

O-AGC 2012-13 Planning Session
June 25, 2012
Bartley Residence Conference Centre

Summary Report

Facilitator: Kari Chiappetta;

In attendance

- Mr. Bruce Beardy, Native Language Instructors' Program
- Ms. Kathy Beardy, Nishnawbe Aski Nation
- Mr. Art Beaver, Ogemawahj Tribal Council
- Ms. Nancy Bouchard, (Chair), Anishinabek Employment & Training Services
- Dr. Laura Buker, Aboriginal Faculty, Education
- Ms. Sandra Cornell, Native Nurses Entry Program
- Ms. Judi Nelson-Childs, Ontario Native Women's Association Ms. Judy Flett, Board of Governors
- Dr. Rodney Hanley, Provost and Vice-President (Academic)
- Dr. John Hodson, Chair, Aboriginal Education
- Ms. April Jones, Aboriginal Liaison/Advisor (Orillia Campus)
- Mr. Dennis McPherson, Chair, Indigenous Learning
- Ms. Karen Roche, University Secretary
- Ms. Beverly Sabourin, Vice-Provost (Aboriginal Initiatives)
- Ms. Annette Schroeter, Aboriginal Research Facilitator
- Dr. Peggy Smith, O-AGC Advisors Committee
- Dr. Michelle-Marie Spadoni, Aboriginal Faculty, Nursing
- Ms. Ethel Sault, Thunder Bay Indian Friendship Centre
- Dr. Brian Stevenson, President
- Ms. Suzanne Tardif, Native Access Program
- Ms. Lisa Wabange, Aboriginal Cultural & Support Services
- Ms. Yolanda Wanakamik, Aboriginal Outreach/Recruitment
- Dr. Sandra Wolf, Aboriginal Faculty, Education

Guests

Mr. Frank Cappadocia, (Orillia Campus)*

Elder Gerry Martin

Regrets

- Ms. Tina Armstrong, Northern Ontario School of Medicine
- Mr. Tom Beardy, Aboriginal Faculty, Education
- Mr. Paul Capon, (Vice-Chair), Matawa First Nations
- Dr. Bahram Dadgostar, Business Administration
- Dr. Andrew P. Dean, Science and
- Ms. Heather Moynihan, Engineering
- Dr. Christopher Mushquash, Aboriginal Faculty, Psychology
- Dr. John O'Meara, Education
- Mr. William Perrault, Member-at-Large
- Mr. Tim Pile, Métis Nation of Ontario
- Dr. Ulf Runesson, Natural Resources Management

- Environmental Studies
- Dr. Ruby Farrell, Aboriginal Faculty, Indigenous Learning
- Dr. Kim Fedderson, Orillia Campus
- Ms. Dobi-Dawn Frenette, Nishnawbe-Aski Nation
- Dr. Gillian Siddall, Social Sciences & Humanities
- Ms. Marian Ryks-Szelekovszky, Vice-Provost (Student Affairs)
- Dr. Henri Saliba, Engineering
- Dr. Roger Strasser, Northern Ontario School of Medicine
- Ms. Ingrid Green, Ontario Native Women’s Association
- Dr. Philip Hicks, Graduate Studies
- Dr. Judy Iseke, Canada Research Chair, Indigenous Education
- Ms. Tracey Larocque, Aboriginal Faculty, Kinesiology
- Mr. Timothy Michano, Lakehead University Native Students Association (LUNSA)
- Ms. Nancy Stevens, Lecturer, Social Work & Interdisciplinary Studies, Orillia Campus
- Senator Ruth Wagner, Orillia Region Representative
- Ms. Dolores Wawia, Aboriginal Faculty, Education
- Ms. Wanda White, Aboriginal Faculty, Education
- Dr. Lori Livingston, Health & Behavioural Sciences
- Mr. James Mishquart, Northern Superior Chiefs

***Videoconference**

Registration and Networking

Participants were welcomed with coffee, muffins and information packages on table. Participants were given the opportunity to socialize and share greetings with fellow members/partners.

Information package included:

- Agenda of retreat
- APSET Goals, Strategic Directions and Performance Measures
- Listing of external partners Vision and Mission Statements
- Lakehead University Draft Strategic Plan

Opening & Welcome:

O-AGC Chair, Nancy Bouchard welcomed all participants and invited all to introduce themselves and state what organization they belong to. Elder, Gerry Martin welcomed everyone and opened meeting with a prayer.

Facilitator, Kari Chiappetta provided a brief overview of day’s activities, including: purpose of meeting and review of agenda.

Purpose:

- *To create an opportunity for dialogue between all members of the O-AGC*
- *To begin to develop a focus for the O-AGC for 2012/2013*

Presentations

The early part of the morning focussed on presentations which provided a background and framework of the O-AGC, MTCU and APSET and how they all fit together as well as a presentation from Dr. John Hodson on his research findings regarding Aboriginal Faculty Recruitment and Retention.

Sharing of Vision and Mission Statements from External Partners

All external partners were given the opportunity to share their organizations vision and mission statements as well as answer any questions that arose from the group.

