

**Response to Principal's Vision Statement**  
**Aboriginal Council**  
**15 April 2010**

In the Principal's vision statement for academic planning entitled "Where Next", he posed several questions to individual academic departments and units, seeking thoughts in a number of areas. In the following, the Aboriginal Council of Queen's University provides our response. This response was assembled through consultations held during workgroup meetings on Feb 23, April 13, a Council meeting on March 2, and a vision gathering held on April 6.

**Preamble**

The Ontario government together with the Federal government and First Nations, Métis, and Inuit organizations are working together to achieve better outcomes for Aboriginal students at all levels of learning. Initiatives such as the *Ontario First Nation, Métis, and Inuit Education Policy Framework* aim to build on Ontario's Aboriginal Education Strategy to help close the education gap between Aboriginal and non-Aboriginal students.

Queen's University is well-positioned to tap into the Ontario government's interest in Aboriginal educational strategies that seek to ensure that all Aboriginal students in the province have access to valuable postsecondary education needed to reach their full academic and career potential. **For example, the province has recently recognized Queen's leadership with new funding for the next 3 years of almost \$700,000 annually (over \$2.0 million in total) representing a funding increase of approximately \$300,000 per year.** Central to Queen's ongoing commitment to the Aboriginal community is the Aboriginal Council. The Council has existed at Queen's since 1992; works to increase the recruitment and retention of Aboriginal students, faculty and staff; provides a focal point (Four Directions Student Centre) for Aboriginal social and cultural activities; provides support for Aboriginal members of the University community; and promotes opportunities for the academic community to be exposed to Aboriginal thought and culture. In the spirit of cooperation, the Council works collaboratively with the administration as well as with numerous units and groups across the campus and in the broader community to foster the well-being of all Aboriginal students, faculty and staff. The Aboriginal Council is also cognizant of the recommendations for education made by the Royal Commission on Aboriginal Peoples (RCAP) which are supported by decades of research and first hand testimony from Aboriginal people and organizations. The Council also recognizes the substantial support that Queen's senior administration has provided to Council over the past 18 years.

Despite some excellent Aboriginal programs and a physical Aboriginal centre, Queen's is currently at cross-roads with regard to Aboriginal programs. **Queen's has lost several Aboriginal faculty and staff over the last few years and this has left both the Aboriginal Teacher Education Program (ATEP) and the Four Directions Centre in crisis.** Many people in Aboriginal communities including our partner organizations are disillusioned by **Queen's apparent lack of respect for Aboriginal issues.** Queen's

needs to “step up”, must recognize the combined impact of several recent decisions, and must take action to improve relations with Aboriginal students, partners, and communities. **Aboriginal concerns are a major social issue across Canada and thus Aboriginal issues should be a chief priority in the Principal’s planning.** Queen’s needs to invest in Aboriginal programs (e.g., ATEP) that effectively address barriers experienced by Aboriginal learners, even if these programs are higher cost. Queen’s has a responsibility to Canadian society to invest in Aboriginal learners and communities.

To address these concerns, the Aboriginal Council seeks the Principal’s leadership, assistance, and support to build upon important activities and initiatives to position Queen’s as a university of choice for Aboriginal students, staff and faculty. An effective strategy for achieving the common goals of both the Aboriginal Council and Queen’s is one where a holistic approach is taken to developing academic programs, providing Aboriginal mentors and support services, strengthening research opportunities, and building community relationships. Efforts need to be made to ensure that the strategies taken toward a common vision are not piecemeal, but are coordinated and complementary. Such an approach can only be achieved by Queen’s in the presence of an equal partnership with the Aboriginal Council whose collective responsibility is to provide guidance and leadership on behalf of the Aboriginal community. **We ask for the full support of Queen’s, demonstrated through its priority setting and investment of space and resources. The Council stands ready to reaffirm its strong relationship with Queen’s administration, working together towards improving the academic experience and sense of community for Aboriginal students, faculty and staff.**

The Aboriginal Council has developed the following promise statement as an alternative mechanism to a vision statement to guide the university’s activities with regard to Aboriginal peoples:

*The Aboriginal Council of Queen’s University will work with Queen’s administration and other university and community groups to ensure that current and all future Aboriginal generations will have access to higher education at Queen’s University.*

