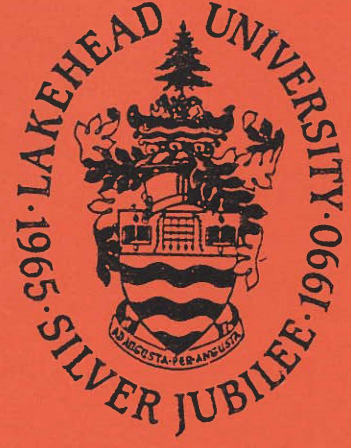
NATIVE STUDIES STUDY GROUP REPORT



LAKEHEAD UNIVERSITY

May 1989

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NATIVE STUDIES STUDY GROUP

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Native Studies Study Group, 1988/89

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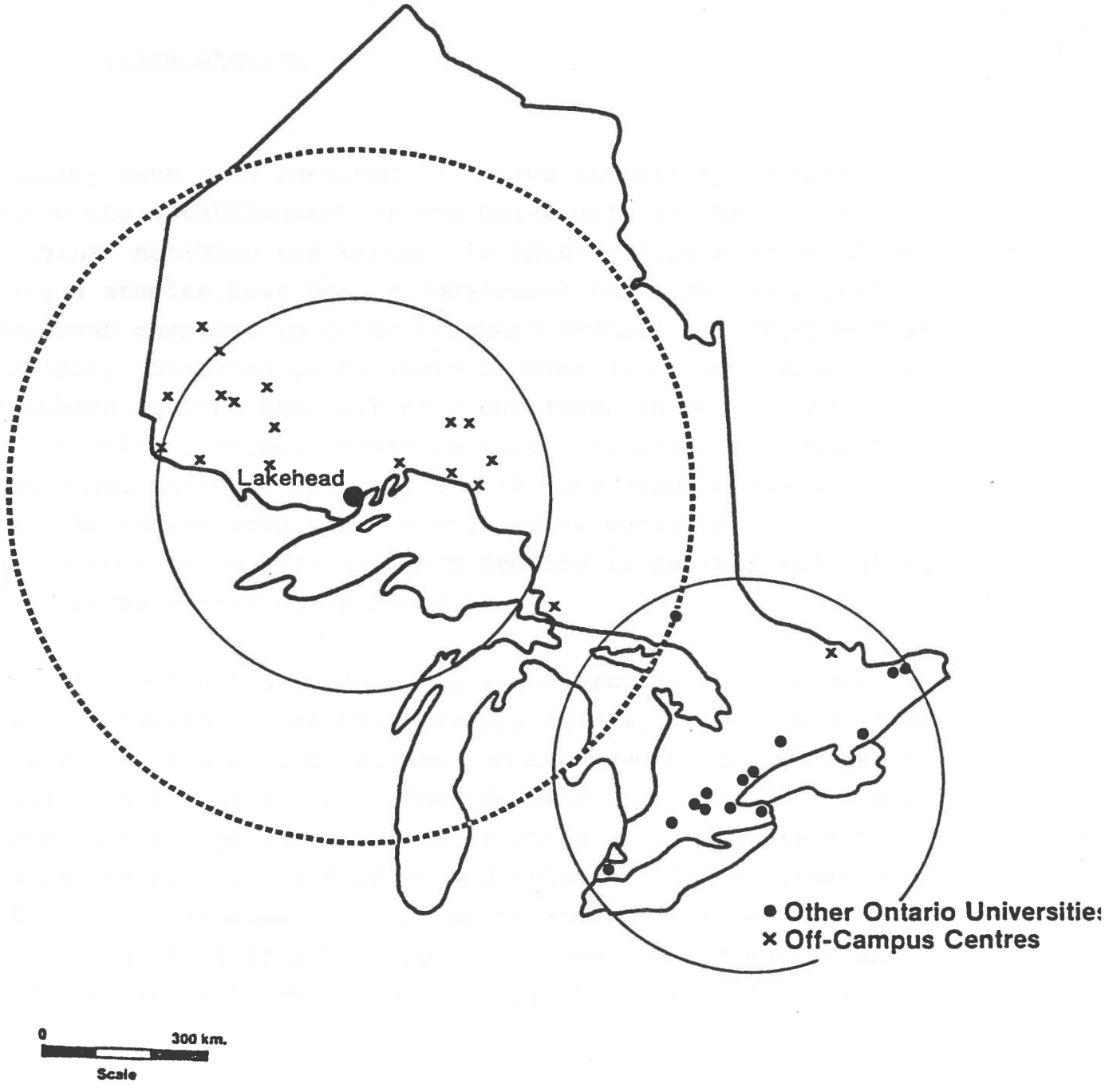
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Lakehead University

A Northern Vision



1 INTRODUCTION

1.1 Native Studies

Faculty have been involved in Native studies activities since the establishment of the University in 1965. The original activity was largely in Anthropology and Sociology. Native studies have been a consistent but relatively small interest compared to other northern studies. A Presidential Advisory Committee on Northern Studies and a new Centre for Northern Studies are putting a new focus at the University on studies of boreal forest regions, the provincial norths, and other northern studies. While such studies could include Native studies, the University wants to differentiate between northern studies in general and Native Studies as a particular focus.

The Native Studies Study Group was formed as part of the implementation of the University's Academic Plan prepared by the Senate Academic Committee and approved by the University Senate in February 1987. The Academic Plan included several proposals to increase the University's activities in Native education and Native Studies and recommended the formation of a Native Studies Study Group to analyze and co-ordinate present activities and propose new ones. The Study Group includes about thirty-five faculty, students, and staff,

both Native and non-Native, and is supported by the office of the Vice-President (Academic).

This report has been prepared by the Native Studies Study Group to provide a review of the work of Lakehead University faculty and staff in Native Studies, in the education of Native students, and with Native people in the region, and to provide direction to the University in further development of those activities. Although the term Native Studies is usually used to describe the formal study of Native people and matters, the interests of the Native Studies Study Group have also included the education of Native students and work with Native people and communities. This report considers all three aspects of this broader application of the term Native Studies at the University: Native education, studies of Natives and Native matters, and studies that assist Native people and communities with their work and needs.

The report identifies major issues with respect to Natives and the University, discusses the objectives of the Native Studies Study Group, and considers four specific issues: (1) interaction with Native people and organizations, (2) an access program for Native students, (3) promotion of Native interests on campus, and (4) enhancement of research and programs in Native Studies.

1.2 The University's Native Environment

Thunder Bay is centrally located in Northwestern Ontario with respect to east-west distances and other population centres but is at the very south of the region and thus quite distant from many of the Native communities in the

north. Remote Native communities served by the University are as much as 800 km from Thunder Bay. For comparison, Toronto to Montreal is 540 km.

