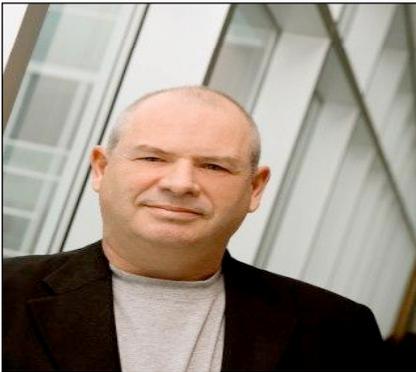


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- // Election Time is Around the Corner
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Election Time is Around the Corner

President's Message



Jeff Donnelly, CIRPA President

Here we are; the Spring edition of the CIRPA newsletter. It's only the beginning of March but here in Edmonton, it has been very warm and the snow is melting so fast there are rivers in the street. It really feels like Spring.

Spring means election time. There are several positions coming up for election including my own. As I have served 2 consecutive terms as President I am not eligible to run so I will be stepping aside. I always encourage members to seek election to the CIRPA/ACPRI executive. As I have said many times, it is a lot more rewarding than it is onerous to serve on the executive. Please consider the possibility of letting your name stand for a position. Rob Schultz (University of Saskatchewan) is the chair of the nominations committee. Other members of the nominations committee can be found on the CIRPA/ACPRI website. Rob has an article elsewhere in this issue with more details of the upcoming election.

Another way to get involved with the organization is to become a

Newsletter Editor. The association is seeking a volunteer to share editorial duties with Sharon Shultz (Keyano College). Did I say volunteer? Well it isn't exactly a volunteer position because it pays \$500 to produce 2 issues per year. If you think you might be interested in this, why not give Sharon or Liz Lane (Dalhousie University) a call and get the details.

Our 2008 conference was a great success. You have received notice that the conference proceedings are now posted on the CIRPA website. Planning is actively underway for our 2009 conference in Banff. Program Chair Kathleen Bigsby will be sending out a call for papers very soon. Plan to be in Banff starting October 24th 2009!

And, on the topic of conferences, we need to look ahead to 2010. In 2010 we should probably go to Ontario. So we're looking for people to step up to join program and arrangements committees. Speak to any member of the executive if you are interested.

On a personal and professional perspective I have exciting news to announce. Many of you remember Kelly Risbey from her days at University of Manitoba and as a member of our executive. Kelly has been pursuing doctoral studies at the University of Minnesota for the last several years and I am delighted to announce that she has accepted a position in my office at NAIT. Please join me in welcoming Kelly back to the Canadian Institutional Research and Planning community.

Enjoy this issue of the newsletter.

A Census Snapshot of the Aboriginal Population in Canada

As was mentioned in the last newsletter, the Data Advisory Committee of CIRPA has identified three areas of interest to be studied over the next year or so: gender issues, aboriginal students, and international students. The article from last month's newsletter delved into international student numbers while this article touches on aboriginal students. The gender issue will be addressed in an upcoming issue of the newsletter.

It is extremely difficult to get national data on the numbers of Aboriginal students on Canadian campuses. The Statistics Canada Enhanced Student Information System (ESIS) database is not particularly useful in this regard, the Canadian Undergraduate Survey Consortium (CUSC) has some sample survey data that is useful, though getting students to self identify is a problem even with that source. Statistics Canada's Census 2006 does provide some very interesting information on educational attainment and other demographic characteristics of the Aboriginal population.

It shows that the number of people who identified themselves as an Aboriginal person grew 45 percent in the past decade and now exceeds one million people, comprising 3.8 percent of the nation's population. At a provincial level these figures vary greatly. As a proportion of the population, Aboriginal people are more prevalent in the North, Saskatchewan, Manitoba and Alberta.

