and upon completion will receive the Certificate of Qualification, allowing them to teach in the primary and junior divisions. The program is offered in partnership with the Kenjewin Teg Education Institute (Manitoulin Island), the Seven Generations Education Institute (Fort Frances) and the Omuskego Education Authority (Moose Factory).

• The continuing and distance education division offers a number of course and programs on and off-campus. The faculty of arts and science offers a limited number of correspondence courses.

**Transition programs:** The faculties of education, law, medicine, nursing and arts and science all have academic support programming available to Aboriginal students. In particular, the faculty of law has an *education equity office* to support minority students. The latter is partially supported by the Law Foundation of Ontario.

**Student support:** The *Four Directions Aboriginal Student Centre* (created 1994), with a staff of three, offers counselling, social and cultural programming and an Elder-in-Residence (Nokomis) program. The centre has a free-standing building (more than 50 years old) of approximately 1200+ square feet. There is a lounge and computer centre, sweat lodge, meeting/conference room and a resource library. Information and assistance is available for graduate admissions. The manager of the centre is a member of the academic staff reporting to the dean of student affairs.

The *Native Student Association* is based in the centre.
Scholarships and bursaries for Aboriginal students: The Aboriginal Student Centre provides information on Aboriginal student aid programs administered through the student awards office. Scholarships and bursaries are available. In the school of graduate studies 10 awards are available annually to eligible students who are, in order of priority, Aboriginal, African Canadian, or Canadians from another visible minority. There are also scholarships available in law and medicine.

Administrative and policy framework: Queen’s has an Aboriginal Council established in 1992 with the mandate to:
“... ensure that for generations hereafter Aboriginal Peoples will have access to higher education at Queen’s University, and that the institution will be responsive to the broader needs of Aboriginal Peoples.”
The council includes faculty, staff and students as well as representatives of the Ontario Aboriginal community. The majority of the council members come from First Nations communities. It submits an annual report to senate. Queen’s currently (2005) receives annual Ontario Ministry funding of $474,000 in support of Aboriginal programming.

Queen’s has an Educational Equity Policy (approved by senate 2001) which states that:
“Queen’s University is committed to developing a climate of educational equity that includes acknowledging and eliminating direct, indirect and systemic discrimination. A culture of educational equity recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the university. Such a culture is created and maintained by developing a university-wide commitment to educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals’ free, safe and full participation.”

Queen’s University has committed to:
• support the creation in every faculty of admissions policies and places for Aboriginal students (following the examples in medicine and nursing);
• work toward the establishment of additional general and program-specific scholarships and bursaries for Aboriginal students at Queen’s;
• develop and promote ways to enable staff in the Queen’s awards office to better meet Aboriginal students’ needs and provide information on sources of financial support;
• improve Aboriginal students’ access to the Aboriginal communities, traditions, ways of knowing, cultures, and Elders, including maintaining an Elder or traditional Aboriginal person in residence on the Main Campus and on the West Campus;
• establish peer tutoring program(s) for Aboriginal students at Queen’s;
• work to increase counselling for Aboriginal students.

Aboriginal population on campus (student and staff): Queen’s estimates that in 2004, 1.6 percent of the student body identified as Aboriginal (self-identification on application forms); 0.7 percent of the faculty and 1.2 percent of the non-academic staff identified as Aboriginal.
Redeemer University College, Ancaster, Ontario

Redeemer College does not currently have any Aboriginal students and currently has no programs directed at this community.
Royal Military College, Kingston, Ontario

Aboriginal recruitment and admissions: RMC has an Aboriginal Advisor who makes some recruitment visits to Aboriginal communities. However, RMC does not do its own marketing, so activity is limited.

It should be noted that First Nations, Inuit and Métis make up 1.4 percent, or 1,275 members, of the current Canadian Forces. Through the Canadian Forces Aboriginal Entry Program and other recruiting efforts, the CF hopes to recruit and sustain Aboriginal representation approximately at three percent, which would bring its Aboriginal membership in line with national workforce demographics.

Native studies program: Not applicable.

Aboriginal focused programs on campus: RMC is looking at how it can be more attractive to Aboriginal students.

Outreach programs: Not applicable.

Transition programs: An academic transition program is under design, but will not be available for at least another year.

Student support: There is a full-time aboriginal advisor, a position that has existed for four years.

Scholarships and bursaries for Aboriginal students: All students receive a DND salary.

Administrative and policy framework: There is an Aboriginal Advisory Committee which reports to the commandant and the commander, Canadian Defence Academy.

Student statistics: Unavailable.
Collège militaire royal du Canada (CMR), Kingston, Ontario

Recrutement d'étudiants autochtones et admissions : Le Collège militaire royal du Canada (CMR) emploie un conseiller autochtone qui effectue des visites de recrutement dans les collectivités autochtones. Toutefois, comme le CMR ne s'occupe pas de son propre marketing, les activités de recrutement sont limitées.

Il est à noter que les représentants des Premières nations, des Inuits et des Métis forment actuellement 1,4 pour cent, soit 1 275 membres des Forces canadiennes (FC). Les FC misent sur leur Programme d' enrôlement des Autochtones et sur d'autres programmes de recrutement afin de porter à environ trois pour cent le nombre d'Autochtones recrutés et maintenus à l'effectif, ce qui représenterait les Autochtones au sein de la population active du Canada.

Programmes d'études autochtones : sans objet.

Programmes axés sur les questions autochtones (sur le campus) : Le CMR cherche des moyens d'attirer davantage d'étudiants autochtones.

Programmes d'extension : sans objet.

Programmes de transition : Un programme de transition visant à aider les étudiants au début de leurs études est en cours d'élaboration, mais ne sera pas offert avant au moins une autre année.

Soutien aux étudiants : Il existe un poste de conseiller autochtone à temps plein depuis quatre ans.

Bourses d'études et d'entretien destinées aux étudiants autochtones : Tous les étudiants reçoivent un salaire du ministère de la Défense nationale.

Cadre administratif et stratégique : Il existe un comité consultatif autochtone qui relève du commandant. Ce comité doit rendre des comptes à l'Académie canadienne de la Défense.

Statistiques sur les étudiants : aucune statistique.
Ryerson University, Toronto, Ontario

Aboriginal recruitment and admissions: Ryerson has been making annual visits to Aboriginal communities and has been engaged in active Aboriginal recruitment since 2000. They advertise in Aboriginal media, distribute publications and market to Aboriginal organisations and gatherings.

Native studies programs: There is no Native studies program. There are a small number of courses dealing with Aboriginal issues.

Aboriginal focused programs on campus: Ryerson has a wide range of applied degree programs as well as traditional undergraduate degree programs. Many programs can be taken part-time.

Outreach programs:
- *The First Nations Public Administration and Governance Program* is offered in partnership with the First Nations Technical Institute (Tyendinaga). The program offers an undergraduate certificate and undergraduate degree program. It is delivered by Ryerson staff and can be completed entirely off campus. The program is funded by short-term funding from provincial and federal sources. Started in 1999, it has 120 students enrolled.
- *The First Nations Technical Institute Social Work Program* is offered by local staff and by Ryerson staff traveling to the FNTI (Tyendinaga). The program receives short-term funding from federal, provincial and Aboriginal sources. The first cohort of 16 Aboriginal students entered this program in 2004 and should graduate with the BSW in fall 2006. After the first year, retention was 100 percent. A second cohort of 20-25 students should enter the program in 2006. The program is managed by a joint committee of Ryerson (three people) and FNTI (one person) representatives and includes a strong support component. There is a part-time coordinator for the program.
- There are plans to offer First Nations language instruction in 2006.
- The G. Raymond Chang School of Continuing Education claims to be Canada’s leading provider of university-based adult learning, with more than 64,400 annual enrolments in more than 1,200 courses and 70 career-related certificate programs. The school also offers programming through distance education. More than 185 courses are available on the Internet, in print, or on audio cassette. Students can take a wide range of programs leading to a certificate or a part-time degree.

Transition programs: Apart from the usual student support services, advising and counselling, Ryerson intends to launch University 101 courses to introduce first year students from all backgrounds to the university. These courses would be modeled on a successful BUS 100 course introduced in the school of business. See: Student Success and Retention Task Force Report 2002.
**Student support:** *Aboriginal Student Services* (est. 1993) provides specialized services to Aboriginal, Inuit, and Métis students on campus and fosters a mutually productive relationship between Ryerson and the Aboriginal community. Services include:

- admissions advocacy
- academic referrals
- personal advising
- aboriginal community outreach and recruitment
- assistance with financial planning
- bursary information
- cultural/traditional programming
- support of the Aboriginal Student Circle
- tutors
- aboriginal student lounge
- aboriginal peer supporters

The *coordinator of Aboriginal Student Services* (a position created in 1999) is available to provide academic, personal, and career counselling to all Aboriginal students on campus. The coordinator organizes and supervises a range of culturally supportive services for Aboriginal students in order to create a safe and accessible environment. An off-campus Aboriginal housing service is planned.

There is no recognized Aboriginal student association on campus.

**Scholarships and bursaries for Aboriginal students:** Ryerson offers Aboriginal-specific scholarships and repayable loans. The Aboriginal Student Services coordinator maintains information on Aboriginal financial aid programs.

**Administrative and policy framework:** There is no Aboriginal advisory committee on campus at the moment.

**Aboriginal population on campus (student and staff):** Ryerson estimates that less than one percent of its students are Aboriginal people (self-identification). They estimate that retention rates are around 85 percent. Less than two percent of the academic and non-academic staff identify as Aboriginal.
Saint Paul University, Ottawa, Ontario (federated with the University of Ottawa)

**Recruitment:** There are no Aboriginal-specific recruitment activities.

**Native studies programs:** Two three-credit courses are available through the various programs in mission studies and interreligious dialogue of the Faculty of Human Sciences, namely: *Dialogue with Indigenous Religions,* and *Regional Ethnography: Aboriginal Peoples of North America.* An undergraduate certificate in First Nations Leadership, to be offered in both French and English, is in the process of being approved by the Senate of Saint Paul University and by the Senate of the University of Ottawa.

**Aboriginal focused programs on campus:** All Saint Paul students may pursue courses at the University of Ottawa and exchange credits subject to certain constraints.

**Outreach programs:** Not applicable.

**Transition programs on campus:** Not applicable.

**Aboriginal support:** Whether academic or personal, Aboriginal students have access to the mainstream support services. Two of Saint Paul doctoral students have been trained by the University of Ottawa Academic Writing Help Centre (AWHC) in order to provide Saint Paul students with the assistance they require.

**Scholarships and bursaries for Aboriginal students:** For a full inventory of financial aid, see: http://web.ustpaul.uottawa.ca/en/services/student_services/student_services.htm

**Administrative and policy framework:** As a research institute, Saint Paul University has included in its *Research Ethics Policy* ethical standards, procedures and principles concerning research involving Native, Inuit or Aboriginal Peoples. See: http://web.ustpaul.uottawa.ca/en/research/ethics.htm

A review of its administrative and policy framework in the current calendar indicates no specific guidelines or strategic plan for Aboriginal students.

**Student and staff numbers:** No information available.
Université Saint-Paul, Ottawa, Ontario (fédérée avec l’Université d’Ottawa)

Recrutement : Aucune activité de recrutement n’est menée auprès des étudiants autochtones.


Programmes axés sur les questions autochtones (sur le campus) : Tous les étudiants inscrits à l’Université Saint-Paul peuvent se faire créditer des cours suivis à l’Université d’Ottawa sous réserve de certaines contraintes.

Programmes d’extension des services : sans objet.

Programmes de transition sur le campus : sans objet.

Soutien aux Autochtones : Comme tous les autres étudiants, les Autochtones ont accès à des services de soutien personnel ou scolaire. Deux étudiants au doctorat de l’Université Saint-Paul ont suivi une formation offerte par le Centre d’aide à la rédaction des travaux universitaires de l’Université d’Ottawa afin d’aider les étudiants de l’Université Saint-Paul à cet égard.

Bourses d’études et d’entretien destinées aux étudiants autochtones : Pour obtenir un inventaire complet du soutien financier, voir :

Cadre administratif et stratégique : À titre d’institut de recherche, l’Université Saint-Paul a intégré à ses normes éthiques en matière de recherche des procédures et des principes concernant la recherche mettant en cause des Inuits, des Autochtones ou des Aborigènes.
L’examen du cadre administratif et stratégique du calendrier actuel de l’établissement indique qu’il n’existe ni plan d’action ni ligne directrice à l’intention des étudiants autochtones.

Nombre d’étudiants et de membres du personnel autochtones : aucune donnée.
University of Toronto, Toronto, Ontario (includes affiliated colleges and suburban campuses)

Aboriginal recruitment and admissions The recruitment officer for First Nations House is available to meet with prospective Aboriginal students (status, non-status, Métis and Inuit) to discuss the University of Toronto’s many diverse programs, admission requirements, application process, campus selection, housing options, and financial aid available. As well, the recruitment officer offers individual and group campus tours. Outreach to the Aboriginal community is a priority as recruitment provides a first step for many to become aware of the programs and service available at U of T and First Nations House. The recruitment officer travels to both on and off-reserve high schools, career and education fairs as well as First Nation communities throughout the year. Actively targeted Aboriginal recruitment has been undertaken since 1988.

Native studies programs: The Aboriginal Studies Program (major or minor), “focuses on the language, culture, and history of First Nations Peoples, contributing to our understanding of the interaction between First Nations and Euro-Canadian society. It is an ever-growing interdisciplinary program, drawing from the wide range of resources of the University of Toronto and sponsored by University College.” The program started in 1992 and has a total enrolment of 362.

Aboriginal focused programs on campus:
• Aboriginal Education Program (Ontario Institute for Studies in Education, U. of T.) The adult education program along with curriculum, teaching and learning; and sociology and equity studies in education collaborate in this interdepartmental research area and in the development of Aboriginal education studies. This research area addresses current issues, trends, perspectives, and models of Aboriginal and indigenous education through historical, cultural, spiritual, social and political philosophies and themes.

There are a number of professional faculties attempting to attract Aboriginal students.

• The faculty of law has an admissions policy directed at Aboriginal students. A greater proportion of Aboriginal applicants are accepted (48 percent in 2001-02) than of non-Aboriginal applicants (15 percent in 2001-02). There is a Native student advisor who runs a tutoring program.
• The faculty of pharmacy (BScPhm program) gives special consideration to Aboriginal applicants.
• The faculty of information studies (MIST) has established an endowed scholarship for one Aboriginal student and is targeting Aboriginal recruitment to the program.
• The faculty of forestry are interested in attracting Aboriginal students to their program and have been involved for a number of years with First Nations communities.
• The faculty of medicine reserves one place for Native students but does not have an access/admissions program.
• Occupational therapy and physical therapy actively recruit through First Nations House and reserve one place for someone of Aboriginal ancestry.

• The faculty of applied science and engineering has an access/admissions program called the AMK program. They recruit through First Nations House.

• First Nations House offers a summer non-credit Ojibwe Language Program for all the U of T community.

Outreach programs:

• The Summer Mentorship Program (See: http://www.myfuture.utoronto.ca/smp/PDF/Mentors_2005.pdf) provides high school students (16 and older) from underrepresented groups from various backgrounds with a chance to explore the University of Toronto and professional career options. Since its inception in 1994, the program has grown to include a dozen U of T faculties and departments, five boards of education and around 120 students a year. Participating programs include law, medicine, health sciences, education, social work and commerce.

• The faculty of applied science and engineering runs Science Outreach a not-for-profit and fully self-funded outreach program aimed at getting elementary and early high school students excited about science and engineering. Since 1989 more than 220,000 students have attended summer day camps or workshop programs. There is financial assistance available for campers who require it – 12 percent of attendees received some assistance in 2002.

