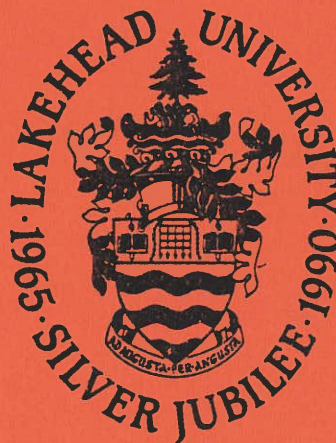


Proposal

NATIVE STUDENTS ACCESS PROGRAM



Lakehead University

May 1989

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INTRODUCTION

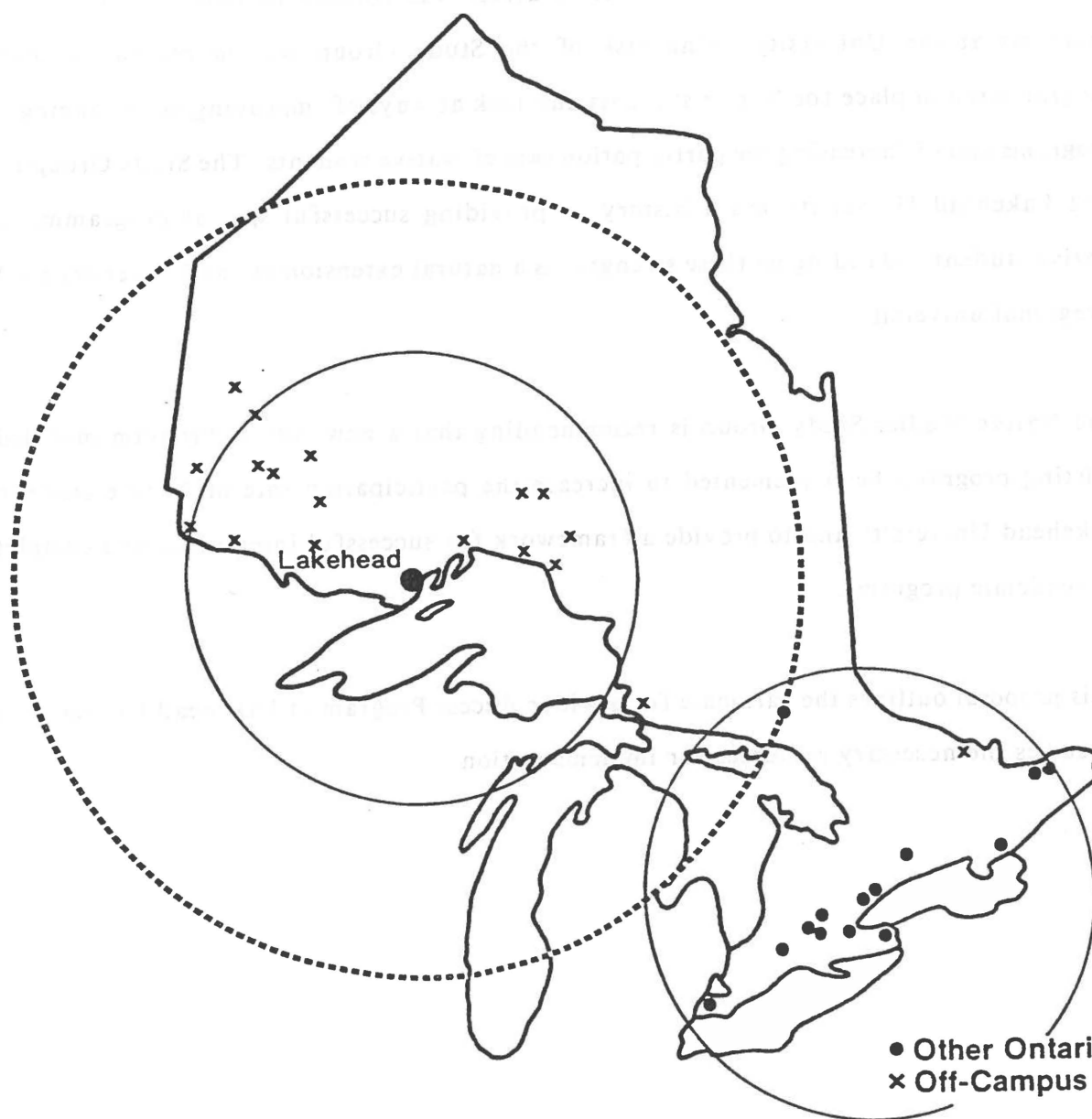
In 1985 Lakehead University reviewed its Academic Plan which had originally been passed by Senate in 1977. The result of this review was a revised Academic Plan published in 1987. The revised plan noted that the evolving needs of society and the region require a constant process of program adaptation and change. Subsequently, a Study Group comprised of faculty, staff and students, both Native and non-Native, was formed to look at Native Studies programs at the University. One task of the Study Group was to review the current programming in place for Native students and look at ways of improving or enhancing these programs and of increasing the participation rate of Native students. The Study Group found that Lakehead University has a history of providing successful special programming for Native students. Building on these strengths is a natural extension of the University's role as a regional university.