The Aboriginal population is younger than the non-Aboriginal population. In 2006, the median

Continued on page 4

Red River College – Focus on Aboriginal Education

Introduction

Red River College (RRC) is Manitoba's second largest post secondary institution. The College offers over 110 programs from apprenticeships, certificates, two year diplomas, and three year advanced diplomas. As well, Red River has a number of joint programs with universities. Red River has over 10,000 full time students, including apprenticeships. If you include

made this observation:

“The Aboriginal population in Manitoba is growing and RRC has been successful in its efforts to attract Aboriginal people to our College. Based on the most recent census figures, Aboriginal people in Manitoba constitute fifteen percent of the population and RRC boasts participation by Aboriginal people in our certificate and diploma programs of

comfortable and a part of the college community. The school is divided into two areas, 1) Academic and ACCESS Model Programs and 2) Aboriginal Student Support and Community Relations Unit.

1) Academic and ACCESS Model Programs

The school offers academic programs which range from academic upgrading, certificate, and diploma programs. For example, the Biindigen Program is a 10 month preparatory program for students who either do not have a grade 12, or are unsure of what program they'd like to take. Certificate and Diploma programs focus on skills such as information and office administration, Aboriginal language training, community development, and self-government administration.

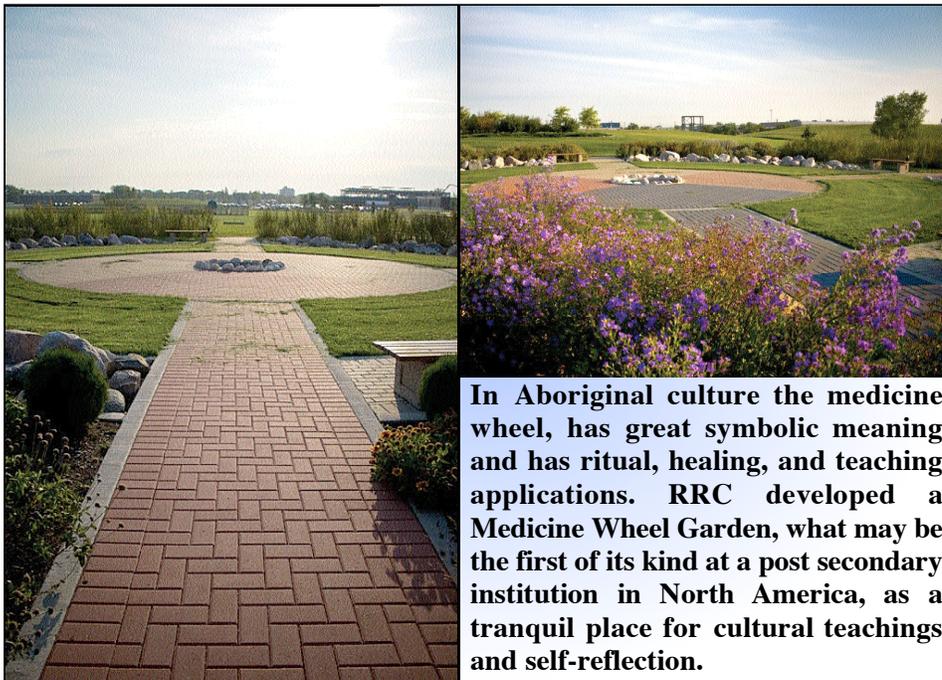
The mandate of the ACCESS Program is to provide admission to specific RRC programs for low-income individuals who have not had the opportunity because of social, economic or cultural factors, formal education or geographical location. In the ACCESS Program, all staff work together to provide an environment which:

- builds relationships and a sense of community
- supports/responds to diverse needs of students
- recognizes and honours life experiences which students bring.