• A number of other faculties, including law, medicine, physical education and health, nursing and social work have some outreach activities of their own.

Transition programs:

• The Transitional Year Program at the University of Toronto is a special access program for adults who do not have the formal educational background to qualify for university admission. This full-time, one-year course of study leads successful students to enter the faculty of arts and science.

• The Academic Bridging Program enables students who are at least 20 years of age to pursue degree studies at U of T. These part-time courses are designed for students who have been away from formal education for some time and are intended to bridge the gap between a student's prior secondary education and the requirements of first year university courses. Students who successfully complete one academic bridging program course will not only be admitted to the faculty of arts and science for the following year, they will also retain a full credit towards their degree studies.

• Steps to University is an outreach program administered by TYP. The aim is to motivate at-risk students and get them to consider a university education. Students identified in six participating high schools as capable, but at risk of dropping out, enrol in a U of T course (Introduction to Sociology) offered at their school. The receive full U of T student privileges and earn a transferable credit towards an undergraduate degree if they pass.

Student support: First Nations House, located at the St. George Campus at the University of Toronto, "is a dynamic place where Aboriginal students from many Nations
across Canada can seek culturally appropriate services. Since 1992, the Office of 
Aboriginal Student Services and Programs has been supporting incoming and returning 
Aboriginal students, in all U of T programs. It provides students the opportunity to create 
a space where Aboriginal people from across Canada and the United States can work and 
grow in a community environment, which reflects the distinctive cultures of Aboriginal 
Nations. First Nations House is not only the home of Aboriginal U of T students, it also 
provides a link to Toronto's Aboriginal community, allowing others in the university to 
learn and network.” Services and programs include:

- academic counselling
- tutors
- financial aid counselling
- bursaries and scholarships
- resource centre/library
- work study program
- Elder-in-residence
- cultural events
- student recruitment
- admissions support
- housing, daycare and employment referrals
- student computers labs
- daycare referrals

There is an Aboriginal writer-in-residence and two Elders available through First Nations 
House. The Eagle's Cry is a bi-monthly publication produced by First Nations House.

The Native Students Association, located at First Nations House, is a consensus driven 
collective that serves all Aboriginal U of T students. It is a vehicle where students can 
come together in order to express their ideas, interests, and goals.

The Native Law Students’ Association at the faculty of law is an active circle of students 
from many different Aboriginal cultures.

The Indigenous Education Network is a self-determining Aboriginal student association 
within OISE/UT. The IEN provides an Aboriginal presence at OISE/UT, and a forum for 
discussion and action on issues relating to Aboriginal education and research.

Scholarships and bursaries for Aboriginal students: There is an academic and 
financial aid counsellor on the staff of First Nations House. Scholarships, bursaries and 
loans are available.

Administrative and policy framework:
- The U of T has an Ethnocultural Academic Initiatives Fund (established by the 
  provost in 1992). The purpose of the fund is to enhance the geographical and cultural 
diversity of the curriculum. It is used as “seed funding” for initiatives that will lead to 
last changes in the curriculum and its delivery. A report on how the fund was spent
is submitted to the academic board annually. Examples of such allocations in recent years were the awarding of $9000 to law for “minority outreach for aboriginal students” and $10,000 to arts and science for a “series of Aboriginal visitors for a new course in indigenous thought and expression.”

- *Policies and Principles for Admission to the University of Toronto (1991) “The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the academic board on the recommendation of the Committee on Academic Policy and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.”

- In “Stepping Up: The Academic Plan 2004-2010” a number of objectives were set for equity and diversity at the University of Toronto. They include the following:
  o Objective: We should strengthen leadership around equity and diversity initiatives at every level across our three campuses.
  o Objective: By 2010 we should have significantly improved the proportion of staff from the designated groups who are currently under-represented in different areas of work at the University of Toronto.
  o Objective: By 2010 we should have increased the proportion of undergraduates from designated groups that are currently under-represented to levels equivalent to their proportion in the GTA population. Special efforts will have to be made with regard to African-Canadian/black and Aboriginal students.
  o Objective: By 2010 the graduate student body should reflect the diversity of the Canadian population at large. Every department and program should define its current levels of representation and possible under-representation of the four designated groups and should engage in pro-active recruitment strategies of under-represented groups.
  o Objective: All departments and programs should be particularly encouraged to recruit pro-actively qualified Aboriginals and persons with disabilities to both undergraduate and graduate programs.
  o Objective: Our curriculum, wherever relevant across the university, should reflect, though not be restricted to, the diversity of cultural, social, historical, political and professional practice knowledge of our students and faculty.

The statement on human rights at U of T can be found at:
www.utoronto.ca/govcenl/pap/policies/hrights.html

The Employment Equity Policy is found at:
http://www.utoronto.ca/govcenl/pap/policies/emequity.html

The Employment Equity Report (2004) is found at:
Aboriginal population on campus (student and staff): Less than one percent of the U of T student body and a similar proportion of the faculty and staff are estimated to be of Aboriginal identity. No accurate student statistics are available. Estimates are based on band-funded students and self-identification in certain areas. Retention rates and progression rates are estimated for those known to be of Aboriginal identity.
Trent University, Peterborough, Ontario

Recruitment and admissions: Trent provides an extensive array of information that is available on the Native Studies website. Each year Enweyin, an undergraduate student journal is published and used during recruitment events both on and off campus. Open houses and scheduled campus tours are offered to introduce students to the First Peoples House of Learning (FPHL) that opened in 2004. Located in the Enweyin Building, FPHL is the centre of indigenous activities. Trent’s view book now contains a large section on the FPHL.

The “Elders Gathering” contributes to the recruitment of new students. It is a yearly community event of traditional teachings, workshops and talks. The Native Studies academic programs coordinator offers help with application, registration and course selection. The Aboriginal Counsellor assists with applications, registration and course selection. In addition, there is a joint Native Studies - Office of the Registrar committee that addresses issues on admissions and retention.

Trent is active in the Ontario Aboriginal Post Secondary Information Program (APSIP). The program is comprised of an informal group of Aboriginal liaison, recruitment, counsellor, and outreach personnel from various colleges, universities, and education/ training organizations or institutions throughout the Province of Ontario and beyond. The main focus of this group is to provide the most up-to-date information regarding post secondary education/training opportunities to high school students, mature students, teachers, guidance counsellors, community members and organizations alike. This goal is accomplished through community visits, post secondary information days at high schools and participation at various events throughout the year, often involving travel into some remote areas of the Province. This particular initiative is similar in nature and structure to the University Information Program (UIP) and the College Information Program (CIP); two very successful initiatives carried out each fall by various colleges and universities exclusively to Ontario high schools. APSIP is a program that reaches beyond the high schools and into the communities; thereby providing information on opportunities that exist and encouraging Aboriginal students to take the necessary steps to succeed.

Native studies programs: The faculty of arts in 1969 founded the Department of Native Studies. It offers 3 and 4-year undergraduate programs in Native Studies, including specialization in administrative studies, Indigenous Environmental Studies or Native management and economic development. A master’s program (est. 1982) is available through the Frost Centre for Canadian Studies and Native Studies, and in 1999 the department introduced a PhD program. There is also a diploma program (est. 1973) – see transition programs below. Credited courses in Anishnaabe and Mohawk languages are also offered by the department. There is also an Ojibway immersion course. (Aboriginal Languages Day is celebrated annually during the last week of March). In 2004, A Canada Research Chair in Aboriginal Arts and Literatures was established. Effective July 1, 2006 the Department of Native Studies will officially be known as the Department of Indigenous Studies.
Current enrolments in the department are:
Bachelor’s program 90
Master’s program 12
PhD program 25
Diploma program 25

Aboriginal focused programs on campus:
• A summer program in Indigenous Theatre is offered, and during the year playwright workshops. New introductory courses this year include indigenous theatre, indigenous dance theory, and indigenous dance performance.
• The program in indigenous environmental studies was started in 2000 and has a current enrolment of 25.
• The program in Native Management and Economic Development (business) was started in 1985 and has a current enrolment of nine.
• There is a variety of Aboriginal content in courses offered in a variety of academic programs.
• The university hosts Elderhostel Programs in summer dealing with Aboriginal culture.

Outreach programs: The Native Studies Thailand Year Abroad Program (TYAP) is offered in Chiang Mai, Thailand. Students have the opportunity to study the culture and development of the Indigenous Peoples of South East Asia and to apply their learning in a practical situation. It is an integrated five-credit program for third or fourth-year Native Studies students, as well as students from other disciplines or from other universities attending Trent on a letter of permission.

Transition programs on-campus: Access Programs.
Two-year diploma programs available in three streams are open to Aboriginal students who have the equivalent of Grade 12 or who qualify as mature students.
• Native Studies diploma program
• Diploma and specialization in indigenous environmental studies
• Diploma and specialization in Native management and economic development

Note: Upon successful completion of diploma programs students may apply for admission to a Native Studies undergraduate program. Diploma credits earned are transferable to undergraduate programs.

Support services for Aboriginal students:
• The First Peoples House of Learning (FPHL) opened in 2004. Located in the Enwey building, FPHL is the centre of indigenous activities. FPHL spaces include: the First Peoples Performance Space; First Peoples Gathering Space; First Peoples Lecture Hall; the Department of Native Studies; Olive Dickason Reading Room; Elders and Student Centre; Outdoor Ceremony and Teaching Space and the Traditional Teaching area, complete with tipi and sweat lodge.
• Support services within the Native Studies Department includes an *aboriginal counsellor*, a *cultural advisor*, and an *academic programs coordinator*.

• The *Trent University Native Association (TUNA)* established in 1975 is a student organization that provides a place to meet other students and socialize. TUNA activities include social/cultural events, an annual powwow and provide gym time for sports including a hockey team. It also provides a forum for Aboriginal student issues within and outside the university.

• The *Peer Tutoring and Mentoring Program* pairs upper year students with lower year students who need academic help or advice.

• The *Aboriginal Issues Commissioner* is part of the Trent Central Student Association, the university’s student government. The commissioner brings up any student questions or concerns that need to be addressed by the larger student community.

**Scholarships and bursaries for Aboriginal students:** Targeted scholarships, bursaries and loans are available. See: [http://www.trentu.ca/financialservices](http://www.trentu.ca/financialservices). There are a number of graduate awards as well as various prizes and other awards.

**Administrative and Policy Framework:** In 1991, Trent established the *Aboriginal Education Council (AEC)* to advance and further improve Aboriginal education at the university. The council consists of members from the Trent University administration and faculty, local Aboriginal communities and students from the undergraduate and graduate programs. AEC meets at least twice yearly and reports annually to Senate and the Board of Governors. In 2005-06 the Department of Native Studies underwent an external review by the office of the Vice-President Academic.

Aboriginal education at Trent is guided by the Trent Aboriginal Education Plan, approved by the Aboriginal Education Council in 1993 and reviewed in 2001. The Senate approved, in April 2005, a recruiting target of 600 aboriginal students for 2010.

According to the survey conducted for this report, the current vice-president academic devotes approximately one tenth of her time to Aboriginal issues.

The Board of Governors includes an Aboriginal person.

**Aboriginal Population On Campus (Student and Staff):** Trent does not identify its student population by ethnic or indigenous origin. Identification as an Aboriginal person, starting with the application process in 2006, is voluntary. There are estimated to be approximately 300 Aboriginal students on campus. Trent has 8 Aboriginal tenure and tenure track faculty; 3 Aboriginal professor emeriti, and 6 Aboriginal staff.

**Full Inventory of Programs and Services:** The Native Studies calendar is available at [www.trentu.ca/calendar/uc28.html](http://www.trentu.ca/calendar/uc28.html). The Native Studies website is available at [www.trentu.ca/nativestudies](http://www.trentu.ca/nativestudies).
University of Waterloo, Waterloo, Ontario

Recruitment: The aboriginal services coordinator assists the university in developing and implementing long-range Aboriginal recruitment strategies, as well as developing orientation programs for prospective and new students to acquaint them with Waterloo's programs and resources. Waterloo has been active in Aboriginal recruitment since 2003 and plans to increase its level of activity in this area.

The Firekeepers program is an indigenous enrichment program that brings around 28 Aboriginal high school students from southern Ontario to live and learn for a week in early summer at St. Paul's College. This program is expected to grow in 2006.

Native studies programs: Native studies courses are available through the faculty of arts' Canadian studies program. Each course approved as a Native studies course may be credited toward a three-year general or four-year general in Canadian studies. Students are advised that they may apply to take Native language courses from other universities on a UW letter of permission. Native language courses approved for transfer to UW may be designated as fulfilling language requirements for certain programs.

Aboriginal focused programs on campus: Students are encouraged to explore the possibility of taking Native studies courses that are not currently available at the University of Waterloo at other institutions on a University of Waterloo letter of permission. There is one course on Contemporary Issues in Native Communities in Canada (Anth/Nat St 370)

Outreach programs: Introduction to Academic Writing (Eng. 109) is offered off campus in an Aboriginal community.

Transition programs on campus: University Access Program. Since 1993 there has been an agreement between UW (with four other southern Ontario universities) and Six Nations Polytechnic at the reserve in Ohsweken. UW instructors teach a number of courses along with staff from four other universities in a first-year general arts program. After successful completion of that program, Aboriginal students can pursue their second-year studies at one of the participating universities.

The Student Life Office is involved with transition programs, including links with the Aboriginal Education Centre.

Support services for Aboriginal students: There is no aboriginal student centre as such on campus, but the Aboriginal Education Centre is located on the UW main campus and based at St. Paul’s College. At the centre the aboriginal services coordinator provides student services and resources to meet the needs of Aboriginal students:

• social, academic and personal guidance;
• advocates for UW students and Aboriginal service providers in the local community;
• assists in vocational and scholarship exploration for Aboriginal students;
supports the growth and development of an Aboriginal Student Association and assists the association in organizing social and cultural activities.

Scholarships and bursaries for Aboriginal students: See: There is an Aboriginal bursary available.

Administrative and policy framework: Aboriginal Education Council (AEC) was established in late 2002. The aboriginal coordinator serves as a voting member on the AEC and supports the development of Aboriginal education initiatives at the University of Waterloo with respect to Aboriginal issues. The committee reports to the president. The aboriginal services coordinator reports to the principal of St. Paul’s College.

Aboriginal population on campus (student and staff): Estimates put the number of Aboriginal students on campus at around 100 with perhaps 200 to 250 registered at UW altogether, including those taking distance courses and those in UW courses offered through the Six Nations Polytechnic. According to the aboriginal services coordinator, 1.3 percent of the student body are of Aboriginal identity, based on student sampling. No numbers are available for staff or faculty.

Currently the Aboriginal Students Association encourages Aboriginal students to self-identify as an ASA member on-line, as a way of building a greater capacity for awareness and support for the Aboriginal student experience.

UW does not measure Aboriginal student retention, progression or graduation rates.
University of Western Ontario, London, Ontario (includes affiliated independent colleges: King's, Brescia and Huron university colleges)

Aboriginal recruitment and admissions: Western has been actively recruiting Aboriginal students since 1992 using the full range of strategies (visits to Aboriginal schools and communities, career fairs, advertising in Aboriginal media and distribution of printed materials). In 1998 it added on-campus summer programs for Aboriginal students. Staff from First Nations Services are actively involved in these recruitment activities targeting elementary, secondary, postsecondary and mature prospective students.