The Native Studies Study Group is recommending that a new Access Program modeled on existing programs be implemented to increase the participation rate of Native students at Lakehead University and to provide a framework for successful integration and completion of academic programs.

This proposal outlines the rationale for a wider Access Program at Lakehead University and discusses the necessary resources for implementation.

Lakehead University

A Northern Vision



0 300 km.
Scale

RATIONALE FOR THE PROGRAM

The Role of Lakehead University

Lakehead University has continually emphasized its role as a regional institution. In its submission to the Bovey Commission in 1984, Lakehead stressed its dual role as a university in the north, striving to bring knowledge and an understanding of a broad range of the basic disciplines to Northwestern Ontario as well as for the north, gathering knowledge about the region for use in social and economic development. It was also stated that Lakehead University should be viewed as a developing institution striving to meet effectively its regional role. The submission went on to say that:

"Lakehead University certainly would like to continue to explore with the Native population of this region the type of programs that are needed and which could be delivered. We do not think the problem here.....is primarily technological and related to the mechanisms of distance education. We think it is linguistic, cultural and related to the prior educational training of the Native population. It would seem certain that specially designed interfacing programs would be needed for which special funding would be a prerequisite."

In a review of the University's Academic Plan undertaken in 1985 and published in the Lakehead University Academic Plan 1987, the Senate Academic Committee noted the following:

"Northwestern Ontario has a significant Native population which is an increasing proportion of the regional total. Lakehead University should, therefore, increase its activities related to Native peoples in all respects as part of its regional mandate."

Clearly, Lakehead University sees as a major component of its mandate the education of the region's Native population. Approximately 20% of the population of Northwestern Ontario is Native. With the influence of Bill C-31 and the higher Native birthrate, the proportion of Native people is ever increasing. Yet Natives are a minority group in higher education. To be successful, any strategy to improve Native participation in post-secondary education must address the particular difficulties encountered with minority access.

CURRENT ACTIVITIES IN NATIVE PROGRAMS

Lakehead University has a history of encouraging Native students' accessibility by providing special programs. Two such programs are the Native Teacher Education Program and the Native Language Instructors' Program. It is known that early intervention in the public schools to strengthen preparation and improve students' education planning is an important factor cited in minority success in higher education. Both programs increase the number of trained Native teachers in the classroom who serve as valuable role models for young Native students.

Native Teacher Education Program

In 1974, the Native Teacher Education Program (NTEP) was introduced. The first NTEP graduated Native students with a diploma and certificate for primary/junior teaching in Ontario elementary schools. The program was revised in 1987 to a four year BA/BEd program. The purpose of the program is to increase the number of fully qualified Native teachers. The program begins with a special summer orientation program and in addition to regular Arts, Science and Education courses, places a special emphasis on Native social, cultural, and language issues.

Native Language Instructors' Program

The Native Language Instructors' Program is offered every summer on campus and normally requires four summers of study to complete. Depending on the courses taken, the program leads to a limited teacher certification granted by the Ministry of Education or a University diploma in teaching Native Languages as a first or second language. This program is mainly subscribed to by mature Native students who spend the month of July living in residence while taking the program. Students do related practical work during the Fall and Winter in their home communities.

Native Language Minor

Native Languages in Cree and Ojibway are offered as a minor program that can be taken in conjunction with another program. Students, both Native and non-Native, enrolled in programs such as Social Work, Nursing, and Education as well as other Arts, Science or Professional programs, take this minor.

