

UNIVERSITY
OF MANITOBA

Aboriginal Reference File

Updated October 5, 2007

Accessibility



Office of University Accessibility

The following document is designed to provide Public Affairs (PA) and other University units with information about Aboriginal services, initiatives and programs at the University. It is also designed to provide general information on Aboriginal peoples to be used when talking about the Aboriginal presence on Campus.

It should be kept in mind that not all the programs and services described here are involved solely with Aboriginal students. The exact nature of the relationship to Aboriginal students for any particular area can be found in the information provided for that area.

Section 1 contains a list of individuals in the various programs and services on campus who can act as a resource for an Aboriginal specific area.

Section 2 contains a list of programs and services with a brief description of each program or service.

Section 3 contains a series of descriptions of all Special Admissions Categories for Aboriginal Students.

Section 4 is a listing of the most recent Office of Institutional Analysis official statements regarding the numbers of self-declared Aboriginal students on campus and the statistics for the Access Programs.

Section 5 contains the list of Aboriginal Initiatives at The University of Manitoba, August 2005-July 2006.

Section 6 contains a glossary of appropriate terms.

Section 7 contains a list of *do's and don'ts*.

The information in this document is provided by the *Office of University Accessibility* and will be updated from time to time.

October 5, 2007

Dr. Fred J. Shore, Executive Director

Office of University Accessibility, 130 Education Building, 474-9240, 474-7922 Fax,

Accessibility@Umanitoba.ca

Section 1

This section contains a list of individuals who can act as a resource in planning coverage on an Aboriginal specific area.

Note: Whenever an individual has two roles to play, they are entered separately for each role.

Aboriginal Student Association Council members can be reached through the Aboriginal Student Centre, 474-8850, asc@umanitoba.ca

Aboriginal Commerce Students Association, 474-9508, can also be reached through 474-7472, shuttle@ms.umanitoba.ca

Armitte, Roger, Elder-in-Residence, Aboriginal Student Centre, Student Services, Student Affairs, 474-8850, armitter@cc.umanitoba.ca

Backlund, Leslie, Office Assistant, Office of University Accessibility, 474-9240, backlund@ms.umanitoba.ca or Accessibility@umanitoba.ca

Bartlett, Judy MD, Associate Professor, Centre for Aboriginal Health Research, Director, Manitoba Metis Federation Health & Wellness Department, 975-7751, bartlet0@ms.umanitoba.ca

Blanchard, Jim, Section Head Reference Services, Elizabeth Dafoe Library, Aboriginal Bibliographer, 474-6846, jim_blanchard@umanitoba.ca

Bonnycastle, Colin, Director, Thompson Northern Program, Faculty of Social Work, 1-204-6771452, bonnyca@cc.umanitoba.ca

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Carriere, Adrienne, Academic Advisor, Access Programs, Extended Education, 474-8027, acarrie@ms.umanitoba.ca

Clare, Kim, Director, Associate Professor, Inner City Social Work Program at the William Norrie Centre, 790-7208, clare@cc.umanitoba.ca

Cochrane, Jason, Office Assistant, Aboriginal Student Centre, Student Services, Student Affairs, 474-8850, asc@umanitoba.ca

Cook, Catherine, MD, Assistant Professor, Centre for Aboriginal Health Research, Community Health Sciences, 977-7743, cookc@cc.umanitoba.ca

Daniels, Chantal, Aboriginal Student Advisor, Engineering Access Program, cdaniel@cc.umanitoba.ca

Davidson, Howard, Interim Director, Aboriginal Focus Programs, Extended Education, 982-4895, [hdavid@ms.umanitoba.ca](mailto:h david@ms.umanitoba.ca)

Eigenbrod, Dr. Renate, Associate Professor, Native Studies Department, Faculty of Arts, 474-7026, eigenbro@ms.umanitoba.ca

Fernandes, Alan, Program Administrator, Aboriginal Focus Programs, Extended Education, 982-4229, afernan@ms.umanitoba.ca

Fitznor, Dr. Laara, Assistant Professor, Educational Administration, Foundations & Psychology, Faculty of Education, 474-7158, fitznorl@ms.umanitoba.ca

Forrest, Maureen, Manager, U of M Downtown Aboriginal Education Centre, 474-6614, forrestm@ms.umanitoba.ca

Geddes, Tanis, Administrative Assistant, Access Programs, Extended Education, 474-8803, geddest@ms.umanitoba.ca

Gosek, Gwen, Lecturer, Faculty of Social Work, 474-6210, gosekgm@cc.umanitoba.ca

Gray, Lois, Graduate Program Assistant, Native Studies Department, Faculty of Arts, 474-9899, lgray@cc.umanitoba.ca

Halonen, Deana, Distance Coordinator, Faculty of Social Work, 474-9239, halonen@cc.umanitoba.ca

Hamilton, Margot, (Re: Aboriginal Fundraising), Director, Development and Advancement Services, External Relations, 474-6009, margot_hamilton@umanitoba.ca

Hatcher, Sally, Program Director, Community Wellness Program, Aboriginal Focus Programs, Extended Education, 982-4226, hatchers@ms.umanitoba.ca

Herrmann, Randy, Director, Engineering Access Program (ENGAP), Faculty of Engineering, 474-8547, herrmann@cc.umanitoba.ca

Hooper, Diana, Program Administrator, Aboriginal Focus Programs, Extended Education Division, 982-4222, hooperdm@ms.umanitoba.ca

Koptie, Steve, Counsellor, Access Programs, Extended Education, 474-8046, issace@coned.Umanitoba.ca

Klassen, Diana, Undergraduate Coordinator, Engineering Access Program (ENGAP), Faculty of Engineering, 474-9369, klassend@cc.umanitoba.ca

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Lafreniere, Brenda, Counselor, Access Programs, Extended Education, 474-8044,
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Lambert, Monique, Program Administrator, Aboriginal Focus Programs, Extended
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LaRocque, Dr. Emma, Professor, Native Studies Department, Faculty of Arts, 474-9572,
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Lauze, Sally, Program Director, Norway House Dental Centre, Centre for Community
Oral Health, 975-7777, sally_lauze@umanitoba.ca

Link, Debbie, Program Assistant, Aboriginal Focus Programs, Extended Education, 982-
4233, linkda@ms.umanitoba.ca

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McCabe, Dr. Glen, Assistant Professor, Educational Administration, Foundations &
Psychology, Faculty of Education, 474-7111, glen_mccabe@umanitoba.ca

McDermott, Larry, Academic Advisor, Access Programs, Extended Education, 474-
8045, mcdmrtt@ms.umanitoba.ca

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Nickels, Dr. Bret, Instructor, Native Studies Department, Faculty of Arts, 474-9686,
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Nunoda, Dr. Peter, Director, Access Programs, Extended Education, 474-8099,
nunoda@ms.umanitoba.ca

Olson, Louise, English Instructor, Access Programs, Extended Education, 474-8040,
olsonli@cc.umanitoba.ca

Pierre, Christine, Aboriginal Student Recruitment Officer, Enrolment Services, Student
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Pomart, Peter, Aboriginal Student Recruitment Officer, Student Affairs, 474-7144,
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Queskekapow, Grant, Student Advisor, Norway House Nursing Program, Faculty of Nursing, 1-204-359-6296.

Richard, Audrey, Program Administrator, Aboriginal Focus Programs, Extended Education, 982-4231, richard@ms.umanitoba.ca

Rocke, Cathy, Program Director, Child and Family Services, Aboriginal Focus Programs, Extended Education, 982-4235, rockec@cc.umanitoba.ca

Selby, Jessica, Student Advisor, Aboriginal Business Education Program, IH Asper School of Business, 474-9508, selbyj@cc.umanitoba.ca

Shore, Dr. Fred J., Executive Director, Office of University Accessibility, 474-6084, fred_shore@umanitoba.ca

Shore, Dr. Fred J., Assistant Professor (On Leave), Native Studies Department, Faculty of Arts, 474-6084, fred_shore@umanitoba.ca

Shuttleworth, Roxanne, Program Coordinator, Aboriginal Business Education Program, IH Asper School of Business, 474-7472, shuttle@ms.umanitoba.ca

Simpson, Maya, Academic Advisor, Access Programs, Extended Education, 474-8046, simpson@coned.umanitoba.ca

Storm, Kali, Director, Aboriginal Student Centre, Student Services, Student Affairs, 474-6825, kali_storm@umanitoba.ca

Stone, Carl, Student Advisor, Aboriginal Student Centre, Student Services, Student Affairs, 474-8850, cstone@ms.umanitoba.ca

Trott, Dr. Christopher, Assistant Professor, Native Studies Department, Faculty of Arts, 474-8101, trottcg@cc.umanitoba.ca

Whalley, Wendy, Manager, Island Lake Renal Health Program, Community Health Sciences, 789-3455, whalleyw@cc.umanitoba.ca

Whitecloud, Wendy, Director, Academic Support Program (Aboriginal Law Student Support), Faculty of Law, 474-6448, wendy_whitecloud@umanitoba.ca

Wichart, Noreen, HCAP Counsellor, Access Programs, Extended Education, 789-3281, wichart@ms.umanitoba.ca

Wild, Adaire, Assistant to the Director, Aboriginal Focus Programs, Extended Education, 982-4224, awild@ms.umanitoba.ca

Wilde, Kimberley, Office Assistant, Native Studies Department, Faculty of Arts, 474-

9266, wildek@ms.umanitoba.ca

Wood, Jen, Aboriginal Student Recruitment Officer, Student Affairs, 474-9983,
jen_wood@umanitoba.ca

Wuttunee, Dr. Wanda, Department Head, Native Studies Department, Faculty of Arts,
474-6405, wwuttun@cc.umanitoba.ca

Wuttunee, Dr. Wanda, Director, Aboriginal Business Education Program, IH Asper
School of Business, 474-6405, wwuttun@cc.umanitoba.ca



Section 2

This section contains brief descriptions of Aboriginal programs and services.

Aboriginal Students' Association (ASA)

The intent of the Aboriginal Students' Association is to provide academic, social, personal and cultural support to all its members whether they are Aboriginal or Non-Aboriginal. They also provide assistance and resources for cultural events, Aboriginal programs, and for the promotion of Aboriginal awareness and diversity. The Association's membership includes Inuit, First Nations, Métis, and non-Aboriginal students. The association promotes and sponsors educational and traditional teachings. The ASA also represents its members in any political issue that affects them, as well as other functions that take place on campus and in the community.

474-8850

Aboriginal Student Centre (ASC)

The ASC provides student supports in a manner consistent with the culture and values of Aboriginal peoples for the purpose of increasing/enhancing the accessibility and retention of Aboriginal students. The Aboriginal Student Centre is dedicated to the creation of an educational environment that includes the affirmation of Aboriginal cultures, values, languages, history and way of life by increasing the knowledge foundation offered at the University of Manitoba.

Mental/Academic Assistance: Includes help with applications for admission, course selection and registration assistance, tutorial referrals, advocacy and assistance dealing with professors and the University system (e.g. Appeals, voluntary withdrawals and special consideration).

Spiritual/Cultural Support: Involves cultural supports, the Elder-in-Residence, Traditional Teachings, Sharing Circles, Annual Traditional Graduation Powwow, Elders Gathering and the Teaching Lodge Program.

Emotional/Personal Supports: Involves advocacy and support, someone to talk to in a family environment, on – and – off campus resource information and referrals, peer supports, bursary/scholarship information and an Aboriginal Student Lounge.

Eligibility, Selection Criteria: The Aboriginal Student Centre is open to all Aboriginal and non-Aboriginal students and staff.

Annual Traditional Graduation Powwow: On the 1st Saturday in May the ASC invites the University and Aboriginal communities to the Investors Group Athletic Centre to honour on the average about 150 Aboriginal graduates. This celebration is usually the first big Powwow on the annual Powwow summer circuit.

Aboriginal Day: June 21st is National Aboriginal Day and the Aboriginal programs on campus come together to plan a day of celebration with the university campus on the quad. For information on this event, contact Leslie Backlund in the Office of University Accessibility, 474-9240, backlund@ms.umanitoba.ca

Orientation Course: NATV 1000: This is an annual event shared between the Native Studies Department, the Office of University Accessibility and the ASC. The course is a standard 3 credit hour offering with restricted entry limited to Aboriginal students from isolated communities in their first year on campus. Leads are Fred Shore, Office of University Accessibility and Kali Storm ASC.

Elders and Traditional Teachers Gathering: The ASC and the Department of Native Studies host this annual event where respected Elders, healers and traditional teachers/helpers are invited to the University of Manitoba to share their wisdom and knowledge with the community. The event is held in February/March of each year and is open to the public.

474-8850

Aboriginal Focus Programs (AFP)

The mission of the Aboriginal Focus Programs is to create paths of choice in post-secondary education based on indigenous world views in partnership with indigenous peoples and communities.

Service Statement: The Aboriginal Focus Programs area of the Extended Education Division provides programs that respond to the post-secondary and professional development needs and concerns of Aboriginal people. Aboriginal Focus Programs respects the history, cultures and development goals of the Aboriginal learners and communities they serve. AFP programs are developed as cooperative or partnership initiatives that involve Aboriginal and University of Manitoba partners, instructors and learners in the planning process to ensure that the programs provide the highest quality of post-secondary and professional learning opportunities.

Eligibility, Selection Criteria: Certificate programs – applications are accepted on a continuous basis for open enrolment programs. Applications for community purchased program delivery are restricted. Students applying for admission to

Diploma or Transition Year degree courses must meet the entrance requirements of The University of Manitoba or be admitted under the mature student category. Students in AFP programs are admitted through General Studies of the Extended Education Division.

982-4224

Aboriginal Student Recruitment Office (ASRO)

The Office is designed to increase awareness of and interest in the University of Manitoba, particularly for those programs specifically designed for Aboriginal students, in the minds of prospective Aboriginal students, community educators, and members of the University of Manitoba community.

Recruitment Tasks: Establish meaningful contact with prospective Aboriginal students; Oral presentations to groups of students; Knowledge and ability to work with Aboriginal communities; Act as University spokesperson at Career Days, Career Symposia, and other public events; Schedule and organize visits to as many schools as possible; Promote visits to schools/communities prior to events; Ongoing tracking and evaluations; Complete follow-ups with schools and communities after the visit; Create databases of contact information; Encourage and facilitate on-campus tours for groups/individuals, including coordination of participation from Aboriginal programs, faculty, and student representatives; Provide in-person, telephone, and written advising services to prospective students and their families, teachers, etc.; Assist Assistant Director, Enrolment Services, the Aboriginal Programming & Accessibility Partnership (APAP), and the Recruitment Connection Committee (RCC) in researching, planning, implementing, and evaluating marketing strategies; Coordinate advertising strategies with Public Affairs; and Organize creation of display unit.

Aboriginal U Crew: A volunteer group of Student Ambassadors who help the ASRO on campus in all recruitment activities.

474-9983

Access Programs

The Access Programs recruit Manitobans with high levels of academic, financial and personal need with emphasis on Aboriginal people, northern and rural residents, single parents and new Canadians. Academic and personal supports are available in each program. In cooperation with the Province of Manitoba, the University of Manitoba Access Program facilitates university studies at the degree level for persons who traditionally have not had the opportunity for such experience because of social, economic and cultural reasons, lack of formal

education or residence in remote areas. Preference is given to Aboriginal Manitobans (Status and/or Non-Status Indians, Métis or Inuit). Access supports students to a first degree in any area of study at the University of Manitoba. Approximate annual intake 70, total students 200, Aboriginal 85%.

Mission Statement: The purpose of the University of Manitoba Access Programs is to provide a respectful, safe and inclusive environment in which students from under-represented groups in Manitoba can overcome barriers and enhance their success in University education. The University of Manitoba Access Program (UMAP) supports first degree students from all under-represented groups in Manitoba. The Health Careers Access Program (HCAP) and the Professional Health Program (PHP) support Aboriginal students only. The academic, cultural and social knowledge that they acquire will improve the well being of the individual, the community and global society.

Vision Statement: The University of Manitoba Access Programs will be a model among Canadian university programs for accessibility and will be respected and emulated nationally and internationally. They will be dynamic in nature, innovative, and adaptive in serving under-represented populations. They will have high retention and graduation rates and high levels of student satisfaction. The graduates will have the requisite skills to effect substantive change in equalizing the historical imbalance in university educational opportunities and successes for under-represented groups in Manitoba. These graduates will provide important services and make significant contributions to their communities.

UMAP – University of Manitoba Access Program: This Program is for any student working towards a first degree at the University of Manitoba. Students must qualify for regular University entrance or be a mature student. Any resident of Manitoba may apply. Preference is given to Aboriginal people, Northern residents and/or low income earners who reside in Manitoba.

HCAP - This program is exclusive to Aboriginal (Métis, Status, Non-Status, Inuit) residents of Manitoba with a strong interest in becoming a health professional. The program is designed to prepare students for entry to the health-related professions such as Medicine, Dentistry, Dental Hygiene, Pharmacy, Medical Rehabilitation (Occupational, Physical or Respiratory Therapy) and Nursing. As a student in this program, you are provided with specialized academic and personal supports.

PHP – Professional Health Program: Exclusive to Aboriginal people. It provides support to students who have been accepted into one of the Professional Health programs at the University of Manitoba: Medicine, Dentistry, Physical/Occupational Therapy and Pharmacy. This program is housed at the Bannatyne Campus.

Education Access Program (EAP): Same as UMAP but specific to the faculty

of Education B.Ed. degree program.

