

A Report from the Committee on
Aboriginal and Black/African Canadian Student Access and Retention:
A Focus on Financial support

! "

Committee participants

#\$

%

&

! "

'

%

&

(\$

)

*

+

,

-

*

.

%

&

Executive Summary

1.3 The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

2.1 @ Breaking Barriers: Report on the Task Force on Access for Black and Native People
 Promoting Success for Aboriginal students: An inventory of programs and services at the University of Alberta and a review of Best practices

3.1 The University of Alberta is committed to providing a supportive and inclusive learning environment for all students. This includes providing financial support to students who are experiencing financial hardship. The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million.

3.2 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.3 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.4 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.5 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.6 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.7 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.8 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.9 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

3.10 The current program provides direct support to students in the form of grants and bursaries. The total amount of funding available for the program is \$1.5 million. This funding is divided into three categories: direct support for students, administrative costs, and program evaluation. The direct support for students is the largest category, accounting for approximately 60% of the total funding. Administrative costs are estimated at 20%, and program evaluation is estimated at 20%.

$$1 \quad - \quad + \quad \$ \quad < \quad \$ \quad = 1$$

$$\$ \quad - \quad \$ \quad - \quad \$ \quad - \quad 1$$

$$5 \quad \$ \quad - \quad \$ \quad - \quad \$ \quad - \quad 5 \quad - \quad = 1$$

$$7\$$$

' /\$ >A
>

/ \$

/ \$ =1 ' \$ % & - .
 . . - 5< 3 ' \$
 / \$ =1 \$ - \$ 18 \$: " - " /#2
 2 . * 6 " =
 / \$;= - \$) - \$ \$ \$ - \$ % = / # 2 \$
 * & / # ' \$ - \$ % = - ',&##0 >&=
 / \$ >= / # \$) - \$ " -
) - \$ % = - ',&##0 >&===== L
 / \$ = - \$ - \$
 % = - ',&##0 >&===== L
 / \$ L= - \$ " \$ - " - " \$
 - \$ % = - &##0 >&===== E
 / \$ E=1 \$ - \$ " -) - \$ " " -- " F # , -
 - ? >% F &# \$ \$ \$ K \$ \$ \$ < ;
 F K - \$ \$ \$ K \$ \$ \$ < ;
 / \$?= 3 \$) - \$ - \$
 - \$ % = - ',&##0 ? &===== ;;
 / \$ A= 3 \$) - \$ -
 \$ % = - ',&##0 ? &===== ;>
 / \$ = 3 < - 5 \$ " \$ - " - " \$
 - \$ % = - &===== ;>
 / \$ =1 \$ \$ \$ \$ % : -\$ 18 2 . * / \$- \$ &
 - 5< 3 \$) - \$ % &===== >?
 / \$ =1 \$ \$ \$ \$ % : -\$ 18 2 . * / \$- \$ &
 - \$) - \$ % &===== >A
 / \$;=1 - \$ - \$ % - \$ " - &\$ /#2
 - " \$: " D D=====
 / \$ >=1 \$ " - 5< 3 - \$ \$
 / # 2 \$ - 5%/#2 &' - ?=====
 / \$ =1 \$ " " - - 5< 3 \$ \$ /#2
 - ?===== L
 / \$ L=1 - \$ /#2 - - 5< 3 \$
 ?===== E
 / \$ E=1 - \$ - - < \$ % : -\$ 18 2 . * / \$- \$ &
 - - 5< 3 \$) - \$ % &===== A
 / \$?= \$ - \$ \$ \$ - 5< 3
 - \$) - \$ % &===== L

3 I B#)

1 \$ - 5< 3 ' \$) - \$ B \$ - \$ =1
\$ - \$ " " - 5< 3 \$ - -5 - \$ 7\$ % ',&=)
-5 - B % 3 &=65 " \$ B ' %B'& # ' % D&
2 % D& - " - \$ %1 + . ' -- 2 E&=
- f - "