Native Nurses Entry Program

A third special program at Lakehead University, the Native Nurses Entry Program, began in January 1987 in response to a well documented need for improved health care delivery in Native communities. In 1983, the Nishnawbe-Aski Nation, a Native organization representing 25,000 Ojibway/Cree in 43 northern communities, approached Lakehead University's School of Nursing to explore the feasibility of establishing a program to prepare Native people for the nursing profession.

The need for improved health care in Native communities is noted in the First Nation's Self-Government Health Report (1983) which lists some startling health statistics in Canada:

- In Canada's Native population life expectancy among Indians is ten years less than for other Canadians;
- up to the age of sixty-five years, mortality rates are two to four times the national average;
- diseases of the respiratory system are five times the Canadian average;
- the suicide rate is three times higher than the Canadian average;
- alcoholism may be as much as five times more prevalent among Natives than among other Canadians.

There is widespread agreement on the need for new approaches in health care that will fully involve Native communities. However, before Native people can achieve full involvement, there is a need to educate more Native health professionals. In May 1985, Lakehead University headed a consultation workshop with Native leaders. There were 40 Native leaders representing Native communities at this meeting. In making its recommendation that a preparatory program be implemented that enabled Natives to proceed to a degree Nursing program, this committee considered the importance of the role of a nurse in northern communities. The hiring criteria for the Medical Services Branch of Health and Welfare Canada is a baccalaureate degree in nursing. Hence the need for university educated nurses. The program at Lakehead University is the beginning of an educational process for Native communities to acquire Native nurses who will take a leadership role in health care delivery.

UNIVERSITY ACCESS PROGRAMS

In investigating possible models for the access program, the Native Studies Study Group examined several successful programs at other Canadian universities. Programs at the University of Calgary, Dalhousie University, and the University of Manitoba are briefly described below. All of these programs have features that were considered to be imperative to the success of access programming. These features include specialized recruitment and admission procedures, program orientation and personal counselling, a curriculum that addressed deficiencies in preparation, a tutoring program for academic courses, specialized assistance in the areas of financial assistance, and social and cultural support systems.

University of Calgary

The program is designed to provide a University entry year to students at least 21 years of age who have completed Grade XI but who are not fully matriculated. The program is structured in such a way as to help the student make a successful transition to university life. Additional academic programming is provided with social, cultural and financial aid counselling.

Students register as "unclassified" students and take a total of three degree credit courses (Anthropology, Political Studies, English). In addition, students take Basic Mathematics I and II, and Learning Strategies which covers problem-solving, organization, writing, reading, and study skills.

Mandatory tutorials are taught in conjunction with the academic courses. Special events are also scheduled, such as film or speakers series to complement the academic program. Financial assistance for students is provided through the Department of Indian Affairs. Social and cultural activities are planned at the Native Centre.

Dalhousie University

The Dalhousie program provides a transition year to students who do not meet the normal admission requirements. The program is directed to Native and Black students. Admission requirements are flexible with maturity and motivation assessed individually.

Students take a program that includes a course in basic English language skills, a basic Mathematics course, a Black and Native studies course to increase self awareness and confidence and a student skills course. In addition a regular first year course is taken for credit or audit.

Additional programs in orientation to campus life, personal and academic counselling, guest lectures, and cultural events are offered to assist with the transition to campus life. Tutoring is also available, as are financial support and counselling.

University of Manitoba

The University of Manitoba offers two programs designed to provide university training for people who have not had the opportunity for such experience because of social, economic or cultural reasons, or because of a lack of academic preparation.

The Access Program is not directed exclusively to any one group of people, but priority is given to low-income men and women, Native people and residents of Northern Manitoba. Students register in regular academic programs with a reduced course load of three courses rather than the normal five. Approximately half the students are enrolled in Arts programs and half in a variety of other programs such as Science, Nursing, Social Work, Engineering, Education, and Law.

The Special Pre-Medical Studies Program is designed to allow residents of Manitoba of Native ancestry to train as professionals in the health field. The special program allows students to take four years to complete what is normally a three year program. Students complete the program with a pre-med degree in science. The program requires 90 credit hours (the equivalent of three academic years). Special transition courses for the Native students are in place in Chemistry (three courses) and Physics (one course). The program also has in place a non-credit Physiology and Introduction to Medicine (an orientation course) for the Native students. Students take the rest of their program with regular students. These include required courses in Biology and English (a literature course) and electives. Electives are carefully chosen with a counsellor to meet the specific prerequisites for different programs in Medicine, Pharmacy and Dentistry.