Approximately 20% of the population of Northwestern Ontario is Native. The proportion of Native people in the region is increasing. Bill C-31, federal legislation redefining a status Indian, should increase the number of status Indians in the region and the Native birth rate is higher than that of the rest of the population. A few of the southern communities have a significant Native population but most of the southern Native population resides in reserves accessible by road. North of the road system there are thirty or so remote Native communities with a population range of approximately 25-1200. Linguistically, Thunder Bay is strategically located in two ways. First, it is in the centre of a large area of well-established use of the Algonquian languages of Ojibwe and Cree. Second, around and south of Thunder Bay the use of Ojibwe is generally as the second language while further north it is generally the first language. The University could be a major centre for the conservation of Native languages and the promotion of their use.

As described, distances are great in the region served by Lakehead University. The ease of communication between the University and the people in the outlying communities becomes important. Natives in the southern part of Northwestern Ontario are generally served by road, telephone, TV, and scheduled air service in a nearby community. The western part of the region traditionally communicates more with Winnipeg than Thunder Bay while the Fort Frances area is closer to major centres in Minnesota than to Thunder Bay.

In Northwestern Ontario north of Red Lake, Sioux Lookout, and Nakina there are no roads joining communities and scheduled or charter air service is the main means of travel between these communities and communities in the southern part of the region. More all season airstrips are being built in northern communities to provide an alternative to the still common use of float and ski equipped charter aircraft. Satellite TV and telephone are available in many of these communities although distribution within the community is often limited. Tele-health linkages are provided from five of the nursing stations in the Sioux Lookout zone and the Sioux Lookout Zone Hospital to two hospitals in Toronto and linkage with a Thunder Bay hospital may become available. The Wa-wa-tay Native communication centre in Sioux Lookout has provided a Native radio service for much of the northern region and has begun a TV service.

Direct communication between the University and Native communities is generally restricted to that which can be provided by telephone and mail, but a few communities are being served by the technologically advanced Contact North Distance Education network and this service is expanding.

2 A UNIVERSITY COMMITMENT

Lakehead University, in common with other Universities, professes to three major functions: research and other scholarly work, teaching, and service to the profession and community. For Lakehead University the community includes many Natives and Native organizations and communities. Part of the University's resources should be and are being directed toward the Native people of Northwestern Ontario as:

1) Education - providing opportunities for their learning
2) Research and other scholarly work - gaining insight into Native people and Native matters
3) Community Service - assisting them with their work and needs

The University at various times has stated its intent to make educating and serving Native people in Northwestern Ontario a special focus of activity and to commit resources to that activity. Two documents in particular - the August 1984 submission to the Bovey Commission [Commission on the Future Development of the Universities of Ontario] and the February 1987 Academic Plan - have been used to emphasize this commitment. Relevant statements in those documents are summarized here.

2.1 Submission to the Bovey Commission

Lakehead University stated in its submission to the Bovey Commission that, as a university for the north, it "has a role that helps in promoting an understanding of Northwestern Ontario (and the Boreal Zone in general) within the region, provincially, nationally and internationally and which also assists in the actual development of the region", and listed four broad areas of interest: (1) Social Development, (2) Economic and Political Development, (3) Renewable and Non-Renewable Resource Development, and (4) Cultural Development (Lakehead University, 1984:7-8).

The Submission noted that the Native Teacher Education Program and the Native Language Instructors' Program were unique in Ontario (p. 10). It stated that, "With respect to Native students in particular, Lakehead views such [distance education] technology as being potentially useful for remedial type course offerings" (p. 28). On pages 37-39 some of the financial difficulties in offering courses in remote centres were described and recommended improved funding (p. 76-77). Increased demand for Native Language instruction was anticipated as a result of the provincial government's approval of Native language instruction the regular school day (p. 78).

With respect to accessibility, the Submission stated that,

> Lakehead University would certainly like to continue to explore with the Native population of this region the type of programs that are needed and which can 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. (p. 92)

2.2 Academic Plan

In February 1987 the University Senate approved an Academic Plan on the basis of a recommendation from the Senate Academic Committee after it had examined the activities and plans of all parts of the University with the purpose of preparing a plan for the University's academic work. The following quotations are taken from it.

Native Studies Study Group:

> 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. This should be done in close co-operation and with the advice of the Native groups. Lakehead already has undertaken a number of program initiatives in the areas of Nursing, Social Work, Anthropology, Native Languages, and Education. However, these are not coordinated and have not been analyzed in any comprehensive way. A Study Group should be formed to do this.
>
> Senate would like to note that, in its opinion, Native Studies initiatives should be organizationally distinct from Northern Studies initiatives. Although the two were linked in the Report of the Presidential Advisory Committee on Northern Studies (March 1985) so much is involved in each that it is likely to be less complicated to form two distinct organizational structures even though the two areas are intimately connected. [p.34]

Separate Centre:

As noted earlier, Senate does not think that Native Studies should be included in the Centre for Northern Studies as advocated in the 1985 Presidential Advisory Committee Report. Native Studies should be dealt with by a separate Centre, although there would, hopefully, be a great deal of cooperation between the two. [p. 39, see also p. 43]

Masters Degree in Native Studies:

A Native Studies Study Group should give serious consideration to the possibility of establishing an MA in Native Studies along with an undergraduate program if sufficient funding sources can be identified. [p. 42]

Native Representation on the Board of Governors:

Senate recommends that at least one member of the Board of Governors be a native Canadian from Northwestern Ontario. Senate is of the opinion that this would be a move that would not only symbolize Lakehead University's desire and intention to serve the Native population of the region but would be of great practical use to the University in providing advice to the senior governing body on all aspects of university affairs from the perspective of Native residents of the region. Should it prove useful or worthwhile the Board might consider establishing a Board Committee on Native Affairs. [p. 78, Recommendation 12.4]

Student Services:

Senate recommends that the special residential, social, and cultural needs of Native students on campus be addressed. Senate is of the view that those who wanted to live with other Native students on campus should be able to do so. It was thought that the atmosphere that would result and the reinforcement that it would provide would assist, where necessary in the process of adaptation to both urban and university life. We should like to emphasize that this recommendation is not intended to separate out Native students from others where this is not desired. Experience in this country and in the United States reveals that inadequate housing is frequently a problem facing Native students and is often closely linked to loneliness, homesickness, and other causes

of a lack of success. A social and cultural centre on the campus might also go some way to alleviating these problems. If such a social and cultural centre were established it could perform the role of educating the rest of the student body concerning Native culture, society, and problems. Consideration should also be given to the hiring of a part time Elder in Residence who might be attached to a social and cultural centre or a Native residency if they are established. [p. 87, Recommendation 14.11]

3 A REVIEW OF UNIVERSITY ACTIVITIES IN NATIVE STUDIES

Faculty have been involved in Native Studies since the University was organized and over the years the University activity in Native Studies has steadily increased. In this section there is a summary of this activity in education, research, and community service. The section concludes with a view of what we have learned in the course of this activity.