Native studies programs: The First Nations Studies Program offers an honours specialisation, a major and a minor option. The program was started in 2003 and currently has 17 students enrolled. First Nations studies is an interdisciplinary program based in the faculty of social science. The program crosses traditional disciplinary boundaries to explore the role of First Nations Peoples in Canadian society, with special emphasis on the Hodenosaunee (Iroquoian) and Anishnabew (Ojibwe, Delaware, Potawatomi) traditions of southwestern Ontario. Some courses are offered within the FNS program, while others are cross-listed with social science, arts, information and media studies and the professional schools. Students may specialize in anthropology, history, archaeology, humanities, media and politics. The program engages political, legal, cultural and linguistic perspectives on the First Nations, insofar as possible through the standpoints and voices of Aboriginal people.

Aboriginal focused programs on campus:
- First Nations Science Transition Program - Ten students a year are offered intensive academic supports, social/cultural counselling, tutoring, academic programming and some financial aid. The aim is to prepare them for careers requiring a science background. The program is partially supported by the Ontario AETS program.
- The faculty of law has a special Aboriginal admissions category and includes some courses with an Aboriginal focus in the LLB program.
- The faculties of medicine, education and nursing all have special admissions categories for Aboriginal applicants, but do not include any Aboriginal-focussed courses in their programs. For example, the faculty of education gives special consideration to First Nations candidates who meet the minimum admissions requirements under an Aboriginal Access Program. Candidates are invited to contact the admissions coordinator at the faculty of education before submitting their applications.
- There is language instruction in Iroquoian through the Centre for Research and Teaching of Canadian Native Languages. The centre maintains a library of research materials on Canadian Native Languages emphasizing unpublished materials, publishes the TEXT+monograph series of scholarly studies of text and discourse in Native languages, and sponsors conferences and workshops. Special projects have been completed under the auspices of this centre providing teaching materials, dictionaries, and other language materials for use by Canadian Native groups. The centre was founded in 1977 as part of the department of anthropology and has
developed dictionaries, curricula designs, language analyses, and workshops for
Native language teachers in Ojibwe, Onceda, Inuktituk, and Coast Tsimshian. This
centre has received in excess of $700,000 in grant funding since its inception.

**Outreach programs:** Western does not have any Aboriginal-specific outreach
programming, although it does have a significant distance learning operation.

**Transition programs:** See health sciences above.

**Student support:** *First Nations Services*, established in 1992, is part of the Student
Development Centre. It offers the following services: campus tours, university recruiting,
admissions assistance, First Nations liaison, academic support, computer lab, tutor
guides, study area, peer support program, visiting Elders, cultural workshops, personal
counselling, financial aid liaison, employment information, internship positions, library
resources, current events positions and calendars. Aboriginal childcare and off-campus
housing services are being considered.

There is one full-time coordinator/counsellor in First Nations studies.

There is an Aboriginal Student Association on campus.

King’s College (an independent federated college) also has a half-time *Native Person’s
counsellor* reporting to the dean of students.

**Scholarships and bursaries for Aboriginal students:** There is some scholarship
assistance for Aboriginal students.

**Administrative and policy framework:** Local First Nations representatives sit on the
President’s Standing Committee on Employment Equity.

The president of UWO visits with local First Nations community leaders on a regular
basis. Deans participate in the *Aboriginal Education and Employment Council* which is
composed of First Nations persons, staff and faculty. The AEEC works with the
university to ensure that culturally appropriate and Native controlled education is
available to the Native community.

**Aboriginal population on campus (student and staff):** Aboriginal students currently
make up 0.6 percent of the student body (approx. 150) at Western, based on self-
identification and referrals. Approximately one percent of the academic staff and 0.8
percent of the non-academic staff are of Aboriginal identity. The university measures
Aboriginal student success by tracking retention, progression and graduation rates.
Aboriginal recruitment and admissions: There is a range of recruitment activity including school and community visits, school break programming open houses and campus tours. Aboriginal recruitment activity is based out of the Brantford campus. Aboriginal-specific recruitment has been underway since 2000. WLU does some Aboriginal recruiting at neighboring Mohawk College.

Native studies programs: Indigenous Studies with Contemporary Studies. According to the program description, “The indigenous studies minor is a series of courses which can be coupled with the contemporary studies major. Taken in conjunction with the major, it is designed to provide students with an understanding of contemporary issues as they relate to Indigenous Peoples of today. The contemporary studies program is holistic and explores various issues and topics from a variety of perspectives. The indigenous studies minor encompasses a similar approach which is used to promote a greater understanding of the Indigenous Peoples of North America, their history, and their place in the contemporary world. Topics of study in the minor include Canadian and North American Native people and their religions; the effects of colonialism; the Inuit; Native American art, film, music and literature; and contemporary political issues as they relate to Indigenous Peoples. The indigenous studies minor is an ideal way to develop a greater understanding of Indigenous Peoples and the perspectives and the skills needed to work with or in the indigenous community in a professional environment.”

Laurier's indigenous studies minor is available only at Laurier Brantford campus. There are currently 20-30 students enrolled.

Aboriginal focused programs on campus:
- Although not limited to Aboriginal issues, the interdisciplinary minor in Human Rights and Human Diversity is designed to prepare students to make their way in this world, whether as employers, employees, civil servants, community leaders, or activists, by helping them understand these issues and how they are being experienced by groups and individuals.
- Master of Social Work A new 2-year stream in the MSW program focused on Aboriginal issues is being proposed for OCGS and provincial approval.
- Approximately 20 courses from a wide range of disciplines have Aboriginal issues as a significant focus.

Outreach programs: Laurier offers an extensive range of courses to students of all backgrounds either on videotape, over the Web or by correspondence through its distance education program.

Transition programs: The Native University Access Program is a consortium arrangement between Six Nations Polytechnic near Brantford and five regional universities (Brock, Guelph, Laurier, Waterloo and McMaster). Students completing a prescribed one-year certificate program at the Polytechnic with at least a 60 percent
average can receive admission to the second year of a BA program at one of the five university consortium members.

**Student support:** There is no Aboriginal student centre at the main campus. However there is some dedicated space at the Brantford Campus (resource room) and space is planned for the Kitchener social work program. The space is used for social and cultural events. There are no dedicated support services for Aboriginal students and no staff member dedicated to support services for Aboriginal students.

There is a weekly visit from a cultural advisor from Six Nations to the Brantford Campus.

Laurier and Waterloo participate in *SUNDANCE (Shared Universities Native Development and Understanding Committee).* Since 1995 SUNDANCE has organized events and at least one a year takes place on the Laurier campus. Two powwows have been held.

No Aboriginal student association exists at the present time.

**Scholarships and bursaries for Aboriginal students:** There is a bursary but no scholarship for Aboriginal students.

**Administrative and policy framework:** *Smudging Policy.* Wilfrid Laurier University acknowledges that the use of the four sacred medicines (tobacco, sweet grass, sage and cedar) of the Aboriginal Peoples forms part of the Aboriginal culture and heritage. There is a policy outlining the university's guidelines with regards to this matter. The use of tobacco, in particular, is given special consideration with respect to the Wilfrid Laurier University smoking policy.

**Aboriginal population on campus (student and staff):** WLU does not know how many Aboriginal students are enrolled; 1.6 percent of the academic staff and 1.5 percent of the support staff identify as Aboriginal.
University of Windsor, Windsor, Ontario

Recruitment: The aboriginal education counsellor liaises with departments and faculties to enable Aboriginal access to university programs and services. Through various recruitment activities with educational institutions and community groups, special attention is given to the recruitment of secondary school applicants and the admission of mature students. An on-campus summer program is planned.

Native studies programs: There is no Native studies program. However, the university has a broad range of Aboriginal content courses. Some 30 courses available with these features include law, human kinetics, school of nursing, sociology and anthropology, social work, psychology, political science, philosophy, history, communication studies, and English. Offered at the introductory and intermediate level is an Ojibway language course through the department of classical and modern language, literature and civilizations.

Aboriginal focused programs on campus: Not applicable.

Outreach programs: The University of Windsor offers a number of distant education degrees and certificates to students of all backgrounds.

Transition programs on campus: There are no Aboriginal transition programs. There are supportive services available through the Aboriginal Education Centre.

Support services for Aboriginal students: Through the Head Start Orientation and Registration Program students learn more about university life prior to starting their programs in September. The Aboriginal Education Centre (Turtle Island) was created in 1992 with the mandate of ensuring services and programs to meet the needs of Aboriginal students in a culturally supportive atmosphere. Support for students at Turtle Island include academic counselling, student lounge, computer lab, faxing services, fund raising events, indigenous library, phone home access, information board, socials, study rooms, employment board, bridging services. The position of aboriginal education counsellor was created in 1992.

Scholarships and bursaries for Aboriginal students: For bursaries and scholarships for Aboriginal students see:

http://www.uwindsor.ca/units/AboriginalEdCntr/abedu.nsf/inToc/8F6A7EB940CF26BA85256B14007325E0A

There is one scholarship for an Aboriginal law student.

Administrative and policy framework:
• The Aboriginal Education Council meets monthly and there is an Aboriginal representative on senate.
• The university has for 2004-2009 a strategic planning goal that targets ongoing improvements for the support of Aboriginal and international students and students with special needs.

• The university created the *Human Rights Office* in 1996 - and appointed a human rights commissioner to deal with all forms of harassment, discrimination and issues of procedural unfairness on campus. Approved by the university’s board of governors in 1997 the *Human Rights Policy* is committed to providing an equitable working and learning environment that promotes and supports academic achievement.

**Student and staff numbers:** Less than one percent of the student body is of Aboriginal identity. Less than one percent of the academic and support staff are Aboriginal.
York University, Toronto, Ontario

Aboriginal recruitment and admissions: Some Aboriginal outreach recruiting and referral is done by the aboriginal education counsellor. There are recruitment visits to Aboriginal schools and communities and presentations to Aboriginal gatherings. Campus visits can be arranged and an Aboriginal recruitment Web site is under construction. York is considering distributing printed recruitment materials targeted at Aboriginal prospects. Aboriginal members of the community are encouraged to take part in on-campus events, such as powwows. Graduate student recruitment is less structured and takes place by word of mouth or the efforts of individual faculty members.

Native studies programs: No programs exist at present, but:

- Atkinson Faculty of Liberal and Professional Studies is considering development of a BA program in Native Studies;
- The Arts Faculty is considering a Certificate in Aboriginal Studies.

Aboriginal focused programs on campus:

- The Faculty of Education is planning an Aboriginal Teacher Education program for 2006-07.
- Osgoode Hall Law School has a discretionary admissions category that makes up 30 percent of the LLB program. Aboriginal applicants are one category under the Special Admission Policy. Admission may be conditional on completing the University of Saskatchewan’s Program of Legal Studies for Native People. Within the LLB there is a one-semester intensive program on Aboriginal Lands, Resources and Governments. Founded in 1993 this program attracts law students from across Canada and places them across the country.
- Glendon College offers language instruction in some First Nations languages. Within the Faculty of Environmental Studies it is possible to submit an MES or PhD thesis in an Aboriginal/indigenous language with appropriate approval and where sufficient support is available.

Outreach programs: York offers a variety of courses and programs through the division of continuing education and the Centre for Distance Education (through on-line, correspondence and mixed-mode delivery). There are no targeted Aboriginal outreach programs.

Transition programs: York does not have a transition program for Aboriginal students, but limited help is available especially in Faculties that have an Aboriginal faculty member on staff.

Student support: The First Nations and Aboriginal Students' Association lobbies for the interests of Aboriginal students at York, organizes social and cultural events and sponsors the annual Aboriginal Awareness Day (in its third year) and PowWow.
The aboriginal education counsellor is based in the Faculty of Environmental Studies and provides academic and personal counselling to Aboriginal students on campus. The mandate includes:

- providing liaison, advocacy and referrals to on-campus and off-campus resources;
- liaising with First Nation communities and other Aboriginal organizations;
- providing information regarding Aboriginal educational assistance opportunities and funding procedures, policies and guidelines;
- providing education and resources regarding Aboriginal culture, issues and services to non-Aboriginal students, faculty and staff at York University.

Academic advising also takes place in each faculty.

The Aboriginal Resource Centre (founded in 1979) provides a meeting space and hosts cultural and social events including visits from community Elders. There is a full-time coordinator – aboriginal student community/aboriginal education counsellor (position created in 2002).

There is a First Nations and Aboriginal Students’ Association and a First Nations and Aboriginal Law Students’ Association.

Scholarships and bursaries for Aboriginal students: There are a number of awards for Aboriginal students in Osgoode Hall’s programs and there are a number of general scholarships and bursaries for Aboriginal undergraduate students.

Administrative and policy framework: In 2002, at the urging of the First Nations and Aboriginal Students’ Association, York University established the Aboriginal Education Council (AEC). It is comprised of representatives of the local GTA Aboriginal organisations, surrounding First Nations communities and administration, staff and faculty members of the university. The AEC was able to lobby to obtain provincial funding for York for the creation of the position of aboriginal education counsellor in 2002.

York has been trying to increase the representation of various groups on the faculty. In the last four years, five Aboriginal faculty members have been hired (out of 362 new appointments). York exceeds the external community in the representation of all four designated equity groups in its overall workforce.

Research: A description of York’s activities in Aboriginal and Indigenous Research is found at:
http://www.yorku.ca/vpri/publichome/publications/file_2_AboriginalBrochure.pdf

Aboriginal population on campus (student and staff): Many students do not self-identify, but it is estimated that there are approximately 400 Aboriginal students at York (out of 49,500, that is ~one percent). It is estimated that 1.2 percent of the academic staff are of Aboriginal identity. Retention, progression and graduation rates are not tracked.
Bishop’s University, Lennoxville, Quebec

**Aboriginal recruitment and admissions:** Bishop’s does not conduct any targeted recruitment.

**Native studies:** No program.

**Aboriginal focused programs on campus:** No programs, but some courses on Native issues in Sociology and History.

**Outreach programs:** No programs.

**Transition programs:** No program.

**Student support:** There is no specific support for Aboriginal students and no Aboriginal Student Centre. There is no Aboriginal students association.

**Scholarships and bursaries for Aboriginal students:** There are no targeted scholarships or bursaries.

**Administrative and policy framework:** Bishop’s is planning to hold a session on campus on the issue of Aboriginal education to consider what the university might do to provide some opportunities for Aboriginal communities.

**Statistics:** Student numbers unknown. No Aboriginal staff or faculty.
Concordia University, Montreal, Quebec

Aboriginal recruitment and admissions: There is no Aboriginal recruitment program. Concordia has an annual open house and takes out an entry in the First Nations Yearbook and First Nations College Guide.

Native studies programs: Native Studies is an elective group within the department of interdisciplinary studies. (An elective group is a package of elective courses containing 15 or 18 credits focused around a specific topic or area of interest, introduced in 1996. It is mentioned as such on a student’s transcript, but is not a full minor) The Native studies elective, consisting of 15 credits, is designed to familiarize the student with the historical, legal, social and cultural conditions of First Nations and provide a broad-based understanding of contemporary movements. A more comprehensive program is in the planning stages.

Aboriginal focused programs on campus:
- The Graduate Diploma in Community Economic Development includes an opportunity to follow a concentration in Aboriginal community economic development.

Outreach programs:
- The Native Access to Engineering Program (NAEP) in the faculty of engineering and computer science at Concordia University. Established in 1993 by the faculty of engineering and computer science at Concordia and l'Ordre des ingénieurs du Québec, the NAEP looks at ways to address the low participation rate of Aboriginal people within the applied sciences in Canada. The program is aimed at exciting an interest in engineering as an area of study amongst Aboriginal school children. While other access programs support students who have already made a commitment to postsecondary education, the NAEP focuses on reaching students at the elementary and secondary levels to encourage them to stay in school and keep studying math and science. The program produces a Guide to Engineering Education in Canada: A Guide for Aboriginal Students, curriculum materials for teachers and professional development opportunities for Native teachers. A Web site, dream-catching.com, is supported by the program.