Tutorial help is provided to students in order to help them keep up with course work. Financial assistance is provided to meet living costs as well as medical insurance, moving costs, tuition and books. Assistance with the social and cultural adjustment to campus life is provided through various programs at the Native Student Centre.

Factors Contributing to Minority Student Success

Studies have shown that certain factors significantly influence the success of minorities in higher education (Richardson, The Chronicle of Higher Education, January 11, 1989). These include:

- Career guidance to translate nonspecific educational goals into programs of study where course work and desired outcomes are clearly linked.

- Summer or special bridging programs to accustom minority students to university-level course work and the campus atmosphere.
- Special orientation programs and help with choice of courses and registration.
- Strong academic assessment programs coupled with courses designed to offset gaps in preparation.
- Adequate tutoring services, learning laboratories, and organized "mentoring" programs.
- Intrusive academic advising to guide selection of courses and to intervene before small problems become major.

Other studies have shown that personal support to students is also a key factor in success.

This would include:

- Counselling and personal support services.
- An environment (place) where students feel comfortable to express their native culture and beliefs, this is, a Native Student Centre.

PROPOSED NATIVE STUDENTS ACCESS PROGRAM

Lakehead University has a history of successful programs with a goal of assisting Native students to complete successfully a university education. Table 1 illustrates the number of graduates from the Native Teacher Education Program in the past 10 years as well as the

number of graduates from the Native Language Instructors Program since its inception in 1981. Additionally, in May 1988, 16 Native students graduated in programs such as Social Work, Political Studies, Anthropology, Natural Science and Outdoor Recreation. The Native Nurses Entry Program has enrolled 33 Native nursing students. The first graduates from this program are expected in 1991.

TABLE 1 - NUMBER OF GRADUATES

**Native Teacher Education Program
and
Native Language Instructors Program**

Year	79	80	81	82	83	84	85	86	87	88
Nat. Teacher Ed.	9	4	8	8	6	--	8	7	8	7
Nat. Lang. Instr.	--	--	--	7	3	5	6	4	4	--

Building on this expertise in Native programming, the Native Studies Study Group has recommended that the current programming for Native students be extended to incorporate a new Native Student Access Program, the purpose of which would be to encourage Native students to enrol in any Lakehead University program, provide academic support while in the programs, and to provide the supportive social and cultural environment so important for success.

Specifically, the program would include a number of core courses that all students would take and additional courses, either required or elective, depending on the proposed career objectives. These are outlined in Table 2, page 18. Initially, there would be two parallel streams: (1) Health Sciences Access, and (2) Arts, Science, and Professional Studies Access.

Health Sciences Access

The Health Sciences Access Program at Lakehead University is designed to increase the number of Native health professionals in the province of Ontario, specifically in the northern regions.

Many Native people who have a strong desire to enter health professions encounter barriers in pursuit of their educational goals. These barriers relate to the lack of secondary school opportunities due to geographical isolation, as well as a weak academic background in the sciences. The Health Sciences Access Program is designed to provide academic and psychosocial preparation so that students can successfully complete university degree programs that lead to health careers, specifically nursing, medicine, dentistry, pharmacy, occupational or physical therapy and rehabilitative medicine.