3.1 Native Education

The most important role of the University with respect to Native people will be to help them obtain the education by which they can run their affairs and seek solutions to their problems. Lakehead University has provided some leadership in this area but there is much more that can be done. The first two parts of this section describe courses and programs that have been offered at Lakehead and the third part synthesizes the information in six campus studies, that in different ways, addressed university-related Native matters and made recommendations about them.

3.1.1 Courses With a Native Focus

Five departments in the University list courses in the calendar that involve studies of Natives, their communities, their culture, or their language. Most are offered regularly. Some have been offered for more than a decade and others are relatively new.

The Report of the Presidential Advisory Committee on Northern Studies recommends that more departments offer such courses (Lakehead University, 1985:29). Currently the following are offered:

Anthropology	courses on various aspects of Native people and cultures
Languages/Education	courses on Native American Linguistics, Algonquian, Ojibwe, and Cree
Social Work	a course in Social Policy and Native People
Education	a Native Teacher Education Program, a Native Language Instructors' Program, a course in Contemporary Issues in Native Education, a course in Teacher of Native Children, courses in Native as a Second Language
Nursing	a Native Nurses Entry Program and a course in Transcultural Health Care
English	a course in Canadian Indian Literature
Philosophy	a course in Native Canadian World Views

Several departments include Native issues and studies as part of other courses or as special studies topics.

3.1.2 Programs and Courses for Native Students

Through the Native Teacher Education Program and the Native Language Instructors Program of the School of Education, Lakehead University has had a major role in preparing Native teachers. Under the direction of the Dean and a Native Canadian Program Director, the Faculty of Education began the Native Teacher Education Program (NTEP) in 1974 and in 1981 introduced the Native Language Instructors Program (NLIP). The first NTEP program graduated Native students with a diploma and certification for primary/junior teaching in Ontario elementary schools. Students in the revised NTEP four-year B.A./B.Ed. program, which began in September 1987, will receive the two degrees and full teaching certification. The NLIP graduates students with diplomas in Native as a First Language (NAFL) and Native as a Second Language (NASL). A Ministry of Education Native Language Teacher Certification program (NLTC) for teachers of Native (Ojibwe or Cree) as a Second Language is also offered.

The School of Nursing has a program for Native nurses and the Social Work Department is considering ways to prepare Native social workers in its programs. Other Native students study in a variety of University programs such as Anthropology, General Arts, Education, and Forestry.

The Lakehead University Nishinabek Student Association (LUNSA) estimated there were 125 Native students in full-time or part-time studies in 1985/86 (Lakehead University Nishinabek Student Association, 1986:1). There were also about 90 students registered in the Native Language Instructors Program in the summer of 1986. The summer enrolment in NLIP in 1988 had increased to about 115 and the 1988/89 Fall/Winter enrolment of Native students in the University was about 200.

Instruction in Native languages is well established. For example, Ojibwe has been offered since 1981 at Year 1 and has just been expanded to Year 2. Demand and feasibility could enable offering Year 3. All students are non-speakers, about evenly split between Natives and non-Natives. The students integrate well. Instruction is offered for first language speakers in Algonquian languages.

3.2 Research Related to Native People

Research and scholarly work on Native matters is conducted by about fifteen faculty members at the University. Research activities are concentrated in northwestern Ontario. A recent survey of departments to obtain information for a report to the Association of Canadian Universities for Northern Studies (Lakehead University, [1986]:20-24) and other inquiries showed that the major fields of study are:

- aboriginal sites in northwestern Ontario, relationships between the people and the environment (Anthropology)
- current regional Native conditions, ethnology, and acculturation (Anthropology)
- Native telecommunications (Sociology)
- transportation (Economics)
- socio-demographic studies of Natives (Anthropology, Social Work)
- health care in Native communities (Nursing, Political Studies)
- Native language acquisition, syllabics phonebook (Languages, Education)
- Native literature (Education/English)
- Native education (Education)
- Native language education (Education)

- Native helping principles and systems of social service delivery (Social Work)
- social impact of resource development on Native communities (Social Work, Sociology)

3.3 Community Service

Native people and their organizations and communities have needs that the University can serve. Native bands are assuming more responsibility for managing their communities, schools, social services, cultural, and political organizations. They enter into enterprises such as radio and television production and communication, snowshoe and canoe manufacture, air service, wild rice marketing, and timber extraction. Such activities often have heavy social, financial, and organizational responsibilities. While the Natives will have to identify those areas in which they would like to use the resources of the University and the ways to use those resources, experience has demonstrated roles for the University.

3.3.1 Businesses and Organizations

The theories, practices, and skills of organizing and administering small businesses, communities, and organizations will have to be acquired by more Natives as they assume more control and responsibilities. The Small Business Assistance Program in the School of Business, the University's Centre for Regional Development, and faculty members in Sociology, Business, Biology, and Forestry have assisted a variety of Native people and organizations. These include Wa-wa-tay Communications in Sioux Lookout, Pays Plat canoe and snowshoe manufacturing, political

organization in Aroland and Fort Hope, and Gull Bay timber harvesting.

Several members of the School of Business participated with Indian and Northern Affairs Canada, Employment and Immigration Canada, and the Fort William Indian Band Council to offer the Ontario Native Youth Self-Employment Training Program.

3.3.2 Community and Social Services

Community and social services such as education, family and children services, health care, and social planning require professional field workers and administrators. There is a demand for Natives who can provide these services to their own people. Native teachers have been trained in the Native Teacher Education Program and the Native Language Instructors Program of the School of Education and Natives have graduated from the M.Ed. programs of the School of Education. Native students have graduated in Social Work and Nursing and both of these departments have plans to develop programs more specifically addressing the needs of Natives and Native communities.

Nursing and Social Work professors have used Northern Scientific Training Grants from the federal government to send senior students into Northwestern Ontario communities to study and gain experience in Native community social services. Some of these students have been Natives.

Studies by some Social Work professors may establish more culturally relevant principles for providing social services to Natives.

3.4 Some Points to Note

In the course of working with Native students, organizations, and leaders, a number of points seem worth noting in that they may be useful guides for those doing further work in Native Studies.

1) In Northwestern Ontario northern studies includes Native studies and vice-versa. The regional northern environment--boreal forest, isolation, distance, winter--and the Native people are inseparable.

2) Despite the preceding statement, it is not sufficient to use just the term "northern" when Native studies or activities are also included. Terms such as "Northern and Native Affairs" serve better to designate the University's particular interest in Native affairs and studies.