474-8000

Accessibility, University Office of

The Office of University Accessibility was created in 2002 in response to a need for information, coordination, planning and help in the creation and maintenance of recruitment, retention and welcoming environment programs and services as expressed by Aboriginal Units, Disability Services and the Access Programs. Fulfilling these needs to the best of their ability in a respectful, efficient and timely manner is what guides them in their activities.

Mission Statement: The Office of University Accessibility is committed to the administration, coordination and development of initiatives and programs which enhance Accessibility to and participation in the University by all segments of society. They are further committed to providing direction, co-ordination and assistance not only to University units and offices but to external organizations and groups where it concerns the development and management of programs and services which enhance Accessibility to and completion of a University education.

Aboriginal Day: June 21st is National Aboriginal Day and the Aboriginal programs on campus come together to plan a day of celebration with the university campus on the quad. For information on this event, contact the Coordinator, Leslie Backlund, in the Office of University Accessibility, 474-9240, backlund@ms.umanitoba.ca

Orientation Course: NATV 1000: This is an annual event shared between the Native Studies Department, the Office of University Accessibility and the ASC. The course is a standard 3 credit hour offering with restricted entry limited to Aboriginal students from isolated communities in their first year on campus. Leads are Fred Shore, Office of University Accessibility and Kali Storm ASC.

ABNET E-Mail List: This is a list of some 500+ Aboriginal alumni, former staff, current students and staff, and Aboriginal people in the community. Usually, e-mails contain conference offerings, book announcements, meeting announcements, job offerings etc. Contact Leslie Backlund at backlund@ms.umanitoba.ca for more information.

National Aboriginal Student Services Association (NASSA): Founded with the help of University of Manitoba Aboriginal staff, the Executive Director of this Office is the Communications Officer of this organization. The NASSA e-mail list, functions the same as the ABNET list but on a national level.

474-6084

Architecture, Faculty of

The Faculty of Architecture has developed a focused agenda with regard to Aboriginal communities. It has established enhanced working relationships with Aboriginal communities, created an Aboriginal Advisory Council to advise the Dean, promoted its programs to Aboriginal communities and high school students, begun consideration of a new program: *Aboriginal Planning and Design Degree*, and mentored Aboriginal students in the Faculty.

Programs: The Faculty of Architecture has initiated a number of new programs that have an Aboriginal focus, including development of working relationships with Aboriginal communities, a Cross-Cultural Design Studio, Aboriginal Planning and Design Program, and promotion of the design professions and Faculty disciplines to Aboriginal communities.

Cross-Cultural Design Studio: As identified above, graduate students, some of whom may be Aboriginal, complete a five week intensive planning and design studio in May/June every other year. The students spend one week in an Aboriginal community working with the First Nations government, students, Elders and other community members as identified by the First Nation. The student project is identified by the Aboriginal community. Students return to the community to present their work, usually followed by a celebration feast.

Aboriginal Planning and Design Program: Working with the Department of Native Studies, the Faculty has developed and approved a proposed new undergraduate degree entitled: *The Aboriginal Design and Planning Degree*. The proposed program is intended to be a professional degree, accredited by the Canadian Institute of Planners. The proposal is now before University Senate Committees for review and comment.

474-6434

Art, School Of

The School of Art offers three courses, *Inuit Art*, *Aboriginal Art*, and Special Topics in Aboriginal Art. As well, components of *Canadian Art History to WWII*, *Introduction to Art* and *Canadian Art History from WWII to contemporary*, all contain components of Aboriginal art history.

474-8294

Aboriginal Student Recruitment Task Force: This group was established in January 2002 with the mandate of exploring short and long-term strategies for increasing the number of Aboriginal students in the Faculty of Education. The committee also works to identify barriers and possible strategies to deal with them. Membership includes representatives from the Faculty teaching and non-teaching staff, the Directors of the Office of Accessibility, the Access Program, the Aboriginal Student Center and the Aboriginal Recruitment Officer, staff of the Aboriginal Education Directorate, Manitoba Education, Citizenship and Youth, and education leaders in the field.

Dean's Advisory Committee: Established in 2003, the committee's mandate includes advising the Dean on matters relating to improvement of teacher education in Manitoba and specifically at the Faculty of Education, University of Manitoba. Membership includes representation from the Assembly of Manitoba Chiefs, the Manitoba Metis Federation and educational organizations.

ACCESS Destination Education Workshop Series: The Faculty of Education and the University of Manitoba Access Programs have developed a partnership to conduct a series of workshops designed to inform and better prepare students for the Bachelor of Education Program.

Programs: Special Consideration Category; Bachelor of Education Access Program (EAP); Faculty of Education Lecture Series & Faculty Forums.

RISE (Resource-Inclusive Special Education): The Faculty of Education in partnership with the Manitoba First Nations Education Resource Center (MFNERC) established the RISE (Resource-Inclusive Special Education) initiative. RISE is a 30 credit hour program in Inclusive Special Education leading to a Post Baccalaureate Diploma in Education (PBDE) and provincial certification in special education. Forty-seven First Nations teachers from across Northern Manitoba completed the program over three years in May 2006.

Off Campus Course Delivery – Professional Development Courses: In January 2003, the Faculty began offering courses in Norway House and through Campus Manitoba. The courses are intended to begin meeting the professional needs of current teachers in Northern and rural Manitoba. Course work may be used towards a PBDE, or in some circumstances, towards an M. Ed. Presently there is considerable interest in a PBDE cohort with a focus in Educational Administration. Plans have begun to put this initiative in place during 2007-2008.

PBDE with Concentration in Aboriginal Education: The Faculty offers 15 credit hours of course work in Aboriginal Education at the 5000 level. The development of additional courses is ongoing in this area.

Manitoba First Nations Master's Cohort in Educational Administration

In collaboration with the Manitoba First Nations Education Resource Centre (MFNERC) the Faculty of Education is delivering its M.Ed. program in Educational Administration to a cohort of 18 First Nations educators. The program began in the summer of 2006 and will be completed in 2009.

Summer Institute in Aboriginal Education: Aboriginal Education: Developing School-Based Models and Processes. This Institute, which has been offered each July for more than 10 years, is designed for educators and people in related fields who wish to explore learning and teaching as a learning process of life and living from an Aboriginal perspective. Teaching approaches, educational / curriculum development opportunities, cultural teachings, and Aboriginal beliefs will be included as part of the experience. The Institute is an intensive all day program, which will provide an immersion in learning through personal experience, and guidance from local Aboriginal traditional teachers, educators and specialists on Aboriginal issues in education.

474-9004

Engineering Access Program (ENGAP)

ENGAP is designed to provide Aboriginal people with access to university studies in Engineering. ENGAP offers an opportunity for Aboriginal students who may not meet the normal engineering entrance requirements by providing academic upgrading, personal and financial support. The normal entrance requirements for the Faculty of Engineering are Math Pre-Calculus 40S, Physics 40S, and Chemistry 40S with a minimum of 60% in any course and an average of 85% for all three courses. Students who meet the regular engineering requirements will be able to accelerate their program based on demonstrated ability. Successful completion of the program earns a Bachelor of Science in Engineering Degree.

Academic Support: An extensive pre-university orientation during the last two weeks in August; Undergraduate Coordinator provides guidance for course selection and registration; Tutors available in all subject areas; and Upgrading courses in Mathematics (Pre-Calculus), Physics, Chemistry and Visual Basic Computer Programming.

Personal Support: Individual and family counseling; housing and childcare assistance; university/urban adjustment assistance; communication and personal development workshops; career counseling, resume and cover letters.

Financial Support: Canada Student Loans (some students may receive a non-repayable Access Bursary); various scholarship and bursaries available through the Financial Aid & Awards office; various scholarship and bursaries available

through outside agencies such as Foundation for the Advancement of Aboriginal Youth and National Aboriginal Achievement Foundation; and The ENGAP Scholarship/Bursary.

Statistics: Average intake of 15 - 20 students annually; Graduated 58 (September 2006) students since 1985 making the program the most successful of its kind in North America; there are usually 45-50 students in the program.

474-8547

Graduate Studies, Faculty of

Ph.D. Studies for Aboriginal Scholars: The Faculty of Graduate Studies is committed to facilitating the ongoing admission of a cohort of Aboriginal students to full-time doctoral studies. An intake of 10 students has been confirmed for this year (2007) with an additional 5 doctoral students to be admitted in each of the following two years. The cohort model of delivery will allow Aboriginal Ph.D. students to focus on common critical issues that deserve in-depth research and investigation. Though not a homogeneous group, the students will have enough common experiences and goals to meld into a viable learning community. It will also be possible to offer students common courses (if needed) such as indigenous research methodologies and critical paper writing. The cohort method will allow the students to support each other and support the Aboriginal sense of community.

474-7070

Human Ecology, Faculty of

Family Social Sciences: The Faculty hired a new professor in *Health and Well-being of Aboriginal Families* in the Department of Family Social Sciences starting July 2007.

Proposed Aboriginal Wellness Degree: The Faculty is preparing a degree program in Aboriginal Wellness. Contact The Aboriginal Liaison Officer.

Aboriginal Liaison Officer: This position is designed to increase two-way communication about the Faculty's programs between Aboriginal communities and staff in the Faculty.

474-9704

I H ASPER SCHOOL OF BUSINESS

Aboriginal Business Education Program (ABEP) - Mission Statement: To provide academic support, personal support, financial support and summer internship(s) to Aboriginal management and pre-management students while they pursue their Bachelor of Commerce (Honours) degree.

Services: *Academic Support* - Tutors on staff, administered and supervised by Program Coordinator; *Personal Support* - Students meet with the Student Advisor on weekly and bi-weekly basis; *Mentoring Program* - Senior students mentor new students, coordinated and administered by the Director and Student Advisor and Elder on Campus Roger Armitte; *Financial Support* - Citizenship Awards, Entrance Awards, International Study Awards, Scholarship and Bursaries are available to all students - administered by the Program Coordinator. Awards decisions are made by a scholarship committee; *Summer Internships* - Coordinated by the Program Coordinator and Student Advisor, administered by corporate sponsors; *Resume Skills* – Students utilize Career Services Centre, I. H. Asper School of Business; *Interviewing Skills* - Students utilize Career Services Centre, I. H. Asper School of Business;

Eligibility, Selection Criteria: All Aboriginal students who have been admitted to the University of Manitoba and intend to enrol in the I. H. Asper School of Business or are currently enrolled in the Asper School may apply. Students will be selected on the basis of academic performance and potential to successfully complete the undergraduate program in the I. H. Asper School of Business with ABEP Supports. Criteria Include: - High school marks (or equivalency tests); - Previous university grades; - Letters of recommendation; and - Previous experience in paid or volunteer work. Once admitted to ABEP, students must maintain an acceptable level of performance (GPA of 2.0 or better) to remain in the Program.

Aboriginal Business Studies Major: Within the Aboriginal Business Studies Major, Business students will develop an understanding of the multi-cultural context of conducting business successfully in Canada and in Manitoba. The focus is on developing management skills that inform students about economic development in partnership with Aboriginal peoples. Courses feature Aboriginal peoples, culture, organizations, and economy, and will be drawn from the offerings in Native Studies, the Faculty of Arts, and the Asper School of Business.

474-7472

Law, Faculty of

Academic Support Program: The Academic Support Program facilitates the

admission of Aboriginal students and supports those students while studying in the Faculty of Law. The program also supports other students who enter the Law School through the Individual Consideration Admissions Category.

Service Statement: The Program provides special academic support, personal support and some financial support to Aboriginal students in the Faculty of Law, primarily in the first and second year.

Goals and Objectives: To assist Aboriginal students seeking information on admission to Law School; to provide all levels of assistance to Aboriginal students and to refer students to other services when the program is unable to provide the assistance required; to recruit Aboriginal students through various strategies.

474-6448

Libraries: Elizabeth Dafoe Library

Elizabeth Dafoe Library: Offers tours and orientations for Aboriginal focus group students from various faculties and visiting students from Northern Communities. The objective of these tours is to show the students how the library is organized and how they can use it.

Aboriginal Bibliographer: Jim Blanchard is the Aboriginal bibliographer. He can be reached at 474-6846, blanchd@ms.umanitoba.ca

474-6846

Libraries; Neil John MacLean Health Sciences Library

The Aboriginal Health Collection offers books, videos, reports, and journals on Aboriginal health. The collection is located at the Neil John MacLean Health Sciences Library on the Bannatyne Campus. Students are invited to visit the library and browse the collection. Books and videos can be sent to any convenient University of Manitoba Library for pickup. Most materials are also available to Continuing and Distance Education students.

Aboriginal Health Librarian: This librarian is available to provide assistance to those researching topics in Aboriginal health. Instructors can contact the Aboriginal Health Librarian to arrange for group instruction in locating quality Aboriginal health information.

789-3878

Medicine, Faculty of: Centre for Aboriginal Health Education

A unique partnership, led by the Faculty of Medicine, and the faculties of Dentistry, Nursing, Pharmacy, Science and the Schools of Medical Rehabilitation and Dental Hygiene and the Winnipeg Regional Health Authority, has resulted in a centre dedicated to the support of Aboriginal students enrolled in health education degree programs.

The Centre's primary role is the following:

- To support Aboriginal students enrolled in health education degree programs through culturally relevant academic and social support, and ongoing professional development and enhanced networking opportunities for future career opportunities.
- To provide practitioners with education on ways to become a better practitioner to the Aboriginal community and other non-traditional communities.

975-7743

Medicine, Faculty of: Department of Community Health Sciences

J. A. Hildes Northern Medical Unit: The J. A. Hildes Northern Medical Unit (NMU) was established in the 1970's on a foundation of clinical service, education and research. Programs exist in a significant number of First Nations Communities of Manitoba and Inuit Hamlets of Nunavut. Clinical services include family practice, medical specialties, expanded practice nursing, renal health, medical social work, orthotics, clinical pharmacy, human communication, and rehabilitation therapy. Clinical and research opportunities exist for undergraduate and postgraduate health professionals as individuals or as a team. The NMU collaborates in program planning, policy development, and public education with other University Faculties, funders, Aboriginal health organisations, communities, and regional health authorities.

789-3711

Medicine, Faculty of: Department of Community Health Sciences

Centre for Aboriginal Health Research (CAHR): The Manitoba First Nations Centre for Aboriginal Health Research is a joint initiative of the Assembly of Manitoba Chiefs, the Faculty of Medicine at the University of Manitoba, and the Foundations for Health. The CAHR was established through a generous contribution from the Assembly of Manitoba Chiefs to the fundraising campaign

of the Foundations for Health for the construction of the Buhler Centre for Health Research. Development of the CAHR was also facilitated by a research infrastructure grant awarded to the University of Manitoba by the Canadian Foundation for Innovation and the Manitoba Innovation Fund. Operating funds have been awarded by the Canadian Institutes for Health Research and the Social Science and Humanities Research Council.

Mission Statement: The CAHR will initiate, coordinate and support research activities designed to assist First Nations and Aboriginal communities and organizations in their efforts to promote healing, wellness and improved health services in their communities. The research program will integrate scientific and traditional Aboriginal approaches to producing new knowledge about health and health care in First Nations and Aboriginal communities.

789-3250

Medical Rehabilitation, School of

Occupational Therapy: This is a professional program that requires a complement of full time faculty (currently 10 classified as full-time) as well as sessional clinician teachers. The number of sessionals varies from year to year, but is rarely less than 20. The admission quota is 50 students; 15% of available seats are priority positions for Aboriginal students who meet all entrance requirements.

Physical Therapy: This professional program requires a complement of full time faculty (currently 10 classified as full-time) as well as sessional clinician teachers. The number of sessionals varies from year to year, but is rarely less than 20. The admission quota is 50 students. Special consideration is given to self-declared Aboriginal students and students who apply from the Access and HCAP programs who meet all of the entrance requirements; up to 15% of available seats are for special consideration applicants.

Respiratory Therapy: This professional program requires a complement of full time faculty (currently 1 classified as full-time) as well as sessional clinician teachers. The number of sessionals varies from year to year, but is rarely less than 15. The admission quota is 16 students. Special consideration is given to students who apply from the Access and HCAP programs; up to 10% of available seats are for special consideration applicants.

Nunavut: J.A. Hildes Northern Medical Unit in conjunction with the School of Medical Rehabilitation supports a rehabilitation therapy program for the Kivalliq Region of Nunavut. Two physiotherapists, one occupational therapist and one speech language pathologist are based in Rankin Inlet and also serve other

communities in the region. The Program is also developing a rehabilitation aide program for Nunavut in conjunction with Arctic College in Iqaluit.

789-3418

Native Music Project

Native Music Project: See Professor Richard Burleson.

474-6017

Native Studies, Department of

Mission Statement: As an international leader in the field, the Department of Native studies at the University of Manitoba produces and disseminates outstanding scholarship which reflects upon the historical and contemporary position of Aboriginal peoples. Our unique position between Aboriginal and Western world views and our sensitivity to Aboriginal perspectives reflect the nature of our extraordinary mandate. We welcome all students and offer them an opportunity to learn about Aboriginal peoples through the critical thinking, research, writing, and interpretive skills they will need to fulfill their individual goals. We promote interdisciplinary research and creative pedagogies which challenge existing paradigms and raise generally accepted research and teaching standards.

Service Statement: The Department of Native Studies is a regular academic unit in the Faculty of Arts. The Department currently offers interdisciplinary programs dealing with Aboriginal Peoples in Canada. The range of courses includes the study of history and traditional cultures; art; contemporary social and economic issues; literature; Aboriginal organizations; health, medical, legal and political issues.