*The Aboriginal Council will guide Queen’s University in promoting and providing environments to meet the academic and cultural needs respectful of all Aboriginal peoples including First Nations (status and non-status), Métis, and Inuit people.*

*The Aboriginal Council will also provide a leadership role to Queen’s University in regards to fostering partnerships with the broader Aboriginal community and other organizations interested in Aboriginal education.*

The Aboriginal Council will implement the promise statement and ***shall be involved in all decisions affecting Aboriginal programs, services, and courses at Queen’s University.*** To honour this promise statement, the Aboriginal Council has identified the following six key objectives:

1. To provide and strengthen culturally safe spaces at Queen's for Aboriginal peoples and to integrate Aboriginal traditions, cultural practices, and spirituality into the fabric of everyday life at the university;
2. To enhance existing Aboriginal-specific academic programs such as ATEP at Queen's and to develop new initiatives in this area with a particular focus on innovative graduate programs (e.g., AWIES, FNTI- Master's in Public Administration);
3. To increase the number of Aboriginal students, staff, and faculty at Queen's and to monitor the progress of these students to support successful completion of programs;
4. To strengthen existing partnerships and build new partnerships with Aboriginal organizations and communities using community decision-making frameworks designed to meet community needs, and thus positively impact communities and assist with community development and capacity-building;
5. To improve the recruitment, retention and participation of Aboriginal persons in the University community, its academic programs (faculty) and work force (staff); and
6. To strengthen the voice and representation of Aboriginal peoples and communities within Queen's decision-making processes.

Partnerships with Aboriginal communities are the cornerstones of Aboriginal programming at Queen's University. Queen's has had an active Aboriginal Education Council since 1992 and is committed to the continuing role of the Council in decision-making regarding Aboriginal issues. The Council meets regularly (every six to eight weeks) and is composed of Aboriginal community members, Aboriginal students, and Queen's representatives. Several of the Queen's representatives are Aboriginal staff or faculty members. The Council reports to the Senate and to the Principal with a very active liaison with the Vice Principal Academic. The Council is responsible for reviewing all plans for Aboriginal programming at Queen's. The Council has approved this proposed plan, will monitor its implementation at regular meetings, and will also approve all interim reports submitted to the Ministry.

In terms of programming, most Queen's University activities involve active links with Aboriginal communities. The pioneering Aboriginal Teacher Education Program (ATEP) is offered as either community-based or on-campus. Communities have an active voice in development and management through program management committees. At the Master's level, the new Aboriginal and World Indigenous Educational Studies (AWIES) program follows ATEP's lead in community partnership while embracing innovative on-line educational strategies. Another new Master's program in Policy Studies is offered in partnership with First Nations Technical Institute (FNTI). The Four Directions Aboriginal Student Centre (FDASC) maintains vital local community links with the Katarokwi Native Friendship Centre.

Another example is the work of Global Development Studies in producing Aboriginal Studies courses, both in-class and correspondence. As well, Global Development Studies has taken the initiative in developing research to look at the feasibility of an Indigenous

Studies program, and looked to for leadership in curriculum development and interdepartmental contributions through lectures, workshops and seminars. Furthermore, a new Access to Engineering program is being developed in collaboration with the Faculty of Applied Science and Engineering, and Mining Engineering at Queen's. This innovative project is funded by the Ministry of Training, Colleges, and Universities, by endowment funds from Robert Buchan, and by industrial partners such as Hatch Associates and SNC-Lavalin.

## Response to Questions

A detailed response to questions 7 and 8 is provided in this section with the [Principal's questions in blue](#), and Aboriginal Council's response in black. Point form responses to the other questions are provided in Appendix A. The membership of the Aboriginal Education Council is provided in Appendix B, and details on the composition of the Aboriginal student community at Queen's are provided in Appendix C.

[7 Some funds will be centrally allocated beginning in the 2011/12 budget year for new initiatives and established or emerging areas of excellence. State how you would allocate any net new resources awarded to your unit.](#)

The key priority for the Aboriginal Council is to have a much enhanced Aboriginal presence in terms of faculty and staff on campus. The Four Directions Centre needs to be strengthened considerably with the **appointment of a permanent Director as soon as possible (before September 2010)**. The Centre also needs to be fully staffed, and procedures need to be implemented so that Aboriginal staff can be replaced in a timely fashion with other Aboriginal employees. The responsibilities of the positions need to be fulfilling and representative of the need of many Aboriginal persons for traditional connections to their communities. The reporting structure of Four Directions should be reviewed. One option would be to create a new position at the Vice-Principal level responsible solely for Aboriginal issues and programs across the university.