- Certificate in Family Life Education (dept. of applied human sciences) is a program offered in partnership with the Cree school board in Chisasibi. The program is funded by a contract with the Cree and is taught by Concordia staff.

- Effective Communication – Business Writing is a non-credit course offered by the John Molson School of Business to the Cree regional authority under contract.

- Conflict Resolution and Stress Management is a non-credit course offered by the John Molson School of Business to the Cree regional authority under contract.

- E-Concordia operates as a separately incorporated company to offer credit and non-credit courses over the Internet.

Transition programs: In “Moving Ahead”, the 2005-2010 Academic Plan, the university states that, “In light of its historical commitment to accessibility, Concordia
will examine the feasibility of establishing a special foundation year or qualifying year program for promising high risk students.”

Student support: The Centre for Native Education is home to Native support services at Concordia. The 4,000 square foot centre, established in 1992, is a welcoming space where students can meet each other to discuss academic issues, plan social activities or just relax, have a cup of coffee or meet a new friend. Services include academic advising and referral, tutoring, a documentation centre, computer facilities and access to on-line library catalogues. The centre has study space, a student phone and access to a fax machine as well as a kitchen and lounge which are available throughout the day and by special booking. Staff and faculty are available to address individual needs and provide support and encouragement for all Native students to continue with their program and achieve their highest potential at the university.

The centre offers an orientation session for new students in September. The centre is run by a full-time coordinator and one other staff member. It is partially funded through a five-year grant from the Quebec Ministry of Education.

Scholarships and bursaries for Aboriginal students: The Centre for Native Education maintains a list of scholarships and bursaries targeted at Aboriginal students. There are 20 such awards currently listed, as well as information on INAC financial aid programs.

Administrative and policy framework: Concordia does not currently have an overall aboriginal student policy, or an aboriginal student admissions policy. At the present time there is no committee at the university charged with Aboriginal issues.

Aboriginal population on campus (student and staff): There are approximately 150 Aboriginal students currently at Concordia of whom 19 are graduate students (approx. 0.4 percent). Students are asked to self-identify on the application for admission.

Concordia does not presently know the number of faculty or staff of Aboriginal identity. Such a study is pending.

Tools have recently been developed to allow the Native education coordinator to track Aboriginal retention, progression and graduation rates.
Université Laval, Québec, Québec

Recrutement d’étudiants autochtones et admissions : L’Université Laval a financé David Gill, athlète canadien d’élite Innu-Montagnais, afin qu’il se rende dans les écoles et encourage les élèves à poursuivre leurs études. Mis à part cette initiative, l’Université ne mène aucune activité de recrutement auprès des Autochtones.


Programmes axés sur les questions autochtones (sur le campus) :
- La Faculté de droit offre un programme de soutien aux étudiants autochtones qui comprend des ateliers de mentorat et de technique d’étude. Le programme est financé par le gouvernement fédéral.
- Un cours est donné en inuktitut.
- Le Centre interuniversitaire d’études et de recherches autochtones fait partie du département d’anthropologie.

Programmes d’extension :
- L’Université Laval offre un diplôme d’études supérieures spécialisées en intervention psychosociale en milieu éducatif hors campus, dans une collectivité montagnaise près de Sept-Îles. Assuré dans la collectivité par le personnel de l’Université Laval en partenariat avec l’Institut culturel et éducatif montagnais, le programme est entièrement financé par le ministère des Affaires indiennes et du Nord canadien.
- Offrant actuellement 22 programmes et 312 cours aux étudiants de tous les horizons, l’Université Laval est également un important fournisseur de formation à distance.

Programmes de transition : L’Université Laval offre des cours de rattrapage à tout étudiant désirant poursuivre ses études universitaires, mais qui n’a pas tous les préalables.

Soutien aux étudiants : Il n’existe pas de centre pour les étudiants autochtones ni de services de soutien particulier pour les étudiants, à l’exception de ceux qui sont offerts en droit.

Il existe une association des étudiants autochtones sur le campus.

Bourses d’études et d’entretien destinées aux étudiants autochtones :
L’Université Laval accorde un certain soutien financier aux étudiants.

Cadre administratif et stratégique : sans objet.
Statistiques sur les étudiants : Aucun renseignement n’est fourni sur le nombre d’étudiants autochtones inscrits à l’Université Laval et aucune initiative n’est prise afin de mesurer leur succès.
McGill University, Montreal, Quebec

Aboriginal recruitment and admissions: There is no mention of Aboriginal applicants in the latest undergraduate admissions guide or view book.

Native studies programs: There are presently major and minor concentrations in Canadian studies and honours and joint honours programs in Canadian Studies. The programs are operated by the McGill Institute for the Study of Canada and include courses in Native studies. There are some plans for the creation of an aboriginal studies program within the Institute.

Aboriginal focused programs on campus:

- The Certificate Program in Aboriginal Social Work Practice aims to prepare Aboriginals for social work practice in their own communities by providing professional training in assessment and counselling skills for a range of social problems such as addictions, family violence, child abuse and mental and physical health. Courses are planned to reflect the socio-cultural characteristics of Aboriginal society as well as the specific social service needs of their communities. Courses are delivered in the evening or in the summer. The program is delivered through the Centre for Continuing Education on the McGill campus, as are some of the other certificate programs listed below under the Office of First Nations and Inuit Education.

- The faculty of law is interested in attracting Native students and takes into consideration both their experience and aspirations, in addition to their marks. Canadian Aboriginal persons are encouraged to apply to the faculty of law. An Aboriginal person of registered status is entitled to financial assistance from the federal government for three years of law study at McGill. Aboriginal applicants who wish to enrol in a summer pre-law program may do so in the Program of Legal Studies for Native People offered at the college of law of the University of Saskatchewan, or the pre-law program, given by the University of Ottawa.

Outreach programs: The Office of First Nations and Inuit Education (OFNIE), formerly the McGill Native and Northern Education Program, was created to provide community-based teacher education for Aboriginal teachers. In its 25 year history, more than 380 Aboriginal teachers have been certified; 107 of these teachers have completed their BEd and more than 10 have engaged in master’s programs. The principal mandate of the Office of First Nations and Inuit Education is to coordinate the work which the faculty of education carries out in partnership with various Aboriginal communities and institutions. In collaboration with the Nunavut Teacher Education Program, the Kativik school board, the Cree school board, the Kahnawake Education Centre and various other Aboriginal communities in Quebec and Nunavut, it delivers community-based teacher education programs for initial teacher certifications as well as further professional development. It also works with departments in the faculty to meet the educational needs of First Nations and Inuit Peoples, supports students who study on-campus in the faculty, and is involved
in research which provides communities, schools, and the office with information about issues pertaining to Aboriginal education. Finally, its mandate includes sensitizing non-Aboriginal people to the educational needs of Canada’s Indigenous Peoples. Each community which establishes a partnership with OFNIE names an educational representative as the contact/coordinate of the McGill programs being delivered in that community. Program decisions are made collaboratively with this person. These educational representatives also sit on a steering committee which meets twice annually to review OFNIE activities and suggest new directions for program development.

Programs include the following:

- **Certificate in Education for First Nations and Inuit.** At the present time, this 60-credit program is delivered in partnership with the Inuit of the eastern NWT and Arctic Quebec, the Cree of the coastal communities of James Bay and the inland communities of subarctic Quebec, the Algonquin of Kitigan Zibi and Winneway and the Mohawk of Kahnawake, Kanesatake and Akwesasne. The intent of this program is to prepare individuals to become teachers who are as strong in their language and culture as required by their communities. In a typical year, 80 courses are offered, often in Aboriginal languages. Many instructors are Aboriginal people from the partnership communities. Usually, courses are given off campus (in the communities with which we have contracts) and are limited to students enrolled in programs delivered through the Office of First Nations and Inuit Education.

- **Certificate in Aboriginal Literacy Education.** The principal objective of this 30-credit program is to prepare Aboriginal teachers fluent in their Aboriginal language, but educated in English or French, to be competent readers and writers in their own language, so that they can use their first language as the language of school instruction. This 30-credit program is designed for Algonquin, Cree, Inuit, Mi’kmaq and Mohawk speakers. It is aimed at those who will be teaching in their first language, and is only available in communities working in partnership with the Office of First Nations and Inuit Education.

- **BEd for Certified Teachers.** The faculty of education offers a 90-credit program for teachers who are already certified to teach at the elementary level in Aboriginal communities, and who wish to further their studies. Normally, a minimum of 60 credits must be taken in the program, and no more than 30 credits may be transferred from other institutions. Applicants apply on the basis of having completed the certificate in education for First Nations and Inuit or equivalent and must have the continued support of their education authority to attend community-based courses.

- **Certificate in Aboriginal Education for Certified Teachers.** The objective of this 30-credit program is to provide a professional development program for certified mainstream teachers which will enable them to be more effective teachers in Aboriginal communities. The program is designed to address areas of particular interest and need in First Nations and Inuit schools, such as cultural socialization, second language teaching, cooperative learning, and curriculum development. The program is usually delivered on a part-time basis in communities which have contracted with the Office of First Nations and Inuit and Inuit Education to offer the program. The possibility also exists of taking designated summer school courses on the McGill campus.
- **Certificate in First Nations and Inuit Student Personnel Services.** This 30-credit program is academically part of the department of educational and counselling psychology but is administered by the Office of First Nations and Inuit Education. It is designed to provide Aboriginal school personnel advisors with a training program which will enable them to learn about the principles and practice of personnel services as generally applied in educational settings. The program is normally only delivered off-campus in the Aboriginal communities which have contracted with McGill for the program to be offered.

- **Certificate in Middle School Education in Aboriginal Communities**

- **Inuktitut for non-Speakers:** Introductory courses in Inuktitut are offered by McGill University through Arctic College in Iqaluit, NWT. Normally offered in Iqaluit in May of each year in an immersion format, the courses 104-305 and 104-306 (Language Module Inuktitut) each carry a three-credit weight.

- **Certificate in Translation (English/Inuktitut).** This 30-credit certificate program is only offered at Nunavut Arctic College, Iqaluit, Northwest Territories. It consists of two options: translation or community interpretation. The program provides postsecondary training in both translation and interpretation and consists of two levels: Level I offers a certificate in translation and interpretation and level II offers a diploma in translation and interpretation.

- **Certificate in Aboriginal Social Work Practice.** The purpose of this 30-credit program is to prepare Inuit community workers for social work practice within their communities. Courses in the program (seven required and three complementary) are designed to take into account the special contexts of small remote communities. Attention is directed to the fact that candidates are adult learners, often without formal pre-university studies. The content of the courses is adapted to reflect the sociocultural characteristics of northern society as well as the social services needs of Inuit communities. The majority of the courses are taught in the North by staff of the school of social work in order to facilitate involvement of local resource people such as Elders, council and committee members and local professionals. This heightens local awareness of community work and increases the community workers’ legitimacy. As well as course work, during the program students undertake a credited two-week intensive practicum in their community under the supervision of a school of social work field supervisor. When awarded, the certificate entitles students to apply for admission with advanced standing to the bachelor of social work degree program.

**Transition programs:** Not applicable.

**Student support:** The *First Peoples’ House* attempts to provide a sense of community and a voice to Aboriginal students that have left their home communities in order to pursue their education. The responsibilities of the coordinator of the First Peoples’ House (FPH), student services (Mohawk Olympian Waneek Horn-Miller) include provision of social, cultural and academic supports to promote student success, in a home-away-from-home atmosphere, and networking with student organizations, faculties
and the greater McGill community on issues relevant to Aboriginal and Inuit students. The First People’s House envisions the following:

- to promote and increase the accessibility of student services of McGill to Aboriginal students;
- to raise awareness within the McGill University community regarding the past, present, and future aspirations of Aboriginal Peoples through the promotion of activities that encourage personal, social, intellectual, and cultural interactions between Aboriginals and McGill students and staff;

The First Peoples House operates a mentoring program for new Aboriginal students. Incoming students are linked up with an upper year student mentor from the same faculty. They also provide computer facilities, a small resource centre, a hot lunch program, a visiting lecturer program, a visiting Elders program and first level counselling.

There is some housing available for first year Aboriginal students at First Peoples House.

The First Peoples House Web site celebrates Aboriginal student achievement by listing those who have graduated at various levels.

There is an Aboriginal Students Association and an Aboriginal Law Association at McGill.

There is a Workgroup on Aboriginal Affairs at McGill whose goal it is to investigate the current situation at McGill and to propose initiatives, such as the following:

- to increase the admission and retention rates of Aboriginal students studying at McGill;
- to meet the concerns of Aboriginal communities which include educational programming and policies that are culturally relevant to Aboriginal Peoples;
- to promote collaborative research and learning between McGill University and Aboriginal communities;
- to work on the creation of an Aboriginal studies program with the McGill Institute for the Study of Canada.

Scholarships and bursaries for Aboriginal students: First Peoples House maintains a lengthy list of scholarships and awards for Aboriginal students. All students admitted to McGill can apply for financial aid and learn about the decision before their deadline to accept their offer of admission

Aboriginal population on campus: not available.
Université de Montréal, Montréal, Québec

Recrutement d’étudiants autochtones et admissions : L’Université de Montréal ne mène aucune activité de recrutement auprès des étudiants autochtones.

Programmes d’études autochtones : sans objet.

Programmes axés sur les questions autochtones (sur le campus) : L’Université dit offrir 22 cours traitant de questions autochtones, dont dix en anthropologie, trois en linguistique, deux en droit et deux en histoire.

Programmes d’extension des services : L’Université n’offre aucun programme d’extension des services destinés aux Autochtones, mais donne un certain nombre de cours en ligne. Elle offre un programme de formation continue intensif.

Programmes de transition : Il n’existe aucun programme de transition visant à aider les étudiants autochtones au début de leurs études.

Soutien aux étudiants : L’Université n’offre aucun service de soutien aux étudiants autochtones et ne compte aucune association des étudiants autochtones.

Bourses d’études et d’entretien destinées aux étudiants autochtones : Aucune aide financière n’est dédiée aux étudiants autochtones.

Cadre administratif et stratégique : Aucun membre du personnel n’est désigné pour traiter les affaires autochtones sur le campus, et aucun comité universitaire ne traite des questions autochtones. Aucun autochtone ne siège au conseil d’administration.

Population autochtone sur le campus (étudiants et membres du personnel) : L’Université ignore le nombre d’étudiants autochtones qui fréquentent son établissement, mais elle l’évalue à moins d’un pour cent.
Université du Québec en Abitibi-Témiscamingue (UQAT),
Rouyn-Noranda, Québec

Recrutement d’étudiants autochtones et admissions : Quoique donnant déjà de la formation à des étudiants autochtones et inuit depuis près de 30 ans, ce n’est que depuis 2003 que l’UQAT recrute activement des étudiants autochtones dans des programmes offerts à temps plein et à temps partie. Une agente de liaison auprès des Premières nations y travaille à temps plein. Les membres du personnel d’origine autochtone se rendent dans les collectivités, principalement dans les écoles et à l’occasion de conférences et d’événements (ils disposent d’un kiosque d’information mobile). Le site Internet de l’UQAT comporte une section des services offerts aux Premières nations (en anglais), et l’Université diffuse des publicités dans les médias autochtones, organise des visites du campus pour les étudiants autochtones potentiels et donne des ateliers à l’occasion de salons de l’emploi. L’établissement n’offre aucun camp d’été.