3) The successful establishment of the Education programs required (a) a need to be met, (b) political acumen and determination by the promoter(s), (c) start-up and maintenance funding from outside agencies, (d) Native consultation and participation, (e) continued co-operation with Natives and the federal department for Indian affairs (Indian and Northern Affairs Canada), and (f) adaptable faculty. These elements will be important in future endeavours.

4) The Native people bring a knowledge of their circumstances and aspirations. Failing to involve them early and genuinely in planning university initiatives is inconsiderate and unproductive. On the other hand, some care needs to be taken to ensure that the advice

received is relevant, useful, and representative of the opinions of Native people and Native communities.

5) Faculty members will be more effective in their work with Natives if they have an interest in and appreciation of Native history, culture, and circumstances. Some inservice training opportunities should be part of the implementation of programs for Natives. Travel to Native communities and interaction with Natives would be informative.

6) Care should be used to choose appropriate teaching methods in introductory courses so that Native students new to university may make a successful transition to university teaching and learning, with which many of them will be unfamiliar.

7) The principles that work in the businesses, organizations, and community and social services that we normally are preparing students for may not be the principles that work best in Native ones. Not a lot is known about this; research in this area could be fruitful. Care and caution in what we teach is required. We can learn from our Native students. The resources available and the context in which such organizations work are often much different than the more urban-oriented resources and socio-cultural contexts with which we commonly work.

8) Professional programs must include a useful and significant practicum experience for students in Native organizations and communities. This requires disproportionately high costs for students and staff involved because of the distances and time involved, and because of the need to fly to most of the communities. It also requires productive interaction

and liaison with the Native organizations and communities.

4 NATIVE STUDIES STUDY GROUP PRIORITIES

The Native Studies Study Group has set four priorities for 1988/89 and 1989/90. Each of these is considered in more detail in a subsequent chapter of this report.

1. Identification of Native needs and interests.

Building on previous consultations, the Study Group intends to develop proposals with the help of representative Natives and organizations and to encourage regular interaction between the University and Native people and organizations. This is discussed in chapter 5.

2. Developing a Native Students Access Program.

The Study Group believes that the interest of Natives in a university education and their success in university studies can be improved with a supporting program of courses and services for the particular needs of Native students. Such a program would supplement university courses being taken by the Native students and provide them

with access to all University programs. This is discussed in chapter 6.

3. Promoting Native interests on campus.

The Study Group believes the University should demonstrate its stated commitment to the Native people in a variety of ways and make an concerted effort to accommodate their interests. This is discussed in chapter 7.

4. Enhancing research and programs in Native Studies.

The Study Group believes that research and programs in Native Studies should be enhanced by co-ordination, promotion, and special emphases. This is discussed in chapter 8.

5 IDENTIFICATION OF NATIVE NEEDS AND INTERESTS

The Native Studies Study Group is building upon the work done in conjunction with previous Native programming and services to identify the needs and interests of Natives in the University. Formal and informal contacts have been made with many individuals and organizations. The Native Studies Study Group plans to arrange a meeting on campus with such people at an opportune time in the near future to continue the consultation needed to identify roles and actions the University can take.

We consider continuing interaction with Native people for the purpose of maintaining a mutually beneficial relationship essential and one of our highest priorities.

6 NATIVE STUDENTS ACCESS PROGRAM

The Study Group believes there is a need to provide many Native students with help in making a successful transition to the urban environment and university life and study. In this section we first review recommendations from six University reports on Native education. Then we summarize the main features of several post-secondary transition programs for Natives. Finally, we describe Lakehead's present efforts to help Native students have access to a university education and life and make a recommendation for an improved access program at Lakehead.

6.1 Previous Lakehead University Reports

Six reports were prepared which considered the problems of Native students planning for and undertaking university education. A summary of the information in those reports follows.

Reference will be made to these reports:

1. Lakehead University. "Lakehead, the University of Northwestern Ontario". A submission to the Commission on the Future Development of the Universities of

Ontario [the Bovey Commission], August 1984. This will be referred to as the Bovey Submission or BS.

2. Corbett, Ruth, and Frewin, C. "A Review of the Native Teacher Education Program (N.T.E.P.) at Lakehead University, Final Report". A report prepared for the Faculty of Education, Lakehead University, February 1985. This will be referred to as the NTEP Review or NTEP.

3. Lakehead University. "Report of the Presidential Advisory Committee on Northern Studies", March 1985. This will be referred to as the Northern Studies Committee Report or NSC.

4. Lakehead University. "Northern Studies at Lakehead University", [1986]. This will be referred to as the Northern Studies at L.U. Report or NSLU.

5. Katt, Mae; Roberts, Liz; Rakosczy, Mary; and Boone, Margaret. "Workshop: A Dialogue with Native People's Entry into Nursing". A report from a workshop with some interested Native people sponsored by Lakehead University and the School of Nursing, June 1985. This will be referred to as the Entry into Nursing Report or EIN.

6. Lakehead University Nishinabek Student Association. "Lakehead University Native Student Services for Counselling and Tutoring". A report submitted to the Department of Indian Affairs, April 1986. This will be referred to as the Nishinabek Students Report or LUNSA.

A number of themes occur in the discussions and recommendations of these reports. These themes are

described under three headings: Attracting Native Students, Supporting Native Students, and Teaching Native Students.

6.1.1 Attracting Native Students

Attracting Native students to the University involves such actions as (1) helping Native children see a university education as a reasonable possibility, (2) making the necessary information readily available, (3) setting appropriate admission standards, (4) providing special programs, (5) providing alternatives to full-time attendance on campus, and (6) reducing the financial burden.

Promotion and recruitment: The successful recruitment of Native students will include establishing many contacts with Native leaders and organizations, preparation of promotional materials directed at Native circumstances and needs, sensitivity to Native characteristics and interests, use of Natives with experience and success to assist with University promotion and recruitment and as role models, and one or more Native staff members with responsibilities for promoting and recruiting. Most Natives do not yet think of a university education as one of their options. The University should be part of the efforts to change this common perception. Recruitment activities should be directed specifically at Native students in primary and secondary schools, at Natives previously enrolled in post-secondary institutions, and at those who would qualify as mature students. (NSC p. 24, EIN p. 20, 21, 27, LUNSA p. 4)

Career counselling: Information on university education based careers of potential interest to Natives and on those offered at Lakehead should be provided to teachers and guidance counsellors in elementary and secondary schools in

northwestern Ontario and perhaps in other parts of Ontario and Manitoba. (NSC p. 24, EIN p. 28, LUNSA p. 4)

Calendar information: The University Calendar should contain a section describing the various programs, courses, and services of interest to Native students. (NSC p. 31)