The Council also recommends that **at least 4 tenure-track Aboriginal faculty members need to be employed by Queen's to support its Aboriginal programs** (2 in Education to support ATEP and 2 in other Faculties). The University currently has no tenure-track faculty positions to support such programs (the one ATEP position is currently unfilled as the result of a tenure denial). In addition to tenure-stream faculty, adjunct faculty are still needed in communities for the ATEP community-based programs. Emphasis needs to focus on those types of adjunct faculty. In order to offer those programs we need to have a mix of tenure and adjunct faculty in these programs.

With a fully staffed Four Directions Centre, Queen's could provide student services to St. Lawrence and thus assist with the transition from college to university; this could be a new revenue stream. Another priority is the development of new access and transition programs (especially for students from remote communities where academic level

courses are not offered in high schools). One such program is the new Aboriginal Access Program in the Faculty of Engineering and Applied Science.

8 Provide a brief response on behalf of your unit to the general content of *Where Next?*, paying particular attention to areas in which you see the potential for your unit to move forward using existing resources.

The overarching goal of the Aboriginal Council is to integrate Aboriginal experiences into the fabric and life of the university. To accomplish this goal, better representation of Aboriginal voices within the administration of the university is required. In particular, the connection between Council, Senate, and senior administration needs improvement. **The Council recommends that at least 2 seats be reserved on Senate for Aboriginal members of Council** (one student member and one member at large). Furthermore, **the Aboriginal Council should have representation at Queen's Board of Trustees. Senior administrators (especially the Principal and Vice-Principal Academic) should take a more active role in Aboriginal Council** as recommended by the MTCU as a funding requirement.

**The Council also needs to be consulted in a meaningful way for all staffing decisions (including appointment, tenure, promotion, and dismissal) for all Aboriginal programs at Queen's.**

Aboriginal traditions and practices should also be integrated into all of Queen's ceremonies such as graduations and orientation. This should be done in a manner to recognize the importance of Aboriginal peoples and to acknowledge that Queen's is situated on Anishnabe and Haudenosaunee territories. Queen's should also consider the development and implementation of a **mandatory** foundation course for students, staff, and faculty that includes aspects of Indigenous awareness. The Principal should lead by example in his approach to Aboriginal issues following in footsteps of the approach taken by former Principal Leggett. Queen's should actively find avenues for more partnerships and relationships with Indigenous peoples (locally, nationally, and internationally) remembering that there is no single, monolithic Aboriginal community.

Queen's also needs to continue to assess its admission criteria and procedures to make certain that these are not a barrier to Aboriginal applicants. Special policies such as an Aboriginal Access web site at Queen's and financial incentives may be required. A blend of admission policies may be required with the objective to build a common community with Aboriginal peoples.

In conclusion, Aboriginal programs at Queen's are currently largely supported by project-based funding obtained directly from MTCU. **Queen's should implement long-range plans to ensure that these programs can be operated indefinitely from Queen's base budget.** Existing programs should transition to a base funding model with MTCU funds used for new initiatives.

## Appendix A – Point Form Responses to Questions 1 to 6

1 How will your unit or programs contribute to Queen's mission of research, scholarship, teaching and service to the community, province, nation and broader world? What steps will you take, through the delivery of high quality programs, to attain these goals?<sup>1,2</sup>

Speak specifically to:

a Program structures (areas or fields for emphasis; de-emphasis or discontinuation)

- Emphasize graduate programs (e.g., AWIES, FNTI-Policy Studies)
  - Both programs linked to Public Service
  - Key opportunity for Queen's – most research intensive universities in Ontario are not key players in Aboriginal education (U of T is main exception – they will focus on urban Aboriginal)
- Develop Access Program in engineering
  - Clean water is prime determinate of Global Human Health (lack of clean water is a systemic problem in Aboriginal communities)
  - Involvement in Mining related to Energy and Environment
- ATEP programs are being refocused – one community-based program is being replaced with a Mohawk language program at Six Nations
- Supporting Aboriginal Graduate Enhancement (SAGE)
- Queen's Health Outreach