There are currently three ACCESS Model Programs at the College - the Southern Nursing Program, Access Civil Engineering Technology, and Business Administration Integrated. One of the distinct features that sets these programs apart from other College program is that each program incorporates a set of principles to ensure cultural appropriateness and sensitivity to the needs of Aboriginal students and their community

ACCESS Programs have a diverse population which includes Aboriginal people, immigrants and non-Aboriginal students. In programs where there is a diverse population, students have the opportunity to participate in cross cultural awareness and educational activities. Aboriginal Elders and guest speakers are also invited to share

Continued on page 4



In Aboriginal culture the medicine wheel, has great symbolic meaning and has ritual, healing, and teaching applications. RRC developed a Medicine Wheel Garden, what may be the first of its kind at a post secondary institution in North America, as a tranquil place for cultural teachings and self-reflection.

those attending part time the College serves just over 30,000 students.

The College's mission statement acts as a unifying element, “To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research.”

The College is an open institution; if students meet the requirements for a program, (most programs rely simply on completion of high school) admission is on a first come first serve basis. Most of our students are older with an average age of 27. Only about 20% of students come to the College right out of high school, another 20% come from another post-secondary experience either at a University, or from a college. About 60% of our students come from the labour market.

Focus on Aboriginal Education

Recently, our President Jeff Zabudsky

sixteen percent. This is a triumph for our College and for our province since the only Canadian-born population that is growing is that of our Aboriginal peoples. In fact, Manitoba has the largest proportion of Aboriginal people under the age of fourteen. This growing group of young Manitobans will play an increasingly important role in our province's future, and RRC is well positioned to ensure that we address their learning needs in the years ahead.”

What is Red River doing to attract and help Aboriginal students succeed? The focal point for these strategies is the development of the School of Indigenous Education.

The School of Indigenous Education at Red River College offers a number of programs and supports to ensure the retention and success of Aboriginal students. The goal is to make students feel welcome,

CIRPA Member Profile

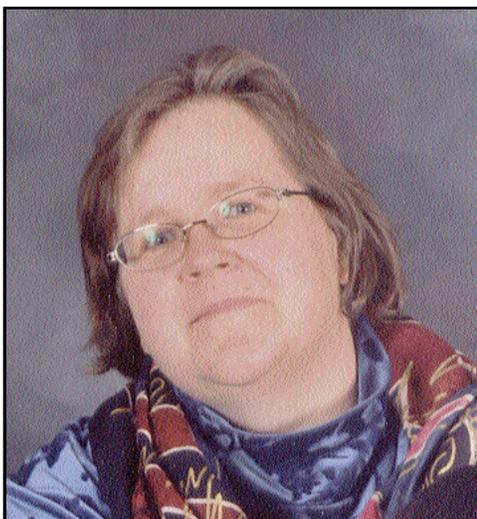
Monica Kreiner didn't ever have Institutional Researcher on her radar as a career plan but the fit between skills and interests has been good. "When I was younger I wanted to be an Accountant but I just didn't fit in with the conservative Business School at the University of Western Ontario that I had attended to get away from small-town Alberta where I was raised," she says. So she transferred her credits to an administrative program.

After many years of travel, adventure, interesting jobs, and soul searching her direction took a turn towards international and intercultural education and she completed a master's degree at the University of Alberta. Her interest in intercultural education was focused on Aboriginal education because of her Northern Alberta roots.

After reading David Foote's work *Boom, Bust and Echo*, she better understood her difficulty in finding employment as she was at the tail end of the baby boom generation (generation X) where many jobs were taken by those with slightly more experience. So when an opportunity came up to join Northern Lakes College (NLC) in 1994 in Grouard, Alberta, Monica thought it would be a great place to get some experience for a couple of years. Meeting her husband who is the third generation on a trap line in the area has firmly rooted her here encouraging her to make a career with Northern Lakes College. When the position of Performance Measures Coordinator came open in 1997 she jumped at the chance and has grown the position into an Institutional Research department of one (and a quarter).