Programs: Major/Minor Three Year Degree; Four Year Advanced Major Degree; Native Studies Aboriginal Governance Stream; Minor in Native Languages; Native Studies Graduate Program (MA); Pangnirtung Bush School (Summer travel/study course); Indigenous Arts and Humanities Stream.

PhD Program: Pending final approval, in 08R

474-9266

Nursing, Faculty of: Norway House Site – Northern BN Degree Program

As part of the Northern sites initiative, the Four-Year Baccalaureate Nursing Program began in Norway House in 1996. The Faculty operates a permanent site for baccalaureate education in Norway House. This is a community-based program offered in partnership with Norway House Cree Nation and in collaboration with MANITOBA KEEWATINOWI OKIMAKANAK . The Faculty employs a receptionist and student advisor/counsellor. The program has been in place since September 1996 with student admissions every other year. Commencing in 2003, only the first year Nursing and general studies courses have been offered in Norway House. Courses are offered on-site or through Learn-Linc (University College of the North) and/or WebCt. Upon completion of entrance requirements, eligible students may apply for admission to one of the Faculty of Nursing sites. All of the students are Aboriginal and twenty-one students were admitted in the Fall of 2002. In 2004 students were admitted into the Extended Education Division under the category of 'special students'. These students are currently taking courses in Norway House that can be transferred into the first year of university.

HEAP: In 2000, University College of the North (UCN) (formerly Keewatin Community College), in partnership with the Education Division of the Norway House Cree Nation, established a Health Education Access Program (HEAP). HEAP provides students with the necessary knowledge and skills for university/college study in health careers, including nursing.

474-9201

Nursing, Faculty of: Primary Care Skills (PCS) and Community Health Courses for Registered Nurses

The Faculty of Nursing offers PCS to band-employed registered nurses and to nurses who work for the First Nations and Inuit Health Branch (FNIHB). The PCS courses are not currently being offered, but they were taught at the Fort Garry site in Partnership with the Northern Medical Unit (NMU) and in collaboration with MANITOBA KEEWATINOWI OKIMAKANAK . PCS were offered twice a year (fall and spring) with a maximum intake of sixteen students per session. Registered nurses who complete PCS meet the scope of practice requirements for FNIHB and/or their respective bands. In addition, students receive credits toward their BN degree under the auspices of the Baccalaureate Program for Registered Nurses (BPRN). The community health courses are offered through Extended Education. Many of these students are Aboriginal.

474-9201

Nursing, Faculty of: Joint Bachelor of Nursing (JBN) Program: University College of the North (UCN)

The Faculty of Nursing in partnership with UCN offers a JBN Program in both The Pas and Thompson. A Preparation Year is offered by UCN to those students who may not meet the Faculty's admission requirements. Students remain in The Pas and Thompson for the duration of their program. UCN uses Learn-Linc technology to teach students at these two sites. The Faculty of Nursing uses interactive video technology and WebCT based at the Fort Garry campus. UCN admitted 51 students during the fall of 2006. Approximately 45% of the JBN-UCN students are Aboriginal.

474-9201

Nursing, Faculty of: Joint Bachelor of Nursing (JBN) Program: Red River College (RRC)

The Faculty of Nursing in partnership with RRC offers a JBN in Winnipeg. Students complete their first three years at the RRC-site and then transfer to the University of Manitoba, Fort Garry campus for their final year. RRC offers Access programs at their site and approximately 25% of their Access students are Aboriginal. Note: these Aboriginal students eventually make their way to the Fort Garry campus (4th year of nursing) and graduate with a BN degree from the University of Manitoba.

474-9201

Nursing, Faculty of

Health Careers Access Program, Nursing (HCAP): The Faculty of Nursing and Access Programs established the Nursing Access Program at the University of Manitoba in 2001 to support and encourage Aboriginal people with an interest in nursing. There are ten seats accorded each year for students enrolled in the NAP and approximately 51 students are currently registered with the NAP. These students are in various stages of completing the BN degree. The Special Consideration Category will consider applicants from Aboriginal populations of Canada, and from the University of Manitoba Nursing Access Program (NAP). Applicants must meet the minimum entrance requirements under Option 1 of the Fort Garry site admission requirements, but do not have to meet the competitive Grade Point Average. Commencing with 02R, 11 Aboriginal students have been admitted under the Special Consideration Category.

474-8088

Physical Education/Recreation Studies. Faculty of

Aboriginal Scholar: Dr. Janice Forsyth, Assistant Professor. Dr. Forsyth's position is a partnership between the University of Manitoba, Manitoba Culture Heritage and Tourism, Manitoba Aboriginal and Northern Affairs, and Sport Manitoba. Her work focuses on Contemporary Aboriginal sport practices in Canada, specifically the North American Indigenous Games and the Tom Longboat Awards; the intersection of race, class, and gender in Aboriginal sport; Aboriginal participation in the Olympic Games; sports and games at Canadian residential schools. Her research is currently funded by SSHRC. Dr. Halas and Dr. Heine also conduct research with a focus on Aboriginal and culturally relevant sport, recreation and physical education.

Courses Offered: • PHED 1200 Physical Activity Health and Wellness (3 CH) Enhanced with Aboriginal content, Aboriginal Education Centre; PHED 3010 Aboriginal Games and Activities (1 CH); PHED 4350 Directed Study: Aboriginal Cultural Games (3 CH).

Program Development: The Faculty has accepted in principle, participation in the Aboriginal Community Wellness Diploma.”

Community Recreation Active Living Diploma: A Community Recreation Active Living Diploma (CRALD) is being developed in partnership with Aboriginal Focus Programs.

474-9747

Social Work, Faculty of

Under the Faculty of Social Work policy for *Affirmative Action/Educational Equity Category*, one-third of all available positions (25) will be allocated to those eligible for inclusion in one or more of the six educational Equity Priority Groups on the basis of a specific portion of the 25 total positions available in this category. The six categories are: Aboriginal peoples, persons with disabilities, immigrants and refugees to Canada, and persons who are, because of their race or colour, a visible minority in Canada. Giving effect to the principle of educational equity means more than treating persons in the same way; it also requires special measures and the accommodations of differences.

BSW Degree by Distance Education: This Program delivers the full Bachelor of Social Work (BSW) degree by distance education at various sites in rural and northern Manitoba. Currently four delivery sites exist; Dauphin, Sagkeeng First Nation (Ft. Alexander), Norway House, and for the Awasis Child and Family Service Agency at Ilford. Negotiations for delivery at Garden Hill are currently underway. The Faculty of Social Work has admissions categories for both the

BSW degree and the MSW degree which provides special consideration to Aboriginal applicants. Currently, approximately 1/3rd of BSW admissions to the Fort Garry campus are Aboriginal students.

474-9239

Social Work, Faculty of

Inner City Social Work Program at the William Norrie Centre: Located off campus in the inner city of Winnipeg, the Inner-City Social Work Program, a University of Manitoba Access program, supports students to acquire a BSW degree. It is an inner-city extension of the Faculty of Social Work. The program is funded by COPSE. Students are admitted into the program based on 'need' criteria and are accepted directly into a four-year BSW program. Applicants do not require prior university study. All students complete a total of 123 credit hours of university study. Approximate annual intake for full-time students is 20-22. A Part-time BSW degree option is available. Classes for the Part-Time Program are currently Wednesday evenings and Saturday mornings. Total full-time students – 110, part-time – 80, Aboriginal students – 70%.

Mission Statement: The Inner City Social Work Program (ICSWP) offers a Bachelor of Social Work degree from the University of Manitoba to City of Winnipeg residents who have been traditionally under-represented in post secondary educational institutions. It is expected that the composition of the student body will generally reflect the demographics of Winnipeg's Inner City. This is interpreted to mean that approximately 50% of the students will be of Aboriginal ancestry, 20 - 25% will be recent immigrants or refugees, while the others will be socially, educationally and economically disadvantaged. All students may be categorized as 'non-traditional' students, in that they all face formidable barriers to post-secondary education, including income limited to poverty levels, and meet the University of Manitoba's 'Mature Student' criteria. While following the curriculum of the Faculty of Social Work, the ICSWP highlights 'inner city issues' within the context of both the courses and the learning community. These issues include a focus on structural forms of inequality and oppression such as racism, poverty, sexism, hetero-sexism, and trauma related to war, torture or abuse; all expressions of social, personal, economic and political power imbalances. While drawing on the diversity and strengths typical of Winnipeg's inner city communities, the ICSWP acts to support the goals of the University in achieving the development of knowledge essential for social work practice as well as enhancing social and economic development in traditionally impoverished areas.

Services: Personal counselling is available for all students; *Academic Advising* - Each academic staff relates to at least one year group or one part-time cohort group as the academic advisor (15 – 30 students each). Advisors meet

individually with students, and as a group. Advisors work with students on academic concerns, registration, assignments etc; *Tutoring* - Minimal tutoring is available due to budget restraints and is allocated primarily to students with assessed learning disabilities. Otherwise – peer support groups are encouraged and some tutorial labs are arranged. The library remains open until 11:00 p.m. daily and is staffed Wednesday evenings and Saturday mornings. All students are invited to use the resources and computers then; *ESL support* - Writing labs and study groups are offered for ESL students; *Non-credit Prep Courses* - Equivalent of 15 credit hours of non-credit hours are provided: 9 credit hours in 'professional writing skills', 3 credit hours of Introduction to Social Sciences, and 3 credit hours of 'Professional Development' – resume writing and interview skills etc, just before graduation; *Food Bank* - bi-weekly, student organized; *Children and Family Events* - Several times/year

790-7208

Social Work, Faculty of


Northern Bachelor of Social Work Program (NBSWP) (Thompson): Located off campus in Thompson since 1984; supports northern students to a BSW degree. Approximate annual intake is 25. Total number of students is 75. Aboriginal students are 85%. In addition, the Program administers the full BSW degree at cohort sites in northern Manitoba. Students are admitted directly into a four-year Bachelor of Social Work degree program and do not require prior university study. The NBWSP also admits a limited number of external students, those who meet both the regular admission requirements of the faculty and the northern requirement. External students enter directly into the program's second year. Students may take classes on a full-time or part-time basis.

Mission Statement: To offer educational opportunities to those people who have the aptitude and commitment to undertake a university degree program but who would be unable to enter and succeed at the Fort Garry campus because of a lack or prerequisite academic preparation, financial resources, geographical circumstances, or because they come from a traditionally disadvantaged cultural minority. In addition, the NBSWP has the objective of providing opportunities for northern human resource development by admitting only northern students, those residing within the Northern Affairs boundary (North of the 53rd Parallel) into the program.

Services: Academic and social support are available to students admitted to the program. Orientation and a non-degree preparatory course occur in the first semester. Field seminars and a more active role by faculty increase the support to students. Field placements are arranged in a number of northern communities. Funds are available to students to attend workshops and cover travel costs during their placements. In addition to library and internet search services

available in the Anne Charter Resource Room, students use the computer lab and classroom resources after hours for personal and group work. Onsite staff assists candidates in arranging funding resources. Faculty and Student Council coordinate a number of feasts/social activities during the year for students and their families.

1-204-677-1452



Section 3

Section 3 contains a description of all Departments which have a Special Admissions Category for Aboriginal Students.

Bachelor of Education Program

Faculty of Education – Special Consideration Category: The Bachelor of Education admission policy includes a special consideration category. Under this category, up to 10% of its intake is directed to admission from persons who are Canadian Aboriginal peoples, members of a visible minority or persons with disabilities. Currently approximately 7% of B.Ed. admissions are Aboriginal students. Effective for the September 2004 intake, Native Studies has been added to the list of teachable majors and minors for Early, Middle, and Senior Years Streams.

474-9001.

Dentistry, Faculty of

Admissions: The Committee for Admission to Dentistry uses a separate interview process for candidates applying in the Aboriginal category. A maximum of two positions in the first year dental program may be allocated to Aboriginal applicants.

789-3249

Law, Faculty of

The Faculty of Law has a special admissions category for Aboriginal students and students should check with Ms. Wendy Whitecloud regarding the requirements for the category.

474-6448

Psychology

The Department of Psychology has had in place an admissions policy designed to help meet the challenge of recruitment, retention, and graduation of Aboriginal students in psychology at the graduate level. The Special Admissions Consideration Category policy permits each faculty member to admit an

Aboriginal student outside of the regular admissions competition, so long as the student meets the minimal eligibility requirements for admission to a graduate program in psychology. At any given time, a faculty member may have only one Special Admissions Consideration student. Since its inception, the Department has admitted seven First Nation or Métis students through this program.

474-9360

Nursing, Faculty of

Nursing Access Program (NAP): The Faculty of Nursing established the Nursing Access Program (NAP) at the University of Manitoba in 2001 to support and encourage Aboriginal people with an interest in nursing. There are ten seats accorded each year for students enrolled in the NAP and approximately 51 students are currently registered with the NAP. These students are in various stages of completing the BN degree. The Special Consideration Category will consider applicants from Aboriginal populations of Canada, and from the University of Manitoba Nursing Access Program (NAP). Applicants must meet the minimum entrance requirements under Option 1 of the Fort Garry site admission requirements, but do not have to meet the competitive Grade Point Average. Commencing with 02R, 11 Aboriginal students have been admitted under the Special Consideration Category.

474-8088

Medical Rehabilitation, School of

Occupational Therapy: This is a professional program that requires a complement of full time faculty (currently 10 classified as full-time) as well as sessional clinician teachers. The admission quota is 50 students; 15% of available seats are priority positions for Aboriginal students who meet all entrance requirements.

789-3422

Physical Therapy: This professional program requires a complement of full time faculty (currently 10 classified as full-time) as well as sessional clinician teachers. The admission quota is 50 students. Special consideration is given to self-declared Aboriginal students and students who apply from the Access and HCAP programs who meet all of the entrance requirements; up to 10% of available seats are for special consideration applicants. The Department of Physical Therapy is moving forward to increase the proportion of seats for special consideration applicants from 10% to 15% in accordance with provincial demographics.

977-5636

Respiratory Therapy: This professional program requires a complement of full time faculty (currently 1 classified as full-time) as well as sessional clinician teachers. The admission quota is 16 students. Special consideration is given to students who apply from the Access and HCAP programs; up to 10% of available seats are for special consideration applicants.

787-1694

Social Work, Faculty of

Under the Faculty of Social Work policy for *Affirmative Action/Educational Equity Category*, one-third of all available positions (25) will be allocated to those eligible for inclusion in one or more of the six educational Equity Priority Groups on the basis of a specific portion of the 25 total positions available in this category. The six categories are: Aboriginal peoples, persons with disabilities, immigrants and refugees to Canada, and persons who are, because of their race or colour, a visible minority in Canada. Giving effect to the principle of educational equity means more than treating persons in the same way; it also requires special measures and the accommodations of differences.

474-9239

Section 4

Section 4 contains the most recent Office of Institutional Analysis official statement regarding the numbers of self-declared Aboriginal students on campus. It also has data on the Access Programs. See http://www.umanitoba.ca/admin/institutional_analysis/

A Profile of Canadian Aboriginal Students¹ at The University of Manitoba

	Fall 2006 ²		Fall 2005 ²	
	<u>Total</u>	<u>% of Aboriginal Students</u>	<u>Total</u>	<u>% of Aboriginal Students</u>
Undergraduate Students	1464	92.8%	1503	94.2%
Graduate Students	106	6.7%	88	5.5%
Post Graduate Medical Education	8	0.5%	5	0.3%
Total	1578		1596	
% of Undergraduates	6.3%		6.4%	
% of University 1 class	6.8%		6.8%	
By Aboriginal Identity				
First Nations	792	50.2%	797	49.9%
Métis	760	48.2%	774	48.5%
Inuit	15	1.0%	9	0.6%
Identity not specified	11	0.7%	16	1.0%
By Sex				
Male	499	31.6%	475	29.8%
Female	1079	68.4%	1121	70.2%
By Full/Part Status				
Full-Time	1195	75.7%	1232	77.2%
Part-Time	383	24.3%	364	22.8%
By Type of Student				
New	384	24.3%	334	20.9%
Former	1194	75.7%	1262	79.1%
By Faculty/School				
Agric. & Food Sciences	10	0.6%	11	0.7%
Architecture	13	0.8%	9	0.6%
Art, School of	24	1.5%	20	1.3%
Arts	229	14.5%	235	14.7%
Business, Asper School of	37	2.3%	36	2.3%
Dental Hygiene	4	0.3%	4	0.3%

Dentistry	4	0.3%	3	0.2%
Education	64	4.1%	83	5.2%
Engineering	53	3.4%	42	2.6%
Environment, Earth, and Resources, Clayton H. Riddell Faculty of	14	0.9%	16	1.0%
Extended Education	123	7.8%	143	9.0%
Graduate Studies	106	6.7%	88	5.5%
Human Ecology	19	1.2%	11	0.7%
Law	22	1.4%	15	0.9%
Medical Rehabilitation	12	0.8%	10	0.6%
Medicine	9	0.6%	12	0.8%
Music	4	0.3%	4	0.3%
Nursing	106	6.7%	118	7.4%
Pharmacy	12	0.8%	8	0.5%
PE & RS	21	1.3%	18	1.1%
Post Graduate Medical Education	8	0.5%	5	0.3%
Science	98	6.2%	112	7.0%
Social Work	200	12.7%	202	12.7%
University 1	386	24.5%	391	24.5%

Notes:

1. Aboriginal identity is self-declared on the Admission form. Because the self-declaration is voluntary, Undergraduate data collection began in 2000-01. Data collection for graduate students began in 2002-03.
2. The University of Manitoba implemented a new student information system in 2006. In keeping with the structure of the new system, reporting is now on a term by term basis. Comparative data has been recast for Fall 2005.