Programmes axés sur les questions autochtones (sur le campus) : Plusieurs programmes à l’intention des étudiants des Premières nations sont offerts en anglais et en français au campus de Val-d’Or de l’UQAT. En voici quelques-uns :

- Certificat en administration pour les Premières nations (dix cours de 45 heures chacun);
- Certificat en gestion des ressources humaines pour les Premières nations (dix cours de 45 heures chacun);
- Certificat en sciences comptables pour les Premières nations (dix cours de 45 heures chacun);
- Baccalauréat en éducation préscolaire et en enseignement primaire en anglais et en français (programme de quatre ans et demi) conçu pour les étudiants des Premières nations). Ces programmes sont offerts au campus de Val-d’Or;
- Baccalauréat en travail social offert en anglais à temps plein au campus de Val-d’Or.

Programmes d’extension des services :

- Certificat d’enseignement en milieu nordique. Assuré en partenariat avec la Commission scolaire Kavik, il est offert par l’Université et le personnel local dans deux collectivités inuit. Certains cours sont donnés en inuktitut, et un service de traduction simultanée est offert.
- Certificat en administration. Offert dans une collectivité crie par le personnel de l’UQAT, il est accompagné d’un soutien logistique local. Il peut servir de point de départ à un baccalauréat en administration. Le même programme sera offert dans une collectivité algonquine en 2006, ainsi qu’au campus de Val-d’Or aux étudiants autochtones.
• Certificat en sciences comptables. Ce programme, qui a pris fin récemment, a été offert par le personnel de l’UQAT dans deux communautéscries et était accompagné d’un soutien logistique local.

• Certificat en gestion des ressources humaines. Ce programme est assuré depuis janvier 2006 dans une collectivité cri par le personnel de l’UQAT, et est accompagné d’un soutien logistique local. Il sera également offert en anglais au campus de Val-d’Or aux étudiants autochtones.

• Certificat multidisciplinaire offert en français à Val-d’Or à un groupe d’employés des Services de santé de Kiteisakik.

L’UQAT gère des centres d’études régionaux dans six petites collectivités et des campus à Rouyn-Noranda, à Amos et à Val-d’Or. En collaboration avec les cégeps locaux, l’UQAT, dont le mandat vise à répondre aux besoins des étudiants du Nord et du Nord-Ouest du Québec, offre dans ses centres d’études régionaux une vaste gamme de cours menant à l’obtention de certificats ou de diplômes de premier cycle en collaboration avec les cégeps locaux.


Les programmes s’adressant aux Cris sont généralement offerts en anglais, leur langue seconde. L’UQAT offre des cours d’anglais aux professeurs et au personnel de soutien participant à ces programmes.

**Programmes de transition** : À l’heure actuelle, le programme de transition ne comprend que des activités de soutien aux étudiants. L’Université travaille actuellement sur un programme officiel de transition au début des études universitaires. Depuis 2005, le service aux Premières nations organise une semaine d’orientation à l’intention des nouveaux étudiants qui comprend des ateliers et des visites du campus. Cette initiative semble avoir un effet positif sur le maintien aux études. Par ailleurs, à compter de l’automne 2006, pour les programmes de certificat en sciences de la gestion, une mise à niveau, sous la forme d’un cours de 45 heures, sera donnée aux nouveaux étudiants admis à temps plein.

**Soutien aux étudiants** : L’Université prévoit construire une résidence étudiante pour les Autochtones et un pavillon sur le campus de Val-d’Or.

Les trois campus offrent des programmes de soutien aux étudiants, et les centres d’études régionaux, un soutien limité.

Le campus de Val-D’or compte un local pour les étudiants autochtones. Un coordonnateur à la vie étudiante est responsable de l’organisation des activités sociales et culturelles destinées aux Autochtones.
Deux conseillers autochtones sont responsables des services de soutien aux étudiants autochtones et de leur maintien aux études.

Il n’existe pas d’association des étudiants autochtones, mais l’association des étudiants du campus de Val-d’Or réserve un siège à son conseil d’administration à un représentant autochtone.

**Bourses d’études et d’entretien destinées aux étudiants autochtones :** L’UQAT offre différentes formes de soutien financier aux étudiants. Elle n’accorde pas expressément de bourses d’études aux étudiants autochtones, mais offre un certain nombre de bourses d’entretien.

**Cadre administratif et stratégique :** L’énoncé de mission de l’UQAT, extrait du Plan de développement de l’UQAT 2003-2008, affirme que :

« L’Université du Québec en Abitibi-Témiscamingue, membre du réseau de l’Université du Québec, contribue à la formation des personnes, à l’avancement et au transfert des connaissances. Établissemment à échelle humaine, l’UQAT place les étudiants au cœur de ses préoccupations et les accompagne vers la réussite éducative et le plein exercice de leur citoyenneté. Bien intégrée et engagée dans son milieu, elle joue un rôle majeur dans son développement. Ouverte sur le monde, notre université exerce ses activités notamment auprès des communautés abitibiennes, témiscaminiennes, jamésiennes, inuit et des Premières Nations. »

Un représentant de la population autochtone siège au conseil d’administration de l’UQAT. L’Université a formé un comité nommé « Comité consultatif Premières Nations » qui a comme mandat de superviser les services de soutien ainsi que l’enseignement et la recherche destinés aux étudiants autochtones. L’UQAT a aussi formé un comité chargé d’élaborer la stratégie d’intervention de l’UQAT pour sa mission d’enseignement et de recherche auprès des peuples autochtones. Ce comité, composé de personnes issues de la communauté universitaire, du milieu socio-économique et des communautés autochtones, est chargé de planifier l’offre de services pour les cinq prochaines années.

Le plan stratégique de l’établissement de 2003 énonçait :

« Nous accueillons 1 124 étudiants et étudiantes équivalents à temps complet (EEETP), dont 44 EEETP des Premières Nations. Notre clientèle inscrite se répartit comme suit : campus de Rouyn-Noranda, 66 pour cent; campus de Val-d’Or, 19 pour cent; autres centres régionaux, 10 pour cent; extérieur de la région, cinq pour cent.

Notre taux de diplomation au baccalauréat à temps complet est de 60 pour cent. »

L’Université poursuit l’objectif suivant pour 2008 :

« Nous accueillons 1 500 EEETP, dont 200 EEETP des Premières Nations. Notre clientèle inscrite se répartit comme suit : campus de Rouyn-Noranda, 59 pour cent; campus de Val-d’Or, 23 pour cent; autres centres régionaux, 12 pour cent; extérieur de la région, six pour cent. Notre taux de diplomation au baccalauréat à temps complet est de 75 pour cent. »
Population autochtone sur le campus (étudiants et membres du personnel) : Les étudiants autochtones forment 7,14 pour cent des 2 799 étudiants inscrits à l’UQAT. Deux professeurs (1,85 pour cent) et huit membres du personnel de soutien (3,2 pour cent) sont d’origine autochtone. L’Université fait le suivi des taux de maintien aux études, de progression et de diplomation des étudiants autochtones.

Université du Québec à Chicoutimi (UQAC), Chicoutimi, Québec

Recrutement d’étudiants autochtones et admissions : En collaboration avec d’autres entités de l’Université du Québec à Chicoutimi (UQAC), le Centre d’études amérindiennes (CEA) mène des activités de recrutement auprès des étudiants autochtones. Le personnel du centre visite les écoles et les collectivités autochtones et envoie par la poste de la documentation aux directeurs de l’éducation communautaire. L’UQAC entretient une étroite relation avec le cégep de Chicoutimi. L’Université offre un camp d’initiation scientifique d’une semaine aux élèves Autochtones du niveau secondaire.

Programmes d’études autochtones : L’UQAC n’offre aucun programme d’études autochtones à temps plein, mais offre un programme court (de cinq crédits) en histoire et culture des Premières Nations.

Programmes axés sur les questions autochtones (sur le campus) : En plus de tous les programmes offerts à l’UQAC, le CEA, entité unique au Québec, a su créer, au cours des vingt dernières années, des programmes de formation qui répondent aux besoins et aux attentes des collectivités autochtones du Québec. Élaborés en collaboration avec différents représentants et spécialistes autochtones, les programmes sont les suivants :

- baccalauréat en éducation préscolaire et en enseignement primaire
- certificat en études pluridisciplinaires (voir la rubrique concernant les programmes de transition ci-dessous)
- certificat en technolinguistique autochtone
- programme court de premier cycle d’intervention en apprentissage d’une langue autochtone
- programme court de premier cycle de perfectionnement en français écrit
- programme court de premier cycle en comptabilité financière
- programme court de premier cycle en développement socioéconomique
- programme court de premier cycle en relation d’aide
- Programme court en histoire et culture des Premières Nations du nord-est de l’Amérique du Nord

Les programmes courts comprennent cinq crédits. Quelque 400 étudiants autochtones y sont inscrits.

Programmes d’extension des services :

- Le certificat en formation d'aides enseignants en milieu autochtone et le certificat en formation de suppléants en milieu scolaire autochtone sont offerts hors campus à la demande d'une collectivité autochtone. Les étudiants qui terminent les deux programmes pourraient être admissibles au baccalauréat en éducation.
- L'UQAC gère quatre centres d'études hors campus dans les cégeps d'Alma, de Charlevoix, de Saint-Félicien et de Sept-Îles. Divers programmes hors campus sont offerts dans ces centres. L'UQAC gère également certaines installations de vidéoconférence dans le cadre de la formation à distance.

**Programmes de transition** : L'UQAC offre un certificat de 30 crédits en études pluridisciplinaires comprenant quatre cours obligatoires (mathématiques, français, méthodologie du travail intellectuel, etc.) et six cours optionnels dans différentes disciplines. Le programme vise à préparer les étudiants à des programmes avancés. Vingt étudiants y étaient inscrits à l'automne 2005. Le certificat est financé par le budget de fonctionnement régulier.

**Soutien aux étudiants** : Créé en 1991, le CEA offre, outre ses activités de formation et de liaison, un lieu de rencontre pour les étudiants autochtones, des activités culturelles et sociales, des visites aux aînés et une petite bibliothèque. Les programmes comprennent des ateliers de counselling, de mentorat et de technique d'étude. Le Centre bénéficie d'une subvention de 230 000 $ du ministère de l'Éducation du Québec afin de financer ses activités éducatives.

Il existe une association des étudiants autochtones.

**Bourses d'études et d'entretien destinées aux étudiants autochtones** : L'UQAT offre des bourses d'études aux étudiants autochtones et un programme de bourses d'entretien aux nouveaux étudiants autochtones inscrits à un programme universitaire de premier cycle qui proviennent d'un collège.

**Cadre administratif et stratégique** : L'énoncé de mission de l'Université mentionne explicitement son rôle auprès de la population autochtone :

« Par le transfert des connaissances, elle partage avec les populations qu'elle dessert (Saguenay-Lac-Saint-Jean, Charlevoix, Côte-Nord, les communautés amérindiennes) et les organismes qui composent ces collectivités, les objectifs de développement et d'innovation exprimés par le milieu. En retour, par son insertion dans le milieu, l'UQAC devient un lieu de partage et de transfert des savoir-faire développés par les collectivités régionales concernées. »

Dans son contrat de rendement de 1999 avec le gouvernement du Québec, l'UQAC reconnaît qu'il existe un problème de maintien aux études parmi les étudiants autochtones et s'est engagée à tenter d'accroître les taux de maintien aux études et de diplomation.

« Sur une autre mission parmi les plus essentielles identifiée à l'Université du Québec à Chicoutimi, il faut noter son soutien indéfectible à la formation et au développement des populations autochtones. L'implication de l'UQAC à cet
égard n’est rien de moins qu’exemplaire. En effet, prenant appui sur un leadership reconnu dans le domaine, le Centre d’études amérindiennes (CEA) intervient annuellement auprès de plus de 450 d’étudiants dont la moitié se retrouve dans les communautés algonquines, attikamekw, cries et innues, toutes localisées sur le territoire québécois. Depuis sa création, le CEA est intervenu dans plus de 26 communautés autochtones.

Un représentant de la population autochtone siège au conseil d’administration de l’Université.

Statistiques : Les étudiants autochtones forment 6,3 pour cent de la population étudiante de l’Université (déclaration volontaire). Un pour cent du personnel enseignant et 0,3 pour cent du personnel de soutien sont d’origine autochtone.
Université du Québec : École de technologie supérieure (ÉTS), Montréal, Québec

Programme de recrutement d’étudiants autochtones et admissions : L’École de technologie supérieure (ÉTS) ne mène aucune activité de recrutement auprès des étudiants autochtones.

Programmes d’études autochtones : sans objet.

Programmes axés sur les questions autochtones (sur le campus) : sans objet.

Programmes d’extension des services : L’ÉTS n’offre aucun programme d’extension des services ni de formation à distance.

Programmes de transition : L’ÉTS n’offre aucun programme de transition.

Soutien aux étudiants : L’ÉTS ne fournit aucun service de soutien aux étudiants autochtones et ne compte pas d’association des étudiants autochtones.

Bourses d’études et d’entretien destinées aux étudiants autochtones : sans objet.

Cadre administratif et stratégique : L’établissement n’emploie pas de responsable des questions touchant les Autochtones, et aucun comité ne s’occupe de ces questions.

Population autochtone sur le campus (étudiants et membres du personnel) : La population étudiante autochtone est estimée à 0,1 pour cent. Il n’y a aucun Autochtone au sein du personnel et du corps professoral.
Université du Québec à Montréal (UQAM), Montréal, Québec

Recrutement d’étudiants autochtones et admissions : L’Université du Québec à Montréal (UQAM) ne mène aucune activité de recrutement auprès de candidats Autochtones potentiels.

Programmes d’études autochtones : L’UQAM n’offre aucun programme d’études autochtones.

Programmes axés sur les questions autochtones (sur le campus) : L’UQAM offre certains cours traitant de questions touchant les Autochtones dans le cadre des programmes de droit, d’histoire et de science politique, mais aucun programme axé sur les enjeux des Autochtones.

Programmes d’extension des services : Il n’existe pas de programme d’extension des services destiné aux Autochtones. TELUQ, composante à distance de l’Université du Québec gérée par l’UQAM, offre une vaste gamme de cours et de programmes à distance dans tout le Québec et au-delà.

Programmes de transition : sans objet.

Soutien aux étudiants : Le Cercle des Premières Nations est l’association des étudiants autochtones sur le campus. L’Université ne fournit aucun service de soutien aux étudiants autochtones.

Bourses d’études et d’entretien destinées aux étudiants autochtones : Une bourse d’études est destinée aux étudiants autochtones et aux personnes handicapées.

Cadre administratif et stratégique : Les documents de planification stratégique ne font pas mention des étudiants autochtones.

Population autochtone sur le campus (étudiants et membres du personnel) : L’UQAM affirme que sa population compte environ dix étudiants autochtones sur un total de 40 000 étudiants, ce qui correspond à un pourcentage de 0,025 (déclaration volontaire). Le corps professoral ne compte aucun Autochtone.
Université du Québec en Outaouais (UQO), Gatineau, Québec

L’Université du Québec en Outaouais (UQO) est peu active dans le domaine des programmes destinés aux Autochtones. Au cours des dernières années, l’UQO a recruté un certain nombre de professeurs dont les recherches touchent aux enjeux des Autochtones. Elle prévoit jouer un rôle plus actif au cours des prochaines années et reconnaît la nécessité de servir les intérêts des Autochtones, notamment en offrant des programmes d’extension des services aux petites collectivités autochtones du nord de l’Outaouais.
L’Université de Sherbrooke n’offre actuellement aucun programme aux étudiants autochtones. Il y a environ cinq ans, en partenariat avec l’École nationale de police du Québec, elle offrait un certificat en gestion policière à l’intention des policiers autochtones. Si la demande le justifie, elle l’offrira de nouveau.