Appropriate admission requirements: The education and life experience of Native people with university education aspirations and ability often differ significantly from most university applicants. Admission requirements should be sensitive to such differences and take them into account. While requirements that are not demanding enough have negative and undesirable implications, requirements that are too demanding prevent potentially successful students from gaining access to the education necessary to further their education and the advancement of Natives in general. Admission requirements to academic preparation courses for Native students to upgrade their education can be less demanding. Confederation College upgrading courses may also be utilized. (BS p. 70, NTEP p. 19, 44, EIN p. 23, 29)

Special programs: Programs designed especially for the needs of Native students and taking into account their special circumstances are generally accepted as necessary. Experience with the Native Teacher Education Program indicates that these special programs should evolve and/or be phased out as the needs and circumstances of the Native students and communities change. While there was a desire by Natives to retain their identity, there was also a desire not to be segregated from the regular programs and courses unnecessarily and indefinitely. (BS p. 92, NTEP p. 44, 47, NSC p. 29)

Alternatives to full-time attendance: Program delivery through regional centres, by off-campus courses, by distance

education, by co-operative education with appropriate institutions and organizations, with fewer and longer practicum placements, by short courses, by concentrating the on-campus time, and by appropriate distribution of on-campus sessions are some of the suggested ways to reduce the demands that full-time attendance in Thunder Bay place on mature students in particular and to make a university education more attractive and feasible. (NTEP p. 48, EIN p. 27)

Distance Education: Delivery of courses by remote methods such as correspondence courses, telephone transmission, or by satellite is possible and could be attractive to students in remote communities. There would be considerable cost and effort to do so and particularly to do so effectively. Co-operative efforts by several universities and in consultation with Native leaders would increase the possibility of effective courses and delivery at acceptable costs. Aside from the cost, there was some question about the educational value of high-tech delivery methods. (BS p. 76, 92, 96, NSC p. 29, NSLU p. 6)

Financial assistance: The University should recognize the often difficult financial burden Native students incur in obtaining a university education by establishing scholarships and bursaries specifically for Natives. They often have families to support and often do not have the family resources and job opportunities that white students often have. In many instances families are separated while a member is at university. While the student may receive support from the federal government (Indian and Northern Affairs Canada) there is little or no support for the family. Financial support is especially important for non-status Indians and Metis who do not receive the support from Indian and Northern Affairs Canada (INAC) that status Indians receive. (NSC p. 26, EIN p. 25, 31)

On-campus employment: Some government programs for providing on-campus employment for Natives have been operated by the University in recent years. Such experience is another way to provide financial assistance for Natives and an orientation to the University. Participation in such programs is recommended. (NSC p. 25, 32)

6.1.2 Supporting Native Students

Supporting Native students in the University will include (1) continuing liaison with various Native groups and support agencies, (2) counselling and tutoring services, (3) assistance with accommodation needs, and (4) a Native social and cultural environment.

Community liaison: Regular and effective liaison with Native communities, Native leaders, Indian and Northern Affairs Canada officials, schools where Native students attend, health and social service agencies, and others was considered an important part of establishing and maintaining understanding, support, and cooperation. (NTEP p. 49, NSC p. 24, LUNSA p. 5)

Counselling: Counselling has been an intrinsic and important part of the Native Education programs in the School of Education. The NTEP Review reinforced the importance of this component of the Program. Similar counselling service was considered important by all the reports specifically addressing Native student issues. The Nishinabek Student report made detailed recommendations for a Native student counselling service with a Native counsellor. The value of a Native counsellor was supported in other reports. (NTEP p. 21, NSC p. 26, EIN p. 25, 31, LUNSA p. 2, 4-10)

Tutoring: The University should ensure that Native students know what tutoring services are available and what financial support for tutoring is available. (EIN p. 24, 30, LUNSA p. 2, 6)

Accommodation: Native students often have difficulty finding accommodation, particularly if they have their families with them. Discrimination undoubtedly exists. A Native residence on campus, particularly as part of a Native social and cultural centre, could provide some of the community that is so difficult for Native students to find. No attempt to force a segregation of Native students was advised. Support in any form possible for Native off-campus housing ventures such as the Kashadaying Residence would benefit the Natives and the University. (NSC p. 27, NTEP p. 21, EIN p. 25, LUNSA p. 5)

Social and cultural: The social and cultural needs of Natives received attention. Removal from their Native cultural environment, adaptation to urban living, educational and family problems, and other stresses on Native students can be alleviated. A Native social and cultural centre, the presence on-campus of a Native Elder, orientation programs, peer assistance, mentors, a Native Student Council, and a Native residence were among the suggestions. A Native College and/or a Native social and cultural centre of some form would serve as a valuable focal point for Native students in particular and for the University's support of Natives and Native studies. (NTEP p. 49, NSC p. 12, 27, 28, EIN p. 24, 25, 30, LUNSA p. 5)

6.1.3 Teaching Native Students

Teaching Native students should involve (1) programs providing suitable academic preparation where that is necessary, (2) inservice training for university

instructors, and (3) a suitable balance between integrated and segregated courses.

Academic preparation: The varied and often relatively deficient educational backgrounds of Native students entering university require some upgrading opportunities. Students in the Native Teacher Education Program take a preliminary summer orientation program in English and Mathematics if that is considered necessary. Academic preparation courses, transition programs, remedial courses, or some other form of academic upgrading formed a part of many recommendations from the reports. Some of these should be suitable preparation for many University programs and need not be duplicated by different departments. (BS p. 69, NTEP p. 45, 47, NSC p. 28, EIN p. 22, 29)

Instructors: Some in-service training for instructors of Native students to familiarize them with Native history, communities, culture, needs, and learning characteristics was recommended. (NTEP p. 14, 49, EIN p. 24, 29, LUNSA p. 7)

Integrated or segregated: Experience with the Native Teacher Education Program and the recommendations of the NTEP Review suggest that segregated programs should evolve toward some significant degree of integration. The best integration was seen as two-way, with Native students taking some of their courses in the main teacher education programs and non-Natives able to take courses in the Native teacher education programs. External perceptions that a segregated program is inferior, Indian and Northern Affairs Canada policies, internal costs of separate programs, and the academic and social advantages of integrating the Native students into the mainstream of university life must be weighed against the academic and cultural advantages of segregated programs and courses. (NTEP p. 24, 45)

6.1.4 Implementation

Successful implementation of Native studies initiatives will require a group of faculty that have or are willing to develop the necessary knowledge and expertise. Natives on the faculty will be necessary. Funding should include costs of inservice training for faculty in such areas as regional Native history, Native traditions and culture, ways of thinking, appropriate communication skills, and effective teaching methods.

Faculty involved in Native studies activities should have opportunities for regular travel to Native communities and organizations. Such travel is expensive and time-consuming. It should also be done in different seasons and for extended periods.