University of Manitoba Access Programs ¹ Enrolment as at November 1, 2006.

Program	Restated				
	2006-07	2005-06 ²	2005- 06	2004- 05	2003-04
Access					
Nursing Access Program (NAP) ⁴	--		24	18	16
Pre-Nursing Access Program ⁴	--	--	19	32	22
Health Careers Access Program (HCAP) ⁴	41	61			
Pre-Health Careers Access Program ⁵	18	19	--	--	--
Professional Health Program (PHP) ³	8	12	12	18	17
Special Pre-Medical Studies Program (SPSP) ^{3,4}	--	--	37	41	42
U of M Access Program (UMAP) ⁶	68	77	77	81	92
Engineering Access Program (ENGAP) ³	50	49	49	49	56

Inner City B.S.W. Program ⁷	113	101	101	93	82
Northern B.S.W. Program, Thompson ⁷	46	43	43	69	77
Total	344	362	362	401	404

1 The Council on Post-Secondary Education provides institutional support grants to the University of Manitoba toward the academic and personal supports for students in the Access Programs. Access programs enhance Accessibility for priority groups consisting of northern Manitobans, Aboriginal people, single parents, women, immigrants, refugees, visible minorities, and people with disabilities.

2 The "Restated 2005-06" reflects the 2005-06 information recast into the HCAP reorganization in 2006 (see footnote 4 below).

3 Program is exclusive for students of Aboriginal ancestry.

4 The previous Access program (NAP), the pre-Nursing Access Program, and the Special Pre-Medical Studies Program (SPSP) were merged under the new Health Careers Access Program (HCAP) in 2006. HCAP includes students in the faculties of Medicine, Dentistry, Dental Hygiene, Pharmacy, Medical Rehabilitation (Physical and Respiratory Therapy) and Nursing.

5 Pre-HCAP students are students who have expressed an interest in Nursing, however, they have not yet gained admission to the faculty.

6 UMAP includes students in the Education Access Program (EAP) and the Pre-EAP.

7 While both the Inner-City B.S.W. (formerly Winnipeg Education Centre B.S.W.) and Northern B.S.W. programs offer Access programs, intake is not exclusive to Access students. Enrolment reported under these programs represents Access students only.

University of Manitoba Access Programs: Degrees, Diplomas and Certificates Conferred

Program	2005	2004	2003
Access (NAP, PHP ¹ , SPSP ¹ , UMAP)	27	30	27
Engineering Access Program (ENGAP)	6	4	3
Inner City B.S.W. Program ²	18	14	17
Northern B.S.W. Program, Thompson ²	16	22	18

1 Program is exclusive for students of Aboriginal ancestry.

2. While both the Inner-City B.S.W. (formerly Winnipeg Education Centre B.S.W.) and Northern B.S.W. programs offer Access programs, intake is not exclusive to Access students. Enrolment reported under these programs represents Access students only.

Section 5

Aboriginal Initiatives at the University Of Manitoba, August 2005-July 2006

Prepared by Dr. Karen Grant, Vice Provost (Academic Affairs)

AWARDS, HONOURS & DISTINCTIONS	Recipient of Award	Name of Award
Faculty		
Arts	Peter Kulchyski, Native Studies Department	Dr. Kulchyski received the Alexander Kennedy Isbister Award for Non-Fiction in Manitoba Writing and Publishing for <u>Like the Sound of a Drum: Aboriginal Cultural Politics in Denendeh and Nunavut</u> (Winnipeg, University of Manitoba Press, 2005)
Education	Laara Fitznor, Department of Educational Administration and Foundations of Psychology	In June, 2006 Dr. Fitznor received an Eagle Feather from the Northern Manitoba Elders Council in recognition of her work in advancing Aboriginal perspectives in education.
Engineering	Randy Herrmann, Director, ENGAP	Merit Award for Service, U of M, 2005
Students		
Architecture	Eladia Smoke, Master's student, Department of Architecture	\$20,000 Aboriginal Capacity and Developmental Research Environments (ACADRE) Program (Canadian Institutes for Health Research - Institute of Aboriginal Peoples Health (CIHR-IAPH) initiative)
Arts	Nahanni Fontaine	SSHRC doctoral fellowship
Clayton H. Riddell Faculty of Environment, Earth & Resources	Becky Cook Linda Murphy Justin Gilligan - \$2,000 Brenda McLeod \$3,500 Joel Edye-Rowntree \$1,000 Janine Shearer \$3,000	Dr. George Brownell Memorial Scholarship, University of Manitoba, 2005-06 CSPG Student-Industry Field Trip, Canadian Society of Petroleum Geologists, 2006 Oakes-Riewe Aboriginal-Environmental Studies Research Awards

Education	Natalie Isford	Helen Janzen Memorial Bursary - \$975
	Nigel Pena	Manitoba Teachers' Society Bursary in Education \$1,200
	Ben Paul	Manitoba Teachers' Society Aboriginal Bursary \$2,400
	Averie Meisner	Manitoba Association of School Superintendents Bursary \$400
	Natalie Isford Ben Paul Averie Meisner Lindsey Branconnier Brandi Vezina	Michael Daniel Sanderson & Katherine Velma Sanderson Memorial Bursary Awards as follows: \$5,383; \$2,049; \$1,999; \$1,938 \$1,880
Extended Education	Aboriginal Focus Programs Corinne Peters	Governor General Bronze Medal for highest standing in a two-year diploma program
	Access Programs	CAUCE – Marketing Award
I H Asper School of Business	Fauna Kingdon	National Aboriginal Achievement Award Youth Category – 2005
	Fauna Kingdon	2006 YMCA – YWCA of Winnipeg Young Woman of Distinction Award
	Sarah Cook, Crystal Cunard, Karl Zadnik, Jean-Eric Plamondon	FAAY-Foundation for the Advancement of Aboriginal Youth-National Awards
	Sarah Cook Fauna Kingdon Bobby McKay	I.H Asper School of Business Dean's Honor List
Human Ecology	Diane McDonnell	Abraham McPherson Memorial Scholarship, Manitoba Aboriginal Education Counselling Assoc. Manitoba Family Year 1994 Legacy Scholarship, University of Manitoba, Dept of Family Social Sciences Human Ecology Endowment Fund Scholarship for Aboriginal Students, \$1,500.00
Law	Sacha Paul	Supreme Court of Canada Clerkship
Science	Heather Griffiths, Chemistry Scott Read, Zoology	NSERC Aboriginal Undergraduate Student Research Awards

Social Work	Michael Hart (Ph.D.) MSW Students (Aboriginal) Andrea Hinch-Bourns Stanley Kipling Leona Nelson BSW Students (Aboriginal) Kimberly Hart Devon Arthurson Shelley Wilson	Faculty of Social Work Endowment Fund (Dissertation Research) Esther Seidl Scholarship & Elizabeth Hill Scholarship Elizabeth Hill Scholarship Elizabeth Hill Scholarship Frank Swift Fund Bursary Frank Swift Fund Bursary MASW Affirmative Action
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NEW FACULTY HIRES	Name of Hire/Type of Appointment	Department, if relevant
Architecture	Michael Robertson, Sessional Appointment	Environmental Design and Architecture
Arts	Joyce Green (Tier II CRC – Aboriginal Canadian Studies)	Joint Political Studies and Native Studies
	Kiera Ladner (Tier II CRC – Indigenous Politics and Governance)	Political Studies
	Deborah Simmons (Three-Year Term)	Native Studies
Extended Education	Elaine Isaac (Term appt. counseling)	Access Programs
Dentistry	S. McKinstry – Independent Contractor Clinician K. Khan	CCOH – Jackhead, Fisher River CCOH Norway House
Human Ecology	Javier Mignone, Tenure-track	Family Social Sciences
Physical Education & Recreation Studies	Janice Forsyth - Aboriginal Scholar in physical activity, sport and recreation – partnership with Manitoba Culture, Heritage and Tourism, Manitoba Aboriginal and Northern Affairs, and Sport Manitoba.	Health, Leisure and Human Performance Research Institute
Social Work	Gwen Gosek, Lecturer, Continuing Deanna Halonen, Instructor I, Continuing, Distance Education Coordinator	

NEW NON-ACADEMIC HIRES	Name of Hire/Type of Appointment	Department, if relevant
Architecture	Norma Ruys (Metis) Summer/Fall '05 - prepared report, <i>Aboriginal Planning Programme: Needs Assessment Report.</i>	
Art, School of	Sessional Appointments: Bruce Kirton (Metis), Photography Kathleen Fonseca (Metis),	Studio Program
Dentistry	Faith Anderson – Secretary Elaine Kraeker – Secretary Jenna Hart - dental assistant Sylvia Apetagon - dental assistant Veronica Osborn – dental assistant Germaine Evans – receptionist Angel Scribe – reception Lena Iqaqialu – clerk interpreter Jeannie Inootiq – clerk interpreter	Dental Diagnostic & Surgical Sciences CCOH – Head office CCOH – Norway House CCOH – Norway House CCOH – Norway House CCOH – Norway House CCOH – Norway House CCOH – Baffin CCOH – Baffin
Engineering	Cheryl Merrick, Administrative Assistant	ENGAP
I H Asper School of Business	Student Advisor – Chantel Daniels Student Researcher- Katarina Schilling – Master's student with funding from the President's Initiative Fund to focus on retention issues and increase the number of students entering the faculty.	ABEP ABEP
Music	Brigitte Lavitt (Metis/French), Prep Studies Assistant	Prep Studies
Pharmacy	Teresa Andelin, Summer Office Assistant – P/T Office Assistant during the school year	
Physical Education & Recreation Studies	Aboriginal Curriculum Consultants: -Stew Sabiston - Mike Thomas - Guy Schultz (work completed by January 2006)	
University 1	Carla Loewen- Academic Advisor	
STUDENT RECRUITMENT INITIATIVES	Target of Initiative	Details on the Initiative
Clayton H. Riddell Faculty of Environment, Earth & Resources	Peguis First Nations high school students	Peguis Science & Technology Symposium, Winnipeg, November 2005

Extended Education	Access Marketing Campaign - All students qualified for Access Programs	Brochures, posters, display
Dentistry	BSc Dental Program - Aboriginal undergraduate dental students	Courtney Humphries - Aboriginal student conducting a research project on Aboriginal subjects
	Undergraduate Aboriginal Students	Dental Hygiene - Admissions reserves 2 seats annually for qualified Aboriginal applicants in the Special Consideration Category
	Aboriginal Recruitment	Faculty brochures/information are supplied to the U of M Aboriginal recruitment officer for distribution. We are also taking part in the Peguis First Nation Science & Technology Fair, February 2007.
	Rotary Career Symposium – Brandon March 2006	Participated in Career Symposium which showcased Faculty of Dentistry to Aboriginal and rural high school students.
Education	Students from Northern communities Post-Baccalaureate Diploma in Education (PBDE) Resource Inclusive Special Education (RISE) Cohort in partnership with Manitoba First Nations Educational Resource Centre (MFNERC) M.Ed. in Educational Administration in partnership with Manitoba First Nations Educational Resource Centre (MFNERC) Cohort Potential B.Ed. students	Dr. Carolyn Crippen, Assistant Dean, PBDE Program and Mr. Jeff Toews, Director, PBDE Program visited Northern Manitoba in May 2006. The trip also included opportunities for meeting with colleagues from the University College of the North. 31 students completed a Post-Baccalaureate Diploma in Education in April 2006. A Cohort of 21 students began their M.Ed. courses in July 2006. The Destination Education Workshop series continued in 06R and is scheduled for 2006/2007. It is designed to enrich awareness of the teaching field and the B.Ed. program.

Graduate Studies	Ph.D. for Aboriginal Students in Leadership, Relevance and Change	A committee chaired by Jay Doering, that consists of Robert Kerr, Fred Shore, Verna Kirkness, and Deo Poonwassie has been struck to develop a cohort of Aboriginal PhD students.
Human Ecology	Aboriginal Students	Identifying ways of making Human Ecology programs more relevant to Aboriginal students and making our Faculty more inclusive of Aboriginal Students. Faculty PR/Recruitment Committee (Joan Durrant, Chair) along with Fred Shore, Kali Storm, Moneca Sinclair, Christine Pierre and Donna McCorrister.
I. H. Asper School of Business	Aboriginal Youth	Blue Print for the Future, November 2005, Booth paid for by Great West Life Insurance Company
	Aboriginal Post-Secondary Counselors	Aboriginal Post-Secondary Counselors Conference, December 2005
	Aboriginal Support Givers	Urban Aboriginal Education Coalition Meeting, January 2006
	Aboriginal Youth of Parkland Region	Parklands Regional Career Fair, February 2006, Booth paid for by Enrolment Services, University of Manitoba. Due to budget constraints this was the only major out of town Career Fair we were able to attend. U of M Infomania Days, February 2006 Rotary Career Syposium, March 2006, Booth paid for by Enrolment Services, University of Manitoba - shared booth.
	Aboriginal Youth of Ebb & Flow First Nation	Ebb & Flow First Nation Student Presentation, March 2006
	Aboriginal Youth of Ebb & Flow First Nation	Ebb & Flow First Nation Career Fair, May 2006
	Employees of Manitoba Hydro	Manitoba Hydro Presentation, May 2006
	Aboriginal students within the I.H Asper School of Business	Display Case on third floor Drake Centre.

Law	Young Aboriginal students	In addition to the annual recruitment sessions conducted by Wendy Whitecloud, we have formed a group of young Aboriginal alumni to assist in encouraging young Aboriginal people, both at university and high school, to consider a legal education.
Medicine	Northern Aboriginal Students	The Office of Rural and Northern Health has developed a partnership with the three northern RHAs (Burntwood, Norman and Churchill) to cooperatively promote opportunities in the health care sector to students originating from Northern Manitoba with a particular focus on Aboriginal students. This partnership is currently being formalized and a number of specific projects will be developed over the next 6 months. The focus of activities will be on early exposures to health care opportunities and training.
	Hosted Discovery Days	The Faculty of Medicine at the University of Manitoba its fifth annual Canadian Medical Hall of Fame / Pfizer Canada Discovery Day in Health Sciences. This is a career exploration day for Manitoba high school students interested in medicine and the health sciences. Students hear a keynote lecture, attend interactive workshops and participate in a career panel discussion. Students come from throughout the province, travel costs are sponsored for students from beyond 350 km from Winnipeg. A workshop was presented for Aboriginal attendees.
	Recruitment Video	This year, the Faculty produced recruitment videos (one rural, one urban) which were distributed to the guidance counselors in all high schools in Manitoba. A profile of one of our Aboriginal students was included in these videos.
	Participant in Peguis Science Workshops	A career exploration workshop was presented.

<p>Nursing</p>	<p>1. The Nursing Access Program (NAP) Priority is given to Aboriginal people, northern residents, and low-income earners.</p> <p>2. Special Consideration Category: Fort Garry Site. Applicants from Aboriginal populations of Canada and/or the UM Access program who meet the minimum entrance requirements under Option 1. These students are not required to meet the competitive GPA.</p> <p>3. Joint Bachelor of Nursing (JBN) Programs in partnership with University College of the North & RRC. Note: Students in Norway House are eligible to complete preparatory courses in their community prior to applying to either the UM/UCN JBN or the Fort Garry site BN program.</p> <p>4. Nursing courses required as part of admission requirements to the Faculty of Nursing under Option 1 (NURS 126 and 128) will be offered to students in Cross Lake, MB by UCN via Learn Linc. The Faculty of Nursing will fund TA's</p>	<p>The NAP was initiated in 1991. This program provides personal, academic and financial supports as needed for individuals pursuing a degree in Nursing, who may otherwise have not had this opportunity. Students first apply to the UM Access program (the process includes an interview) and then to the Faculty of Nursing under the usual admission criteria. Ten seats may be accorded under the NAP per year.</p> <p>The Special Consideration Category was first implemented in 02R. Applicants must complete a Special Consideration Category application as well as a general application to the Faculty of Nursing. Selection is determined by the Admissions Committee of the Faculty of Nursing. Less weight is given to background academic performance. Up to five percent of admission spaces may be allocated in this category in any given year.</p> <p>The Faculty of Nursing, in partnership with the University College of the North (UCN) offers a JBN program at both The Pas and Thompson campuses. The Faculty of Nursing is responsible for teaching a number of the courses in the program and does so primarily through interactive video technology and WebCT.</p> <p>Cross Lake students who complete the required courses/other requirements required for admission for the Faculty of Nursing will be eligible to apply to the UCN/UM JBN Program at The Pas or Thompson and the Faculty of Nursing, Fort Garry site.</p>
<p>Pharmacy</p>	<p>Undergraduate Student Admissions Special Consideration Category</p>	<p>Manitobans who apply through the Health Careers Access Program (HCAP) of the University of Manitoba and Aboriginal Peoples who are Manitoba residents. A maximum of five successful applicants will be admitted each year in this category.</p>

Physical Education and Recreation Studies	Focus group held with 12 students of Children of the Earth (COTE) School (March 19, 2006) to discuss interest in post-secondary education and/or possible diploma in recreation and physical education.	
Science	(1) Rural Aboriginal students	Let's Talk Science (LTS) Partnership Program at the "Annual Manitoba First Nation Science Fair". Both coordinators (Mr. Arjang Maapaar and Ms. Theresa Wiegert), as well as the First Nation Liaison (Mr. Steven Hennessey), visited the regional Let's Talk Science conference in Vancouver (February 3-5, 2006), with one participant funded by the Faculty of Science account for LTS Partnership Program.
	(2) Rural Aboriginal students	Let's Talk Science February Recruitment Trip: Over the past two years Mr. Steven Hennessey has established a firm foundation in communication and promotion of the program to communities in the North. Wabowden and Norway House were visited. Cranberry Portage was also visited.
University 1	Undergraduate students	Aboriginal Self-Declaration poster has been posted in University 1 and around the Aboriginal Student Centre. The idea was to get more First Nation, Inuit and Métis students to fill out the self-declaration forms from the Registrar's office, so the U of M can get a more accurate number of Aboriginal students on campus which will help with program development, new services and extension of existing.
STUDENT RETENTION INITIATIVES	Target of Initiative	Details on the Initiative
Architecture	Ongoing – Proactive with all self-declared Aboriginal students	Lead: Dean Witty Continued with known open door policy that encourages Aboriginal students to 'drop by' and discuss issues, needs and ideas.