L’Université de Sherbrooke n’offre aucun programme de soutien aux étudiants autochtones, qui ne représentent qu’une faible proportion de son effectif étudiant.
Université de Moncton, Moncton, Nouveau-Brunswick

L'Université de Moncton n'offre actuellement aucun programme universitaire ou service de soutien aux étudiants autochtones. Toutefois, elle collabore avec la Première nation d'Elsipogtog afin de l'aider à acquérir des compétences et des capacités de recherche en évaluation des programmes. L'École de psychologie travaille conjointement avec cette Première nation depuis trois ans avec laquelle elle a conclu une entente de collaboration permettant aux étudiants d'élaborer des projets et de présenter des demandes de financement pour leur recherche. L'École de travail social souhaite également servir les intérêts des Autochtones. Il se peut qu'un programme universitaire ou de formation naisse de cette collaboration.
Mount Allison, Sackville, New Brunswick

**Aboriginal recruitment and admissions:** The newly created *Aboriginal Community Development Centre* has organised a number of events linking Mount Allison students and Aboriginal communities. Groups of Aboriginal school children have been invited to visit the campus.

**Native studies programs:** There is no Native studies program, but there is a major and minor program in Canadian studies.

**Aboriginal focused programs on campus:** The newly established *Aboriginal Community Development Centre (ACDC)* is a campus-wide initiative aimed at creating opportunities for the region's Aboriginal communities and the university. Mount Allison researchers will exchange knowledge and share resources with First Nations and work together to enhance research, community outreach and support for Aboriginal students. The university wishes to attract more First Nations students to be part of the Mount Allison community.

The ACDC, using an interdisciplinary, community-oriented approach, employs the assets of the respective partners and responds to the emerging priorities of First Nations in the Atlantic region. These priorities include governance, institution building, economic development, education, health, and natural resource development.

Mount Allison University and the Aboriginal Community Development Centre gratefully acknowledge generous support from the CIBC. This funding assistance has made it possible to commence the centre's activities.

**Outreach programs:** See above.

**Transition programs:** Not applicable.

**Student support:** No specialised Aboriginal support services exist at this time.

Aboriginal population on campus (student and staff): There are currently 34 Aboriginal students enrolled at Mount Allison University, Aboriginal students comprise just under 2 percent of the student population at the university.
University of New Brunswick, Fredericton, New Brunswick

Aboriginal recruitment and admissions: The Mi’kmaq-Maliseet Institute (MMI) has an ongoing outreach recruitment program which has included visits to Aboriginal schools since 1990 and to Aboriginal communities since 1977. They are active in making presentations to Aboriginal gatherings and conferences and marketing to organizations such as CANDO and the Atlantic Native Educators. When visiting schools, they try to encourage students to make appropriate curriculum decisions to keep as many options open as possible. They also try to meet with mature candidates from the communities when visiting Aboriginal high schools. MMI maintains a Web site, produces printed recruitment material and advertises in Aboriginal media and at career fairs. The MMI has an off-campus summer program for First Nations Youth (see below).

Native studies programs: There are a number of Aboriginal courses offered at UNB including courses in Aboriginal languages, but no Native studies degree program.

Aboriginal focused programs on campus:

- The Bachelor of Education (BEd) for Aboriginal Students began in 1977 at the Mi’kmaq Maliseet Institute (MMI). The majority of licensed First Nations teachers in the Maritimes are graduates of this UNB program, which offers a separate admissions procedure and academic advice and support. Students follow the BEd program in elementary, secondary, or adult education and may also choose a concentration in aboriginal education. Many other areas of specialization are available, including the subject areas, special education, school counselling, and technology education. It is also possible to take a concurrent education program in conjunction with another department.

- Certificate in Mi’kmaq Linguistics and Curriculum Development

- The First Nations Business Administration Certificate (FNBAC) was first offered in the fall of 2002 through the MMI. This two-year certificate is equivalent to the first two years of the bachelor of business administration degree offered by UNB’s faculty of administration. The FNBAC offers specialty courses on First Nations business topics, smaller classes, tutoring, individual support, and a work placement (co-op) term. Following the certificate, students may elect to continue at UNB to complete the BBA degree with an additional two years of study.

- Aboriginal language courses are offered in Mi’kmaq and Maliseet.

Outreach programs:

- A Summer Science Camp for Aboriginal Youth has been offered in three First Nations communities in New Brunswick since 1999. Students are of middle-school age.

- University Programs on the Miramichi is designed to enable qualified individuals to take university level courses in the Miramichi area. The Program offered by the University of New Brunswick (UNB Fredericton), Mount Allison University, and St. Thomas University provides an opportunity to complete first year studies in arts, science, or business/commerce. After completing their first year, students transfer to one of the sponsoring universities (or another university) to complete their degree programs. University Programs on the Miramichi is an extension of on-campus
programs offered by each of the universities. Any combination of courses from any or all of the universities may be selected, providing admission standards have been met. Each university has specific requirements for their respective programs, so it is important to know the policies of each university and the differences between them. Students are required to apply for admission to the universities from which they want to take courses. The course offerings are sufficient to allow students to complete their first year of studies from most arts, science, or business/commerce programs. A limited number of second-year courses are also available through the program.

- **BEd for Aboriginal Students.** This program is envisioned for September 2006 and will be offered in two locations near First Nations communities (Miramichi and the Upper St. John RiverValley). Some on-campus attendance will be required, but the bulk of the program will be delivered by a mixture of online learning and local delivery. The program will be offered in partnership with the Mawi Council and Union of New Brunswick Indians. Some federal funding may be available.

- **The College of Extended Learning** at UNB offers a variety of part-time study options as well as a suite of online learning courses with open registration for off-campus learners.

**Transition programs:** The Bridging Year has been offered at the Mi’kmaq Maliseet Institute (MMI) since 1991. It is intended for students who require additional qualifications to enter UNB degree programs. Students follow an individually designed program of studies that helps them enter the undergraduate program they choose in arts, business administration, computer science, engineering, forestry and environmental management, kinesiology, nursing, or science. The bridging year is a one-year program for First Nations students who want to attend university but need certain Grade 12 courses to qualify for admission. They take these along with first-year university credit courses. Students who complete the bridging year successfully are automatically admitted to their chosen degree, and their credit courses are advanced to the degree program. Between 65 percent and 75 percent of students finish their bridging year successfully and most then go on to graduate. Students in the program cover a broad range of ages, from school leavers to grandparents. Students pay regular university tuition fees and any extra costs of operating this program are absorbed by the university. Students qualify for INAC (PSSSSP) support through their bands without reducing their eligibility for further undergraduate funding.

**Student support:** The Mi’kmaq-Maliseet Institute opened its doors at UNB in 1981, The Institute is an academic unit of the university which administers UNB academic programs for Aboriginal students and engages in research and publication in aboriginal studies and aboriginal education. The Institute's goal is to maintain the high quality of UNB programs for First Nations students and to broaden the Aboriginal content and perspectives in these programs. In addition, MMI develops new programs which meet the stated needs of the First Nations communities of the region and contribute to their educational and professional growth. MMI services, which are intended for the use of Aboriginal students in all faculties, include academic counselling and tutoring, access to an Aboriginal student lounge, and opportunities to participate in social and other group events. There are 4+ FTE’s dedicated to supporting Aboriginal students on campus.
There is currently no Aboriginal student association on campus.

**Scholarships and bursaries for Aboriginal students:** There are targeted prizes for academic achievement. Students may access the usual sources of financial aid.

**Administrative and policy framework:** The Mi'kmaq-Maliseet Institute Advisory Board reports to the director of the MMI and the associate vice-president academic.

**Aboriginal population on campus (student and staff):** Aboriginal students make up less than one percent of the student body. There are currently around 100 students in the various programs associated with the MMI. There is no way to accurately know how many Aboriginal students are enrolled in other programs.
St. Thomas University, Fredericton, New Brunswick

Aboriginal recruitment and admissions: St. Thomas has some limited Aboriginal recruitment activity, consisting of the distribution of printed material and the use of the Web. There is an active program of campus tours and visits and a generous entry scholarship program.

Native studies programs: The 4-year inter-disciplinary Native Studies BA is designed to provide both Native and non-Native students with an opportunity to explore the cultural, historical, and contemporary issues of Native people of North America, with emphasis on Native cultures of the Canadian Atlantic region and the eastern United States. Courses in Maliseet and Micmac include introductory, intermediate and full-immersion levels. St. Thomas was the first university in Canada to establish a chair in Native studies in 1981.

Although there are only four students enrolled in the major and one in the minor, there are 143 students taking one or more courses in Native studies. There are many courses cross-listed between Native studies and other departments.

Aboriginal focused programs on campus:

- St. Thomas was the first Atlantic Canadian university to offer a Major in Criminology and is the only Canadian university offering a Criminology Certificate with a Social Justice component. The Bachelor of Applied Arts in Criminal Justice is the only one of its kind in Canada. It prepares students for work in the various sectors of the criminal justice system through practical training and a liberal arts education. Graduates work in community correctional practice, policy analysis, program design, or private sector management. It is offered in conjunction with the New Brunswick Community College (Miramichi) and students take the first and second year of this program at the community college.
- Native Language Immersion Teacher Teaching Certificate – the first in the country. This program can be completed entirely off campus and is delivered by St. Thomas faculty traveling to the Aboriginal community and by local personnel. The university organizes a conference on Native language immersion.

Outreach programs:

- Mi’kmaq-Maliseet Bachelor of Social Work Program. This is a small program offered in partnership with Dalhousie University. Courses are delivered partly online, partly by faculty travelling to the remote location and partly by local personnel. The St. Thomas University BSW program is the only English-language, professional social work program in New Brunswick. St. Thomas University has an affirmative action policy for its bachelor of social work program which may be applied to candidates who meet the minimum entrance requirements and are members of groups which have been traditionally disadvantaged. These groups include: black persons, Aboriginal Peoples, person with disabilities, and those who have had to rely on the services of social agencies for the basic necessities of life. There is also a Certificate Program in Social Work.
- Although not aimed specifically at First Nations, there is an extension program in Miramichi, New Brunswick.

**Transition programs:** The *University College Entrance Program* is an off-campus pre-university transition program run in partnership with the St. Mary’s First Nation outside Fredericton. Students take a mixture of academic credit courses and university preparation courses. Most, though not all, students in the program would not otherwise be admissible for university. They can then apply for transfer to a degree program and transfer any credits earned. Approximately 20 students a year are involved in the program.

**Student support:** The *Aboriginal Student Centre* was established in 1994 and provides a meeting place, is a locale for cultural and social events and provides linkages to the local Aboriginal community, including inviting Elders to the campus. Native Awareness Days are organized annually on campus.

There is a *Native Student Council* that supports extra-curricular activities. Academic advising and other support services are available to all students. A *Native student counsellor* is funded by Indian and Northern Affairs.

**Scholarships and bursaries for Aboriginal students:** No Aboriginal-specific awards.

**Administrative and policy framework:** There is an endowed *Chair of Studies in Aboriginal Cultures of Atlantic Canada*. This position serves as a focus for Aboriginal issues on campus. There is also an *Aboriginal Advisory Committee* advising the president.

There is currently an Aboriginal person on the board of governors.

**Aboriginal population on campus (student and staff):** No information is available on student or staff numbers.
University of Prince Edward Island, Charlottetown, Prince Edward Island

Aboriginal recruitment and admissions: UPEI actively recruits students across Prince Edward Island and from across Canada. There is no Aboriginal-specific recruitment effort, although the transition year program is a feature of the university’s recruitment campaign (see below).

Native studies programs: UPEI does not offer a Native studies program. The interdisciplinary Canadian Studies program includes a few courses dealing with Aboriginal issues.

Aboriginal focused programs on campus:

- **Certificate Program in Conflict Resolution Studies.** The certificate program offers a full slate of more than 26 courses distributed among conflict resolution foundations and concentrations in mediation, negotiation, and facilitation. The program has an open admissions policy -- it is not requirement to have a degree. The courses are taught in a one, two or three-day workshop format spread over the September to June period. There is no time limit for completion of the program and there is no rigid sequence of requirements. Certificate registrants have grown from seven to sixty-two, the faculty includes fourteen contracted instructors from across Canada, our graduates now number thirty-two a year. Among the 32 graduates were 19 members of the PEI Aboriginal community. They graduated from the program qualifying them to be Circle Keepers for the Aboriginal Justice Program (AJP).

- **Two-Year Post-Degree Bachelor of Education.** The bachelor of education (BEd) is a two-year post-degree program consisting of 20 three-hour credit courses in education. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It is the opportunity for students to focus their studies in early years (grades 1-5), middle years (grades 5-9) or senior years (grades 9-12) and in international education or Aboriginal Education. Students may also elect to practice teach in an Aboriginal setting. There are currently 15 students in the program specialising in aboriginal education, which started in 2002.

Outreach programs: The Centre for Life-Long Learning offers a variety of online courses, summer institutes and on-campus certificate programs for students from all backgrounds.

Transition programs: The UPEI transition program (enhanced support) was created in 2003 for first-year students, with the goal of ensuring that their university career gets off to the best possible start. The goals of the program are:

- to build the tools necessary for a successful career at UPEI;
- to strengthen writing, research, reading, study and computer skills needed for effective university studies;
• to provide academic and personal support in the form of workshops and individualized assistance;

• to ensure that new students become involved and familiar with the campus, benefiting from all the services and activities available.

Any first-year student feeling the need for additional academic and peer support may participate in the program. First Nations students are one group specifically targeted by the program. There are currently two Aboriginal students in this program.

In the first semester, students in the transition program take a special (non-credit) transition program course, TP 101, and normally take English 101 or a first-year English course, along with two first-year credit courses of their choice. In the second semester, transition program students take TP 102, and again normally take three credit courses of their choice. Students who successfully complete TP101 and TP102, and submit an acceptable career and learning portfolio, will receive 3-semester hour credits. Normal student fees apply to students on the transition program. The cost of TP 101 and TP 102 are the same as for 3-semester hour credit courses (in 2004-2005 each course is $435). Most students on the program will take three credit courses and one transition program course per semester and this classifies them as full-time students. The program is also open, however, to students wishing to take one or two-credit courses per semester: such students are classified as part-time students. It is advised that full-time students not take part in paid employment for more than 8-10 hours a week.

• University 100 / 101 / 103. All new university students will benefit from University 100. This is a six-credit-hour course for first-year students, giving an introduction to the university and university studies, and helping develop communications and research skills. University 103 is a compressed one-semester version of the course, while University 101 is Web-based variant.

• First-year students seeking the challenge of in-depth examination of a theme in the humanities and social sciences, and enhancement of academic reading, writing, thinking, and oral presentation skills in a supportive seminar environment, are invited to consider enrolling in Arts 101. These first-year seminars are led by selected third- and fourth-year students well prepared in the content area and with skills in seminar leadership. Both Arts 101 and Arts 400 are graded on a pass/fail basis.

• Other Academic Enhancement Services include tutoring services, a Centre for Writing, and a 6-week intensive effective reading course. There is a Mathematics Help Centre.

Student support: There is a small Aboriginal Student Centre on campus which was established in 2001. It provides a meeting space and location for social events. There are no Aboriginal-specific student services provided.

Scholarships and bursaries for Aboriginal students: No targeted awards.
Administrative and policy framework: Aboriginal affairs on campus are the responsibility of the vice-president academic development.

There is a committee that advises the university and the department of education on Aboriginal education.