3 \$ \$ \$- - \$ \$

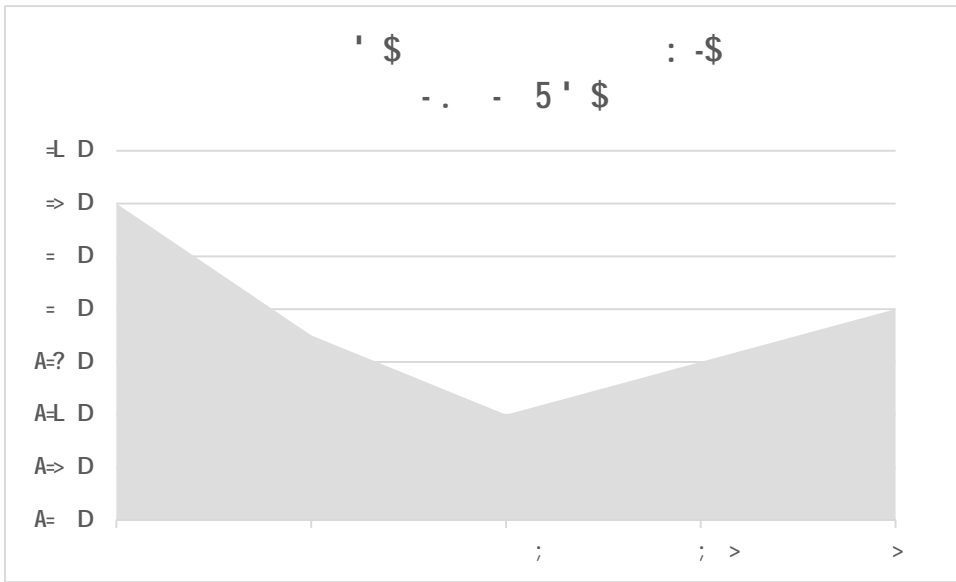


Figure 4#The portion of the Student Assistance Program (SAP) that is allocated to targeted scholarship programs for Aboriginal > Black3African -anadian Students#

1 - \$ - 5<

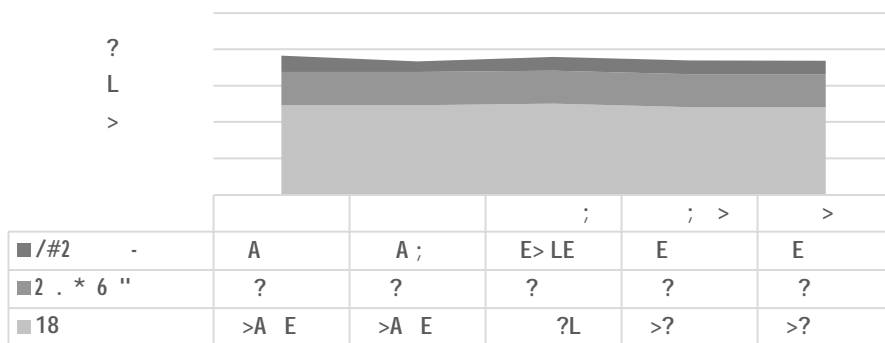


Figure ?#The annual budget for T@P bursaries, expenses and divers for the last five years, along with the FNAB and the AB school programs#

) , ' 3 2 12 # / 3 * * 211 , , 312+212 , '

1 + 3 - 9 <" 5 \$ / =
> 5 ") - \$ f \$. " # ' - 5
- \$ = 1 " "
- "
• - ") - \$ 5 \$ "
- 7\$ -
• ' % & \$ "
• - \$
- \$! " / - 5 6) - \$
%* = > * = > > - > * ; >&
=
=

1 \$ " 5" \$ \$ \$
\$ " \$ \$- " = H
" 4\$ A > 6 / " %\$- > >@# = >&
- 5< 3 ' \$: = \$ "
- 4\$- ? >" \$ - 5 \$ = / - "
' = A > - " % = E >&
- \$: = 2 -) > -
\$ \$ \$ - - 5< 3 \$ " - =

-6. 0742(\$)-4. 60693()-4. 8()16. 0742()3. 94531(-)-3(-)9. 49219()]TJ 242. 64 0 Td [(")4. 84375()

Committee , erms of Reference

#

*ro3ect to re"ie\$ 4alhousie funded scholarships for Aboriginal and Black Students and impro"e access and retention

\$

1 J - -- \$) - \$ F
% & 1 2 - % & / \$ \$

\$ =

I - 3

= - - \$ \$ - \$

=

= , - \$ \$ \$

=) - \$ \$ \$ \$

L=) - \$ < : \$

1 -
= 3 - \$ - \$ %* 4\$ &Q* - - R
= 3 \$- - " \$ - - % # >&&K
/ \$ \$ \$ % & -
;= ! % 4\$ >&
>=

! 2' 1 23 6

AAL %1 5 &=1 " civiliBation - - \$:
 - \$ - \$ = " \$ - \$ - -
 ' " - \$ - % = K3 . 3 ;& " --
 \$: \$ % * " --
 K,- = &=1 5 \$ -- " --
 \$ % * . >&=1 - -
 - 5 " - - \$ \$ - " "
 \$ - \$ = / # \$ - " "
 " 2 " -5 - - \$- -%?=&ED \$ "
 => =>D " & %>E=: D
 \$ " =; = D " K / # 3
 = L &= \$ - - \$ - - " "
 - \$ - \$ - -% \$. ' - &=2
 \$ \$ " \$ - - \$ - # ' M
 \$ " - -J - " - - "
 : - - \$ \$ - N% 5 AA &=
)\$ - ' - % ? A? & " " \$ - \$
 " \$ " - - / # \$ =/ " \$
 \$ ' , %\$ - A> &=1 \$ -
 - - " M \$ \$- - -
 \$ - - N%* / AAL&=

