

# Is the grass really greener?



Don Reid

&

Kathryn Blyth



# Ontario Higher Education

Support for the Student Experience in Ontario,  
Canada



Ottawa (Canada's capital)

Toronto

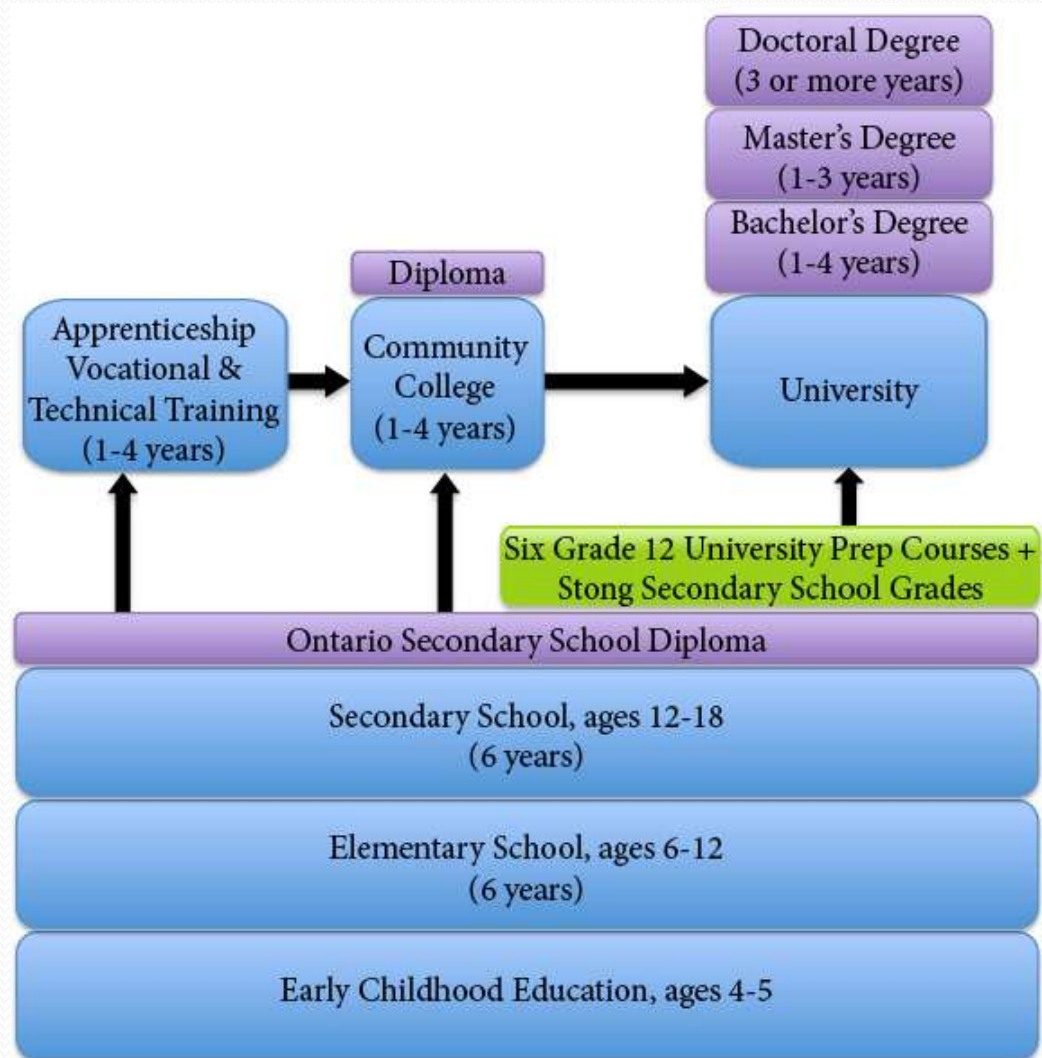


# Ontario Fast Facts

- Population: 12 million
- Provincial Capital:  
Toronto (4 million)
- National Capital:  
Ottawa (812,000)



# Ontario Higher Education System



# Ontario Postsecondary Education

- 20 Publicly funded universities
  - Including 9 French language and Bilingual
  - Offer 3- and 4-year undergraduate, postgraduate and professional programs
  - Some universities offer partnerships with a college to grant a degree and diploma concurrently
  - Coop programs – ‘earn as you learn’
- 24 public colleges
- 17 privately funded institutions