The draft UPEI Academic Plan for 2005 proposes, “measurably increasing the proportion of international, mature, out-of-province, and Aboriginal students at UPEI, while examining methods of improving gender balance (Only 30 percent of graduates are male).

Aboriginal population on campus (student and staff): UPEI does not currently collect information on Aboriginal numbers.
Acadia University, Wolfville, Nova Scotia

Aboriginal recruitment and admissions: Apart from a non-discrimination statement that includes Aboriginal Peoples, there is no pro-active recruitment or admissions policy. Acadia has a well-developed recruitment operation including publications, videos, school visits, campus tours and the Acadia 4U Web page. The university recruits across Atlantic Canada, Ontario and New England.

Native studies: There is no Native studies program. There is a Native studies course in the department of sociology and a number of other courses that incorporate Native issues.

Aboriginal focused programs on campus: Not applicable.

Outreach programs: The division of continuing education provides a variety of credit and non-credit programming. Some 80 courses are available by correspondence or Internet for students of all backgrounds.

Transition programs: There is a first year advisor.

Student support: Acadia has a full range of student support services

Scholarships and bursaries for Aboriginal students: Acadia has a range of financial awards.

Student statistics: No information available.
Cape Breton University, Sydney, Nova Scotia

Aboriginal recruitment and admissions: There is a Director of Recruitment and Recruitment Marketing Co-ordinator and two Recruitment Officers – one of whom is an Aboriginal person. Cape Breton University (CBU) stresses small class sizes. CBU advertises in Aboriginal media and has a section on its Web site for Mi'kmaq students. Programs from elementary level through to high school have been developed through the Tier 1 Canada Research Chair in Integrative Science (see below) and are delivered via Aboriginal university students and/or Aboriginal youth outreach workers under the direction of university faculty and staff.

Native studies programs: Mi'kmaq Studies (3 year BA general or BACS) offers 21 university credit courses designed to familiarize Aboriginal and non-Aboriginal students with Mi'kmaq history, language, culture, traditions and socio-economic development of the Mi'kmaq First Nation. Mi'kmaq Studies delivers courses related to government structure and issues: from federal to provincial including band government and band administration. Cape Breton University is the leader among Maritime institutions in the delivery of Mi'kmaq language courses. The signature course, English-Mi'kmaq comparative, provides students with the skills needed to operate in a university atmosphere. Other courses are designed to give students sufficient background to succeed in the workforce at all levels.

Aboriginal focused programs on campus:
- Toqwa 'tu'k1 Kjijitaqmn / Integrative Science Program. Integrative Science at Cape Breton University contains science courses (entitled MSIT) which bring together science knowledge as conventionally understood, combined and enriched with understandings from the holistic world views of Aboriginal Peoples, especially the Mi'kmaq First Nations in Atlantic Canada. The major stated objectives of the program are:
  - to introduce Aboriginal understandings of nature into the postsecondary science curriculum;
  - to recognize that there is common ground between Western science and Aboriginal understandings of nature and to begin to articulate more of this common ground;
  - to recognize the differences between Western science and Aboriginal views;
  - to foster a personal sense and understanding of “connectedness and interdependence in our universe” inclusive of Western scientific and Aboriginal perspectives;
  - to increase the participation and graduation rates of Aboriginal students in postsecondary science and technology programming;
  - to provide an innovative approach to postsecondary science education, open to all students regardless of ethnicity;
  - to employ mindful learning techniques, including awareness, asking questions, recognizing patterns and using metaphors;
  - to do the above while also learning both Western science and Aboriginal knowledge.

The Integrative Science program is a concentration within the Bachelor of Science in Community Studies (BScCS) four-year program. There is a formal partnership with
UINR (The Unama'ki Institute of Natural Resources) based in the First Nations Community of Eskasoni, N.S. CBU has a Tier 1 Canada Research Chair in Integrative Science.

- **Bachelor of Arts in Community Studies** (3-year and 4-year program). The program is delivered partly by online e-learning.

- **Certificate in Mi'kmaq Cultural Heritage Preservation.** Program planned and delivered by CBU School of Arts and Community Studies working in collaboration with on-campus Mi'kmaq Resource Centre, the Beaton Institute (on-campus) and local museums and cultural centres across Cape Breton Island.

**Outreach programs:**

- **Mi'kmaq Business Development Program.** The main objectives of this program are:
  - to develop appropriate training that will meet the immediate skill requirements of First Nations communities;
  - to establish an accreditation system that will provide professional standards and training for the participants, thus providing a path to higher education;
  - to provide hands-on experience and practical learning, with the course content reflecting the needs within a community.

This program was developed to teach business education that can be customized to be effective and applicable to all Mi'kmaq communities. It is delivered in a three-phase process: 1. **Mi'kmaq Business Development Certificate,** 2. **Canadian Institute of Management Certificate,** and 3. **Masters of Business Administration, Community Economic Development - First Nations Option.** The courses are delivered on site in the Aboriginal communities.

- In partnership with the Unama'ki Institute of Natural Resources in Eskasoni, CBU offers **BScCS Integrative Science** work placements; **Bachelor of Business Administration First Nations** and a **Modularized Bachelor of Arts Program** typically completed in a two or three year period, depending upon the intensity and timing of offerings.

- **Certificate in Natural Resources.** This certificate program provides training in the skills needed for water sampling and testing, operating computer-based management systems and geomatic information systems, waste management, forest management, and water resource management needed by members of the **Native Guardian Program.** The Native guardian program was formed to act as the outreach for the Mi'kma'ki Aboriginal Fisheries Services in communication with Aboriginal Peoples of Nova Scotia. The guardians patrol the lakes and rivers near their home communities and assist Aboriginals with the safety aspects of the fishery. The guardians also inform the fishers and Aboriginal children about conservation and enhancement of the fish species.

- **Court Workers Certificate.** The purpose of the court workers certificate is to provide an effective foundation for Mi'kmaq court workers and prospective court workers that will enable them to respond to legal questions and issues relevant to those making court appearances. It will give an opportunity to Mi'kmaq communities to have more
qualified people working in the legal system, to get appropriate legal representation, to prepare for court appearances, and to respond to decisions rendered by the courts.

- There is a large distance education program. Many degree programs can be completed through distance education. More than 50 courses are offered every year. Courses are offered by correspondence, audio-graphics and online to students from a variety of backgrounds.

**Transition programs:**

- *Elmitek*, also known as the *Cape Breton University Access Program for First Nations Students*, is a one-year postsecondary program designed for Mi'kmaq students who wish to further their education by attending university. "Elmitek", a Mi'kmaq expression for showing someone a path to follow, succinctly explains the program to its Aboriginal participants, many of whom use English as a second language. Elmitek points to a path that students may travel toward successful completion of a university education. The Elmitek program is designed to make the transition into the university environment less traumatic and more successful for Aboriginal students. Their ranks are comprised of newly graduated high school students and mature students who have not been in a formal education system for several years. The Elmitek program utilizes several methods to make postsecondary education more accessible:
  - several classes are offered in First Nations communities;
  - online e-learning is used to supplement on-site delivery;
  - during the first year, students are required to attend classes at the Cape Breton University campus only one day a week;
  - workshop sessions are scheduled to prepare students for their classes and assignments;
  - a coordinator is assigned to maintain close contact with and to support students at each site.

The program is operated in collaboration with local band councils. There are currently 17 students in the program.

- *Mi'kmaq Science Advantage Program (MSAP)*. There is an immediate need to prepare for a shift in employment opportunities by providing a science path for Mi'kmaq students to follow. This science path will start at the secondary level and continue to at least year one of postsecondary studies. A linkage between secondary school science courses and preparation for science degree or diploma options is the central focus of the Mi'kmaq science advantage program. The goal of MSAP is to provide Mi'kmaq students with the ability to succeed in a science or technology program. This is accomplished by providing academic support in a culture and science curriculum with small classes and community involvement and delivery. The first year of MSAP provides a solid foundation in science as students take some of the courses that are offered in science and technology programs. After completing MSAP, students continue in either science or technology as appropriate to their interests and goals. MSAP also provides feedback and recommendations to improve Mi'kmaq secondary science and math programs. The program is operated in cooperation with local First Nations
communities through the Mi’kmaq Nations of Unama’ki. There are currently five students in the program.

**Student support:** Within the *Mi’kmaq College Institute* located on the CBU campus, there is a Director, MCI and a Program Director, Aboriginal Programs who provide a vital link in the liaison between the university and Aboriginal communities. There is also a Director, Mi'kmaq Student Services reporting to the Director of the Institute. The Mi'kmaq Student Services staff member is a source for information and a helpful contact for students, faculty and staff, educational counsellors, Mi’kmaq organizations, government departments and employers. The student advisor may also arrange for Mi'kmaq tutors who can explain instructions, help with papers and recommend additional sources for research material. The position is funded by the five First Nations communities on Cape Breton Island.

*Mi’kmaq College Institute* (established 2001) provides a special meeting place, common area, telephone and computers as well as a message and bulletin board, to allow students to place and receive local calls. The centre is a convenient room for group study and for seminars and workshops.

The *Mi’kmaq Resource Centre* has the largest collection of material written about or by the Mi’kmaq in Mi’kmak. Holdings include old issues of the *Micmac News* and *Maliseet News*, government documents, Aboriginal and Treaty Rights papers, and audio and videotapes about arts and crafts, language and traditions. Master degree and doctoral theses are included in the centre’s collection.

A *Mi’kmaq Student Association* organizes projects suggested by members, including an annual graduation banquet, cultural festivals and special speakers.

**Scholarships and bursaries for Aboriginal students:** There are a limited number of scholarships and bursaries for Aboriginal students. There is one graduate award scholarship, two non-renewable entrance scholarships and four in-program awards.

**Administrative and policy framework:** The 2005 President’s Report states the following:

“Cape Breton University holds fast to tradition of embracing the diverse cultures that have influenced the development of the Cape Breton we know today. The university’s connection to the people of the local communities is reflected in our programming and our long-standing partnership with the Mi’kmaq First Nations on Cape Breton Island is a point of pride.”

There are two Aboriginal people on the Board of Governors.

An Advisory Committee on Aboriginal matters reports to the President.
The university receives an annual grant of $50,000 from the provincial government to support Aboriginal programs and student needs.

**Aboriginal population on campus (student and staff):** Aboriginal students make up eight percent of the student population at Cape Breton University. Aboriginal representation among the faculty and staff is 0.05 percent. More than 330 Aboriginal students have graduated from CBU, the largest number in Atlantic Canada.
Dalhousie University, Halifax, Nova Scotia

Aboriginal recruitment and admissions: Since 1970 Dalhousie University has recruited for its transition programs by visiting Aboriginal communities, making presentations at Aboriginal conferences and distributing published materials. Additionally, the Registrar’s Office and the School of Nursing do some targeted recruitment. The Schools of Social Work, Physiotherapy and Occupational Therapy have affirmative action admissions programs.

Native studies programs: There is no degree program in Native studies. The transition year program includes courses on African-Canadian and Native studies.

Aboriginal focused programs on campus:
- The Indigenous Blacks and Mi’kmaq Initiative at the Dalhousie Law School works to ensure that Mi’kmaw and African Nova Scotian students, and other Aboriginal and Black students, are represented at Dalhousie Law School. The initiative involves community outreach and recruiting; providing student financial and other support; developing scholarship in the areas of Aboriginal law and African Canadian legal perspectives, and promoting the hiring and retention of graduates. Students who enter Dalhousie law school through the IB&M Initiative join the regular first class, write the same exams, complete the same work and earn the same LLB degree as do all other students at Dalhousie Law School. Since inception of the IB&M Initiative, more than 90 Black and Aboriginal graduates have secured employment with private law firms, Aboriginal organizations, and government legal departments; and have taken up a range of leadership roles across Nova Scotia and beyond.

Those Native applicants who are not eligible for the Indigenous Black and Mi’kmaq Program and whose previous academic background does not meet the admissions standards, are eligible to apply for admission to the Faculty of Law through successful completion of the Program of Legal Studies for Native People at the University of Saskatchewan, College of Law.

- The School of Occupational Therapy is implementing field placements with a First Nations Band in Nova Scotia.

- The School for Resource and Environmental Studies, through its two graduate programs, includes an Aboriginal focus in both teaching and research.

- The Schools of Information Management, Health Services Administration, Occupational Therapy, and Social Work all include Aboriginal content and issues in their curriculum, as do the Faculties of Arts & Social Sciences, Law, and Medicine to varying degrees.

Outreach programs:
- The School of Nursing offers a program in partnership with Arctic College geared for Inuit learners.
• The Bachelor of Social Work program for Mi’kmaq and Maliseet started in 2005 in partnership with St. Thomas University. It is delivered off campus by a mixture of off-campus lectures and distance education and is completely geared towards Aboriginal issues. There are currently 30 students in the program.

• There are a number of university degree programs, diploma programs, and non-credit offerings delivered by distance education that are not specifically aimed at Aboriginal students.

**Transition programs:** Established as a pilot project in 1970, The Transition Year Program (TYP) is a one-year program designed for First Nations and African Canadian students who wish to enter university but who do not meet standard entrance requirements. Dalhousie University, in consultation with the Mi’kmaq and African Canadian communities, established the TYP program to redress educational inequities faced by these two communities. The program introduces students to the university environment in many ways. First, all students must attend orientation week. Second, the core curriculum includes mandatory courses in Black and Native studies, strategies for university learning, English and mathematics. Some TYP students, in consultation with the director, may take additional courses for credit. TYP instructors supplement classroom learning by special lectures, campus tours, workshops, and field trips. TYP’s faculty and staff include members of the African Canadian and First Nations communities.

African Canadian, non-status Aboriginal and Métis Peoples may be eligible, based on a financial means test, for TYP bursaries during their transition year (including tuition, books, and, in some cases, a small living allowance). Students who complete TYP successfully are eligible for a continuing tuition waiver at Dalhousie University for their first degree, as long as they remain in good academic standing with a minimum 2.0 GPA.

Staff members are drawn from the Dalhousie faculty, the university community, the wider community, and from among Nova Scotia’s Black and First Nations community members. Guest lecturers are often brought in as well to speak on specialized topics relating to Native and Black culture and history.

Currently there are nine Aboriginal students in the TYP.

**Student support:** There is an Aboriginal Student Centre on campus (The Native Postsecondary Counselling Unit, established 1981). It provides meeting space, hosts social and cultural events and provides linkages to the local Aboriginal community. Funding is provided by the Confederation of Mainland Mi’kmaq who funds the services of the Native Postsecondary Education Counsellor. Space is provided by the university. General and academic counselling services are offered. A peer support/mentoring program is planned.

**Scholarships and bursaries for Aboriginal students:** Ten renewable entrance scholarships valued at $3,000 each are available to First Nations and Indigenous Black students, who are residents of Nova Scotia, New Brunswick or Prince Edward Island, and
are entering Dalhousie University for the first time. Scholarships are available to students who are applying directly from high school as well as those who have attended another postsecondary institution.

**Administrative and policy framework:** *The Senate Advisory Committee on Affirmative Action in Education* proposed in 1991 before dissolving that Dalhousie University should declare itself to be an Equal Opportunity and Affirmative Action Educational Institution, and that educational policies and practices in this effort should be guided by these principles which are to provide direction and purpose. They are accountability; respect for diversity; and access, support and opportunity.

There does not appear to be a mention of Aboriginal student initiatives in more recent planning documents.