Northern Lakes College serves a geographic area that covers almost a quarter of

the North Central portion of Alberta's land mass; however, only 4% of the population live there. NLC has 30 campuses, some very small with only a handful of students, in communities as small as 400 inhabitants. The largest program is academic upgrading. The Grouard campus is historic having at one time been a Catholic residential school, then a trade-focused



Monica Kreiner

boarding high school and now a college campus. The communities that the College now serves are varied - from First Nation reserves to oil boom towns and Mennonite communities and Métis settlements.

The fit is good for her because of her strong analytical skills combined with a desire to learn everything possible about a complex environment. She has volunteered with the Students' Association to improve her understanding of student challenges and has taught courses at the university level to stay in touch with students. Beyond the requisite course on statistics, she pursues her personal interest in deconstructing images of Aboriginal people in Canada as a way of breaking down perceptions. She is also integrated into her community through volunteer work and family connections. One of her observations from these connections is that students withdraw more often because "life gets in the way" - a death in the family, a car breaks down and there's no money to replace it, a parent becomes ill and needs care and ferrying to doctor's appointments far away. So when she examines retention rates in a community, the context is often complex, and she continually cautions away from short term thinking and, integrated longer term trends in her reporting.

One of the challenges in working with information about the College is that the

community orientation of the College has lead to great flexibility in programming and offering styles. When reporting on programs, no two programs are alike and a format that works for one would not work for others. Some are part-time, continuous, distance asynchronous programming with learners progressing at their own rate while others are distributed synchronously in traditional, onsite settings with fixed intake dates. Distance education is vital to NLC and it is strongly supported though Counseling services, Learning Facilitators, Access Facilitators and a host of student supports. These service providers sometimes travel on marginal roads to campus trailers surrounded by bush and sometimes conference remotely through technology. Delivery is expensive because there are no economies of scale but the small class sizes and extra support for students have led to excellent program completion rates that are sometimes higher than provincial averages despite what some consider "multi-barriered" (rural, poor, ESL, Aboriginal, etc.) learners.

Explaining the unique challenges of education in the North to those who don't understand the flexibility, creativity and reporting anomalies is an ever-present

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WANTED



Co-editor for

CIRPA Newsletter

Contact:

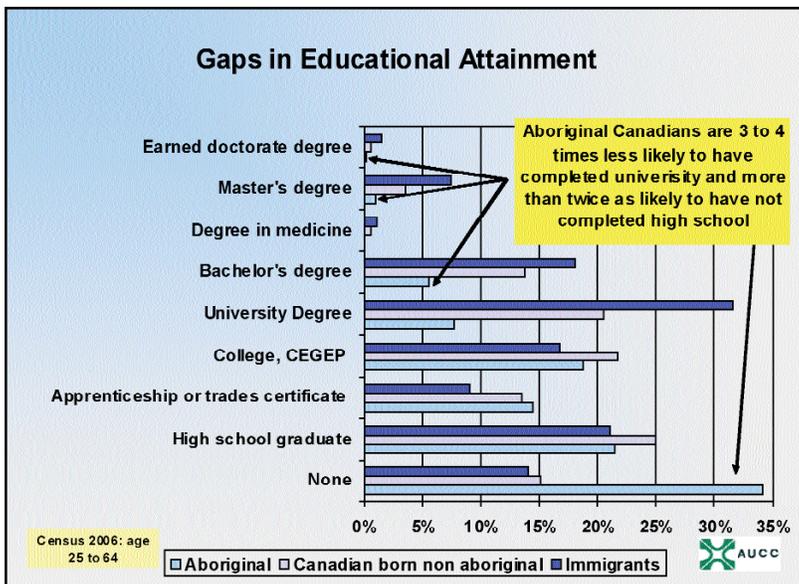
elizabeth.lane@dal.ca

Census Snapshot of Aboriginal Population

From P. 1

age of the Aboriginal population was 27 years, compared with 40 years for non-Aboriginal people, a gap of 13 years. According to population projections released by Statistics Canada in 2005, Aboriginal people will account for a growing share of the young adult

the proportion of university graduates – eight percent of the Aboriginal population between the age of 25 and 64 had a university degree compared to 23 percent for the rest of the Canadian population. The university degree attainment gap is even wider for the 25 to 34 years old group (22 percent), with



population over the next decade. Indeed, by 2017, Aboriginal people aged 20 to 29 could make up 30 percent of those in their 20s in Saskatchewan; and 24 percent in Manitoba.