\$ 5 1 " " =* M \$ N/ # \$ - "
 \$ - \$ " " " \$ % = = -- <\$ \$ \$ - "
 " " " " &=1 \$ - " \$ \$ - "
 : \$ / # -- - \$ = - \$
 < 3 - \$ ', =
 * / # " ' \$ ' \$ " \$ \$ \$ /
 \$ % 2 \$ J & #)3 \$ \$ /
 # \$ =! " \$ \$ \$
 AAL - ' \$ / # \$ " \$
 \$ " - \$ % B33 &= /\$ " -- -
 \$ - \$: \$ AA \$ \$
 \$ - 5 \$ \$ " AAL D \$ -- = \$-
 \$ 5 " - \$- \$ - =#
 - - \$ 5 \$ " - \$ %
 : - >D & - =2 "
 ? \$ " \$ " \$ - ; \$

023d 6. 6210[(8()4. 60938(()0. 50. 507)-534187)-4. . 82813

2 - 3 \$ -
; / # = : # ' =2 AAE # ' F
/ # " H\$ # ' - - \$

Figure E# Proportion of First Nations students at alhouses ! ho lived onreserve or offreserve prior to attending alhouses
81e#%first in family to attend PS": 8ND4?E:

1 " \$ \$- \$ - \$ " " "

Figure 5# Proportion of Aboriginal students ! ith different ho

Figure C# The number of Aboriginal students who applied to alhousie% who were offered enrollment% and who enrolled from 2000-2004 based on data from the Registrar(s) office. Note: Enrollment stats provided by the registrar(s) office includes graduate students. Registration in Agriculture are included in figures as of 2003-2004 academic year

African Canadians in Canada%5o"a Scotia%and at 4alhouseie =ni"ersit#

3 - 3 =/ - * \$ 3 - 5 "

 * X : " - L \$ "

3 H " - 3 (\$Y

 =1 " : # ' * Y - - 5 \$

 -- = 3 =; -- - "

 - 5 >= D 3 \$- = - 7\$ - \$

' " - 3 %#!' &=2 #

' \$- =1 - - 5 - % \$ =; D

 \$ & - -- - \$ # ' =2 - \$

 \$- \$ - 5 - J - -

 - \$ \$ =

1 -J - 5 3 \$ - =

 - 5 # ' \$ - %3

 L=9 - \$ - 7\$ B ' -

 : - - 3 \$ - -

 - - \$ \$ =1 : - 56 -

 - 5 \$ " - \$ * -

\$ 3 - 5 \$

/ E?; \$ - E? ; - 5 % - 56 - & ; - " "

 \$; 6 - " # ' =2 " 5 ?

 % - 5 \$ & # ' B ' = - 5

6 - - 5 \$ " -\$ # ' " - \$ =

+ " - " " \$ -- =2

- " 7\$ - - " " \$

 = 2 \$ - \$ - - - -

" - - 5 \$ = 1 \$ - 5 \$-

" \$ - \$ - \$ =1 - 7\$

 - - # ' \$ -- \$ -

 - " - \$ 5 =1 " - 5 " 5 -

 7\$ " " " 5 =

* - 5 " # ' " 5-- %= = - 5

--" " 5 - &=1 5-- - 5- \$ " # ' =

1 - 5 " - - \$-

!! ould afford assistance to us to! ards repairing roads%but like! ise furnish us ! ith the labourers of
! hom ! e stand too much in need to make any tolerable progress in our improvement#l

\$ * I --B J) 3 ! -- \$ H \$
7\$ * I --B %3 \$ \$ AE . #
AE &=2 - ' 1 - , * % 1, * &

2, ' / 3,) 8 2! 2# 6 #) / 23 # 3 #)2 #
 '1B), #1' 2# 3 #) # + '3 12 #) 1) 6! B'2,
 B#2+, '218

)\$
) - \$ F ' 2) 2 -\$ \$ - M -- : -\$
 \$ \$ \$ \$: :
 : - - -J "\$:\$ -J
 - \$ - \$ 7\$ \$ - 5 5 "- 7\$ 5 -- =
 - \$ \$ \$ -
 M 5 1 5 / - 5 # - N= 1
 - : - -- -

\$N% e have been forced to conclude that racism is a problem in the Nova Scotia education system#
 Fe! of us ! ere a! are of the number and height of the barriers ! hich face indigenous Black and