# ALGONQUIN COLLEGE



Bites & Bytes Eatery

# Carleton University

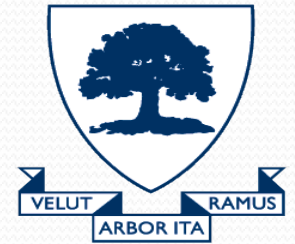




# Ryerson University



# University of Toronto



# The Student Experience

- Admissions Process
- Residence
- Informal learning spaces
- Food
- Sport and Club Activity



# Credit Transfer and Pathways

- Goal is to:
- “expand and improve student transfer pathways that respond to student demand
- Improve transparency and access to information about pathways and credit transfer
- Support student success”



Ontario  
Council on  
Articulation  
and Transfer



## I am a COLLEGE student or graduate

[I have a College Certificate or Diploma](#)

[I'm still in College and I want to change institutions](#)

[I want to get a Graduate Certificate](#)

### I'm still in College and I want to change Institutions

If you're in a college program and you want to transfer to another school, you should plan carefully so you don't lose credits you have already completed. There are some colleges to college pathways in our interactive [transfer guide](#) that may interest you. If not, choose the institution you would like to transfer to.



## I am a COLLEGE student or graduate

[I have a College Certificate or Diploma](#)

[I'm still in College and I want to change institutions](#)

[I want to get a Graduate Certificate](#)

**What school are you going to?**  
 I'm still in college and I want to change institutions  
 I want to get a Graduate Certificate

**Where I am**

**What College do you or did you attend?**

**What field are you in?**

- Applied and Social Sciences
- Business
- Engineering/Technology
- Health Services/Health
- Humanities and Social Sciences
- Law
- Education

**We also currently have job openings for:**

- College Instructors
- College Instructors (2 years)
- College Instructors (3 years)

**Where I want to go**

**What institution do you wish to go?**

- College (anywhere in Ontario)
- College (outside Ontario)
- University

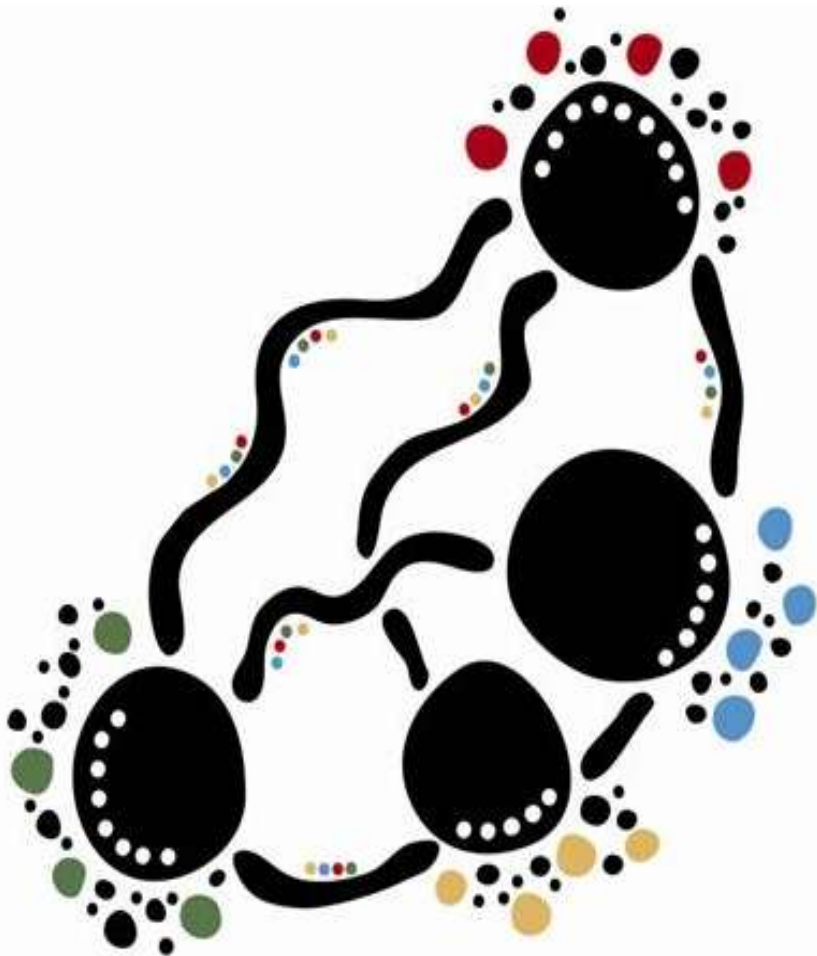
**Do you have a preferred institution or preferred geographical area to which you'd like to attend school?**

**Next Step**

[Next Step](#)

<http://www.ocutg.on.ca>

# Centre for Indigenous Education and Research



The representation of the centre being the head body for the four campus, Brisbane, Sydney, Melbourne and Canberra's Indigenous individual departments.