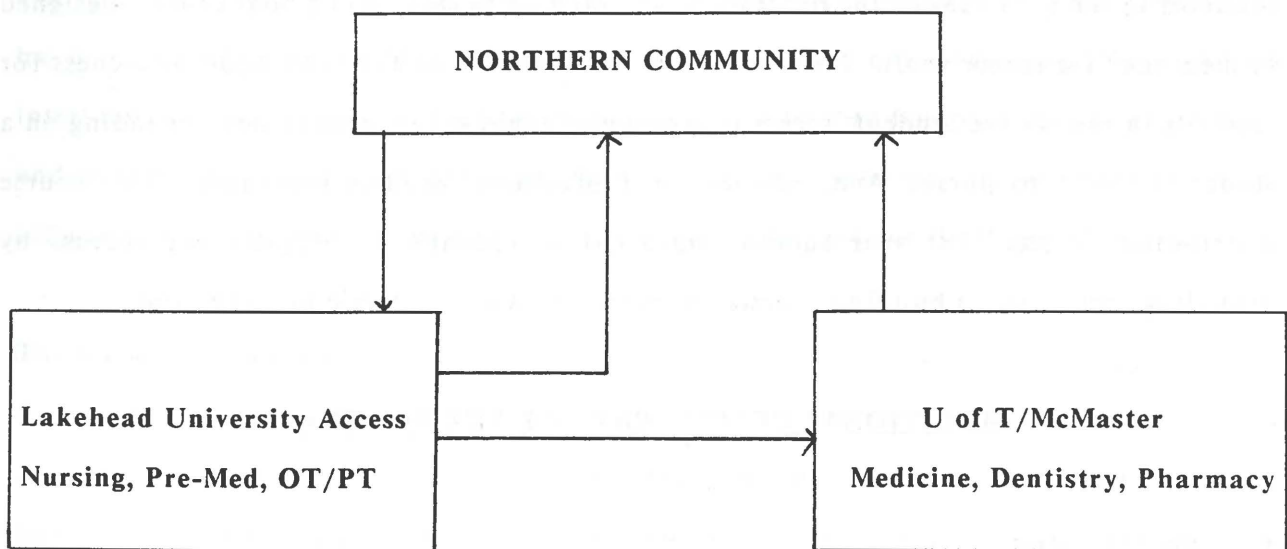
The Health Sciences Access Program has the specific endorsement of the Regional Chiefs of Ontario and their Planning and Priorities Committee which is mandated to assist universities in their negotiations to obtain new program funding. In May 1988, the Chiefs passed a formal resolution in support of Health Sciences Access Programs that would provide university academic preparation for health-related professions, including nursing, medicine, dentistry, pharmacy, and physiotherapy. The academic program as illustrated in Table 2, page 17, would include four core courses plus additional courses depending on the program stream.

Career Options and Linkages with Other Universities

Lakehead University is part of an inter-University Health Science Access Program with Laurentian University, Trent University and the University of Toronto. The aim of this co-operative effort is to coordinate programs to improve Native access to health science

professions. Students wishing to pursue professions in medicine, dentistry, and speech pathology, for example, can be linked to other Ontario universities through prearranged entry application or seat designation. Figure 1 illustrates the concept envisaged in these discussions. Students from northern communities would enter Lakehead University and, after completion of university programs at Lakehead or other universities, return as accredited health professionals to their communities.

FIGURE 1 - HEALTH CAREER OPTIONS



Arts, Science and Professional Studies Access

Until the University has made all of its programs accessible to Native students, it will not have fulfilled its regional mandate to provide educational opportunities to Northwestern Ontario residents.

The Native Access for Arts, Science and Professional Studies would be a continuing preparation and support program with several discrete elements consisting of an appropriate recruitment and admission process, special Year I skill based courses, directed Year I and II academic programming at a reduced rate of progress initially, and culturally sensitive counselling, tutoring, and social environment.

The academic program would include two core level courses to provide students with the knowledge and skills necessary for success in university courses. These courses would include basic English communication, basic mathematics, and undergraduate study and research skills.

Students in the first year of the program would take up to three additional courses designed to meet specific career goals. These courses would be selected for their appropriateness for students in the Native Student Access Program and could offer some choice depending on a student's intent to pursue Arts, Science, or Professional Studies programs. This course distribution in the first year should improve the student's opportunity for success by providing special skills building courses concurrently with academic programming.

ADDITIONAL COMPONENTS OF THE PROGRAM

Program Promotion

There is considerable interest among Native people to pursue higher education. Contacts made through the Native Nurses Entry Program indicate many community members are interested in careers other than nursing, but lack opportunity to enter programs at Ontario's universities. Community promotion must be done to create an awareness of post-secondary opportunities for Native people at Lakehead University. This promotion will include community visits, career fairs, audio-visual materials, and media support. Interaction with Band education counsellors will be a priority.

Admission

It is anticipated that 30 to 45 students will be admitted to the program with distribution being equal in the Nursing stream, Pre-Medical stream and the Arts, Science, and Professional Studies stream. The target group for this program is northern students who have not had the opportunity to complete secondary school education. Typically admission to the Access Program would be made through the Adult or Extraordinary admission standards of the University. However, fully matriculated students who feel they may need additional support to succeed in their academic program may also be admitted.

The selection process which includes personal interviews with the potential student and spouse has contributed to the high success rate of the Native Nurses Entry Program. Through these interviews the candidate's motivation, commitment to a four-to-five-year education program, and intellectual capacity for university level education is assessed. Interviews both on and off-campus will continue to be a part of the selection process for the Access Program.