5 \$ \$ " \$

○ I
• M2 X \$) 6 " \$ F - \$ F
5 =N% - 5< 3 \$ &

○ 3 \$ -
• M, 2 - - 5 > - \$- \$ - \$ 2
5 " 7\$ =N% - 5< 3 \$ &

○ * \$ ' \$
• M* B , ' - - - * \$ ' \$ " "
2" =N% - 5< 3 \$ &

○ 1 \$
• M1 H - \$ \$ - = #' 3
\$ 2 7\$ - 2" ; \$ ") - 5 =1 -
\$ =N

○ / - 7\$
• M2 \$- 2 0 - - < \$ R \$ 2" 5 \$-
- 2 F - = \$ 7\$ 2" 5
2 - =N% - \$ &

○) " - - < \$ \$- % - - \$ &
• [1 \$ - 2 -- " - 5 -
- < \$ [% - 5< 3 \$ &

•)
○ M3\$ \$ - - - :
- - N% - \$ &
○ M9 2 - - - \$ &
2 -J 27\$ - 2 N% - 5< 3 \$ &
○ M2 - - - \$ -
- \$ - =9 - 2 - - \$
- \$: \$
\$ - 5 - \$ N% - 5< 3 \$ &

• '\$ " : - J \$
○ MZF -- : " 2#)' 2 , =F 6 " 2 #
B ' \$ -- -- = \$ F
\$ F * - - 'B7 9258(* \$-5.001953()7. 5585938()5. 39063()-5. 0
2 : - N= 2. 63672()6. 07422()5. 17578()1328()-2. 6562535()-4. 60938(9960

" " - = ' 2 - : " =2 -
 " " -5 \$ \$ " 5 \$
 " " " =2
 - \$- F " 2 " = * \$ - 2#)' 2 ,
 \$ =N% - \$ &

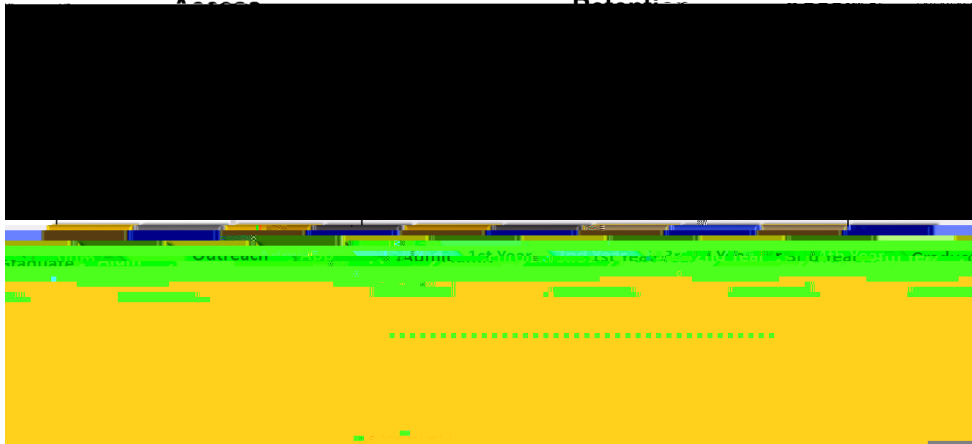
•
 ○ M ' = /V " - \$ 2 5) - \$- =
 , - " \$F - * \$ =2 - " F

, +2, 9 < ' 3 # / , V2' 12# I 3! , ' 1 /2# #32 6
 ' B 1 / 2I 2# 6 #) 6 3 < / 23 # 3 #)2 #
 ' 1B), #1' 1) 6! B'2,

2 \$ - < - \$ < \$ K - \$ &) - \$ \$ \$ % = = : -
 \$ - \$ M N \$ - 5 < 3 \$ \$ = " -
 # ' - - \$ - 7\$ % = = \$
 # - 5 < 3 \$ \$ - \$ - \$: \$ \$-
 M " - N M) - \$ I - - \$ 7\$ \$ - \$ 7\$
 -) - \$ - - \$ - " - - \$ \$ -
 - - 5 < 3 \$ =) - \$ -

• <"er"ie\$ of "arious sources of financial support/funding

- M* N - \$ <) - \$
 - / \$ \$ \$ % &
 - / \$ \$ \$ \$ % &
 - / \$ \$ \$ % &
- M1 N - \$) - \$
 - / \$ -
 - / \$ \$ \$ \$ % " < &
 - / \$ \$ \$ \$
- , : - M* N M1 N - \$
- M* N , : - ' \$ 6