The representation of the four corner stones of the centre and programs: Education, Research, Leadership and Community engagement

The link that the Centre for Indigenous Education and Research has, and shares, with the Catholic Church.

Representation of the personal, spiritual & educational journey students, teachers and the community undertake as a result of the centre.

The representation of Aboriginal and Torres Strait Islander Cultures.

# ACU programs specifically for Indigenous people

- Associate Degree in Education (Sydney, Brisbane)
- Associate Degree in Early Childhood Education (Sydney)
- Bachelor of Business Administration (Brisbane)
- Bachelor of Education Early Childhood (Sydney)
- Bachelor Education/Primary (Sydney, Brisbane)
- Bachelor of Education/Secondary (Sydney)
- Bachelor of Education/Bachelor of Arts
- Associate Degree in Business (Brisbane)
- Bachelor of Midwifery (Brisbane)
- Masters of Indigenous Leadership & Engagement (2014)



# Centre for Indigenous Education & Research Australian Catholic University



**Office of the Director**  
McAuley at Banyo - Brisbane

McAuley at Banyo - Brisbane  
***Weemala***

MacKillop – North Sydney  
Mount St Mary – Strathfield  
***Yalbalinga***

St Patricks – Melbourne  
Aquinas – Ballarat  
***Jim-baa-yer***

Signadou – Canberra  
***Dhara Daramoolen***





## The Aboriginal Demographic Landscape in Ontario

- 2006 Census – 1 Million + identified themselves as Aboriginal in Canada - 1,172,790
- 231,000 live in Ontario (over 1/5) – greater than any other province
- Aboriginal people – 3 % of Ontario (but 10% + in Northern Ontario)
- 2006 – 9% of Ontario's adult Aboriginal population aged 25-64 had completed a bachelor's degree while 36% were college or trades graduates (Ontario overall – 31 % university completion and 26% college/trades completion).
- 2006 – Aboriginal unemployment rate (ages 25-64) was 13% which was 4x the rate for non-Aboriginal people (3%)
- Higher proportion of Aboriginal families (31%) were living in low income situations compared with average for all Canadian families (12.9%)
- 2006 average Aboriginal person's annual income in Ontario was \$28K compared with \$38K for non-Aboriginal



*“Aboriginal students may identify as any of the following: First Nations (Status or Non-Status), Inuit, and Metis, as well as those with Aboriginal Ancestry who are just discovering their heritage and want to learn more”.*

- *Student Events & Activities*
- *Academic, Career & Personal Support*
- *Study Facilities and access to sacred medicines and morning smudge circle*
- *Community notice board for Aboriginal events in Ottawa*

## Highlights of Programs

**Nunavut Sivuniksavut** (Algonquin College and Carleton University) 1 year transition program based in Ottawa. NS is a non-profit organization. Helping youth to get ready for opportunities created by Nunavut Land Claims Agreement & the new Government Nunavut

<http://www.nstraining.ca/>





***CARLETON UNIVERSITY “The Aboriginal Enriched Support Program (AESP) is a small program within the Enriched Support Program (ESP). This is a program designed for Aboriginal students, First Nations, Status and Non-Status, Metis, Inuit, Aboriginal Descent (including individuals who may have just recently discovered that they have Aboriginal Ancestry and want to learn more about their heritage”.***

***Aboriginal High School Mentorship Program – CU students work as peer mentors to high school students - 4 hrs per week***

***“Carleton University will take a leadership role in Aboriginal teaching and research. This includes reaching out to Aboriginal communities, welcoming Aboriginal students to campus, promoting research on Aboriginal affairs and opening our curriculum to the inclusion of Aboriginal knowledge. This will be an important opportunity for Carleton, not only regionally and nationally, but indeed with indigenous communities around the globe”.***