Aboriginal students are at a greater risk of dropping out of school than non-Aboriginal students. According to the 2006 Census, 34 percent of the Aboriginal working-age population (25 to 64) had less than a high school education, compared with 15 percent of the non-Aboriginal population. For people with a high school diploma as their highest educational qualification, the gap between the Aboriginal working-age population and the non-Aboriginal population was less pronounced with 21 percent of Aboriginal and 24 percent of non-Aboriginal.

The Aboriginal population trails the non-Aboriginal population in

almost 30 percent of non-Aboriginal having a university degree and only 8 percent of the Aboriginal population having a university degree. Immigrants in Canada have even higher university degree attainment rates.

Census 2006 also shows that Aboriginal Canadians had significantly lower employment rates than non-Aboriginal Canadians. The overall rate for Aboriginal persons was 63 percent, whereas it was 76 percent for non-Aboriginals in the working age population, a gap of 13 percentage points. For those with university education, the gap between the Aboriginal population and the non-Aboriginal population almost disappears. For example, the employment rate for Aboriginal bachelor's degree holders was 83 percent and 84 percent for non-Aboriginals.

If you have any questions or comments please contact Caroline Lachance, Senior Policy Analyst, Research and Policy Analysis Division, Association of Universities and Colleges of Canada.

Red River College

From P. 2

cultural teachings in these programs.

These major components of the ACCESS Model Program contribute to creating a welcoming and caring learning community.

2) Aboriginal Student Support Centre & Community Relations

The central function of our Aboriginal Student Support Centre and Community Relations unit is to ensure the needs of Aboriginal students across the college are met.

The Aboriginal Student Support Centre (ASSC) offers support services to prospective and current students of Aboriginal ancestry (Métis, Inuit, First Nations, Non-Status) as well as to non-Aboriginal students. The Centre is a place where students can feel comfortable in an environment and atmosphere that is a home away from home with facilities that offer everything from a computer lab, kitchen, lounge, phone area to exciting events held each week in the conference area. While at the College, students need to feel that they have a place to come where any question is a valid inquiry and when you need someone to talk to; there is always someone ready to listen.

Other Supports include personal counseling, academic advising, tutoring services, financial assistance, and recognition ceremonies. The College has two Elders In Residence who provide support and guidance to students, faculty, and the College as a whole. Students and faculty can book an appointment, drop by for a visit or attend various weekly cultural teaching sessions. The Elders offer workshops and consultation to staff and students about urban adjustment, cultural teachings, curriculum content and welcome one-on-one sessions. Aboriginal and non-Aboriginal students and faculty have the opportunity to learn about traditional teachings; as well as participate in ceremonies, such as Sweat lodges; making of hand drums and the accompanying teachings; learning Aboriginal songs and participating in medicine walks.

An Aboriginal Recruitment Officer travels across Manitoba, Nunavut, and Northern Ontario to present information on all the College programs, supports and services available. In addition, the Officer attends various career symposiums, conferences and high school career fairs.

The Centre works closely with Industry to strengthen existing relationships while developing new partnerships and programs aimed at increasing the retention and graduates rates. Assistance with cultural interpretation and strategies for increasing Aboriginal student participation rates is another way we can provide support.