**Aboriginal population on campus (student and staff):** Dalhousie University does not know how many Aboriginal students are enrolled. Less than one percent of faculty and staff identify as Aboriginal.
University of King's College, Halifax, Nova Scotia (affiliated with Dalhousie University)

Aboriginal recruitment and admissions: The college has been engaged in Aboriginal recruitment since 2000. They visit Aboriginal communities, present at conferences, market directly to Aboriginal organisations, advertise in targeted media and recruit in colleges with large Aboriginal populations (since 2005). There are opportunities for on-campus visits. They do not use the Web for Aboriginal recruitment.

Native studies programs: Not applicable.

Aboriginal focused programs on campus: None offered at King's.

Outreach programs: Not applicable.

Transition programs: See Dalhousie University.

Student support: Students make use of the Aboriginal Student Centre at Dalhousie University. Counselling is available from the Native education counsellor at Dalhousie University. There is no Aboriginal student association.

Financial aid: Two scholarships available at $6,000 for Aboriginal Peoples, African Canadian or other visible minority students who are candidates for the one year Bachelor of Journalism.

There are two $5,000 renewable scholarships (total value $20,000) for Aboriginal People, or African Canadian students entering the first year of an Arts, Science, Music or Journalism Degree.

The college will provide a tuition waiver for any student who enters their programmes through the Dalhousie Transition Year Programme for each year of their degree ( an approximate value of $28,000 over four years)

Administrative and policy framework: There is an Aboriginal person on the board of governors.

Student and staff numbers: Aboriginal student numbers are unknown. No attempt is made to measure student success rates.

Staff and faculty Aboriginal representation is unknown.
Mount Saint Vincent, Halifax, Nova Scotia

Aboriginal recruitment and admissions: Recruitment visits are made to Aboriginal schools and communities upon request. All students have the opportunity for on-campus visits.

Native studies programs: There is no Native studies program, although there are two courses in sociology and anthropology.

Aboriginal focused programs on campus: Not applicable.

Outreach programs:
- There is a cohort of the Master's of Education in Curriculum program “supporting diverse learners”. Although the program does not specifically target Aboriginal students, it is given on the Membourou Reserve at Sydney and five of 20 participants are from the First Nations community.
- Mount Saint Vincent University offers 200 courses and 15 complete programs through distance learning (Web-based or TV broadcast/videotape). These programs are available to learners anywhere. There are no programs specifically aimed at Aboriginal students.

Transition programs: Not applicable.

Student support: There is no Aboriginal student centre on campus and no staff member responsible for this area. Aboriginal students may use the Counselling and Support Services for Aboriginal Students at Dalhousie University.

While there is currently no Aboriginal student association, this is under discussion with students.

Scholarships and bursaries for Aboriginal students: None available specific to Aboriginal students.

Administrative and policy framework:
There is an Aboriginal person on the board of governors. There is no committee on Aboriginal matters. Meetings and on-going discussions have taken place between the senior administration and representatives from the Confederacy of Mainland Mi'kmaq.

Aboriginal population on campus (student and staff): There is no self-identification process, but it is estimated that there are 36 (<one percent) Aboriginal students at Mt. St. Vincent. No data is available on staff or faculty numbers.
Nova Scotia Agricultural College, Truro, Nova Scotia

Recruitment: Starting in September 2005, NSAC representatives visit high schools throughout Atlantic Canada. High school students are encouraged to visit the annual Career Fair to learn about the innovative programs of study offered by NSAC.

Native studies programs: Not applicable.

Aboriginal focused programs on campus: No Aboriginal specialization

Outreach programs: NSAC’s continuing and distance education offers “university preparation” non-credited courses to ‘all’ students that lack one or more requirements for admission, designed to improve their academic skills. Student admission to the program is individually assessed based on previous studies and maturity.

Transition programs on campus: Not applicable.

Support services for Aboriginal students: Students are encouraged to participate in all areas of college life, including a wide variety of sports teams, clubs and social activities. The Native Council of Nova Scotia Education Fund was established to encourage Aboriginal students at all levels to remain in school and to pursue higher levels of education. The NCSC focuses on counselling, assistance programs, and a range of incentive awards and scholarships.

Scholarships and bursaries for Aboriginal students: See: http://nsac.ca/prospectivestudents/scholarships/default.asp

Administrative and policy framework: NSAC has a strategic plan “Looking Outward – Embracing Change” See: http://nsac.ca/admin/stratplan.asp

Aboriginal population on campus (student and staff): There is no information on Aboriginal student or staff numbers.
NSCAD University (Nova Scotia College of Art and Design), Halifax, Nova Scotia

Recruitment: The university’s office of student and academic services and its alumni work to recruit students from Atlantic Canada and across the country, as well as Africa, Asia and Europe.

Native studies programs: Not specified.

Aboriginal focused programs on campus: Aboriginal art is covered in the curriculum.

Outreach programs: Not specified.

Transition programs on campus: Not specified.

Support services for Aboriginal students: Counselling is available for all NSCAD students, in addition if required the counsellor can arrange referrals for psychological counselling at Dalhousie University’s Counselling and Psychological Services Centre.

Scholarships and bursaries for Aboriginal students: See: http://www.nscad.ns.ca/students/fin_aid.php

Administrative and policy framework: For the university’s policy and general information: See: http://www.nscad.ca/pdf/universitypoliciesguide.pdf

Aboriginal population on campus (student and staff): Current student enrolment is 950 students. Aboriginal students are not identified.
Université Sainte-Anne, Pointe-de-L'Église, Nouvelle-Écosse

En tant qu'établissement acadien de petite taille, l'Université Sainte-Anne n'offre aucun programme pour les étudiants autochtones, mais fournit des services de soutien à tous les nouveaux étudiants.
St. Francis Xavier, Antigonish, Nova Scotia

 Aboriginal recruitment and admissions: The aboriginal student advisor is active in liaison and recruitment activities in Aboriginal communities. There is an aboriginal home page on the StFX Web site which includes profiles of some Aboriginal students.

 Native studies programs: There is no Native studies program but there is an undergraduate Canadian studies program.

 Aboriginal focused programs on campus:

- The department of adult education was established in 1970 and is authorized to offer a master’s degree. Historically, the department is an out-growth of a long StFX tradition of adult education and community development. The Antigonish Movement, a program of community self-reliance, began on the university campus. Today the extension department carries out the earlier work within a broader mission in Northeast Nova Scotia, and the Coady International Institute extends the principles of adult education to community development leaders from countries all over the globe. The master of adult education degree program attracts students from all regions of Canada, in addition to a small number of international students.
- The Coady International Institute is a unique institute focused primarily on international development. However there are some Coady programs in First Nations communities in Canada.
- There is a Mi’kmaq Focus stream in the BEd program. Applicants pursuing a Mi’kmaq focus in their BEd may develop a concentration in language and/or culture. The language focus requires oral fluency in Mi’kmaq, and at least eighteen (18) credits in Mi’kmaq language-related courses in the first degree.

 Outreach programs

- Distance Nursing Program. A bachelor of science in nursing is a program specially for post RN learners built around part-time study at home and workplace. The program is operated by the department of continuing and distance education. Combine career and education with minimal disruption to work and family schedules.
- Beginning in October 2005, the Coady International Institute and the department of adult education, St. Francis Xavier University, will jointly offer a new community development stream in the existing master of adult education program. The master of adult education - community development stream is a self-directed, self-paced distance learning program. The program provides community development practitioners with an opportunity to deepen their understanding of the ways in which adult education methods and principles can be used to empower communities and organizations.
- Certificate in Interdisciplinary Studies in Aquatic Resources. This program is an introduction to the principles necessary for participation in natural and aquatic resources. Participants will use an integrated approach to gain an understanding of the use, the management, and the ability to sustain the resources of an aquatic ecosystem.
The courses in this program will explore the living and non-living characteristics that determine the nature of aquatic ecosystems, and also examine human interaction with these resources. This Certificate may appeal to individuals working in resource industries (fishing, forestry, mining, and petroleum), community development, tourism, business, government, education, enterprise development public servants, educators and other interested community members. Courses are delivered in a home study format using computer CD-ROM and the Internet, including bulletin boards, threaded discussions, chat rooms, links to other students and resources, on-line assignment transmission, on-line contact with professor.

Transition programs: StFX is a small residential university with a focus on undergraduate education.

Student support: There is an Aboriginal Student Advisor, a position that has existed for several years. There is a student lounge with Aboriginal newspapers, etc. It is a venue for social events.

Scholarships and bursaries for Aboriginal students: No information available.

Administrative and policy framework: No information available.

Aboriginal population on campus (student and staff): No information available.
Saint Mary’s University, Halifax, Nova Scotia

Aboriginal recruitment and admissions: See Aboriginal Student Advisor below.

Native studies programs: Not applicable.

Aboriginal focused programs on campus: The BA in Atlantic Canada Studies is an interdisciplinary program that aims to study the Atlantic Canada Region from a variety of perspectives such as: socio-scientific, ecological, and cultural historical. Study of the cultural traditions and institutions of the various regions and ethnic groups of the three Maritime Provinces and Newfoundland form a major part of this discipline.

Outreach programs: Not applicable.

Transition programs: Not applicable.

Student support: The Role of aboriginal student advisor is to provide information, support, education and referrals to prospective, new and returning Aboriginal students, studying at Saint Mary’s University. Through one-on-one discussions and group gatherings, the advisor listens to Aboriginal students talk about their concerns. If needed, the advisor will refer them to other departments and services on campus or in the community. While serving as a resource for Aboriginal students, the advisor also serves as an educator for the community at large by working to develop awareness, understanding and appreciation of Aboriginal culture. The aboriginal student advisor organizes programs and activities which will raise Aboriginal students’ awareness of services offered on campus and will help to develop contacts with fellow students, staff and faculty at Saint Mary’s University.

Scholarships and bursaries for Aboriginal students: The aboriginal student advisor provides information on financial aid and scholarships.

Administrative and policy framework: Not applicable.

Aboriginal population on campus (student and staff): No information available.
Memorial University, St. John’s, Newfoundland and Corner Brook, Newfoundland

Aboriginal recruitment and admissions: The university actively recruits Aboriginal students through the Native Liaison Centre and the Aboriginal Student Centre. There are visits to Aboriginal schools and communities and to colleges with significant Aboriginal populations. Pre-admissions advising is offered. There are on-campus summer programs and opportunities to visit the campus. Some advertising is done in Aboriginal media. Memorial will participate in the 2006 Canadian Aboriginal and Minorities Fair. Focused Aboriginal recruitment activities started in 2001.

Native studies programs: The Minor in Aboriginal Studies is a multidisciplinary program offered to candidates for the degrees of bachelor of arts. The minor program is an alternative to a minor offered by a single department and satisfies the degree requirement for a minor. This is an interdisciplinary program that has been designed to promote understanding of Native Peoples, in particular those inhabiting Newfoundland and Labrador, their traditions and the historical roots of the complex issues that need to be resolved. There are currently 19 students enrolled in the program that was started in 1998.

Aboriginal focused programs on campus: Not applicable.

Outreach programs:

- Bachelor of Education (Native and Northern). This is a teacher education program designed for Native students who intend to pursue a teaching career in Native communities. Programs are available at the primary/elementary and secondary levels. Courses are offered in various communities on a rotating basis. All students, including those in the old TEPL (Teacher Education Program in Labrador) program must travel to the community hosting the course(s). Students will be expected to travel to take courses in the communities of Nain, Hopedale, Makkovik, Postville, Rigolet, and Happy Valley-Goose Bay.

Each semester is considered a module and runs for four weeks. Most modules include two course offerings, as well as a portion of the non-credit professional development seminars. Courses are taught by a mix of local and Memorial staff.

- Diploma in Native and Northern Education. Students registered in the revised program reside either on the North Coast of Labrador or the Upper Lake Melville area. As a result, TEPL courses will be offered, on a rotating basis, from one Labrador community to another and include the Lake Melville area. The Diploma can be used as a step to the BEd

- Mun@Home. Memorial has been providing distance education for more than 30 years. In 1988, Memorial introduced its first course that used e-mail as a communication tool. The first Web-based course was introduced in 1994, well ahead of many other institutions in Canada and around the world. The distance education
program offers more than 300 undergraduate and graduate courses from ten faculties and schools by Web and correspondence.

- Non-credit programming is offered through Memorial’s Labrador Institute in Happy Valley, Labrador.

Transition programs:

- The Academic Advising Centre at the St. John's campus in cooperation with the office of the registrar at Sir Wilfred Grenfell College operates an extensive support system to help students make a smooth transition from high school to university studies. An important part of this support system is an individual interview with a faculty member or academic adviser for those level III students who plan to attend university. The interviewer will help students choose appropriate courses for the fall semester. The interview with a faculty member or academic adviser takes place in April or May of the level III year. As well, a faculty adviser is assigned to each first-year student.

- The Nursing Access Program is allowed to allow Inuit students with high school experience to proceed through a transition program to a BN degree. There are currently 17 students in the program. The program is supported by the Labrador Inuit Association.

Student support: The Native Liaison Office is an education counselling service for Aboriginal students attending postsecondary institutions in the St. John's area. The office is affiliated with, and is a member of, the team of student affairs and services professionals at Memorial University. The primary function of the office is to provide education counselling to students pertinent to their education programs and plans. The Native liaison officer is entrusted to counsel and advise students on matters relating to: admission requirements to specific institutions; adaptation to an academic and urban environment; and educational information that may enhance the educational progress of current and prospective Aboriginal students.

The Aboriginal Student Centre in St. John’s officially opened on National Aboriginal Day, June 21, 2001. It provides a meeting space and offers a range of social and cultural events for Aboriginal students. The centre has links to the local Aboriginal community and Elders. It receives support from the Labrador Inuit Association.

There is a Memorial Aboriginal Student Society and an Aboriginal Resource Centre in the University Centre.

Scholarships and bursaries for Aboriginal students: There are no dedicated scholarships or bursaries for Aboriginal students.

Administrative and policy framework: The Chair of Aboriginal Studies acts as the focal point for Aboriginal concerns on campus.
Research: Dr. David Natcher, Memorial University's new Canada Research Chair in Aboriginal Studies will explore alternative models of community development that take into account not only the region's commercial development versus the subsistence needs of its Aboriginal Peoples, but also other human factors such as Aboriginal health, nutritional status, educational achievement, access to desired resources, and Aboriginal rights.

The department of linguistics has an ongoing research program in Aboriginal languages.

Aboriginal population on campus (student and staff): The university has just approved a policy of self-identification on the admission form in order to be able to measure Aboriginal participation and success at MUN. Presently it is estimated that Aboriginal students make up 0.45 percent of the student population. No faculty members identify as Aboriginal, but 0.6 percent of the non-academic staff self-identify as Aboriginal.

The university is measuring retention, progression and graduation rates for Aboriginal students.
Appendix B

Additional information

In replying to the survey created for this project a number of universities provided supplementary information relating to their activities in support of Aboriginal students. It was not possible to include all of this material in this report, although Appendix A attempts to summarize the highlights of these activities. In the interests of making as much information available as possible, this additional information will be made available by the National Affairs branch of the AUCC.

This additional information includes:

Carleton University:
- *Aboriginal student handbook 2005-2006;*
- *A description of aboriginal services, programs and initiatives at Carleton University, 2005-2006.*

University of Manitoba:
- *Aboriginal initiatives at the University of Manitoba. January - July 2005;*

Université du Québec à Chicoutimi. Centre d’Études Amérindiennes :
- *Camp d’initiation scientifique. Édition 2005;*

University of Winnipeg:
- *Wii Chiwaakanak: A strategic approach for aboriginal education success in Canada;*
- *Policy paper for consideration by first ministers, November 2005.*

In addition, a number of the completed survey questionnaires contain detailed information that may be of interest to other universities. Copies are available on request.