9 mainstream scholarships and bursaries offered and/or administered by
4 alhouse

-

- \$ " - , ' - \$ " " " - \$
- ' \$ \$ - ') - \$ " " " - \$
- * \$ - - ; \$ " 5 " = - \$
- \$ %: -\$ & \$ I ;E
- "
- =
- 2 3 \$ ' -
- * \$ 1 \$ -- " \$
- G; G;
- * \$ - - ; \$ " 5 " \$ I ;E
- \$ %: -\$ & \$ I ;E
- "
- =
- ' " % = = : \$ \$-
- I \$-- =&
- # -) - \$ - 4\$ <4\$-
-) - \$ F \$
- * - \$ % = K4 = K4\$ &=
- ' - -
- 1 / \$- I \$ ' \$ %/I'& \$ - -- "
- * H - " 7\$ - - \$ -
- \$ 3 2 \$! - %32! & # \$ -
- ' , 3 \$ - 3

○ * - \$ % = K4 = K4\$ &=
○ *'9))! '\$) -) -! %))!& * ' .
9 5%*'9& - - \$ \$ - \$) - -

• KG; K
 • , ? D% -& =; I % &% " &
 • " - > =E I %? \$ " &% " I \$
 - 7\$ " &
 • *\$ -- \$ " - *
 • - > - - \$ % - &@
 • 1 - \$, " - 5< 3 \$ % - &@
 \$ F \$: -- = 7\$ \$ -) - \$
 " -
 ○ / / - # ' B \$ ' -

- 3 - \$ 5' - % - 9 5@B \$ * \$ &
- - 5 \$ 2 * ' -
- != =4=9 \$ ' - 6 "
- 2 \$ - 5. * F5 72 / \$- 6 "

! ternal ? 9 ainstream @ and ? , argeted @ scholarships and bursaries

- * : - - " \$ \$ \$ - \$
- J = * " \$ -- \$ - " = ' " \$ -
- =1 \$ - - \$ "
- 5 - "" =
- # ' 3 3 ') B , ' -
- - \$ \$ # ' % - 5& \$
- - \$ \$ \$-- - I # ' - ! ithin the \$
- current year E D I
- \$, -
- - \$ \$ - -- " - I =
- \$ - 7\$ - \$ \$
- \$ -
- - \$ - - \$ \$ --
- -) - , *
- ' << = = = < <\$ -
- + -\$ G>

- 2#)' 2 ,
- - \$ - @ - - \$ 3

Analyses of Registrar's data related to scholarships/bursaries among Aboriginal and Black/African Canadian students

1 \$ - " - \$ " F
 / \$ 6 " / \$- = 1 - \$ \$ \$ \$ 18 2 . *
 =
 B : - ? \$; D \$ \$
 \$ \$ = -

) - \$ \$ % = = - \$) - \$ 7\$ \$
 \$ < \$ - \$ = 5 - \$
 1 ' 3 ' 3 \$-) - \$ "
 -- -- - \$- \$ - \$ < <
 \$ = 1 \$- -\$ - - 5< 3 - B \$
 " 7\$ \$ =

28 establish a ne\$ position%the ABSAC ad"isor 7similar to BSAC ad"isor8%\$ho \$ill primaril# support retention of Aboriginal students at 4alhouseie%including the promotion of current undergraduate students to continue on to graduate/professional degrees' 1 " \$-

- - 5 - \$ " : -- \$ " -
) - \$ =1 \$- -\$ \$ - - : - \$ - \$-
 % = = 2#)' 2 ,& - \$ =1 ' 3 \$-
 \$ - =

(8 Create t\$o ne\$ positions%Co)ordinators of Aboriginal Student Access 7C<ASA8 and Black/African Canadian Student Access 7C<BACS8%both of \$hich \$ould be designated positions for people \$ho identif# as Aboriginal and Black/African Canadian heritage' , \$- -

\$ - 5< 3 - \$: " " \$: =)\$ \$- \$ \$ - \$ " \$ J < - - \$ - \$ = 1 " \$- \$ \$ \$ - - - \$ =2 " \$- 5 " - \$ \$ - : - - \$ \$ - \$ - % -\$ ' - & - \$ - \$ %) - \$ &=1 \$- " ' 3< ' 3K " 5- =

C<BACS and C<ASA should act as ?access brokers@ to middle/high)school students b# linking them \$ith academic proqraming that the# are eligible for') - \$ \$- \$ \$ \$-
 % = = 4\$ B ! - & : - \$
 M N " < - =1 \$- -\$ - \$
 2' - =

+8 ,he ABSAC and BSAC ad"isors should ha"e access to the list of self)identified Aboriginal and Black/African Canadian students \$ho indicate that the# \$ould like to recei"e information about

targeted opportunities and events = \$ 5 :
 7\$ - \$ - =

8 Enhance data collection about diversity at 4alhouseie%including periodic reports 71)2 #r' c#cle8 on access%success%and retention of Aboriginal and Black/African Canadian students to be provided b# the C<BACS and C<ASA' 1

- " - \$ - \$ " - -) - -
 - " -) - \$ \$ - =1 - \$ - -
 \$ \$ - \$ ' 3 ' 3 \$ -
 - " - \$ - \$ =
 1 ' 3 ' 3 \$ - - \$ - -
 : - - \$ - \$ \$ - \$ - \$ -
 - \$ F \$ % = = \$ & % = =
 - &=