Art, School of	Urban Aboriginal undergraduate students	<p>Visiting Artist Program – Aboriginal artists were: -Kent Monkman, presented jointly with the Urban Shaman Gallery -Rebecca Belmer -Faye Heavyshield</p> <p>Art History Presents: -Robert Houle (March 16)</p> <p>Liaison with Urban Shaman Gallery Curator and Director, K.C. Adams</p>
Extended Education	<p>One Month Orientation - First Year Access students Two Year Transition - 1st & 2nd year Access students</p>	Access (August 2005)
Dentistry	All undergraduate students including Aboriginal students	Student progress is closely monitored throughout their entire program. Students having difficulty are provided with remediation if a clinical problem, or referred to counseling services and in the case of Aboriginal students, are referred to the Access program staff and faculty for assistance.
Education	Current B.Ed. students who may be at risk	In partnership with Access program, we hired a part-time person to work with B.Ed students in developing writing skills. Referrals were made by course instructors, student advisors and student self-referrals. Service will continue to be offered on-site as well as through the downtown campus during students' practicum blocks.
Engineering	<p>ENGAP students enrolled in calculus</p> <p>ENGAP students</p>	<p>To limit class size for ENGAP students enrolled in Calculus and give them more class time with the instructor.</p> <p>ENGAP Graduation, student/staff meetings and various social functions</p>
Graduate Studies	J. G. Fletcher Ph.D. Fellowship in Aboriginal Issues – Aboriginal students and students studying Aboriginal issues	FGS Award
I. H. Asper School of Business	ABEP students	Welcome Evening, September 2005- Opportunity to welcome all new ABEP students to ensure they feel welcomed and settled prior to classes starting.

	ABEP students	Christmas Potluck, December 2005- Opportunity for ABEP students and families to come together to build on the ABEP community.
	ABEP students	Welcome Back Pizza Lunch, January 2006 - Chance for students to come together again in new term.
	ABEP students	Cultural Retreat, March 2006 – Students and their families were taken to Ebb & Flow First Nation. These events are the building blocks of the ABEP community. They give the students time and opportunity to bond and develop relationships before the beginning of their school year, and also teach them about focusing on the coming year – academically, personally and spiritually.
	ABEP students	Building Personal Excellence & Leadership Class (BPEL): In 1999 different models of community were started, developed, tried and evolved into BPEL. BPEL offers three levels in which students progress from “Pathfinders” as new program students to “Builders” for those in the faculty and finally to “Change Makers” who are graduating in the year. All presentations are either done with U of M Staff or are done in-kind.
	ABEP students	Math Class- in partnership with ENGAP our students were allowed to attend their math skills class in order to increase the number of students who pass their math prerequisite. A report entitled “Creating a Path to Aboriginal Education” was prepared by Katarina Schilling, a M. Ed. Student, regarding their experiences.
	ABEP students	Student Advisor Meetings- The student advisor is concerned not only with the academic portion of students’ lives, but also the social, emotional, and spiritual aspects. As an Aboriginal program we recognize that all of these aspects of students lives will influence how well they will do academically; balance is sought. Over time, students now come and see the student advisor in between meetings as well when any issues arise.

Law	Providing assistance to Aboriginal and individual consideration students during the academic year.	Our Academic Support Program has become more proactive and sponsors workshops as well as providing tutorial assistance to individual students. This program will be further expanded during the 2006-2007 academic year.
Medicine	Establishment of the Centre for Aboriginal Health Education	
	Student Affairs Counselling	Dr. Leigh Fraser Roberts works closely on an individual basis with students at risk to maximize retention of students.
Nursing	Aboriginal students from Norway House attending the Four Year Undergraduate Nursing Program at Fort Garry site.	A "Welcome Back" luncheon and session was held in September 2005 for returning Norway House students. Roles and responsibilities of those present and the available resources were reviewed with the students. Ms. Penny Allman-Anderson, Instructor in the Faculty of Nursing, held weekly review sessions for the Aboriginal students in one of the theory courses in Year 3, (NURS 3310) that is often particularly challenging for students.
Physical Education and Recreation Studies	FPERS Access Program Committee formalized:	As a result of increased awareness of issues surrounding cultural sensitivity and inclusivity, Faculty Council formalized an "Access program committee" (March 23, 2006). One mandate of this committee will be to review curricula with respect to diversity and culture. This committee has met informally since 2000, however approval by Faculty Council ensures sustainability and a small amount of financial support.
Social Work	Re-introduction and expansion of a mentorship program	Experienced social workers and Aboriginal Elders mentor social work students on campus and distance education students (many of whom are Aboriginal) Colleen Watters is the mentorship coordinator.

COURSES OFFERED	List by Course Number & Name	Department, if relevant
Architecture	Interdisciplinary Cross-cultural studio May/June '06: graduate intersession studio with a total of 13 students. Studio held in Grand Rapids First Nation with Chief Ovide Mercredi as primary contact.	Students from architecture, city planning, interior design and landscape architecture
Art, School of	054.209 Art of North American Aboriginal People (3) 054.322 Topics in Aboriginal Art (3) 054.343 Aboriginal Art (3)	Art History
Arts	76.204 Native North America: A Sociocultural Survey 76.262 New World Prehistory 76.2643 New World Civilizations 76.264 Manitoba Prehistory 76.345 Native North America: A Sociocultural Survey 76.346 Native North American Ethnology 76.350 Peoples of the Arctic 76.358 North American Indians: A Sociocultural Survey 76.359 North American Indian Ethnology	Anthropology
	18.235 Community Economic Development	Economics
	11.228 Aboriginal History of Canada 11.254 North American Indian 11.369 History of Northern Canada	History
	32.328 Aboriginal Peoples and the Canadian Justice System 32.329 Independent Research 32.331 Canadian Law and Aboriginal Peoples 32.332 Aboriginal Organizations 32.333 Aboriginal People, Science and the Environment 32.334 Circumpolar Cultures and Lifestyles 32.335 Aboriginal Organizations 32.336 Aboriginal Women of Canada 32.337 Political Development in the North 32.338 Cultural Constructions of Gender in Canadian Aboriginal Societies 32.339 Cultural Continuity and Change in Cumberland Sound 32.400 Field Course	Native Studies

	<p>32.420 First Nations' Government 32.421 Seminar in Contemporary and Historical Métis Issues 32.433 Environment, Economy and Aboriginal Peoples 32.423 Traditional Knowledge and Native Studies Research 32.424 Arctic Lifestyles 32.425 Topics on Aboriginal Identities 32.426 Sacred Lands and Sacred Spaces of Indigenous Peoples</p>	Native Studies cont'd
	<p>32.427 Indigenous Peoples' Material Culture 32.428 Missionaries, Colonialism and Aboriginal Peoples 32.429 Independent Research 32.430 Advanced Selected Topics in Native Studies 32.431 Exploring Aboriginal Economic Perspectives 32.432 Aboriginal Economic Leadership 32.125 Introductory Cree 1 32.126 Introductory Cree 2 32.127 Introductory Ojibway 1 32.128 Introductory Ojibway 2 32.129 Introductory Inuktitut</p>	Native Studies cont'd
	<p>32.201 Northern Algonquian Languages 32.225 Intermediate Cree 32.227 Intermediate Ojibway 32.230 Cree Literature 32.231 Ojibway Literature 32.232 Structure of the Cree Language 32.233 Structure of the Ojibway Language 32.330 Native Language Planning and Development</p>	Native Studies cont'd
	77.237 Ethnic Relations	Sociology
	098.300 Aboriginal Business	Asper School of Business
	Context: Influences and Imports 098.409 Aboriginal Business Leadership	Asper School of Business
	129.154 Cross-cultural Education	Faculty of Education
	054.209 Art of the North American Native Peoples	School of Art
	054.343 Inuit Art	School of Art
	156.250 Race, Class and Sexuality	Women's Studies

	156.154 and 156.153 Introduction to Women's Studies	Women's Studies
	156.356 Feminist Perspectives on Violence Against Women	Women's Studies
Extended Education	19 degree credit courses in the First Nations Community Wellness Diploma 20 degree credit courses in the Aboriginal Child and Family Services diploma 10 degree credit courses in the Children of the Earth Transitional year program 7 degree credit courses in the Sandy Bay Transition Year program (pending acceptance) 10 non-degree credit courses in the Aboriginal Counseling Skills certificate	Aboriginal Focus Program Faculty of Arts Faculty of Social Work Faculty of Nursing University I
Dentistry	070.134 - Communications 070.135 - Community Health I 070.236 - Community Health 2 These courses deal with cultural sensitivity and externship contacts with some Aboriginal populations.	School of Dental Hygiene
Education	Graduate 129.728 Seminar in Cross-Cultural Education 2	A critical analysis of the approaches and research in cross-cultural education. This course was taught with Aboriginal perspectives in mind. The course description follows: "Students will engage in a critical examination of the cross cultural relationships between Canada and Aboriginal peoples – past, present and future. The making of 'modern' Canada has engendered various issues related to cultural/linguistic domination, economic, political and educational marginalization of Aboriginal peoples that is in need of resolution. Students will draw on the insights and research of many disciplines that address these issues and more."

Education (cont'd)	<p>Undergraduate 129.150 Aboriginal Education</p> <p>129.152 Integrating Aboriginal Perspectives</p> <p>129.521 L60 Aboriginal Education: Developing School- Based Models and Processes</p> <p>132.522 L60 Recent Developments in Curriculum, Teaching and Learning 1: Developing School-Based Models and Processes 2</p>	<p>Educational Administration, Foundations & Psychology (EAF&P) (EAF&P)</p> <p>Summer Institute July 3-25, 2006 taught by Myra Laramée at Niji Mahkwa School in Winnipeg.</p> <p>Summer Institute July 3-25, 2006 taught by Myra Laramée at Niji Mahkwa School in Winnipeg.</p>
Engineering	136.151 Calculus 1	
Clayton H. Riddell Faculty of Environment, Earth, and Resources	<p>053.375 Field Studies in Geography (3) Topic: Northern Environments</p> <p>053.426 Sacred Lands (3) TOPIC: Arctic Ecological Linkages 053.467 S09 is taught with 053.701 L19.</p> <p>128.300 cross listed as 053.377.</p>	<p>Environment and Geography</p> <p>Environment and Geography</p> <p>Environment and Geography</p>
Human Ecology	<p>62.101 – Human Development in the Family</p> <p>62.102 – Family Issues Across the Lifespan</p> <p>62.260 – Foundations of Childhood Developmental Health</p> <p>62.347 – Children in Alternate Forms of Care</p> <p>62.447 – Family Dynamics and Human Development</p> <p>62.460 – Risk and Resilience in Behavioral and Social Development</p>	Family Social Sciences

I. H. Asper School of Business	<p>Building Personal Excellence & Leadership Class (BPEL)-non-credit course</p> <p>Major requirements in Aboriginal Business are: 32.422 – Environment, Economy and Aboriginal People 98:300 – Aboriginal Business Context: Influences and Impacts. Plus, students must choose six credit hours from the following: 9.325 – Financial Statement Analysis 9.347 – Small Business Finance 27.415 – Managing Not – for – Profit Organizations (currently not offered) 32.300 – Selected topics - Aboriginal Wisdom and Spirituality 32:332 – Aboriginal Organizations 98:409 – Aboriginal Business Leadership 118.310 – Small Business Management 118:410 – New Venture Analysis</p>	<p>ABEP</p> <p>Native Studies</p> <p>Accounting & Finance</p> <p>Accounting & Finance Business Administration</p> <p>Native Studies</p> <p>Native Studies</p> <p>Marketing</p> <p>Marketing</p>
Law	<p>045.146 Constitutional Law 045.331 Aboriginal Peoples & the Law 045.323 Aboriginal Peoples & Land Claims</p>	<p>Approximately 25% of the First Year course in Constitutional Law deals with Aboriginal issues. Several other courses, such as Human Rights and Children & the Law, include components that look at issues of concern to Aboriginal peoples.</p>
Pharmacy	<p>046.142 Medicines in Aboriginal Health</p>	<p>Pharmacy/AFP/EE</p>
Physical Education & Recreation Studies	<p>057.301 Aboriginal Games (June 2006) 1 CH 057.435 Directed Studies: Aboriginal Games (3 CH) 057.120 Physical Activity Health and Wellness offered at Nelson House in the fall of 2005 as part of the AFP Arts Program, 057.120 Physical activity Health and Wellness to be offered at the Downtown Aboriginal Education Centre in the Fall of 2006. 123.140 Concepts of Recreation and Leisure to be offered at the Downtown Aboriginal Education Centre in the Winter of 2007.</p>	

Science	057.102 General Physics 1 (3) L 057.103 General Physics 2 (3) L 002.130 University 1 Chemistry: Structure and Modeling in Chemistry (3) L 002.131 University 1 Chemistry: An Introduction to Physical Chemistry (3) L 060.122 Essentials of Microbiology (3)	Physics and Astronomy Physics and Astronomy Chemistry Chemistry Microbiology
NEW SCHOLARSHIPS AND BURSARIES ESTABLISHED	Name of Scholarship	Details on Donor, Number, Value & Duration of Scholarship or Bursary, Eligibility for Scholarship or Bursary
Engineering	ENGAP Scholarship and Bursary Initiative MTS Pursue your Calling	Nexen Inc., \$5,000/year, year over year funding, reserved for students within ENGAP. MTS, \$1,000/year for up to 4 years. One scholarship reserved for an ENGAP student in electrical or computer engineering.
Clayton H. Riddell Faculty of Environment, Earth & Resources	CHRFEER Endowment Fund Scholarship for Aboriginal Students Graduate and Undergraduate	TBA
Law	Michael and Joy Phelps Bursaries	We have received a commitment from Michael Phelps for \$100,000.00 to create additional financial aid for Aboriginal students. When matched by the MSBI, this will create a fund of \$200,000.00 and produce approximately \$10,000.00 per annum for Aboriginal students.
Medicine	Renee and Dr. John Matas Scholarship	One entrance scholarship annually to highest ranking Aboriginal matriculant. In 2006, 99 scholarship is valued at \$900
CURRICULUM DEVELOPMENT	Provide details on curriculum development	Department, if relevant
Arts	The department has completed the "Indigenous and Cultural Studies" stream of study at the undergraduate and graduate levels.	Native Studies

	The department's MA program has been revised to replace the now-deleted Interdisciplinary MSC in Native Studies	Native Studies
	Several Arts faculty members have served on the Revision Committee for the First Nation Community Wellness Program	
Extended Education	Revision of the First Nation Community Wellness Diploma, anticipated implementation, January 2007, Howard Davidson and Sally Hatcher lead developers.	AFP New Faculties joining the diploma: Faculty of Human Ecology; Faculty of Recreation and Leisure Studies.
Dentistry	As part of Community Health 070.236, students participate in a 2-day outreach event focused on Winnipeg's inner city population that frequents soup kitchens. SOUP UP YOUR SMILE provides a significant experience for students in reaching out to the poor, many of whom are Aboriginal.	School of Dental Hygiene
	In Community Health 070.236, students design an oral health promotion outreach project, selecting an under-served target population as a focus. This year, 2 students developed an oral health program for new parents living in the First Nations community of Sandy Bay.	School of Dental Hygiene
	Northern Student Externship Rotation - all 4 th yr dental and 2 nd yr dental hygiene students provide 2 weeks care in NHCN	Preventative Dental Science, Community Dentistry, Centre Community Oral Health
Education	Courses taken by Manitoba First Nation Education Resource Centre (MFNERC) M.Ed. Cohort – Instructors have begun working with MFNERC staff to incorporate Aboriginal perspectives into the curriculum.	
Human Ecology	Including Aboriginal issues in courses	Family Social Sciences – Joan Durrant is working with the help of Roger Armitte and Moneca Sinclair on this initiative
Law		A task force is currently working on a report to address both curriculum content and the dissemination of information about current offerings of interest and importance to Aboriginal peoples.