The selection process will include:

- a) interviews with students and if possible, spouses; in programs where it is necessary, the hosting of a three day interview session with the potential students and their families to explain the program;
- b) assistance completing application forms; and
- c) screening of paper applications.

Through an extensive interview procedure and specific activities, such as applicants will be given an opportunity to demonstrate their skills, their motivation and their suitability to enter the program.

Curriculum

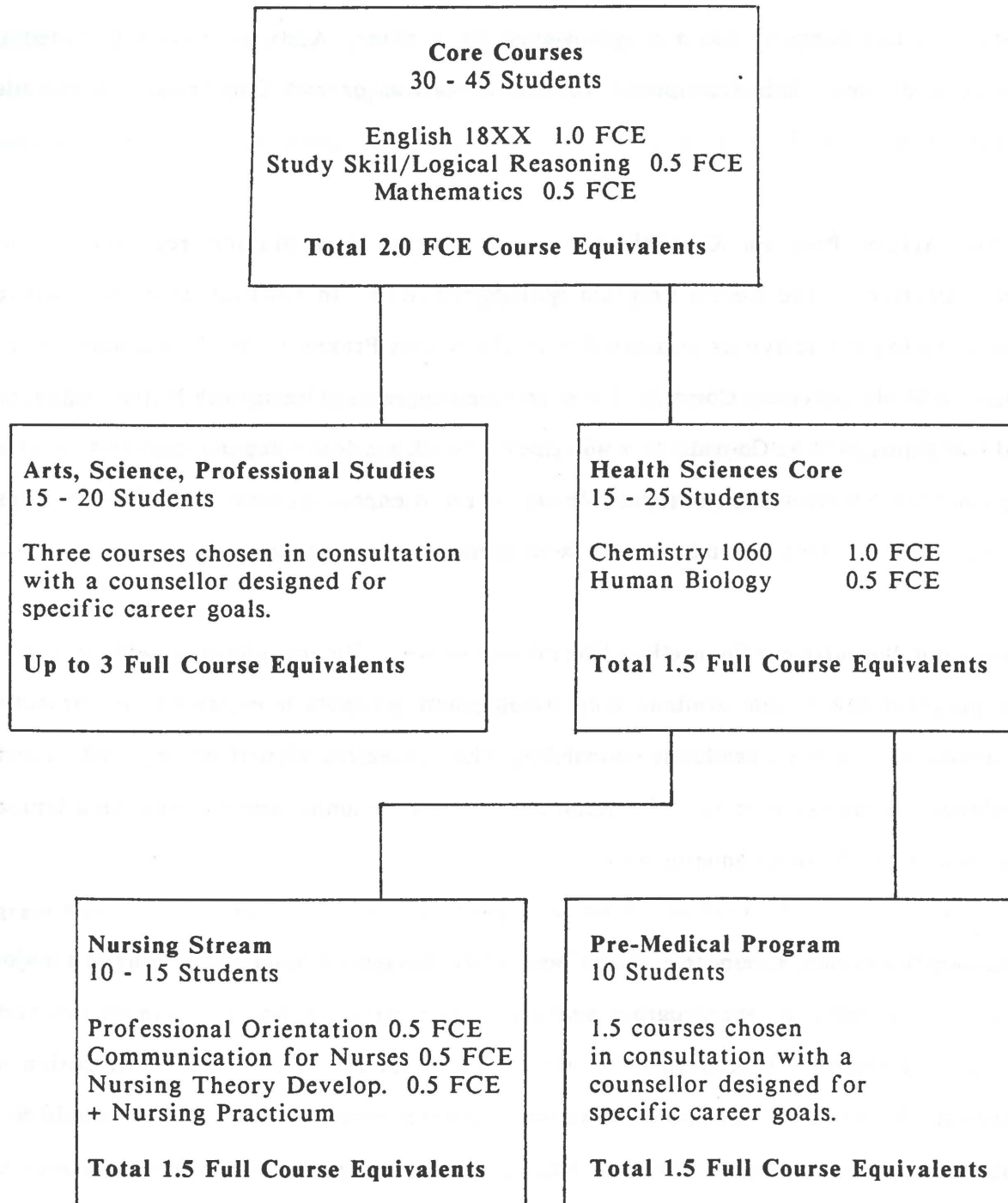
The overall goal of the curriculum is to provide academic skills and special preparation in order for students to successfully undertake degree courses and improve their success rate in university programs. The curriculum framework will include a number of "core courses" that students entering the program will take and will include courses such as English, Chemistry, Basic Mathematics, Study Skills/Logical Reasoning, and Human Biology. Students will also take courses specific to their career goals. The curriculum is graphically presented in Table 2, page 17. The core courses are designed to improve the success rate of the students in the Year I degree courses as well as in their continuing studies. In Year I these core courses are taken concurrently.