8 establish additional supports/activities geared towards improving retention of first in family students from these groups 7although all \$ill be \$elcome8% housed in the ABSAC and BSAC% including tutoring% career advising% mentoring% community service/involvement opportunities% and hands on support applying for external awards 7as noted earlier 6 some of these supports \$ill be specifically linked to renewable funding8

'\$ =/ : - 2 \$ - \$ - \$ - \$ - \$ - \$ -
 \$ - =/ \$ - \$ - \$ - \$ - \$ -
 \$ - =/ \$ - \$ - \$ - \$ - \$ -

= + I - \$ -J
 = + \$ " \$ \$- K \$ \$- "
 = + K ' " \$
 : \$ \$ \$ \$-
 = % 5 - & \$ = \$ \$- \$- "
 " - \$ = \$- "
 1 \$ - " \$- \$ --

\$- = , he# \$ould de"elop a Strategic plan for achie"ing impro"ed access%retention and success of these populations%and \$e recommend the creation of communit# ad"isor# boards to guide and support their efforts'

Recommendations Specific to Funding

“ that any unused funds within the allocation envelope be redistributed to support students within

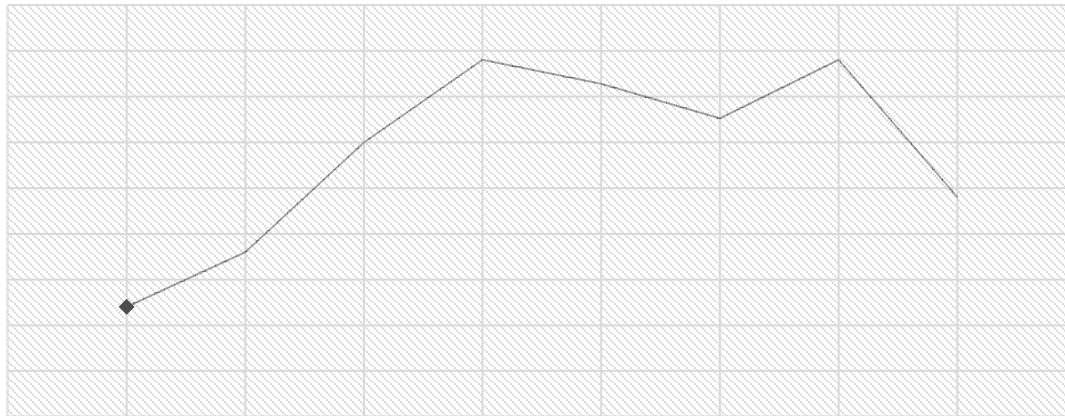


Figure 45# The value of FNAB scholarships received by Aboriginal and Black/African Canadian students since 1995; 9#

1.8 I recommend that the province create a new \$50,000 undergraduate entrance scholarship for which all Aboriginal and Black/African Canadian students are eligible' ' \$ \$ \$-

5 \$ % / = - - 5< 3 &
 - - \$ - \$
 5 \$ =
 2 - \$ \$ H\$ \$- - -\$ "
 - \$ - \$ * F5 7<* -
 - \$ \$ \$ #'= " 5
 \$ \$- \$ 5 - =

& , the scholarships should be named to reflect the population the# target:

- i) Black/African Canadian undergraduate entrance scholarship
- ii) Aboriginal undergraduate entrance scholarship

& H2. 2K per annum should be set aside for each of these new \$ scholarships

& , the value of these renewable scholarships should be H. 222'

& , the scholarships should be renewable for a further three years and students who lose their scholarship should be able to regain it) through a rebound or bounce back approach

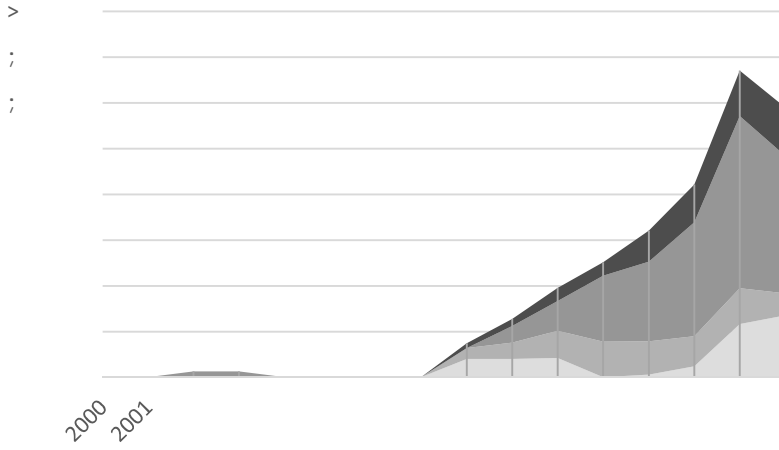


Figure 2: The value of support attracted by Aboriginal graduate students from targeted research grants, F2S allocation and internal scholarships: sources