Developing a Focus for the O-AGC for 2012-2013

Participants were placed into groups and asked to brainstorm responses to the following question:

In an ideal world with no limits and/ or barriers, what kinds of programs/ services need to be put in place in order to meet the educational needs and / or support service needs of your communities

All responses were recorded on large sticky notes and placed on the wall under one of the following categories:

- Awareness
- Curriculum
- Students
- Research/Knowledge
- Staffing
- Technology
- Funding
- Support
- Other

Outcome of Brainstorming Activity

The below responses were captured during the brainstorming activity

Awareness

- More dialogue among Aboriginal staff and faculty about decolonizing workplace
- Student Ambassador program to promote Lakehead University
- More effort in recruitment/ raising awareness about Lakehead University especially NAP programming
- Target First Nation communities in Lakehead Universities back yard
- Raise awareness about legal duty to consult and accommodate

Research/ Knowledge

- Create an Aboriginal Journal published at Lakehead University
- Continue and expand the SSHRC Enhancement Grant Program completed by Office of Research. Increase seed money, Make additional grant writers training available to Aboriginal Soc.
- Open up Aboriginal Research Funding-Lakehead University Internal

- A comprehensive Strategy to develop our International Indigenous Research Institute- L.U, New Zealand and Mexico
- Support for archival/ record keeping for First Nations
- Develop better ways to include Aboriginal people in research e.g.: archaeological digs
- Better ways to share relevant research results with Aboriginal communities
- Promote Aboriginal (Indigenous) Research Hub (an Aboriginal Dialogue Centre)

Funding

- Address issues of First Nation Federal Education Funding Curriculum
- In elementary schools in First Nation communities keep the library open during school hours, evenings and weekends, build library resources, funding for Librarian in schools/ communities
- Equal funding starting and continuing throughout the life of a first nation student
- There needs to be more scholarships for undergraduate and Graduate Aboriginal student learners from Lakehead University
- Full funding for graduate students
- Financial assistance in the form of bursaries and scholarships
- Student funded access programs
- Open Indigenous Connections:
- Blogs, video conference, exchange visits
- Immersion schools, earth schools, 21st century Indigenous schools
- Aboriginal teachers and students from Canada, Mexico, New Zealand and USA
- Fully funded day care and elder care
- Free tuition money or sustainable funding
- President to lobby Federal government for Aboriginal post secondary funding for Aboriginal Students

Curriculum

- Masters PHD program in Indigenous Learning
- In Orillia: more resources focused on Aboriginal Language Education and Aboriginal Teaching Education
- Strategic priority for Aboriginal academic programming
- Improve/ increase cultural teachings in academic programs
- Culturally relevant education/curriculum
- Have LU president lobby for Aboriginal course mandatory in province for all Faculties of Education
- Aboriginal Place Based Education: interactive/ experiential learning centred

curriculum

- For required Aboriginal Courses (as per Academic Plan)- do an audit of existing courses, develop a process to fill the gaps and assess cultural reality
- International: create opportunities for Aboriginal students to experience international placements, internships etc. with other International Indigenous universities
- Cultural Competency Training
- Mining/ Forestry: expand natural resources programming to address Aboriginal issues/ concerns/ rights
- Native Language Resource Centre
- More Aboriginal language courses
- Degree in Native Languages and Language Institute
- BA in Algonquin Linguistics

Staffing

- More Aboriginal faculty
- More professors in Thunder Bay and Orillia
- Grow your Own: require and support continuing advanced education for Aboriginal staff so they may move into professorships. Where will the next wave of Aboriginal Professors come from?
- Support/ encouragement for continued learning among Aboriginal faculty e.g. research conferences
- Aboriginal professional network
- Professional development and resources
- Ensure Aboriginal staff occupy permanent not contractual positions
- New hires to Deans level must have Aboriginal experience
- Administrative support
- Review PTR process to include more of a focus on community service
- Review VP-AI role, including “exit” interview with retiring VPAI. Conduct search and fill VPAI position ASAP
- New Aboriginal faculty mentorship program
- Have an Aboriginal faculty and an Aboriginal staff award each year

Support

- Aboriginal Centre on Thunder Bay campus
- Bursary development for unique student circumstances
- Role models/ peer mentorship programs
- New education building
- Establish schools as a “community hub” that welcomes all community members-

open school library to all community members, feed the community from time to time

- Parental support, jurisdiction in community, appropriate curriculum: all key elements that must be looked at together
- Access to daycare that is culturally sensitive with flexible hours
- 24 hour emergency counselling service
- Accessible Wellness Centre to address: poverty, chronic illness etc.
- Aboriginal support services in Orillia: Counsellor and Manager
- University to provide accommodation for families of students taking courses: short and long term
- Academic support programming for rural service delivery
- Academic tutoring support (teaching assistants)
- Recognize Elders within University and remunerate Elders accordingly: thesis etc.