6.2 Other University Transition/Access Programs

In investigating possible models for the access program, several programs at other Canadian universities were examined. 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 Native access programming. These features include specialized recruitment and admission procedures, program orientation, 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 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.

The program is directed to Native students, at least 21 years of age who have completed Grade XI but who are not fully matriculated.

Students register as "unclassified" students and take a total of three degree credit courses (Anthropology, Political Studies, English). In addition, students take Basic Math 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 films or speakers series to complement the academic program. Financial assistance for students is provided through Indian and Northern Affairs Canada. 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 admissions 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 study 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 lecturers, and cultural events are offered to assist the transition to campus life. Tutoring is also available. Financial counselling and support is also provided.

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 lesser 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 load of three courses rather than 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 professional 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-medicine degree in Science. There are special transition courses for the Native students in Chemistry (three courses) and Physics (one course). The program also has non-credit Physiology and Introduction to Medicine courses for the Native students.

Students take the rest of their program with regular students. These include required courses in Biology, 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 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 Student Success

Studies have shown that certain factors significantly influence the success of minorities in higher education. 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 course and to intervene before small problems become major. (Richardson, 1989)

6.3 Present Lakehead Efforts

The University has provided transition and access support for Native students in many ways since the introduction of the Native Teacher Education Program in 1974. These include:

- communication skills and math courses in the Native Teacher Education Program
- Native faculty and counselling in Education
- Native Nurses Entry Program
- Native co-ordinator in Nursing
- Native Support Services office in Student Services
- Native Student Centre
- Native residences in summer NLIP
- Native sessional lecturers in NLIP
- Lakehead University Nishinabek Student Association support
- summer employment program for Native students

6.4 A Native Students Access Program Proposal

After considering the University's experience with Native students and that of other institutions we arrived at our idea of a Native Students Access Program for Lakehead University.

RECOMMENDATION 1

The Native Studies Study Group recommends:

That Lakehead University establish a Native Students Access Program with the following characteristics:

A. **Purpose. The purpose of the Native Students Access Program is to encourage Native people to enrol in Lakehead University programs, to provide academic support for them while in those programs that will help them be successful, and to provide a supportive social and cultural environment.**

   The Program will be directed at students of Native ancestry who have not completed secondary school graduation requirements or who, for various reasons, are concerned about their preparation for undertaking university studies successfully. The Program will be designed to attract and support students from the many small, remote communities for whom attending university introduces a number of particular difficulties.

B. **University level work. Students in the Program will take university credit courses in their first year of study.**

C. Eligible students. Students of Native ancestry will be eligible to enrol in the Program but no Native student will be required to enrol.

D. Components. The program would not be a single preparatory or transition year but would be continuing preparation and support program with several discrete elements - (1) appropriate admission criteria and process, (2) special Year 1 skill-based courses, (3) reduced rate of progress initially, (4) directed Year 1 and Year 2 academic program, (5) culturally sensitive counselling, (6) tutoring, and (7) social and cultural environment.

Initially at least, there would be two parallel streams: (1) an Arts, Science, and Professional Studies stream, and (2) a Health Sciences stream.

E. Admission. In addition to the University's normal academic achievement based admission, there would be appropriate criteria and processes under the Adult Student and Extraordinary Admission regulations. This could include exemption from some of the course requirements where appropriate.

F. Study and basic skills improvement. The academic program will include entry support courses to provide students with some of the knowledge and skills necessary for success in university courses. These courses would teach basic English communication, basic mathematics, and undergraduate study and research skills.

G. Reduced rate of progress. Students in the first year of the Program will be limited to three degree credit courses instead of the normal five courses. These

courses will be selected for their appropriateness for students in the Native Students Access Program and may offer some choice depending on a student's intent to pursue Arts, Science, or Professional Studies programs. The three degree courses and the support courses would be selected and planned so that they complemented each other and constituted a manageable work load for the students. This course load in the first year should improve the student's opportunity for success.

H. Full-time enrolment. A definition of full-time enrolment for funding purposes will be sought that ensures that students in the Native Students Access Program will be eligible for full funding support. The Program probably would have three full courses credited toward an undergraduate degree and two support courses recorded on the transcript but not credited toward a degree.

I. UCEP funding. The Program would be designed to qualify students for UCEP (University and College Entrance Program) funding from Indian and Northern Affairs Canada.

J. Compatibility with NTEP and NNEP. Students enrolled in either the Native Teacher Education Program or the Native Nurses Entry Program could enrol in the Native Students Access Program. The Native Students Access Program would be made compatible with NTEP and NNEP.

K. Counselling. The University would provide specialized and culturally sensitive counselling.

L. Tutoring. There would be tutorial services in addition to those available to all students.

M. **Social and cultural support. A supportive social and cultural environment such as a Native Drop-in Centre, promotion of Native arts, crafts, and traditions would be provided. Native Elders, perhaps as Elders-in-residence, could contribute to the conservation of Native culture by formal and informal means.**

N. **Co-ordinator. The Program would need a co-ordinator with office support for managing the Native Students Access Program and providing services to Native students. Initially this person would be responsible to the Chairman of the Native Studies Study Group with the prospect that this office would eventually become part of a Centre for Native Studies or similar office.**

Students registered in the Native Students Access Program would be governed by the policies and regulations of the Program and be able to use all services. Native students registered in other University programs would be able to use the services described in sections K, L, and M.

A Native Students Access Program as proposed includes elements that are not included in the normal operating funding from the Ministry of Colleges and Universities.

RECOMMENDATION 2

The Native Studies Study Group recommends:

That Lakehead University apply to the Ministry of Colleges and Universities and to Indian and Northern Affairs Canada for special continuing funding for the proposed Native Students Access Program.

6.5 Distance Education at Lakehead University

A great deal has changed in the field of Distance Education since the release of the reports quoted in 6.1. In the past few years the Continuing Education office in the University has created a Distance Education program called Signal North. Signal North is involved in developing, delivering, and supporting a variety of courses. These provide students away from Thunder Bay with opportunities to take courses in several University programs, including Bachelor of Arts, Post R.N. (Registered Nurse) Bachelor of Science in Nursing, Additional Basic Qualifications for teachers, Environmental Assessment certification, and Tourism and Recreation Resources Management certification. The University is also developing the capacity to produce new Distance Education courses as needs and resources are identified.

Distance Education courses are becoming the choice of many Native learners. With the introduction of an organization called Contact North and its interactive communication technologies on campus for Distance Education course delivery, the possibility of being able to taking courses in their own community is an attractive and practical option. Students meet regularly with their instructor electronically and are able to develop and transmit their work and receive the instructor's responses.