<p>Medicine</p>	<p>Undergraduate Medical Education program</p>	<p>The Alan Klass Memorial Program is a new initiative within the Faculty of Medicine that will enhance the medical curriculum that deals with health disparities, including consideration of Aboriginal population. Curriculum development is underway.</p>
<p>Nursing</p>	<p>Effective Fall 2006 the revised curriculum of the Four Year Undergraduate Nursing Program now includes a Native Studies 3 credit elective, replacing a previously open elective in the program.</p>	<p>Faculty Council approved this recommendation in June 2005 and it was subsequently approved by Senate in December 2005.</p>
<p>Physical Education & Recreation Studies</p>	<p>Course Enhancement Completed (supported by Major Outreach Award to E. Ready & J. Halas); 123.140 Concepts of Recreation and Leisure 123.253 Recreation Program Planning 057.120 Physical Activity Health and Wellness</p> <p>Curriculum Review (Faculty-wide) has been completed (approved by Faculty Council in June 2006). Extensive revisions to the undergraduate curriculum will be proposed to the Senate Committee on Curriculum and Course Changes in September 2007 for implementation beginning in fall of 2008. New courses recommended include:</p> <ul style="list-style-type: none"> - Inclusive Physical Activity and Leisure - Introduction to Professional Practice - Current Issues - Diverse Populations Mentorship <p>032.120 will be recommended to meet the "E" requirement for Senior Year BPE students</p> <p>An "area of emphasis" in Culture and Diversity is proposed in BKIN and BRMCD programs.</p>	

PROGRAM DEVELOPMENT	Provide details on program development. Include corroborating information such as forms submitted to COPSE.	Department, if relevant
Architecture	Aboriginal Design and Planning Degree has received COPSE approval for detailed development. Intent to have approvals for offering in Sept. '08.	City Planning as lead
Art, School of	Visiting Artist Program - Aboriginal artists were: Kent Monkman, presented jointly with the Urban Shaman Gallery -Rebecca Belmer Art History Presents – Aboriginal speakers were: Robert Houle (March 16) and Faye Heavyshield	
Arts	The department has revised graduate course offerings to support the proposal for a PhD program. The PhD program proposal was approved by all units within the University of Manitoba and by COPSE during 2005-6. The detailed Program Proposal will now be submitted for Faculty and University approvals.	Native Studies
Clayton H. Riddell Faculty of Environment, Earth & Resources	Aboriginal Environment Stewardship Certificate and Diploma	Faculty
Dentistry	Norway House Children's Dental Program Sandy Bay Dental Program	CCOH – Norway House CCOH – Sandy Bay
Engineering	Investigating the possibility of developing a similar type program as ENGAP in the north in partnership with UCN. We are still just in the discussion stages and have not yet approached COPSE for funds.	
Extended Education	Aboriginal Environment Stewardship Diploma, anticipated implementation January 2007, Cathy Rocke, Program Developer. Health Careers Access Program Aug. 2006 Dr. Peter Nunoda Education Access Program Sept. 2005 Dr. David Mandzuk, Dr. Peter Nunoda, Ms Rosanna Caruso & Ms Adrienne Carriere	AFP-In partnership with Faculty of Environment, University of Manitoba Access

I H Asper School of Business	<p>The <i>Aboriginal Business Education Program Scan</i> was prepared as a application for funds from COPSE for the office of R. Kerr, VP (Academic).</p>	ABEP
Law		<p>During Orientation Week last year, we had a full evening session at Thunderbird House focusing on Aboriginal perspectives on matters of justice and law. This session will be repeated in September 2006 and we expect it to become a regular component of our Orientation Week activities.</p>
Physical Education & Recreation Studies	<p>Discussion continues related to the development of the Community Recreation and Active Living Diploma (CRALD) in partnership with AFP and Human Ecology. After consultations with students at Children of the Earth School, professionals/residents of The Pas and OCN, and with members of Skownan First Nation in March 2006), we are now considering partnering with the existing First Nation Community Wellness Diploma (AFP) either instead of CRALD, or as an initial phase in CRALD. As part of the northern consultation in The Pas, we also met with the Deans of Health and Applied Science (R. Penner), and Education (S. Wilson) at University College of the North. Talks have also been initiated with Red River Community College re: partnering on program delivery</p>	
University 1	<p>Aboriginal Mentor Program for University 1 students- Carla Loewen, project leader. This project is still in the initial planning stages. There has been no written information available as of yet. Purpose: To provide new Aboriginal students with the resources needed to have a successful first year, including a student mentor who can help them get acquainted with U of M resources, provide tutoring, and general companionship. Possible partnerships would be with the Aboriginal Student Centre, the Access programs and the Department of Native Studies.</p>	

SEMINARS, CONFERENCES & WORKSHOPS CONVENED (include the title, and where relevant, the series)	Where was the seminar, conference or workshop held? When? Who organized the seminar, conference or workshop? What units were involved? Who were the sponsors? Who were the participants?
Architecture	Seminars: held week of May 1 st in Architecture II organized by Dean Witty <ul style="list-style-type: none"> • First Nation Experiences: a dialogue with Rod King, former Chief Lucky Man Cree Nation • New Directions for Grand Rapids First Nation: Chief Ovide Mercredi • Perspective of design in Aboriginal communities: Ms. Eladia Smoke Cross-cultural considerations: issues and implications: Dr. Wanda Wuttunee; Governance models for First Nations: Dr. Fred Shore, Exec. Director, Office of University Accessibility
Arts	The Native Studies Colloquium Series: twenty-one seminars during 2005-6, including faculty members from the Universities of Manitoba and Winnipeg as well as graduate students from the Native Studies department and invited guests. Among the guests was Ovide Mercredi, who presented the final seminar in the very successful 2006 series. 2006 Elders Gathering, held February 17-19, 2006, co-sponsored by Native Studies, Aboriginal Students Centre and Aboriginal Students Association, hosted thirteen Elders and traditional teachers leading workshops as well as additional speakers – approximately 500 people attended
Clayton H. Riddell Faculty of Environment, Earth & Resources	Pikangikum – Elders, students, faculty
Extended Education	Access: -Destination Education Workshop Series -Various dates during academic year
Education	Dr. Glen McCabe attended Indigenous Suicide Prevention Research and Programs in Canada and the United States: Setting a Collaborative Agenda bi-national conference, held in Albuquerque, New Mexico, in February 2006. Atleo, Marlene R. 2006. "Phenomenological orienteering: a methodology of discovery - mapping across worldviews." Research and Applying Metaphor, Leeds, UK, April 10-12. Atleo, Marlene R. 2006. "The ancient Nuu-chah-nulth strategy of Hahuulthi: Education for Indigenous cultural survivance." Second International Conference on Environmental, Cultural, Economic and Social Sustainability, Hanoi & Ha-Long Bay, Vietnam, January 9-12. Abstract/Virtual Attendance. Atleo, Marlene R. 2006. "Creating partnerships between Aboriginal and EAL/SESD/TESL Educators for Aboriginal student successes across languages and lifeworlds." The Manitoba Aboriginal Education Research Forum "Shawane Dagoosiwin" Atleo, Marlene R. 2006. "First Nations program development in post secondary settings: Malaspina University College and other models. Aboriginal Education: Issues in Leadership." Canadian Association of Studies in Educational Administration, CSSE, York University, Toronto, ON, May 27-31. Atleo, Marlene R. 2006. "Discussant: – Contextual Factors Influencing Research and Practice." CASAE-CSSE, York University, Toronto, ON, May 27-29.

<p>Education (cont'd)</p>	<p>Atleo, Marlene R. 2006. "Discussant: Neo-liberalism and collective bargaining in Canadian education. The Politics of Educational Administration." CASAE-CSSE, York University, Toronto, ON, May 27-29.</p> <p>Atleo, Marlene R. 2006. "Discussant: – Contextual Factors Influencing Research and Practice." CASAE-CSSE, York University, Toronto, ON, May 27-29.</p> <p>Atleo, Marlene R. 2006. "Literacy Development for Aboriginal Communities: Creating Social Equity and Currency." "Ohpinitowin, lifting each other up," Aboriginal Studies and Research Conference, University College of the North, Thompson, MB, May 2-3.</p> <p>Atleo, Marlene R. 2006. "Ha-Ha-Shucht – Vital signs for a culture of change." Cultivating Vitality – Vision and Change in Secondary Schools. Manitoba School Improvement Project, Fort Garry Hotel, Winnipeg, MB, April 29–May .</p> <p>Atleo, Marlene R. 2006. "Towards culturally healthy "hand shakes" for Aboriginal Canadians: "In-Your-Face", Face to Face and Interface." Invited Presentation. Inter Tribal Health Authority, Vancouver, BC.</p> <p>Atleo, Marlene R. 2006. "Aboriginal Women and Education." Invited Lecture, Educational Administration, University of Manitoba, Winnipeg, July.</p> <p>Atleo, Marlene R. 2006. "Aboriginal Education- exposing the paradox." (Red River College location) Winnipeg, MB, Georgian College, Barrie, ON,</p> <p>Dr. Laara Fitznor conducted a workshop for the Designing Inclusive Schools conference held in Winnipeg on April 27-29, 2006 at the Victoria Inn.</p> <p>Morin, B. <i>Making Math and Science Multi-Dimensional: Incorporating Cultural and Historical Contexts into Learning</i>. WestCAST (Western Canadian Association for Student Teaching) 2006, Westin Bayshore, Vancouver, British Columbia. February 16, 2006.</p> <p>Fitznor, L. <i>Panelist with Drs. Marlene Atleo & Clea Schmidt for Creating Partnerships between Aboriginal and SED/TESL educators for Aboriginal Student Success across Languages and Lifeworlds</i>. Shawane Dagoisiwin</p> <p>Fitznor, L. <i>Aboriginal/Indigenous Research: Relational Pathways for Conducting Respectful Research</i>. "Ohpinitowin, lifting each other up", Aboriginal Studies and Research Conference, Thompson, Manitoba. May 2-3, 2006.</p> <p>Fitznor, L. <i>Stopping Racism in its Tracks: Enacting Anti-oppression Values for Everyday Living</i>. Designing Inclusive Schools: A Conference to Develop Strategies to Integrate Anti-Racism Principles and Actions within Educational Institutions, Victoria Inn, Winnipeg, Manitoba. April 28, 2006.</p> <p>Fitznor, L. <i>Countering Acts of Racism: Standing up for Human Dignity</i>. United Against Racism (Aboriginal Youth Council), Ka Ni Kanichihk, Indian and Metis Friendship Centre, Winnipeg, MB. March 21, 2006.</p> <p>Houle, W. <i>The Alarming Rate of Aboriginal Youth Suicide: Why We Need to Talk</i>. WestCAST (Western Canadian Association for Student Teaching) 2006, Westin Bayshore, Vancouver, British Columbia. February 16, 2006.</p>
<p>Engineering</p>	<p>Circles of Science Seminar, held at the University of Manitoba, April 9, 10, 11, 2006. Organized by ENGAP/NAPES (Concordia University). Aboriginal education professionals from across Canada attended.</p>

Human Ecology	<p>Diane McDonnell and Carol Harvey presented a peer reviewed abstract on the Effect of Diabetes on Anishinabe Grandparenting at the National Council on Family Relations annual meeting held November 2005 in Phoenix Arizona.</p> <p>Jason Brown "Fetal alcohol spectrum disorders: Caregivers' perspectives." Workshop at Looking at the Future Together Conference, Opaskwayak Cree Nation, MB. Organized and sponsored by Opaskwayak Cree Nation Band Council. 50 participants including professionals, Elders, band council members and parents attended. October 2005.</p> <p>Jason Brown and Betty Edel. "Community building: Exploring Winnipeg's north end neighborhoods." Presentation at Community-University Expo in Winnipeg, MB. Organized by Institute of Urban Studies, University of Winnipeg, sponsored by SSHRC. 25 participants including community organizers, academics and allied health professionals attended. September 2005.</p>
Law	<p>In addition to guest speakers attending the Faculty of Law to discuss matters of importance to Aboriginal peoples, Robson Hall has agreed to host the National Aboriginal Moot in the Spring of 2007. Planning is currently underway for what we expect will be a major event, both for the Faculty of Law and the Aboriginal community.</p>
Medicine	<p>University of Manitoba hosted Think Tank: Strategies to double the number of Aboriginal physicians in Canada organized by the Indigenous Physicians of Canada (IPAC), the Association of Faculties of Medicine of Canada (AFMC) and Health Canada March 2006</p>
Physical Education & Recreation Studies	<p>1) Community-University Consultation for the Proposed Community Recreation and Active Living Diploma. Organized by AFP (S. Hatcher) and the FPERs. Held March 13 & 14 in The Pas and OCN</p> <p>2) Consultations with students at Children of the Earth School (March 19, 2006).</p>
Science	<p>On November 21/22, 2005, approximately fifty University of Manitoba faculty, staff and graduate students, representing departments from eight Faculties came together to run a large variety of workshops at the Victoria Inn, Winnipeg, for Senior 1-4 students from the Peguis Central School. Dr. Tom Berry of the Department of Mathematics served as the Symposium Science Program Coordinator. The purpose of the symposium was to encourage Aboriginal students to consider science-based disciplines in their quest for post-secondary education and subsequent careers. More than 200 students, and a number of teachers and parents from Peguis, attended this symposium. In addition to the workshops, the students had the opportunity to view exhibits and discuss academic and career options with representatives of the University, as well as many other educational and professional organizations. Before returning home the participants were treated to guided walking tours of the Fort Garry campus, led by Aboriginal U of M students.</p>
Social Work	<p>Baird Poskanzer Lecture Series: Dr. Karen Swift: Social Work in the "Risk Society"</p>

PUBLIC RELATIONS ACTIVITIES	Provide details on the type of activity, the target of the public relations activity, and when the activity took place.	Outcomes of the public relations activity (please provide corroborating information, where possible.)
Architecture	Attend special meeting at invitation of Minister of Housing and Chief Ovide Mercredi to advise on prototype for First Nation housing.	Chief Mercredi has invited the Faculty to work with his community.
	North End Studio, City of Winnipeg: Fall and Winter Terms 06/07	Department of City Planning is undertaking a series of studies and design studios to be located in the North End and developed in partnership with local Aboriginal communities.
Art, School of	Dr. Celia Rabinovitch lecture at Stanford University. Topic: Canadian Inuit Art.	
Arts	Kim Wilde, Roger Roulette, Sessional Instructors in Native Studies were among 40 "tellers" presenting at the inaugural Winnipeg International Storytelling Festival, June 2006	
Dentistry	"Soup up your Smile" (a community dental health program) was held at Thunderbird House	
	Peguis First Nation Science & Technology Fair - November 2005 – Victoria Inn Hotel, Winnipeg.	1 st Science & Technology Fair held by Peguis First Nation.
Education	<p>Dean John Wiens delivered greetings at the Resource Inclusive Special Education Cohort graduation dinner held on June 1, 2006.</p> <p>Several Faculty of Education faculty and students attended the RISE Cohort graduation dinner held on June 1, 2006.</p> <p>Several Faculty of Education faculty, staff and students attended the 2005 Aboriginal Youth Achievement Awards October 20, 2005.</p> <p>Several staff and faculty members attended the annual Graduation Powwow.</p> <p>Dr. Laara Fitznor attended the 16th Annual Int'l Youth and Elders Cultural Gathering: Gathering of the Sacred Pipes Sundance.</p>	

<p>Engineering</p>	<p>Randy Herrmann - Member – Inter-provincial Association on Native Employment (IANE) – ongoing activity targeted at the Aboriginal community.</p> <p>Randy Herrmann - Member - Manitoba First Nation Education Resource Centre – Science Fair Organizing Committee</p> <p>Science-Promo Project</p> <p>Randy Herrmann - Chairman of the Aboriginal Professional Initiative Committee of the Association of Professional Engineers and Geoscientists of Manitoba</p> <p>ENGAP Graduation</p>	<p>Other members include representatives from the Aboriginal community and business community.</p> <p>Promoting science to young Aboriginal people</p> <p>Promoting University of Manitoba as well as Science and Engineering careers to northern Aboriginal people.</p> <p>Purpose of the committee is to encourage more young Aboriginal people into taking engineering degrees.</p> <p>Allows us to profile our program's success to the Aboriginal, engineering, and business community.</p>
<p>I H Asper School of Business</p>	<p>Excellence in Aboriginal Business Leadership Award Banquet – EABLA, October 2005</p>	
<p>Law</p>	<p>A new video was produced that seeks to encourage young Aboriginal students to consider university-entrance courses at an early age. Moreover, it encourages them to think about the Faculty of Law and invites them to contact us for further information. This video will be distributed to junior high schools with significant Aboriginal populations throughout Manitoba, as well as to all Aboriginal organizations dealing with youth.</p>	
<p>Science</p>	<p>WISE (Women in Science and Engineering), which is located in the Faculty of Science, has close ties to Manitoba Hydro and their Aboriginal Relations Department, and participated in various summer camps which attract a significant Aboriginal audience including camps in Kenora. WISE routinely visits northern communities, and thus naturally interacts with a significant Aboriginal population.</p>	