Counselling, Tutorial Services and Support Activities

For Lakehead's 200+ Native students, there are a variety of support services already in place. A full-time Co-ordinator of Native Support Services provides academic, social, financial and career counselling. For students needing academic assistance, there is tutoring available in all subject areas and programs to develop important study skills. The Native Student Drop-In Centre provides a gathering place for formal and informal activities, films, speakers, ceremonies, feasts, etc. Lakehead University Nishinabek Students Association (LUNSA) offers students an opportunity to have input into programs and policies through their involvement in student government and as well organizes cultural, social and recreational activities for students.

Table 2 - Native Students Access Program Year I

Proposed Curriculum



Additional Resources Required for the Access Program

If the University is to put in place a Native Student Access Program, the structure needed to administer and support such a program must be in place. Additional staff as noted below would be needed. Job descriptions for the Co-ordinator and Counsellor are included in Appendix A.

Native Access Program Co-ordinator - A program co-ordinator responsible for the administration of the Access Program will be required. In addition to co-ordinating and administering the activities associated with the Access Program, the Co-ordinator will work closely with the Advisory Committee and develop programs to liaise with Native organizations and communities. The Co-ordinator will interact with academic departments and faculty who are teaching Native students to provide support and encouragement for culturally sensitive teaching and to identify students at risk in their academic program.

Promotion/Recruitment Counsellor - The promotion/recruitment counsellor will be responsible for program promotion, student recruitment, and promotion materials preparation and distribution as well as academic counselling. Extensive travel will be required in order to establish and maintain liaison with Band educational personnel and to establish a University presence in the Native communities.

Community Advisory Committee - The Community Advisory Committee will have a major role in the development of the Program and interaction with the Native communities and will provide the essential link if the University is to truly respond to Native education needs. Appendix B describes in more detail the terms of reference of the Advisory Committee. This committee will include members of the Native community, government representatives, health

professionals, and Native education authorities. Their role would be to support and provide guidance to program activities.

Instructors - The departments of Lakehead University are supportive of this proposal. Support for additional sections in order to provide for small class sizes where appropriate, is needed as well as for special skills building courses outside the regular academic program. Payment for sessional appointments, when necessary, are included in the attached budget.

FUNDING

The proposal for funding the Native Students Access Program is quite different from the usual university proposal for new programs. The funding required for the programs is the funding necessary to support the extraordinary costs of the program beyond those normally associated with an academic program. These include the following:

Staffing	Access Program Co-ordinator, Promotion/Recruitment Counsellor, Secretary. Salaries plus benefits are based on comparable salaries at Lakehead.
Program Costs	Honoraria for Guest Speakers and Evaluation Consultant. Payment to Sessional Lecturers for special courses, support courses and additional special sections in order to allow for very small classes.
Travel Expense	Travel expenses are high because of visits to remote Northern Ontario locations and the need for regular travel to the Native communities.

Supplies/Equipment Special program costs including promotion and recruitment materials.
Telephone, postage, office supplies and equipment.

The total budget for Year I is outlined on Table 3, page 21. The proposal is for a five-year period. The budgets in Year II to Year V have been incremented by a 5.0 percent per annum inflation increase, and are summarized as follows:

1990/1991	\$ 265,560.00
1991/1992	278,800.00
1992/1993	292,700.00
1993/1994	307,350.00
1994/1995	322,700.00

SUMMARY

Lakehead University has developed a strategy for a Native Student Access Program to improve the participation and success rate of Native students in the University's undergraduate programs. The program targets Native students, particularly those from Northern regions of the province, who have not had the opportunity for access to a university education because of lack of preparation. Funding the Native Students Access Program would allow Lakehead University to provide a combination of courses that would provide academic skills and special preparation offered concurrently with regular university degree courses. In addition, programs that meet the special needs of Native students for training in health sciences and nursing are addressed.