CIRPA Decision 2009 (aka Elections)

CIRPA Elections are just around the corner. By the time you read this article the call for nominations should be in full swing. It is time for you to 'step up to the plate' and voice your opinion about how you want CIRPA to develop into a mature organization by either running for office, encouraging one (or more) of your peers to run for office, or ensuring that you vote in the election later this spring. There is ample opportunity for volunteerism this year with the following positions open for election:

- President
- Vice-President
- Treasurer, and
- Two Member-At-Large

(MAL) positions

As well, there are two positions open on the nominating committee. All positions are two year terms and begin immediately following the Annual General Meeting in Banff, 27 October 2009. Elected members of the executive are expected to attend the conference, the AGM and all other meetings as determined by the executive.

In addition this year, we are soliciting the membership for people interested in volunteering their time as a newsletter co-editor. In this role you would work with Sharon Shultz and perform a very important function for the organization.

Participating in the election process and holding office is a fantastic professional development opportunity. Participation on the executive is also a great opportunity to learn more about this elusive profession they call 'institutional research' and to network with more of your peers than almost anything else could afford you. If you are interested in an executive position, don't wait for someone to nominate you, please send me (Robert.Schultz@usask.ca) a note indicating your intent and which position you would be interested in running for

in the election.

Note: you must be a 'regular' member in good standing to be eligible to hold office and to vote. If you haven't renewed your membership for 2008/09 there is still time to do so by contacting Mr. Ian Calvert (ian_calvert@carleton.ca) for membership information.

Robert Schultz, Nominating
Committee Chair
Suzanne Drapeau,
Herb O'Heron,
Heather Friesen,
Jim Doran

Open Positions for 2009 Election

President

The President shall chair the Board of Directors meetings and all Business meetings of the Association. In the absence of the President, the Vice-President shall preside at the meetings. The President (or his/her delegate) shall be responsible for officially representing the Association and for liaison activities with other Associations.

Vice-President

The Vice-President shall be responsible for the maintenance of the membership list and for membership promotion. The Vice-President's duties include (but are not limited to):

- verifying the eligibility of nominated members to sit as a Director of the Association,
- presenting candidates for Emeritus status to the Board.

Treasurer

The Treasurer shall be responsible for:

- receipting and disbursement of all funds of the Association,
- establishment and maintenance of appropriate records of all financial transactions,
- ensuring that all expenditures are

made within the specifications of approved budgets, and have been properly incurred according to the policies of the Association,

- facilitating the work of the Auditor appointed to prepare the financial audit of the Association, and presenting the findings of the Auditor to the membership,

- developing and maintaining, in consultation with the executive, a budget for the Association.

Members-at-Large of the Executive Committee

Members-at-Large are responsible for activities determined by the Executive Committee such as publications, workshops, and other professional development activities. Assignment of responsibilities shall be determined by the President, in consultation with the members of the Executive Committee.

Nominating Committee

A Nominating Committee composed of 4 members elected as part of the election process to assess the nominations and to develop a slate of candidates, reflective of the composition of the membership, for election by the membership. The immediate past president is the 5th member of the committee and shall serve as the chair of the nominating committee. Members of the Nominating Committee are not members of the executive committee nor the Board of Directors.