Students

- International Indigenous student and faculty exchanges
- Lakehead University recruiters participation with external organizations
- More advertising
- Native language immersion camps
- Access Aboriginal programs in the communities
- Quadrant assessment of students
- Recognition of education realities of Aboriginal kids in that 69 – 80 % of the kids drop out before grade 12- develop a strategy to change this
- Employment assistance for graduates

Technology

- High speed fibre optic internet access for all northern schools and classrooms
- Use technology to improve/ provide distance education
- Better technology for participation in O-AGC/ LU- poor system teleconferencing
- Develop interim modes of high school and post secondary courses that do not fall apart when band width fails: DUD and paper and ink Plus interactive distance might work well
- Literacy Building: I Pad School: iPads for students and training for Aboriginal teachers

Other

- Kendaasiwin Centre in Orillia
- More Orillia involvement in TB O-AGC

- Closer relationships with LU and communities in Orillia
- Southern O-AGC branch
- 1 Aboriginal faculty vote on O-AGC
- Improve schools for k – 12
- Increase the number of well-trained Native teachers who operate from a bi-epistemic perspective
- Increase opportunities for Native people to become well trained teachers
- School board training for band members- they rotate in and out but expertise in running a school is missing
- Aboriginal training hospital (through NOSM)
- Private sector participation
- Community partners at BOG and Senate
- Advocacy services

After the brainstorming activity Beverly Sabourin presented on the O-AGC Strategic Plan 2010- 2013. Included in her presentation was what action has been taken as well as what items are still outstanding from the plan. Outstanding items captured and added to the “wall of wonder: (brainstorming wall) and included:

- Initiate discussions with NOSM, NNEP and others to explore the idea of an Aboriginal training hospital
- Develop transition enhancement proposals in partnership with NOSM, Aboriginal community partners and school boards, and implement
- Re-establish the Native Access to Engineering Program
- Explore funding possibilities with private or public sector sponsors to provide students with laptops
- Identify existing and potential partners in industry and commerce to support student research, co-op placements and training apprenticeships; formalize agreements
- Enhance Aboriginal Student Research awards
- Develop and implement a student well-being tool and a pre-post evaluation tool for student educational sessions
- Assess and enhance Aboriginal specific academic programs with discussion and input from key community groups and potential employers
- Discuss with Elders and the OAGC the possible design of an Aboriginal convocation regalia, or hood and an Aboriginal graduation celebration for grads & families
- Coordinate an annual Aboriginal promotion and recruitment calendar of key dates (i.e., NNEC, Windigo teachers professional development, Orillia career fair) with

schedule of meetings and visits, who will go where

- Develop promotional materials with community Aboriginal community partners to target their communities and publicize through media on campus
- Design and deliver presentations for business and industry employers on the benefits of hiring Aboriginal graduates
- Invite the Business Administration faculty to research the impact of Aboriginal students on the Thunder Bay economy, and design a presentation for community and University awareness
- Develop and carry out advocacy strategies to promote equitable education funding to improve Aboriginal access and preparedness for postsecondary education
- Create a Cross-Cultural Awareness Team to brainstorm and develop University wide campaigns, slogans and symbols

Review of Lakehead University Draft Strategic Plan

Dr. Peggy Smith reviewed the draft strategic plan and reminded participants that the items chosen as priorities for the O-ACG to work on in the next year must either fit into the LU Strategic plan or the Academic plan. If the item does not fit into either, a recommendation can be put forth to the President to have the information incorporated into the final strategic plan

Developing the draft O-AGC Plan 2012-2013

Participants were invited to read over the “wall of wonder” which included all of the suggestions from the brainstorming exercise as well as the outstanding items from the 2010- 2013 O-AGC Strategic Plan. Participants were invited to place their dots on the 6 items they felt were highest priority for the O-AGC to focus on in the coming year. The results were as follows:

Curriculum

1. Mining/ Forestry: Expand natural resources programming to address Aboriginal issues/ concerns and rights
2. Ensure all education/curriculum is culturally relevant

Staffing

3. Increase number of Aboriginal faculty

Support

4. Open an Aboriginal Centre on Thunder Bay campus
5. Look at the following: parental support, jurisdiction in community, appropriate curriculum: all 3 elements are key and need to be looked at together

Students

6. Recognition of educational realities of Aboriginal kids in that 60 – 80 % of the kids drop out before grade 12- look at developing a strategy for change

Research/ Knowledge

7. A comprehensive strategy to develop an International Indigenous Research Institute: LU, New Zealand and Mexico
8. Review VP-AI role , including “exit” interview with retiring VP-AI- conduct a search and fill VP-AI position ASAP

Next Steps, Wrap-up and Closing:

An ad hoc committee was struck to meet during the summer months to review the priorities listed above and to focus specifically on #8: Vice-Provost Aboriginal Initiative’s position review. The committee includes:

- Dr. Sandra Wolf
- Dr. Peggy Smith
- Dr. Laura Buker
- Ms. Judy Flett
- Dr. John Hodson
- Ms. Yolanda Wanakamik
- Ms. Nancy Bouchard

Facilitator quickly reviewed and summarized day’s input and confirmation of direction received; informed participants that a report would be completed and distributed in near future.

Respectfully submitted by:
Kari Chiappetta, Consultant;
June 28, 2012