There are various support systems available for Distance Education students provided by the University and Contact North. More work is needed to develop effective support

programs for the native learner studying to complete university work at home. Writing and study skills courses designed specifically for Native students could assist them in successfully completing their Distance Education courses. Many of the issues about distance education in Northwestern Ontario have been discussed in a report titled "Scanning the Dawn of High-Tech Education in the North" prepared for Contact North and the Ministry of Colleges and Universities (Nelson and Minore, 1988).

Most distance education facilities are available in Attawapiskat, Big Trout Lake, Sandy Lake, Seine River, West Bay, and Wikwemikong. Basic facilities are available in Bearskin Lake, Cat Lake, Chapleau, Fort Hope, Fort William, Grassy Narrows, Mobert, and Sachigo Lake. More communities will be serviced by the Contact North facilities and facility improvement will be made as needs and interests develop and resources are made available.

7 PROMOTING NATIVE INTERESTS ON CAMPUS

A variety of actions can be taken in the University to enhance life for Native students and to serve the Native community in general. Such actions could include:

- more Native faculty
- a Senate Native Studies Committee
- Native people on the Board Governors
- a Native college or a Native residence
- a permanent Native Student Support office
- a supporting Library collection and archives
- a permanent Native Advisory Committee
- a publication program
- an educational and cultural centre.
- an employment equity program to increase the participation and number of Native people in all parts of the University

The Study Group will be consulting with interested parties and discussing the promotion of Native interests on campus in more depth in the coming year. We will be making other recommendations and taking actions to implement them.

7.1 Native Faculty

The University's commitment to Native education will be demonstrated in part by the number of tenured Native faculty members it has, by actions designed to increase the number of tenured Native faculty members, and by its support of their efforts to develop professionally. At present there are two Native faculty members, both tenured Assistant Professors. In addition to their academic contributions at the University, Native faculty could be expected to serve as role models for Native students and to be active in providing a supportive Native social and cultural environment. The University should be prepared to use means such as the Study Leave provisions of the collective agreement to help new Native faculty in their professional development and career advancement.

RECOMMENDATION 3

The Native Studies Study Group recommends:

That Lakehead University take actions designed to increase the number of tenured Native faculty members.

8 ENHANCING RESEARCH AND PROGRAMS IN NATIVE STUDIES

A significant number of faculty and students are interested in Native Studies. Various actions could be taken by the University to enhance research and teaching in Native Studies.

8.1 A Centre for Native Studies

Some centralized support and co-ordination of faculty activities would provide a continuity and visibility to University Native Studies that should enhance the effectiveness of the work and attract interest and funding. A full-time co-ordinator for Native Studies would co-ordinate and promote instructional and research activities by faculty and educational services for Native students. While a number of means are possible to achieve these ends, the establishment of a Centre for Native Studies paralleling in many ways the Centre for Northern Studies seems to the Study Group to be an appropriate means. We will present a more detailed proposal in the near future.

RECOMMENDATION 4

The Native Studies Study Group recommends:

That the University establish a Centre for Native Studies or a comparable institution for co-ordinating the University's activities in Native education and Native Studies.

8.2 Native Language Instructors' Program.

The Native Language Instructors' Program has been operating since 1981 and has flourished. In addition to the interest of Native people in teaching their languages, the authorization of instruction in Native languages into day school programs and a Native as a Second Language curriculum by the Ministry of Education should ensure the continued necessity and viability of the Program. It is clearly an important component of a Native Studies program and a program that the University is well suited to offer. Nevertheless, the University continues to depend upon outside sources for funding and limited term contract or sessional lecturer appointments for staffing.

RECOMMENDATION 5

The Native Studies Study Group recommends:

That the School of Education take the steps necessary to make the Native Language Instructors' Program a part of its permanent academic program regardless of the level of external funding and that Lakehead University fund the Native Language Instructors' Program on a continuing basis

and make the Co-ordinator position a permanent full-time academic appointment.

8.3 Native Languages

Academic location. Lakehead University offers a series of courses in Native Languages, Algonquian, Ojibwe, and Cree. There are a variety of courses for fluent speakers of Ojibwe and Cree and for second language learners. Although these courses are calendared in the Department of Languages, Native language courses have always been taught by staff affiliated with the School of Education, largely because of the close relationship between Native language courses and the Native Language Instructors' Program. To date the actual involvement of the Department of Languages with Native language courses has been quite limited.

Recently the University recognized the importance and value of Native Languages by appointing a full-time faculty member (in the School of Education) specializing in Algonquian languages. Given the importance of Native Languages within the Department of Languages, not only to Native people but also as a subject worthy of academic study, consideration should be given to enhancing the status of Native Languages within the Department of Languages or, alternatively, to locating Native Languages in another academic unit in the University.

Transfer of credits. A significant number of Native students who enrol or consider enrolling at Lakehead University are from communities in southern Ontario where Mohawk is the traditional language. Lakehead University offers no courses in Iroquoian languages such as Mohawk.

The University would be more attractive to Native students from Mohawk speaking communities if it could provide a more systematic and publicized means of transferring credits from institutions with courses in Mohawk, such as Trent University.

As well, at present the Ojibwe language courses at Lakehead University teach only the Severn dialect, which is one of the major Ojibwe dialects of Northwestern Ontario. This limitation is a function of the regional importance of Severn Ojibwe and of the limited resources at Lakehead for Native language instruction. Since there are Native students at Lakehead University from areas where other dialects of Ojibwe are spoken, consideration should be given to offering Ojibwe language courses in dialects other than Severn for which there is sufficient demand. Alternatively, the University should try to facilitate the transfer of credit from appropriate equivalent courses available at other universities or colleges.

The Study Group will pursue both of the above matters with faculty involved and the Registrar.

8.4 Other Initiatives

The Study Group will be consulting with interested parties and discussing the enhancement of research and programs in Native Studies in more depth in the coming year. We will be making recommendations and taking actions to implement them. The Study Group thinks the following actions should be considered but has not discussed them in depth:

- a Bachelor of Arts Program in Native Studies
- a Master of Arts Program in Native Studies

Enhancing Research and Programs in Native Studies

- a Department of Native Studies
- a Northern Health Studies Program
- a Northern Educational Studies Program
- field experiences in northern communities.

9 FINANCIAL SUPPORT FOR NATIVE PROGRAMS

9.1 Internal Funding

Most of the funding for Native Studies programs should be built into the annual operating budget of the University. Making Native programming dependent on external funding will demonstrate a tentativeness and lack of commitment. The current status of the Native Language Instructors' Program is a case in point. Contrasted with that is the commitment by the University to phase in full operating support for the Native Student Support Services over five years as external funding is phased out.