### b Interdisciplinarity

- Aboriginal Council can provide direction and resources for any Aboriginal-related issue
- Many courses across campus have some Aboriginal content
- Could be coordinated in an Aboriginal Studies Program (currently being investigated by Bob Lovelace)
- ATEP & Arts/Science have developed a concurrent education initiative
- Important that students in all disciplines have knowledge of Aboriginal history, culture, and perspective
- Curriculum development needs an interdisciplinary approach

### c Curriculum reform and inclusivity

- Aboriginal studies is critical part of diversity
- Team teaching – involve Aboriginal elders and knowledge keepers in a team approach rather than just guest speakers
- Promote Indigenous knowledge and research methodologies
- Invite more Aboriginal people who are knowledge keepers in languages, medicines, culture, regalia, teachings, and spirituality. Respect traditional knowledge and ways of learning, the proper usages of medicines, talking circles, and teachings methods.

- Recognize oral histories and oral records

#### d Degree Structure (e.g., credit hours)

- Aboriginal studies – this is under investigation by Bob Lovelace
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#### e Course format (length, weight, delivery mechanisms, location, etc.)

- Community-based delivery (ATEP, FNTI-Policy studies)
- Distance learning (online) (AWIES, Engineering Access)
- Team teaching – involve Aboriginal elders and knowledge keepers
- Indigenous language degrees offered across many Faculties

#### f Innovative teaching and learning techniques (i.e. e-learning, field study, exchange, capstone experiences, co-curricular activities, etc.)

- Community-based delivery (ATEP, Policy studies)
- Distance learning (online) (AWIES, Engineering Access)
- Aboriginal studies program
- Masters of Applied Sustainability – have projects located in Aboriginal communities
- Team teaching – involve Aboriginal elders and experts

#### g TA support and adjunct teaching

- Offer TA space in Four Directions
- Specialized adjuncts are needed to offer community-based ATEP

#### h Infrastructure (physical)

- Larger, more central presence across campus
- Improved student centre – more accessible, more functional kitchen
- Sustainable farm project
- Drop-in centres across campus? – use Aboriginal art in many spaces across campus?

#### 2 What are your areas of demonstrated excellence in research and graduate teaching? Identify no more than three.

At the graduate level, the three areas of excellence are the **AWIES program** in the Faculty of Education (innovative online delivery), the **FNTI-Policy studies Masters**

**Program in Public Administration** (first Aboriginal graduates will convocate in Fall 2010), and the **Aboriginal Studies Symposium** that won a Human Rights Award in 2007.

a What metrics do you use to establish “excellence”?<sup>3</sup>

- Awards
- Number of graduates
- Innovative delivery mechanisms (distance, community-based)
- Higher retention rates than traditional programs
- Better access to programs for Aboriginal persons (admission policies (Appendix C) expanding – e.g. engineering)
- National/international recognition (ATEP, Policy studies)
- Credibility in Aboriginal communities

b Are there parallel areas of strength in other units in your Faculty or elsewhere at Queen’s that might merit this being a University area of emphasis?

- Most activities involve multiple Faculties
- Cross-marketing, recruitment with multiple Faculties
- Potential for linking School of Policy Studies and Faculty of Education

3 Outline the current and future relationship between research and teaching in your unit and programs.

Queen’s should re-evaluate the faculty split for research, teaching, and service as it applies for Aboriginal faculty. Queen’s should consider different methods for tenure for Aboriginal faculty (especially in Aboriginal programs) because the current process can be barrier to tenure. Procedures should respect and value Aboriginal ways of knowing and community-based research. • Researchers who are investigating Aboriginal issues need to be supported by staff (eg. at Office Research Services) who are knowledgeable about Aboriginal issues, funding opportunities, etc.

4 What international activities is your unit engaged in (please feel free to use material generated for the November 2009 query from the Principal to Deans) and what additional activities would it wish to engage in, given resources?

- AWIES

5 What factors distinguish your unit from similar ones in other universities?

- We have focused on graduate education
- Community-based programs
- Distance education (online)
- Engineering Access

6 The Ministry of Training, Colleges and Universities (MTCU) is interested in multilateral partnerships between universities and between colleges and universities as mechanisms to improve student access to, and mobility in, the post-secondary sector (i.e. university transfer credits, college credit transfer toward baccalaureate degrees, college offerings of baccalaureate degrees)<sup>4</sup>. Are there opportunities within the evolution of your academic programs to consider these types of partnerships?