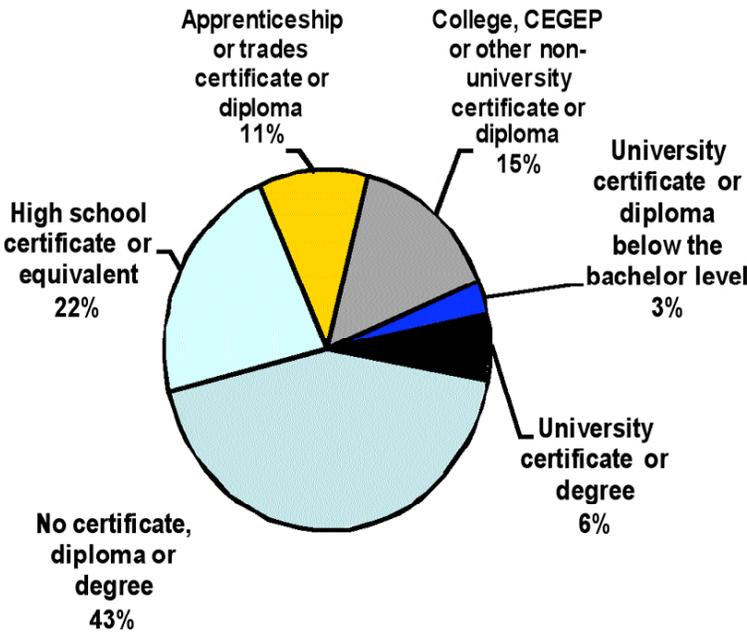
Co-Editor, Newsletter

New this year the Nominating Committee is assisting with the solicitation of candidates for the Co-Editor of the Newsletter. This is a very gratifying and exciting position that supports networking with your peers across the country and challenges your 'editorial pen'.

Selected Findings from 2006 Census and 2006 Aboriginal Peoples Survey

Jennifer Kaddatz, Aboriginal Statistics Program, Statistics Canada

Figure 1: Aboriginal People: Highest Level of Schooling (age 15 and older)