- \$ 7\$ - \$ \$ \$ \$
 - % \$ & " - 5< 3 \$ - \$
 % \$ & \$ - - = 1 :
 \$ - \$ =

Figure 4# The value of targeted vs# Nonftargeted entrance scholarships 8including rene! als: attracted by Aboriginal students#

Figure ??# The value of targeted vs# Nonftargeted entrance scholarships 8including rene! als: attracted by Black3African -anadian students#

198 \$ - \$ \$ \$ \$: - \$
\$ -

228) - \$ B \$- continue its ongoing commitment to the ,ransition Near *rogram 7,N*8% the -ndigenous Black and 9ilkma& *rogram 7-BM98% the Aboriginal Success *rogram 7formerl# Aboriginal I ealth Sciences -nitiati"e8%and the *romoting Aeadership in I ealth for African 5o"a Scotians 7*AA5S8 program' -n particular%, N* should be supported in their ongoing efforts to increase enrollment of Aboriginal students 7\$hich ha"e historical# been relati"el# lo\$8% b#

-- : \$ \$ 7\$ \$ \$- =2 7\$
 \$ \$ \$ \$- - \$ "
 \$ \$- =

2181 3 3' 3 ' \$- " J \$ =1
) - \$ - - 3 \$
 - -\$ < -" B \$ \$ -% : , \$
 - \$ " \$ \$ - &= 65 -
 -5 " : - " \$ /#2 -
 - J \$ \$ &= \$ ") - \$

stablish promise scholarships b# \$orking \$ith Aboriginal and Black/African Canadian communit# organiDations%band councils and representati"es'

228-ncorporate% into the uni"ersit#Bs base budget% salar# support for ke# personnel in e!isting outreach programs \$hich successfull# target these populations 6 to enhance continuit#% and attract the best candidates into these roles' 1 J - 5 -

: - \$) - \$ - : \$ \$ 5
 J =

2(81 3 6 #' % 6 - # ' & recommends the inclusion of professional programs in the reportBs recommendation of increase funding and scholarship opportunities for graduate students' ') - \$ F -

7\$ - - F 7\$ \$ \$ \$ = \$--
 " \$-- = / : - \$ \$ \$ - - =

9 - 6 #' " -- -! - ' 2 --
 - @ \$ \$ \$ -- -
 = # ' F - 5 - \$ \$
 - " -- \$ " 5 - =! " \$ \$ =

9 / \$- * \$ \$ - - # =
 ' \$ *) ! - " \$- \$ = / - \$
 \$ 6 #' \$ =

	LD 7\$ - \$ G \$-			
	: \$ =			
	1 /#2 - - &			=
	* F5 7<* - \$ \$			=
	<hr/> - % - - \$ * F5 7			
	* - & &! - #			
	' \$ \$ -			
	<hr/> % - - \$ -			
	&=			
	= -\$ - G < K			
	= \$ - " K			
>	\$ -			
	= \$ \$ \$ K -			
	= \$ \$ \$ \$ " -- \$			
	\$ " \$ " "			
	" M - NK -			
	\$ 7\$ \$ - \$			
	" " \$ \$ =			
3	" " \$ \$			
	- 5< 3 \$ -			
1	- \$ -			
	\$- %& - 5<			
3	\$ \$ -			
	<hr/> %& - \$ \$			
	-			
	& G \$ \$- " -			
	& 1 -\$ " -			
	& 1 - \$- G =			
	\$ \$ \$			
	" - \$- \$			
	- \$ M \$ N			
	M \$ 5N			
	& " - \$-			