***(<http://www1.carleton.ca/aboriginal/resources/aboriginal-coordinated-strategy/>)***

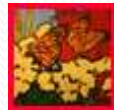


Monica McKay – Aboriginal Services Coordinator

Ryerson Aboriginal Student Services – also known by its acronym R.A.S.S. – provides a culturally supportive environment to promote academic excellence and serves as a place to balance academic learning with traditional teachings and culture. The role of our office is to provide specialized services for Aboriginal, Metis and Inuit students on campus and to develop a mutually productive relationship between Ryerson and the Aboriginal Community. (<http://www.ryerson.ca/aboriginal/aboutus/index.html>)

# **Ryerson University – Ryerson Aboriginal Student Services Hello! N'it! Ahnee! Tansi! She:gon!**

*Programs: Aboriginal Community & Outreach; Culture & Traditional; Peers Support*



First Nations House - University of Toronto  
Front Counter



Jonathan Hamilton-Diabo  
Director – First Nations House  
University of Toronto  
<http://www.fnh.utoronto.ca/>

## Programs/Initiatives of Interest

- Native Students Association
- Indigenous Education Network
- Aboriginal Law Students' Association
- Aboriginal Law Program
- Aboriginal Studies program
- Aboriginal Education Program (Interdepartmental Research)
- Indigenous Health Research Development (Graduate students awards)
- The Collaborative Program in Aboriginal Health
- Transitional Year Program – 1 year program adults who lack educational background to qualify for university admission
- The Mille Rotman Shime Academic Bridging Program – for mature
- Students who have been away from formal education to take courses leading to admission.
- Writers in Residence program
- Elder in Residence program
- First Nations House – Indigenous Waves – FM radio program
- First Nations House Magazine

*First Nations House was established in 1992 as a means to preserve and protect Indigenous heritages and cultures...in addition to providing a home for Aboriginal students, First Nations House is a vital link to Toronto's Aboriginal community.*



UNIVERSITY OF  
**TORONTO**

# Aboriginal Issues – Recommendations Highlights

## Canadians

- Public Awareness

## Governments

- Effective collaboration mechanisms
- Education stimulus to support catch-up
- Investment strategies for Aboriginal learners

## Aboriginal Communities

- Projects to close gap in high school completion
- Build complementary relationships with universities
- Partners with post-secondary institutions to create improved learning culture
- Develop community learning approach to promote idea of post-secondary study at an early age
- Accountability of bands for funds management

## Colleges and Universities

- Develop governance tools at high levels to help educational institutions work with Aboriginal communities
- Embed initiatives in mission and core budget to insure sufficient funds available
- Construct proactive networks with Aboriginal communities
- Set up formal and informal access routes to universities and colleges
- Create tools to insure seamless transitions between colleges and universities
- Safe and culturally sensitive environments for everyone including Aboriginal students (e.g. cultural practices, bridging & transition programs, indigenized curricula, additional Aboriginal faculty/staff)
- Deliver foundational training for all faculty/staff/students about the Aboriginal experience
- Research to spearhead understanding of what works for Aboriginal students

*(Indigenous Issues in Post-Secondary Education: Building on Best Practices – Final Report – School of Policy Studies, Pp. 36-39 – Queen’s University June 12-14 2011)*



## References

Government of Ontario (2011). Aboriginal Postsecondary Education and Training Policy Framework. Queen's Printer for Ontario. [www.ontario.ca/tcu](http://www.ontario.ca/tcu)

Rosenbluth, E.K. Indigenous Issues in Post-Secondary Education: Building on Best Practices. School of Policy Studies, Queen's University.

## Web Sites

Mamidosewin Student Support Services - Algonquin College  
<http://www3.algonquincollege.com/mamidosewin/>

Centre for Initiatives in Education (CIE) – Aboriginal Enriched Support Program – Carleton University  
<http://www1.carleton.ca/esp/>

Ryerson Aboriginal Student Services (R.A.S.S.) – Ryerson University

First Nations House – University of Toronto  
<http://www.fnh.utoronto.ca/>

Council of Ontario Universities  
<http://www.cou.on.ca/about>

***“We know what the problems are, the hard work [is] prioritizing how to close the gap at each institution”.***

Monica Mckay, Ryerson University



Pow Wow London  
Ontario 2011



Aboriginal Affairs and  
Northern Development  
Canada – Ontario First  
Nations Map

<http://www.aadnc-aandc.gc.ca/eng/1100100020331/1100100020335>