TABLE 3 - NATIVE STUDENTS ACCESS PROGRAM

B U D G E T S U M M A R Y

1990/91

Salaries

Access Program Co-ordinator	\$ 50,400
Promo/Recruitment Counsellor	38,400
Secretary	<u>22,800</u>
	111,600

Benefits 10%	<u>11,160</u>
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\$ 122,760

Program Costs

Honorarium Guest Speakers	2,400
Evaluation Consultant	9,600
Course Payments	<u>62,400</u>

74,400

Travel

Program Co-ordinator	6,000
Promo/Recruitment	6,000
Selection Interviews	12,000
Community Advisory Committee	12,000
Guest Speakers	<u>6,000</u>

42,000

Supplies & Equipment

Promo/Recruitment Materials & Supplies	12,000
Office Equipment & Supplies	6,000
Telephone	6,000
Postage	<u>2,400</u>

26,400

T O T A L B U D G E T

\$ 265,560

Appendix A
JOB DESCRIPTIONS

CO-ORDINATOR

Responsible to the Vice-President (Academic), the Co-ordinator develops and co-ordinates the Native Students Access Program. Specifically, this involves administration, program promotion, and public relations responsibilities as follows:

- 1) Co-ordinate and administer the operations of the Native Students Access Program.
- 2) Design and co-ordinate the recruitment and selection process for Native student access to take in approximately 45 new students annually.
- 3) Develop promotional material for the programs.
- 4) Maintain liaison with Native organizations and communities.
- 5) Conduct explanatory sessions and counselling to appropriate groups and communities.
- 6) Chair meetings of the Advisory Committee and liaise closely with the Committee to inform members of the progress of the projects and seek input for future development.
- 7) Liaise with Student Services and appropriate Native counsellors.
- 8) Liaise with faculty members and associated departments teaching Native students to provide encouragement and support for culturally sensitive teaching, and to provide early identification of students at risk in their academic program.
- 9) Arrange for development and co-ordination of field placements where applicable.

The Co-ordinator should hold a Bachelor's degree and have a knowledge and understanding of Native culture, with particular emphasis on the needs of Native students. This person should be self-directed and innovative, and should possess good interpersonal and communication skills with both Native and non-Native groups. Ability to speak a Native language is preferred but not essential.

PROMOTION/RECRUITMENT COUNSELLOR

Responsible to the Co-ordinator of the Native Students Access Program, the Promotion/Recruitment Counsellor will promote the goals and objectives of the Native Access Program and recruit Native students from the community level to enter the program. Specifically this person's responsibilities will be to:

- 1) Co-ordinate and implement a promotion and recruitment campaign for students.
- 2) Promote opportunities for higher education at Lakehead University to Native communities, groups and students.
- 3) Arrange for community visits to elementary, secondary, and post-secondary institutions.
- 4) Assist potential students with application procedures.
- 5) Attend meetings of the Advisory Committee to inform members of community concerns and progress in recruiting candidates.
- 6) Attend meetings/workshops on behalf of the Co-ordinator.
- 7) Maintain accurate reporting of promotion activities.
- 8) Provide academic counselling to students with particular emphasis on early identification of students at risk.

The Promotion/Recruitment Counsellor should hold a Bachelor's degree and have a knowledge and understanding of Native culture with particular emphasis on the needs of Native students. This person should be self-directed and innovative, and should possess good interpersonal skills with both Native and non-Native groups. Ability to speak a Native language is preferred but not essential. Extensive travel is required.

APPENDIX B**TERMS OF REFERENCE - ADVISORY COMMITTEE**

1. Provide advice to the Co-ordinator of the Native Access Program and participate in evaluating the program on an annual basis.
2. Review planned changes for curriculum, recruitment, candidate selection, application procedures, program promotion, and evaluation as brought forward by the Co-ordinator.
3. Make recommendation for planned changes to senior administrators of Lakehead University.
4. Review concerns of the Native community (e.g. of political, administrative, or education nature) and make recommendations to address these concerns.
5. Act as resource and support persons to Co-ordinator and staff.
6. Represent the Native Access Program in Native political settings, and advocate for program support by the Native and non-Native community at large.
7. Act as resource persons to other educational groups, health agencies, and community functions as required.
8. Meet a minimum of twice a year, or as necessary.