RESEARCH PROJECTS	Principal Investigator & Project Name	Funding Source & Period of Funding
Arts	Peter Kulchyski (Native Studies) Kathleen Buddle-Crowe (Anthropology), and Robin Jarvis Brownlie (History) "An Oral History of the Northern Manitoba Treaties"	SSHRC (2006-2009)
	Deborah Simmons (Native Studies), "The Words of our Ancestors are our Path to Our Future: Mapping Dene Language, Narrative and Governance"	SSHRC (2006-2009)
	John Loxley (Economics), Manitoba Research Alliance for Transforming Inner-city and Aboriginal Communities	SSHRC
	Chris Trott (Native Studies) "Nunaqatigijavut: Social Space and Family Networks in Cumberland Sound 1982-2007"	SSHRC (2006-2009)
	Wanda Wuttunee (Native Studies), co-chair and co-investigator, financing cluster, University of Saskatchewan, Centre for the Study of Co-operatives, "Linking, Learning, Leveraging: Social Enterprises, Knowledgeable Economies and Sustainable Communities"	SSHRC (2005-8)
	Jane Ursel (Sociology), "Aboriginal Interns"	Canadian Aboriginal Health Network
	Randy Jackson (Canadian Aboriginal Aids Network) and Janice Ristock (Women's Studies), "Two-spirit women and experiences of homophobia in HIV/AIDS related services"	CIHR (2006-2009)
Extended Education	Cathy Rocke, Aboriginal Focus Program, Indigenous Knowledge Manual	COPSE, 2006
Dentistry	D. Brothwell/C. Humphreys, B.Sc. (Dent.) Program - "Effectiveness of space maintainers on preventing crooked teeth and helping children attain nicer smiles in Norway House"	Centre for Aboriginal Research Faculty of Dentistry-Dean's Research Fund
	Dr. M. Benami, "Prevalence of malocclusion Norway House" Dr. B. Schroth, "Health Smile Happy Child"	Internal funding – Centre for Community Oral Health (1 year) Manitoba Health – \$1.2M/2 years

<p>Education</p>	<p>Marlene Atleo- “Creating partnerships between Aboriginal and SED/TESL Educators for Aboriginal students across languages and lifeworlds”</p> <p>Brian Lewthwaite- “The Development, Validation and Application of a Science Delivery Evaluation Instrument for Aboriginal Settings (SDEIAS)”</p> <p>Laara Fitznor- “Aboriginal Perspectives in Education: The Impact of the Learning Experience on Students”</p> <p>Brian Lewthwaite- “Pilot Study: Improving Learning in Grade 1 – 8 through Improved Teaching and Assessment: Honoring Local Culture and History (Nunavut)</p> <p>Laara Fitznor reports that the Manitoba Mother of Red Nations has commissioned a research project which looks at the impacts of Bill C-31 (regarding Indian membership) of the Indian Act of Canada on Aboriginal women in Manitoba.</p>	<p>SSHRC \$25,000 April 2006 to March 2008</p> <p>SSHRC \$68,420 April 2006 to March 2009</p> <p>University of Manitoba - University Research Grants Program \$2,990 May 2006 to June 2007</p> <p>NSERC-CRYSTAL \$123,240 April 2005 to March 2010</p> <p>The project is nearing completion, however Dr. Fitznor will continue to provide advisory input.</p>
<p>Education (cont'd)</p>	<p>Yatta Kanu- Integrating Aboriginal Cultural Knowledge /Perspectives into the High School Curriculum. <i>Project Update:</i> The goal of the project is to increase academic success, class attendance, and school retention among Aboriginal students by integrating Aboriginal cultural knowledge/perspectives into school curriculum.</p> <p>Laara Fitznor is an Advisory Steering Committee Member for a project titled: "Sharing Our Success: Case Studies in Aboriginal Schooling" (George Fulford, University of Winnipeg)</p>	<p>SSHRC \$143,590 September 2003 to August 2006</p> <p>Non-funded</p>
	<p>Laara Fitznor, One day Community Consultation Event to determine goals and objectives of an Aboriginal teaching and research centre.</p>	<p>Ontario Institute for Studies in Education University of Toronto, \$10,000 Ending in 2007.</p>
<p>Engineering</p>	<p>Diana Klassen, Aboriginal Math Links</p>	<p>UM Outreach Fund, Engineering Endowment Fund, Imperial Oil Academy, Period of Funding 2004-2007.</p>

<p>Human Ecology</p>	<p>James Friel, Jason Brown & Christina Lengyl, "Food Use Patterns of Urban Aboriginal Peoples: Pilot Study"</p> <p>Jason Brown and Dilly Knol, "Adult Learning in Aboriginal Community-Based Inner City Organizations"</p> <p>Javier Mignone, John O'Neil and Jason Brown, " Social Capital in First Nations Communities"</p> <p>Jason Brown and Dilly Knol, "Youth Homelessness In Winnipeg's Inner City"</p> <p>Diane McDonnell. Effect of Diabetes on Anishinabe Grandparenting</p>	<p>Human Ecology Endowment Fund - \$3,500, 2006-07</p> <p>Canadian Council on Learning \$20,470, 2006-07</p> <p>SSHRC, \$125,000, 2006-07</p> <p>National Secretariat on Homelessness, \$18,920 (Agency partners: Andrews Street Family Centre in Ndinawe)</p> <p>Community Health Sciences, U of M Interdisciplinary Health Research Team - \$16,000</p>
<p>Music</p>	<p>Richard Burleson, Native Music Project</p>	<p>Baseline funded with an undefined end date.</p>
<p>Nursing</p>	<p>Care, W.D. (Principal Investigator), Gregory, D.M., Courtenay, M., & C. Russell. "The experiences and impact of learning with distance technology among Aboriginal nursing students in Manitoba".</p>	<p>Social Sciences and Humanities Research Council of Canada. INE grant. Amount funded: \$99,080. Period of funding: 2003-2006.</p>
<p>Physical Education & Recreation Studies</p>	<p>Development and delivery of the Community Recreation and Active Living Diploma was included in a submission to the Max Bell Foundation in 2005 (unsuccessful): (Making Neeji Stew: Reclaiming Good Food and Physical Activity in Aboriginal Families and Communities). Skownan First Nation has demonstrated some interest in this project. Discussion continues of alternative ways to support the research aspect of this project (J. Halas leads this initiative).</p>	
<p>Science</p>	<p>CRYSTAL – (Centres for Research in Youth, Science Teaching and Learning) awarded to Dr. Gordon Robinson, Botany, \$1 million over five years for "Understanding the Dynamics of Risk and Protective Factors in Promoting Success in Science and Mathematics" which will encompass a spectrum of environments from southern urban to Nunavut and the Northwest Territories, and a spectrum of cultures from Francophone to Anglophone to Aboriginal.</p>	

PARTNERSHIPS ESTABLISHED	Name of University Lead & Name of Partner Group, Organization or Aboriginal Community	Nature or Objective of the Partnership
Architecture	<p>Dean Witty and Professor Robertson and Grand Rapids First Nation</p> <p>Dean Witty and Aboriginal Advisory Council</p>	<p>To explore opportunities for design and planning projects in Grand Rapids that will benefit the community and the Faculty.</p> <p>To provide advice on Aboriginal initiatives in the Faculty.</p>
Art, School of	<p>Urban Shaman Gallery Curator and Director, K.C. Adams</p> <p>Winnipeg Art Gallery</p>	<p>-Community Liaison -Partnership in Visiting Artist Program -Support/showing of School of Art Thesis student shows</p> <p>Aboriginal artists presenting their art in the School of Art's Visiting Artist Program</p>
Arts	<p>Janice Ristock (Women's Studies) and the Canadian Aboriginal AIDS Network</p> <p>Peter Kulchyski (Native Studies) and B. Francis Kuirani, Anthropological Survey of India and Shastri Indo-Canadian Institute</p>	<p>Working together on a CIHR funded research project.</p> <p>Working on Community Tourism and Indigenous People in Manitoba and North East India</p>
Extended Education	<p>AFP works with: First Nations Inuit Health Branch, Health Canada; Manitoba Community Wellness Working Group; University College of the North; Children of the Earth High School; Sandy Bay First Nation; Indian and Northern Affairs Canada; Nisichawayasihk Cree Nation; Pauingasse First Nation; and Building Environmental Aboriginal Human Resources</p> <p>Access works with the University of Manitoba Aboriginal Centre for Health Education</p> <p>Dr. Cathy Cook & Dr. Peter Nunoda University of Western Ontario, First Nations Student Services</p> <p>Ms Vivian Peters & Dr. Peter Nunoda James Cook University, Australia, Faculty of Medicine</p> <p>Prof. Jacinta Elston & Dr. Peter Nunoda</p>	<p>Partnerships with various First Nations for the delivery of community-based transition year and diploma programs and development of new programs</p> <p>Partnership to provide enhanced facilities and resources for Access Professional Health Program students.</p> <p>Establishment of Access model programs.</p> <p>Establishment of indigenous Health Careers Access Program.</p>

Dentistry	<p>All Centre for Community Oral Health Lead: Norway House Cree Nation</p> <p>Sandy Bay First Nation</p> <p>Mamewetin Health Authority – Sask.</p> <p>Aqsaqniit Dental Services – Baffin</p> <p>Healthy Smile Health Child WRHA, BRHA, MB Health, FNIHB</p>	<p>Dental service/student education/research</p> <p>Dental service</p> <p>Dental service</p> <p>Dental service</p> <p>Health promotion/research</p>
Education	<p>Dr. Laara Fitznor works with Joy Hendry, Oxford Brooks University</p>	<p>Dr. Laara Fitznor was invited by Dr. Joy Hendry of Oxford Brooks University in England to explore the possibilities of developing a partnership between our two universities.</p>
Engineering	<p>Manitoba First Nation Education Resource Centre (MFNERC)</p> <p>Peguis Science Symposium</p> <p>Yellowquill College, Adult Education Centre</p> <p>Canadian Council of Professional Engineers</p> <p>Frontier School Division</p> <p>Aerospace Engineering Liaison Group</p> <p>University College of the North, Selwyn Peter</p> <p>Association of Professional Engineers and Geo-scientists of Manitoba</p> <p>IBM/ANA Partnership</p> <p>Shell Canada</p>	<p>Helped organize and judge a science fair competition for Aboriginal students.</p> <p>Helped organize and presented at the science symposium</p> <p>Director of ENGAP on the Advisory Board</p> <p>Met and discussed ways of encouraging more Aboriginal people to pursue careers in engineering.</p> <p>Met with Science Consultant to plan presenting the Aboriginal Science in a Crate Program to elementary schools in Frontier School Division.</p> <p>Director of ENGAP joined this group to look at ways of encouraging more Aboriginal people into Aerospace engineering careers.</p> <p>Looking at the possibility of offering first year engineering in the north and an ENGAP type program.</p> <p>To encourage more Aboriginal people into engineering and geo-science careers.</p> <p>Encouraging more Aboriginal students into Computer Science careers</p> <p>Investigating ways to encourage more Aboriginal people to go into engineering.</p>

Human Ecology	Andrews Street Family Centre Indian Family Centre Ndinawe	Teaching and research partnership with all three organizations
I H Asper School of Business	Iqaluit, Nunavut Grand Rapids First Nation, MB Navaho Nation, Veterans Affairs USA Pinaymootang First Nation, MB Peguis First Nation, MB Sapotaweyak Cree Nation, MB	Sponsoring Agencies for our students.
Physical Education & Recreation Studies	<p>Community Recreation and Active Living Diploma (CRALD): Led by E. Ready and J. Halas (also J. Forsyth and K. McKay). In partnership with Aboriginal Focus Programs (Continuing Education Division), and Faculty of Human Ecology.</p> <p>We have developed many new networks and contacts in sport, recreation, and preventative health in several Aboriginal and Metis communities throughout Manitoba.</p> <p>Formation of Community Advisory Group for CRALD was formed as the result of community consultations held in Winnipeg (April 5 and July 6, 2005) and The Pas (March 2006).</p> <p>As part of the northern consultation in The Pas, we have formed links with University College of the North ((Health and Applied Science (Dean R. Penner), and Education (Dean S. Wilson)).</p> <p>Talks have also begun with Red River College re: partnering on program delivery.</p>	

PUBLICATIONS (non-academic only)	Title and date of publication, number of copies made/distributed; target of the publication	Outcomes of the publication (please provide corroborating information, where possible.)
Architecture	<p>- Ruys, N., <u>Aboriginal Planning Program: Need Assessment Report</u>, September 2005; 15 copies printed and distributed to Aboriginal Advisory Council</p> <p>- <u>Grand Rapids Eco-cultural Tourism Destination Resort</u>, 2 copies and DVD of Cross-cultural Studio work presented to Grand Rapids First Nation at a public meeting and presentation and feast.</p>	<p>- Provided evidence for significant support across Aboriginal communities for the proposed Aboriginal Design and Planning Degree.</p> <p>- The Chief has used the report and supporting graphics to approach potential funding groups.</p>
Extended Education	<p>Access Program Brochures (Feb. 2006)</p> <ul style="list-style-type: none"> • University of Manitoba Access Program (1500 copies) • Health Careers Access Program (1500 copies) • Education Access Program (1500 copies) • Professional Health Program (750 copies) 	Access
Dentistry	<p>Oral Health Status Survey (2002-2003) – Sandy Bay First Nation - 20 copies, distributed to community members</p> <p>Prevalence of early childhood caries in 4 communities.</p>	<p>Community empowerment</p> <p>Schroth RJ, Moore P, Brothwell DJ. (2005). J Can Dent Assoc;71(8):567-567</p>
Education		New promotional materials including B.Ed. brochures and posters have been developed in partnership with Access program on a cost sharing basis.
Engineering	Aboriginal Math Links	To be distributed in 2006 to Aboriginal schools in Manitoba.
Clayton H. Riddell Faculty of Environment, Earth, and Resources	<p>Jill Oakes, "Working with Indigenous Elders" March 2006.</p> <p>Jill Oakes, "Gambling and Problem Gambling in First Nations Communities".</p> <p>Jill Oakes, "Seeing the World with Aboriginal Eyes".</p>	

I H Asper School of Business	<p><i>Newsletter</i>-Spring 2006. 500 copies went out to all Aboriginal High School Counsellors, Aboriginal Post-Secondary Counsellors, High Schools with high Aboriginal content, and all Friendship Centers in Manitoba.</p> <p><i>New ABEP Brochures</i>-</p> <p>Through the generous donation from Manitoba Hydro, ABEP was able to redesign the information brochure that is given to all presentations and was given an allowance for printing with their printers.</p>	We had many request for additional information on the program from this publication.
Social Work	Faculty Insert in Alumni Journal	Alumni more informed
<i>POLICIES IMPLEMENTED</i>	Type of policy (university vs. unit-based) and details on implementation	
Architecture	Modification to Environmental Design Admission to encourage Aboriginal students with qualifying GPA's [2.5] (but below the competitive minimum [currently 3.3]) to apply through an Aboriginal category. The admission change has been successfully implemented in spring 2006.	
Art, School of	More intensive student advising for Aboriginal students. Follow up on advising (phone calls, etc.). Encouragement and implementation of cross-cultural knowledge for advising. Hiring Aboriginal mentors to serve on B.F.A. Honors thesis committees as requested or recommended by Area Chairs.	
Extended Education	AFP- Aboriginal Education Centre: Encourages Aboriginal stakeholder-partners to utilize Aboriginal Education Centre for board and related meetings.	
Law	A motion is going before Faculty Council in August 2006 to establish an additional student position on Faculty Council that will be reserved for a representative of our Aboriginal Law Students= Association.	
University 1	Unit- based decision to consider more carefully Authorized Withdrawal requests for Aboriginal students who are sponsored or who are having transitional issues- in the past they have been given the same consideration as other students- it has been explained to the advisors that some students can fall behind when their band does not provide book money or tuition on time – also, University 1 does not normally consider transition issues to be a reason for AW's, but we are being more sensitive to students who are coming in from reserves and rural areas. Michael O'Brien-Moran and Carla Loewen have discussed with the other advisors the major differences and why more consideration should be given to these situations, which has resulted in granted AW's in some cases.	
<i>OTHER (PLEASE SPECIFY)</i>	Please provide full details of any other initiatives.	
Architecture	Retention of Michael Robertson to provide mentoring to Aboriginal students in the Faculty.	

<p>Education</p>	<p>Glen McCabe has submitted a manuscript to an international journal regarding the research he conducted on Aboriginal traditional healing. It is considered by some to be an important work in helping to inform people outside the Aboriginal community about the important work being done by Elders and traditional healers. It was also the basis for his invitation to the summit meeting in Albuquerque in February, 2006. Dr. McCabe is currently working on revisions to the manuscript.</p> <p>Glen McCabe has been invited and has agreed to join the "National Aboriginal Health and Human Resources Initiatives Advisory Council." This involves assisting in providing a national perspective on the related service and developmental needs and programs for non-status and Metis Aboriginal people in Canada.</p> <p>Laara Fitznor participated in the review of Tertiary Education in New Zealand as part of an international team of experts. Contribution of "Equity and Links to the Community" sections for the Thematic Review of Tertiary Education in New Zealand Country Note Report. Paris: Organization for Economic Co-operation and Development, Directorate for Education, Education and Training Policy Division. Review report. Report should be completed by the middle of August 2006.</p> <p>Laara Fitznor served in 2006 as an advisory member to the research project that the Manitoba Mother of Red Nations (MORN) conducted regarding Bill C-31 impacts on Aboriginal women in Manitoba.</p> <p>Laara Fitznor served in 2006 as an advisory committee member on the United Against Racism, A project of Kanikanichihk community project.</p> <p>Laara Fitznor serves currently as a member of the Aboriginal Circle of Educators.</p> <p>Marlene Atleo is involved in a non-funded research project: First Nations Post Secondary Program Development: Malaspina and other Models - Relationship between the development of diverse post secondary programming in public and First Nations institution as a function of federal (INAC) and provincial policy. The project is ongoing.</p> <p>Marlene Atleo continues as Director and Principal, Umeek Human Resource Development Inc.</p> <p>Marlene Atleo continues as editorial board member and reviewer of the American Indian Quarterly.</p>
<p>Medicine</p>	<p>Aboriginal Student (Health Education Faculties) Resource Centre</p> <p>The Dean of Medicine has assigned the former Dean's office as the future site of an Aboriginal Students Resource Centre. The Centre will provide awareness of and support for professional development opportunities, academic tutoring, mentoring and support and social supports for Aboriginal students enrolled in Health Education degree programs.</p> <p>Development of the Resource Centre will be guided by an Advisory Committee that has representatives from government, the Aboriginal community and the Deans of the Health Education faculties</p>
<p>Nursing</p>	<p>David Gregory, Professor, Faculty of Nursing was seconded by the University College of the North to assist that institution to establish a Health Studies division and other related activities regarding Nursing programming in the North.</p>

Pharmacy	The Dean is part of the Aboriginal Health Advisory Committee in regards to the Aboriginal Students Resource Centre.
Social Work	New Faculty Equity Plan



Section 6

Glossary of Terms

Aboriginal Peoples – Section 35(1) of the Canada Act (1982) (The Canadian Constitution) states that the Aboriginal peoples of Canada are the Indian, Inuit and Métis peoples. These peoples are the descendants of the original inhabitants of North America and they have unique heritages, languages, cultural practices and spiritual beliefs. Their common linkage is their indigenous ancestry.