- ATEP program accepts students with varied backgrounds
- Engineering Access program aimed at removing barriers
- Expand Aboriginal Symposium to include students from FNTI, St. Lawrence and Loyalist colleges
- Have Four Directions provide student services to St. Lawrence

## Appendix B - Aboriginal Council of Queen's University 2009-2010

	<b>Aboriginal Council Queen's University Co-Chairs</b>	
1	Dr. Mark Green	Co-Chair - Civil Engineering
2	Paul Latchford	Co-Chair - Loyalist College- Tyendinaga
	<b>Queen's University Representatives</b>	
3	Dr. Patrick Deane	VP Academic
4	Peggy Watkin	VP Academic Representative
5	Dr. Jason Laker	AVP/Dean of Student Affairs
6	Arig Girgrah,	Assistant Dean of Student Affairs
7	Kim Murphy	Financial Delegate
8	Dr. Stephen Elliott	Dean of the Faculty of Education
9	Heidi Penning	Equity Office
10	Dr. Gordon Smith	Arts & Science
11	Dr. Mike Green	Health Sciences
12	Irène Bujara	Human Rights Office -Director
13	Stephanie C Simpson	Human Rights Office
14	Jo-Anne Brady	University Registrar
15	Stuart Pinchin	Associate Registrar
16	David McConomy	School of Business
17	Jackie Druery	Stauffer Library - Librarian
18	Dr. Marjorie Jean Stairs	Queens Theological College - Principal
	<b>Aboriginal Teacher Education Program Representatives</b>	
19	Kate Freeman	ATEP - Acting Program Coordinator
20	Bonnie Jane Maracle	ATEP - ATEP Program Liaison/Counsellor
21	Gloria Thomas	ATEP - ATEP Program Liaison/Counsellor
22	Debbie Collins	ATEP - Office Assistant
23	Kate Freeman	ATEP - Academic/Administrative Consultant
24	Kevin Rose	ATEP- Manitoulin North Shore
25	Sherri Oshawee	Seven Generations Education Institute ATEP
26	Linda Staats	Six Nations Polytechnic ATEP
	<b>Four Directions Aboriginal Student Centre Representatives</b>	
26		FDASC - Director
27		FDASC - Aboriginal Recruiter
28		FDASC - Aboriginal Programs
29	Vanessa McCourt	FDASC - Aboriginal Advisor
30	Paul Carl	FDASC - Office Assistant
31		FDASC - Elder in Residence
	<b>Community Representatives</b>	
32	Linda Marrison	Kagita Mikam Aboriginal Employ/Training
33	Robert Lovelace	Kingston Community
34	Ed Wissian	Kingston Community
35	Robert Rittwage	KNFC
36	James Sayeau	KNFC
37	Trevor Lewis	TMT
38	Jan Hill	FNTI - Academic Dean
39	Elaine Jeffrey	Métis Nation of Ontario
40	Robert Thibeau	Royal Military College - ALOY
41	Mary Lyons	St. Lawrence College
42	Kevin Reed	Limestone District School Board
	<b>Queen's Native Student Association Representatives</b>	
43	Donna May Kimmaliardjuk	QNSA -President
44		QNSA -Vice President
45		QNSA -Treasurer
	<b>Queen's Student Representatives</b>	
46	Dana Wesley	SGPS Aboriginal Representative
47	Daniella Dávila	AMS Representative Social Issues
48	Mimi Gellman	SAGE Representative

## **Appendix C - Composition of Student Community**

The Aboriginal student community at Queen's consists of full-time and part-time students enrolled in on-campus programs, and community-based learners enrolled in Aboriginal-specific programs offered through the Faculty of Education. The total number of Aboriginal learners in Queen's programs is currently estimated as 250 to 350. The estimated range is large because of the small number of Aboriginal students sampled and the resulting inaccuracy in extrapolating the small sample to the whole population. Approximately 150 to 250 full-time, on-campus Aboriginal learners are currently enrolled at Queen's representing 0.8 to 1.4% of the total student population. Based on this representation rate, part-time enrolment is estimated as 20 to 50 Aboriginal students. An additional 80 part-time students are enrolled in the community-based ATEP (equivalent to approximately 30 full-time registrations). Of particular note is an estimated 40 to 50 Aboriginal graduate students at Queen's with a representation rate of approximately 1.5%. In general, Aboriginal learners are particularly underrepresented at the graduate level and Queen's is thus taking strategic steps to increase opportunities for graduate education. The ultimate long-term goal at Queen's is to increase the Aboriginal population to approximately 2 to 3% of the overall student body.