9.2 Native Student Support Services

The Study Group commends the University for establishing the Native Student Support Services office. It has provided Native students with a meeting place and a set of support services that provides some of the social, cultural, and tutoring support that the Study Group considers important for successful adaptation to the University and the city and to their academic success. The establishment of the office was made possible by an external grant that is to be phased out over a five year period, with the University assuming

more of the costs each year. The Study Group considers the continuing presence of a Native Student Support Services office able to provide sufficient support for Native students to be essential for meeting the stated interest of the University in providing an hospitable academic environment for Native students.

RECOMMENDATION 6

The Native Studies Study Group recommends:

That the University, in assuming an increasing proportion of the costs of operating the Native Student Support Services office, ensure that the office can provide a sufficient level of support for its Native students.

9.3 Assistance for the Native Studies Study Group

The Native Studies Study Group is not able, on its own, to implement the recommendations made in this report and will need assistance in order to make progress on establishing a Centre for Native Studies, on operating and promoting a Native Students Access Program, on consultations with Native people, and on the enhancement of research and programs in Native Studies.

RECOMMENDATION 7

The Native Studies Study Group recommends:

That the University obtain funds for the limited term appointment and support of a Co-ordinator of Native Studies to assist the Study Group in setting up a Centre for Native Studies and in other aspects of planning and implementing its programs in Native Studies.

10 SUMMARY

A strong emphasis on service to Native people and Native communities would be a notable and worthwhile contribution by Lakehead University to the welfare of Northwestern Ontario and to its own efforts to establish a distinguished and characteristic specialization. The present state of interest and activity in Native studies and matters is primarily the result of faculty and departmental initiatives. A serious intent by Lakehead University to make Native studies and serving Native interests an intrinsic part of its operations will require concrete and sustained actions by the University as an institution.

The Native Studies Study Group set four priorities for 1988/89 and 1989/90 having to do with the identification of Native needs and interests through consultations with Native people, developing a Native Students Access Program, promoting Native interests on campus, and enhancing research and programs in Native Studies at the University. At this point the Study Group is prepared to make six recommendations pertaining to these priorities.

10.1 Recommendations

RECOMMENDATION 1: Native Students Access Program (p. 35)

That Lakehead University establish a Native Students Access Program with the following characteristics:

A. Purpose. The purpose of the Native Students Access Program is to encourage Native people to enrol in Lakehead University programs, to provide academic support for them while in those programs that will help them be successful, and to provide a supportive social and cultural environment.

The Program will be directed at students of Native ancestry who have not completed secondary school graduation requirements or who, for various reasons, are concerned about their preparation for undertaking university studies successfully. The Program will be designed to attract and support students from the many small, remote communities for whom attending university introduces a number of particular difficulties.

B. University level work. Students in the Program will take university credit courses in their first year of study.

C. Eligible students. Students of Native ancestry will be eligible to enrol in the Program but no Native student will be required to enrol.

D. Components. The program would not be a single preparatory or transition year but would be continuing preparation and support program with several discrete

elements - (1) appropriate admission criteria and process, (2) special Year 1 skill-based courses, (3) reduced rate of progress initially, (4) directed Year 1 and Year 2 academic program, (5) culturally sensitive counselling, (6) tutoring, and (7) social and cultural environment.

Initially at least, there would be two parallel streams: (1) an Arts, Science, and Professional Studies stream, and (2) a Health Sciences stream.

E. Admission. In addition to the University's normal academic achievement based admission, there would be appropriate criteria and processes under the Adult Student and Extraordinary Admission regulations. This could include exemption from some of the course requirements where appropriate.

F. Study and basic skills improvement. The academic program will include entry support courses to provide students with some of the knowledge and skills necessary for success in university courses. These courses would teach basic English communication, basic mathematics, and undergraduate study and research skills.

G. Reduced rate of progress. Students in the first year of the Program will be limited to three degree credit courses instead of the normal five courses. These courses will be selected for their appropriateness for students in the Native Students Access Program and may offer some choice depending on a students' intent to pursue Arts, Science, or Professional Studies programs. The three degree courses and the support courses would be selected and planned so that they complemented each other and constituted a manageable work load for the

students. This course load in the first year should improve the student's opportunity for success.

H. Full-time enrolment. A definition of full-time enrolment for funding purposes will be sought that ensures that students in the Native Students Access Program will be eligible for full funding support. The Program probably would have three full courses credited toward an undergraduate degree and two support courses recorded on the transcript but not credited toward a degree.

I. UCEP funding. The Program would be designed to qualify students for UCEP (University and College Entrance Program) funding from Indian and Northern Affairs Canada.

J. Compatibility with NTEP and NNEP. Students enrolled in either the Native Teacher Education Program or the Native Nurses Entry Program could enrol in the Native Students Access Program. The Native Students Access Program would be made compatible with NTEP and NNEP.

K. Counselling. The University would provide specialized and culturally sensitive counselling.

L. Tutoring. There would be tutorial services in addition to those available to all students.

M. Social and cultural support. A supportive social and cultural environment such as a Native Drop-in Centre, promotion of Native arts, crafts, and traditions would be provided. Native Elders, perhaps as Elders-in-residence, could contribute to the conservation of Native culture by formal and informal means.

N. Co-ordinator. The Program would need a co-ordinator with office support for managing the Native Students Access Program and providing services to Native students. Initially this person would be responsible to the Chairman of the Native Studies Study Group with the prospect that this office would eventually become part of a Centre for Native Studies or similar office.

RECOMMENDATION 2: Funding for NSAP (p. 38)

That Lakehead University apply to the Ministry of Colleges and Universities and to Indian and Northern Affairs Canada for special continuing funding for the proposed Native Students Access Program.

RECOMMENDATION 3: Native faculty (p. 42)

That Lakehead University take actions designed to increase the number of tenured Native faculty members.

RECOMMENDATION 4: Centre for Native Studies (p. 44)

That the University establish a Centre for Native Studies or a comparable institution for co-ordinating the University's activities in Native education and Native Studies.

RECOMMENDATION 5: Native Language Instructors' Program (p. 44)

That the School of Education take the steps necessary to make the Native Language Instructors' Program a part of its permanent academic program regardless of the level of

external funding and that Lakehead University fund the Native Language Instructors' Program on a continuing basis and make the Co-ordinator position a permanent full-time academic appointment.

RECOMMENDATION 6: Native Student Support Services (p. 49)

That the University, in assuming an increasing proportion of the costs of operating the Native Student Support Services office, ensure that the office can provide a sufficient level of support for its Native students.

RECOMMENDATION 7: Support staff for Study Group (p. 50)

That the University obtain funds for a limited term appointment and support of a Co-ordinator of Native Studies to assist the Committee in setting up a Centre for Native Studies and in other aspects of planning and implementing its programs in Native Studies.

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