Aboriginal Rights – These are rights that some Aboriginal peoples in Canada hold as a result of their ancestors' long-standing use and occupancy of the land. The rights of certain Aboriginal peoples to hunt, trap and fish on ancestral lands are examples of Aboriginal rights recognized either through treaties or formal agreements. Aboriginal rights vary from group to group depending on the customs, practices and traditions that form part of the group's distinctive culture.

Anishinaabe – (Anish-e-naabay) The word used by the Ojibway people to refer to their First Nation in their own language.

Assembly of First Nations (AFN) – The national political body representing First Nations people in Canada and composed of the Chiefs of the First Nations. The Assembly promotes, supports and represents members of First Nations in areas such as Aboriginal and treaty rights, environmental rights, economic development, education, housing, health, social services and land claims.

Assembly of Manitoba Chiefs – The provincial political organization of Manitoba Chiefs representing First Nations in Manitoba. There are other organizations similar to this one representing Southern Chiefs and Northern Chiefs.

Band – A term established by the first Indian Act in 1876 to legally identify a group of Indians with a particular Chief or Headman. A Band is a group of First Nations people for whom lands have been set apart and for whom money is held in trust by the crown. Each Band has its own governing council, usually consisting of one or more Chiefs and several Councilors. Community members choose the Chief and Councilors by election or through traditional custom. The members of a Band generally share common values, traditions and practices rooted in their language and heritage. Today, most Bands prefer to be known as First Nations.

Band By-Law – A law made by the Band Council to regulate local or internal affairs. The *Indian Act* gives Band Councils this power, but it can only be applied in the community.

Band Council – A Band or First Nation's governing body. The Council has the power to self-govern locally, though the degree of power varies with each Band.

Band List – This is the official list of members of a particular Band or First Nation. If you are not on the Band List, you are not an Indian unless you are a 'Bill C-31 Indian'.

Bill C-31 – The pre-legislation name of the 1985 *Act to Amend the Indian Act*. This Act eliminated certain discriminatory provisions of the *Indian Act*, including the section that deprived Indian women of their status when they married non-Status men. Bill C-31 enables people who lost Indian status to apply to have that status restored. Since 1985, about 105,000 individuals have successfully regained their status. These people are sometimes referred to as 'Bill C-31 Indians'.

Chief – The elected leader and primary spokesperson for the recognized governing Band Council on a reserve. The National Grand Chief is the elected Chief of the AFN. Vice-Chiefs are regional representatives in AFN. A Grand Chief is the elected Chief of a Regional First Nation group (e.g. The

Assembly of Manitoba Chiefs - AMC).

Claims – Claims deal with rights and title to lands already ceded by treaty. In 1973, the federal government recognized two broad classes of claims: comprehensive and specific. Comprehensive claims are based on the recognition that there are continuing Aboriginal rights to lands and natural resources. These kinds of claims come up in parts of Canada where Aboriginal title has not previously been dealt with by treaty and other legal means. Their resolution can result in a new agreement much like the Treaty agreements already in existence. Specific claims deal with specific grievances that First Nations may have regarding the fulfillment of treaties. They also cover grievances to the administration of reserve lands and assets under the *Indian Act*.

Congress of Aboriginal Peoples (CAP) – Formerly known as the Native Council of Canada (NCC) its members are First Nations people who live off-reserve, non-status Indians and Métis people in Canada. Its executive council is made up of thirteen affiliate organizations from all provinces and territories. CAP's mandate is to represent the collective and individual interests of its membership. It works to achieve equity for all Aboriginal peoples, regardless of residence or status, to rights affirmed in the *Constitution Act 1982* and the *Charter of Rights and Freedoms*.

Country-Born – Term used to identify the people born in Rupert's Land of Hudson's Bay Company fathers and Aboriginal mothers who were predominately English-speaking and Protestant. In the 1970's some Canadian historians (e. g. Fritz Pannekoek) used this term rather than the pejorative 'half-breed'.

Cree – First Nation people whose members stretch from Western Quebec around James Bay all the way to the Rocky Mountains and into the northern United States. The various groups of Cree speak different dialects and have very different historical and cultural experiences.

Dakota – Part of the First Nations formerly known as the 'Sioux'. There are, in fact, three basic divisions of these people: the Dakota, Nakota and Lakota.

Dakota Ojibway Tribal Council – A service organization put together by a group of First Nations in the southwestern part of Manitoba. There are similar organizations across the Province. In general, Tribal Councils represent a group of bands to facilitate the administration and delivery of local services to their members.

Elder – An Elder is a person, male or female, who is accepted by Aboriginal peoples as possessing knowledge of oral sacred traditions, ceremonies and sacred wisdom. They are the teachers and counselors of the people and must be respected at all times. Roger Armitte is the Elder-in-Residence on campus.

Enfranchisement – Used to describe the process by which one's right to register for status under the *Indian Act* was removed. It refers to the granting of the franchise or the right to vote which Indians did not have until 1961 under the *Indian Act*. This process was also predominant during the era of government policy for Indian assimilation. Bill C-31 put a stop to this practice in 1985.

Fiduciary Responsibility – The trust responsibility vested in the Minister of Indian Affairs and Northern Development in the *Indian Act*.

First Nation – In practice, this is the modern term used to refer to a registered or treaty Indian Band established under the authority of the Indian Act. It applies to Status Indians only.

Half-Breed – Pejorative term founded in the colonial mentality of Canada and used to identify Métis peoples. In this case, a 'half-breed' is any person who has Aboriginal and European ancestry. It is not usually used for other cultural, ethnic mixtures of human beings. It is highly racist and should not be used to identify humans. Biologically there cannot be such a thing as a 'half-breed' human.

Higgins Street Centre – The former CPR railway station in Winnipeg converted into an Aboriginal Centre

containing a great variety of services and organization offices for Aboriginal people.

Indian – The legal term used to identify someone who has treaty status, registered status or non-status according to the Indian Act. In fact, someone could be a non-Aboriginal person and still be an ‘Indian’ (e.g. a pre-1985 non-treaty, non-Aboriginal woman who marries a treaty Indian) On the other hand, if an Aboriginal person is Cree, for instance, this does not guarantee that they are ‘Indian’ as they may be non-status. ‘Indian’ is the term used by the colonizers to identify the colonized.

Indian Act – Federal legislation that sets out certain federal government obligations and responsibilities towards First Nations and their reserved lands. The first *Indian Act* was passed in 1876. Since then, it has undergone numerous amendments, revisions and repeals. The Department of Indian Affairs and Northern Development administers the Act.

Indigenous – The generic term used to identify Aboriginal people in any part of the planet.

Innu – First Nations people who live in Labrador.

Inuit – Northern Canadian Aboriginal peoples who have their homelands in the North West Territories, the Territory of Nunavut and the Yukon Territory. There are also Inuit people in Alaska.

Inuit Tapirisat of Canada (ITC) – Group dedicated to the needs and aspirations of the Inuit in Canada. Formed in 1971, it represents more than 41,000 Inuit living in 55 northern communities. It is the national voice of the Inuit, addressing issues of vital importance to the preservation of Inuit identity, culture and way of life. The ITC works in many areas, including but not limited to, self-government, human rights, environment, economic planning and development, language, health and social issues.

Inuk – (**Eenook**) Singular form of Inuit (refers to an individual).

Inuktitut – (Eenook-ti-took) the language spoken by the Inuit. Dr. Christopher Trott in Native Studies at the University of Manitoba speaks Inuktitut.

Inuvialuit – (Eenu-vialuit) Inuit people living in the Western Arctic.

Louis Riel Institute – This is the heritage, education and cultural wing of the Manitoba Métis Federation created by an Act of the Provincial Legislature of Manitoba. The Institute runs courses, teaches about Métis culture and acts as a general clearing house for Métis cultural and heritage issues.

Manitoba Keewatinook Ininew Okimowin (MKIO) – MKIO is the political organization which represents 28 First Nation communities in the north.

Manitoba Métis Federation – With its Head Office located at 150 Henry Street in Winnipeg and with over 150 employees, the Federation is the governing body and service and political lobby group for the Métis in Manitoba.

Métis – People born of, or descended from both European and First Nation parents. According to the Métis Nation of Manitoba a Métis person is one who self-declares as a Métis, who is accepted by the Métis community as a Métis and who has provable Métis ancestry in the Red River area.

Métis National Council (MNC) – The political body representing its members and affiliates which include the Métis Nation of British Columbia, the Métis Nation of the North West Territories, The Métis Nation of Alberta, the Métis Nation of Saskatchewan, The Manitoba Metis Federation, The Metis Women’s Secretariat, The Metis National Youth Advisory Council and the Métis Nation of Ontario. It also represents the interests of Métis Settlements in Alberta not affiliated to the Métis Settlement General Council.

Métis Settlements – Eight distinct geographic areas in northern Alberta covering approximately 1.25 million acres with a total population of 6,500 in 1995. Under the 1989 Alberta *Métis Settlements Accord*

and resulting 1990 Legislation, the Settlements collectively acquired title to the Settlement areas and were established as corporate entities with broad governing powers. The Settlements were originally created during the Depression as a means of providing relief to the Métis.

Michif – Michif is the Métis language. It combines French with Cree, Saulteaux or other Aboriginal languages. For example, St. Laurent Manitoba Michif speakers speak a form of Michif based on Saulteaux and old French.

Mixed Blood – Pejorative term based on the colonial experience of Canada. It is used much the same as 'half-breed' and in recent years has been used to represent people who have mixed European and Aboriginal ancestry. Although less offensive than 'half-breed' it still identifies people based on a biological premise. It is an inherently racist term.

National Aboriginal Day – In May 1996, the Government of Canada declared June 21 of every year to be National Aboriginal Day. This day is a celebration of the cultures and heritages of the First Nations, Inuit and Métis peoples, whose unparalleled contributions to Canada have helped make the country unique.

National Association of Friendship Centres (NAFC) – The NAFC works to improve the quality of life for Aboriginal peoples in an urban environment by supporting activities that encourage equal Access to and participation in Canadian society, and which respect and strengthen the increasing emphasis on Aboriginal cultural distinctiveness. Centres began in the mid 1950's and are now located in more than 115 urban locations across Canada, offering a broad scope of programs and services.

Native – In Canada after 1960 and before 1982, this term came to be used to identify groups of Aboriginal people with common ancestry who were socially, culturally, politically and linguistically united.

Native Women's Association of Canada (NWAC) – The national voice for Aboriginal women, NWAC is made up of other organizations as a 'Grandmother's Lodge'. NWAC is designed to enhance, promote and foster the social, economic, cultural and political well-being of First Nations, Inuit, and Métis women within the Aboriginal and mainstream Canadian societies.

Non-Status Indian – An Indian person who is not registered as an Indian under *The Indian Act*, either because s/he or his/her ancestors were never registered, or because status was lost through marriage or other provisions of *The Indian Act*.

Nunavut – The new territory created in the Canadian North on April 1, 1999 when the Northwest Territories was divided in two. 'Nunavut' means 'our land' in Inuktitut. The Inuit, whose ancestors inhabited these lands for thousands of years, make up 80 percent of the population of Nunavut.

Ojibway – Name of the First Nation peoples sometimes referred to as the Anishinaabe. It also refers to the Aboriginal language these people speak.

Oji-Cree – People who speak a mixture of Ojibway and Cree or the Oji-Cree language itself. (e.g. Garden Hill Manitoba.)

Potlatch – The Potlatch ceremony illustrates the importance of sharing and giving. This ceremony was the cultural backbone of the Northwest Coast Aboriginal peoples. A Potlatch was hosted by high-ranking chiefs to celebrate important public events such as an initiation, marriage, the investiture or death of a chief, or the raising of a totem pole. The ceremony lasted anywhere from a day to several weeks, and involved feasts, spirit dancing and theatrical performances. In 1884, the Canadian government banned the ceremony, questioning its moral basis. The ban was lifted in 1951 but it appears that the Potlatch was celebrated frequently after 1884 despite the ban.

Pow-Wow – Some say the word is derived from the Algonquian word meaning 'to dream'. Pow-Wow is an ancient tradition among Aboriginal peoples and a ceremony used for celebrating and socializing.

There is a Graduation Pow-Wow held on Campus every year for Aboriginal graduates. (Contact the Aboriginal Student Centre 474-8850).

Registered Indian – An Indian from a territory in Canada where Treaty was not signed. These Indians were added to the list of Indians under the Indian Act and so they are referred to as ‘registered’ Indians.

Reserve/Reservations – Blocks of land allotted for status//treaty Indians through provisions in *The Indian Act*. These lands remain federal Crown Lands.

Senator – A First Nation or Métis Senator is a cultural and spiritual advisor to political leaders. S/he provides guidance with regard to First Nation or Métis laws, customs, government and history.

Southern Chiefs Organization (SCO) – The body which represents the political aspirations of 36 southern First Nation communities in Manitoba.

Status Indian – An Indian person who is registered as an Indian under *The Indian Act* or who is a Treaty Indian and thus recognized by the federal government as an Indian and accorded the accompanying rights, benefits and restrictions of *The Indian Act* and related policies.

Thunderbird House – Located at the corner of Higgins and Main in Winnipeg, Thunderbird House is the main inner-city meeting place for Aboriginal people. It houses a Sweat Lodge site and offers cultural and other resources to the entire community.

Treaty Indian – An Indian person whose forefathers signed a numbered treaty in which land was exchanged for certain payments, such as money, tools, health and educational benefits. The term is often used in the Prairie Provinces and is synonymous with status Indians. All treaty Indians are also status Indians. However, not all status Indians are treaty Indians because many status Indians in Canada never signed treaty. These people are ‘registered Indians’.

Wampum – Shell beads used by the Iroquois in strings or belts to pledge the truth of their words, and as symbols of high offices, records of diplomatic negotiations and treaties, and other important events. From the Algonquian word *wampumeag* which means ‘white (bead) strings’.



Section 7

Do's and Don'ts

This section provides samples of what should be used in publications, advertising or reporting when Aboriginal people or issues are involved.

If in doubt about a particular phrase or usage, call Kali Storm at the Aboriginal Student Centre 474-8850 or Fred Shore, Office of University Accessibility 474-6084.

1. Use the capital letter 'A' whenever you use the word 'Aboriginal'. We realize that the *Free Press* and others do not accept this practice BUT the University should use it for any and all of its publications.
2. The common usage in Aboriginal communities is "Aboriginal people(s)" not "Aboriginals".
3. Access programs at the University deal with 6% or less of the total self-declared Aboriginal students on campus. While Access does an admirable job, constantly using Access for Aboriginal content in publications and advertising sends the wrong message to the 94% of Aboriginal students who do not need 'help' to go to university. It also validates the stereotype that Aboriginal people cannot succeed unless they are helped. There are lots of Aboriginal success stories that we could be targeting.
4. People often use the statement "Aboriginals and Metis..." Metis are also Aboriginal people and using the above phrase really upsets them. The proper form would be "First Nations and Metis..."
5. 'Indian' is a legal term that still is used in such things as the 'Indian Act', and "Department of Indian Affairs.' The university should avoid its usage as we are usually dealing with First Nations, or Cree, or Anishinaabe etc.
6. Always capitalize the word 'Elder' if you are referring to an 'Elder' in the Aboriginal sense. Most Aboriginal people consider not capitalizing the word as showing a lack of respect.
7. Never hire an Elder. If you wish to include an Elder in your class or at a special event please refer to the Traditional Peoples ASC website for information on the proper protocol and process.
www.umanitoba.ca/student/asc/tpac
8. Smudging is an integral part of traditional Aboriginal life and is an accepted practice at the University of Manitoba. Rooms have been designated in the Aboriginal Student Centre and elsewhere for smudging. If you wish to have a

smudge in your area, signs, available from the Aboriginal Student Centre, can be posted. For more information on smudging protocol and process please refer to the University of Manitoba smudging policy at www.umanitoba.ca/student/asc/tpac

9. If you are going to visit an Aboriginal community or organization, ask for pre-visit help to know who you are visiting and what the proper protocols would be. The list of persons in Section 1 can help here. You may also call the Aboriginal Student Centre, 474-8850, or the Office of University Accessibility, 474-6084.