As a leading national and international university, Queen's attracts Aboriginal students from across the country. In Ontario alone, the Aboriginal population is approximately 250,000 (1.9% of provincial population). More locally, the catchment area of eastern Ontario has an estimated Aboriginal population of 40,000. Queen's also has partnerships through ATEP with communities representing approximately 7,000 Aboriginal people. (Details about the Queen's University Catchment Area Census Data are provided on the next page)

Queen's encourages self-identification through partnership between the Registrar's Office and the University Advisor on Equity. The Student Applicant Equity Census asks applicants to voluntarily indicate whether they identify as an Aboriginal person. Responses are not used in the admission selection process; rather, the collected information is held in the Equity Office for planning purposes in the pursuit of educational equity. Separately, applicants who apply through the Ontario Universities Application Centre (OUAC) have the opportunity to self-identify as Aboriginal at the time of application. Undergraduate Admission coordinates with the Aboriginal Recruitment Advisor to contact admitted self-identified Aboriginal students to provide them with information regarding Aboriginal Services at Queen's University, partnerships with Aboriginal community groups, and admission to Arts and Science and Nursing under their Aboriginal admission policies (more details are provided in Appendix D). Medicine and Law also have special admission procedures for Aboriginal peoples.

*Aboriginal Census Data for Queen's University Catchment Area*

Collected using           - 2006 Census Stats Canada  
                                  - 2008 Aboriginal Communities Directory (\*\*)

Census Data:

Ontario - 242,490 or 1.9% of provincial population of 12,160,282

Local Catchment Area:

Kingston Area- 2,360  
Central Frontenac – 4,625  
Tyendinaga Mohawk Territory- 7,603 (\*\*)  
Akwasasne Mohawk Territory- 10,430 (\*\*)  
Lanark County - 1,575  
Leeds and Grenville County -1,760  
Renfrew County- 5,365  
Lennox and Addington County- 1,270  
Hastings County - 4,840

Other Catchment Areas:

Cochrane District-9,665  
Moosenee /Moose Factory MoCreebec Council- 525  
Golden Lake Reserve- 365 (\*\*)  
Curve Lake Reserve- 780 (\*\*)  
Haiwatha Reserve- 435 (\*\*)  
Alderville Reserve – 985 (\*\*)  
Manitoulin Island- 5,035  
Fort Francis – 1,330  
Nunavut-24,915

## **Appendix D – Admission Policies**

### *a. Faculty of Arts and Science – 10 spaces reserved for Aboriginal students.*

The Faculty of Arts and Science offers Aboriginal candidates an alternative procedure for admission to the first year of a full-time degree program. A maximum of ten qualified Aboriginal students per year, whose home community is in Canada, may be admitted to Bachelor of Arts or Bachelor of Arts (Honours), Bachelors of Science (Honours), and Concurrent Education Bachelor of Arts (Honours) and Concurrent Education Bachelor of Science (Honours) programs by this alternative procedure. Aboriginal candidates may also choose to apply through the regular admission procedures.

Offers of admission will be made to up to ten Aboriginal candidates whose total application shows strong evidence of academic preparedness and potential. Students who are admitted under this alternative admission procedure will be encouraged to make use of the academic advising and academic support services available to all Arts and Science students. The Aboriginal Council of Queen's University and the Queen's Native Students Association are important resources for Aboriginal students. In addition, the students will be introduced to the Four Directions Aboriginal Centre, whose professional staff provide an array of services ranging from academic assistance, career planning, and information on scholarships and bursaries to cultural programming and social events.

Aboriginal candidates must apply through the Ontario Universities' Application Centre (OUAC) and should expect to meet the general admission conditions (including the university minimum average) and deadlines of the Faculty of Arts and Science, including completion of the Personal Statement of Experience. Students applying for Concurrent Education Arts and Science students are expected to present admission averages consistent with the minimum academic entrance average of the corresponding Bachelor of Arts (Honours) or Bachelor of Science (Honours) programs in that given academic year.