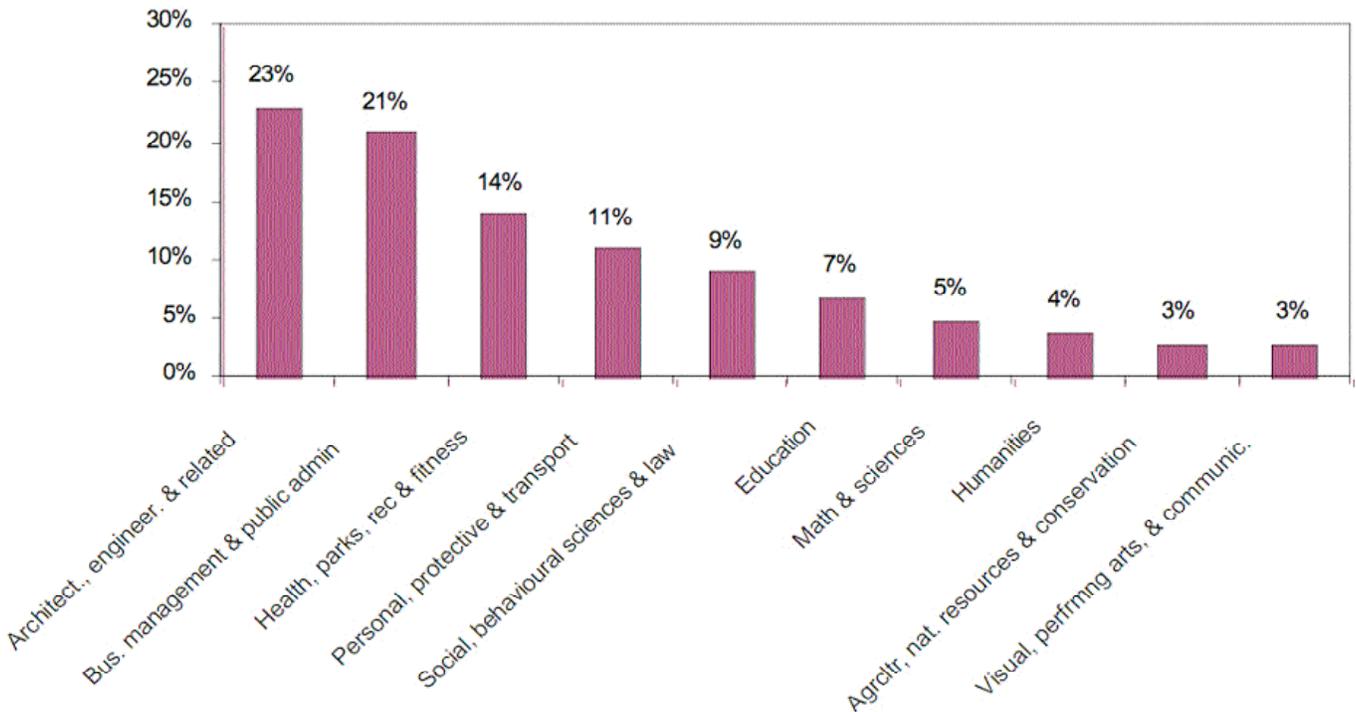


The Highlights

- 11% of Inuit, Métis and off-reserve First Nations people aged 15 and older were pursuing a post-secondary education in 2006
- Of those currently working towards a diploma, certificate or degree above the high school level:
 - 49% were full-time students
 - 39% were part-time (day or evening) students
 - 57% of of Inuit, Métis and off-reserve First Nations people aged 15 and older had ever taken some education above the high school level, as of 2006
 - Of those who had ever taken some post-secondary schooling, 18% had taken post-secondary courses by correspondence or distance education

People living in Indian settlements and reserves in the 10 provinces were not included in the 2006 Aboriginal Peoples Survey. In the three territories, all First Nations, Métis and Inuit people were included in the target population.

Figure 2: Aboriginal People: Major Field of Study (age 15 and older)



CIRPA Executive

President (Term 2007-2008)

Jeff Donnelly, Northern Alberta Institute of Technology (NAIT)
jeffd@nait.ca

Vice-President (Term 2007-2009)

Cameron Tilson, Concordia University
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Treasurer (Term 2007-2009)

Ian Calvert, Carleton University
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Secretary (Term 2008-2010)

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2009 Conference Chairs, Banff, AB

Kathleen Bigsby, Kwantlen Polytechnic University
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Members at Large

Denis Marchand, Université du Québec (Term 2007-09)
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Peter Seto, Mount Royal College (Term 2007-09)
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Anna Burke, Nova Scotia Community College (Term 2008-2010)
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Elizabeth Lane, Dalhousie University (Term 2006-08)
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Kathleen Bigsby, Kwantlen University College (Term 2006-08)
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Henry Decock, Seneca College (Term 2006-08)
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Peter Seto, Mount Royal College
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Communications Chair

Elizabeth Lane, Dalhousie University (Term 2008-10)
elizabeth.lane@dal.ca

Newletter Co-editors

Sharon Shultz, Keyano College
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Member Profile

From P. 3

obstacle. It's the square peg in the round hole syndrome. "At one meeting I attended when I brought up our unique situation, someone said that all colleges are unique and brushed me off. But throughout the meeting I persisted that certain ideas would or would not work given our situation, and by the end this person finally acquiesced that we really are different," said Kreiner.

Another challenge is the isolation. Kreiner is a department of one with a part-time assistant who does evening calling to graduates. To combat the isolation, joining groups like CIRPA has been invaluable. However, a small college budget doesn't always allow her to attend the annual conference so she has become more active locally. She started with a bi-monthly conference call among northern Institutional Research practitioners to just share stories and survey forms and whatever else they need. Now she's spearheading a similarly loose affiliation among all the Alberta Institutional Researchers, with the hopes of meeting biannually for professional development and sharing.

There's always something interesting and expanding to keep Kreiner engaged. Most recently she examined post-secondary funding trends to reserves and their regional councils in her region. The information was so interesting that she did a larger study on all of Northern Alberta for the Alberta North Post-Secondary Consortia. Now she's working with a researcher on the intergenerational affects of education looking back at the original NLC (then Alberta Vocational Centre) students from the 1970s who were often the first in their families to get a post-secondary education.

The reward comes on graduation day when there are friends and relatives that cross the stage, and she knows the personal obstacles that they overcame to make that journey. She also knows that their lives and those of their communities are forever enriched because of their experience at the College that came to them, instead of expecting them to go to it. Kreiner knows she's part of something that opens doors for people, and that makes her work rewarding.