Candidates seeking admission under this alternative process should submit a separate letter to Admission Services, Office of the University Registrar, Queen's University, in which they declare their Aboriginal ancestry, state that they wish to be considered by this alternative process, and provide evidence of Aboriginal status in Canada. In addition to the student's Personal Statement of Experience, admission to the Faculty will depend on the assessment of the student's program prerequisites (or equivalencies) as well as the student's overall average.

### *b. School of Medicine – 4 spaces reserved for Aboriginal students.*

The Admissions Committee recognizes the critical shortage of aboriginal physicians in Canada and the need to educate more aboriginal physicians to serve as role models and address the health care needs to Canada's aboriginal people.

The Committee has developed an alternate process for assessment of aboriginal candidates. Up to a maximum of four qualified aboriginal students per year may be admitted to the M.D. Program by the alternate process. Aboriginal candidates may also choose to apply through the regular admission process.

At the time of submission of their application to OMSAS, aboriginal candidates should submit a separate letter to the Chair, Admissions Committee, in which they

declare their aboriginal ancestry and give specific information about First Nation, treaty, community or organizational affiliation. The letter should request consideration by this alternate process, and should expand on the candidate's academic and personal background, and reasons and motivation for wishing to become a physician. The initial application letter should be accompanied by a letter of support from an individual representing the First Nation, community or organization to which the applicant belongs.

A panel consisting of representatives from the Admissions Committee and the aboriginal community will review the files of all candidates who wish to be considered by this alternate process and select candidate for interview. The panel will pay particular attention to academic commitment towards a career in medicine. (Only in exceptional circumstances will candidates with an average GPA of less than 3.0 and an average MCAT score of less than 8 be selected for interview).

Candidates identified by the screening panel will be invited for interview at the same time as the general pool of applicants. The interview team will include representatives from the aboriginal community.

### *c. Faculty of Law*

Queen's Faculty of Law is committed to the goal of increasing Aboriginal representation within the legal profession and therefore welcomes applications from Canadian Aboriginal people. Applications will be considered based on the applicant's interest in and identification with his or her Aboriginal community as well as other factors including academic performance, results of the LSAT, employment history, letters of reference and a personal statement. This material will form the basis upon which the Admissions Committee will judge whether or not the applicant will be able to undertake the J.D. degree program successfully. Applicants should have completed successfully at least three years of post secondary education at a recognized university or college. To satisfy the basis of admission to any advanced-entry professional or graduate degree program at Queen's University, it is expected that previous academic credentials will be from an institution providing an academic environment and education that prepares students for potential success in advanced study. Where appropriate, the requirement of three years of academic work at a recognized university may be waived. An applicant who meets the minimum standards is eligible for consideration but is not guaranteed admission.

"The personal statement submitted in support of the application should explain the applicant's interest in, and identification with, his or her Aboriginal community and a non-academic letter of reference should be provided to corroborate the basis of the claim to Aboriginal status. Alternatively, a copy of the applicant's status card can be submitted to establish the applicant's identification with, or connection to, an Aboriginal community. In addition, applicants are required to provide an academic letter of reference".

The Admissions Committee may admit applicants to the Aboriginal category unconditionally or subject to successful completion of the Program of Legal Studies for Native People offered each summer at the University of Saskatchewan. Queen's Faculty of Law fully endorses this program and considerable weight is placed upon the evaluation of the applicant submitted by the Director of the program. The Admissions Committee will endeavour to make decisions on completed applications early in the admissions cycle

for this category to allow time for those with conditional offers to apply for admission to the Program of Legal Studies for Native People, provided that the applicant has written the LSAT by the December 2008 test date at the latest.

*d. Nursing- Reserves 5 seats for Aboriginal students*

Aboriginal candidates who wish to be considered under the Aboriginal Admission Process should indicate this preference on the Personal Statement of Experience Form (PSE) that must be completed to support their application to the School of Nursing

A panel consisting of representatives from the Undergraduate Student Admission Committee and the Four Directions Aboriginal Student Centre will review the files of all candidates who wish to be considered by this alternative process.

The top five candidates who meet the admission requirements will receive an offer of admission to the School of Nursing. If, in the opinion of the screening panel, there are fewer than five suitable candidates, one or more of the five places will be diverted to the general pool of applicants.