906(\$)-5. 39063()-4. 6093. 44141()5. 39063(8()-4. 60938() 9()1. 11328()(\$)-

\$]	;&=NK	\$	\$
\$	--			
		-	\$	7\$
		-\$		-

1 - = \$ - % & =

5

	5	% A?A&	\$	'	\$	%	&
; >	1	\$	18				
L		\$					
E		\$					
?		\$					
	3	\$					
		\$					
		\$					

		<p>\$ \$ - \$</p> <p>\$ B F "</p> <p>\$ - 5 " \$</p> <p>K</p> <p>9 \$ - \$</p> <p>- < "</p> <p>- ' "</p> <p>- "</p>
		<p>6 : -</p> <p>5 - \$</p> <p>\$ " -</p> <p>\$ - \$ =</p>
		<p>* \$ #</p> <p>, \$ 3 \$ - B</p> <p>- \$ "</p> <p>\$ =</p>
E	<p>1 I</p> <p>-\$ - 5</p> <p>* F5 7 \$</p>	
	<p>) - \$ - 18</p> <p>\$ - 5</p> <p>* F5 7 -</p>	
	<p>\$ \$-\$</p> <p>- 5 * F5 7 -</p>	
A		<p>) - -</p> <p>- \$ \$ - J</p> <p>- < \$</p> <p>- K</p> <p>J - \$</p> <p>- \$</p>
? A	<p>' -</p> <p>\$ " \$</p> <p>- 5 * F5 7 K</p> <p>1 B - 5</p> <p>* F5 7 \$ \$</p> <p>:</p> <p>\$ - =</p>	<p>3 \$ \$ - " : -</p> <p>J - \$</p> <p>- = \$</p>
? A	<p>1 - -</p> <p>\$ - 7\$</p> <p>\$ -</p>	<p>/ -) - \$ F - -</p> <p>- - \$</p>

' - 3 +
. K
) -) - \$ B

Table C# Recommendations outlined in this report%and their relationship to recommendations of the Belong 8?; 4=: and Backhouse 8?; 4=: reports#

	- % &	5 \$ % &	% &
;	<p>&) \$</p> <p>\$-</p> <p>\$. -) =</p> <p>3 = = =; => = = =; "</p> <p>= = % 9 \$ " 5 .</p> <p>3 ' \$</p> <p>\$ = 9 \$</p> <p>\$</p>		
	<p>, = \$ -</p> <p>-\$. - \$</p> <p>\$. - 2 \$ -</p> <p>3</p>		
;	<p>A* = , \$</p> <p>\$ -\$</p> <p>\$ % \$ \$</p> <p>- \$ & \$</p>		
>	<p>3=) - 7\$</p> <p>\$-</p> <p>\$ \$.</p> <p>!\$ \$ F \$ F -\$</p> <p>\$ - :</p> <p>\$ - K</p> <p>)=) - B 7\$</p> <p>!\$ + \$ " \$</p> <p>=</p>		
?	<p>=2</p> <p>-</p> <p>-\$ " - \$ B F</p> <p>" " \$-</p> <p>F -</p> <p>" " "</p> <p>F - "</p> <p>=</p>		

A =) \$
 \$- \$
 / (=) . = K
 - \$ \$- .
 \$ P = ' = \$- \$-
 \$- - : \$
 \$ P \$
 . - M \$
 N \$ \$- \$
 \$- 5 \$- \$
 " \$ \$

		\$ "	
		\$ \$	
		\$ =	
		; >=1 B	
		\$:	
		- 5 "	
		\$ J \$	
		.	
		" :	
		7\$ =	
	>/=) -	; P - 5	
	\$ - 5' \$ K>I =	3 \$	
	\$ * F5 7- \$ 7\$ -		
) - \$ - \$ 7\$	\$ =	
		- \$	
		\$ =	
	E =3		
	KE =/ -J 5 "		
	\$) - \$		
	J) - \$ F - * F5 7		
	KE3=3		
	\$ - 2 \$ \$		
	\$- " " =		

3 '=% & Students ! hose parents did not go to college: Postsecondary access% persistence and attainment=9)3 # -3 , \$ -' =

3 =% L& The . anging of Angeli/ue: The untold story of -anadian slavery and the burning of old ' ontreal# * - (\$! 3 --

) - *=% & Participation in postsecondary education in -anada: . as the role of parental income and education changed over the 4MM; sQ " # ' 3 = / = "' = . B =% ?&2 \$ " 5 5 \$ \$ =2 / =* \$ -- ='' . =B % =& Oho goesO Oho staysO Ohat mattersO Accessing and persisting in postsecondary education in -anada % = ; ; &* - # * I -- (\$ F B =

/ ' 1 I 9)X /- ! J 5 + 4) * \$ 11 3 ' \$ # \$ 54 =% ;&3\$- \$ - \$ - \$ - >A% & E EA=

I \$ -- = - * = . * 9 - * =% ?&M2 F \$ / - # ' \$! , \$ N ,ournal of . igher "ducation EA ? ?E=

! , \$ (\$ - 3 \$ - =% &=Third annual revie! and research plan=1 # \$ =

4 =% &' 5 "- . : -- \$ =) rban "ducation E=%& ; ; ; =

6 4= . I ' = * 3- -- I = '% &=M# ' \$ B = ' \$ N Ne! irections for Student Services% A % & E ; =

* 4=% &=Black -anadians: . istory%e+periences%social conditions=! - : #' / " \$ - =

* =4= . I ' =M '\$ B \$ 3 / # - 3 \$ -- ' \$ N 2uidance and -ounseling %> '\$ L& L ; =

Ne! Social ' odel for -anada(s Aboriginal Peoples = " / - = \$ = 2 \$- \$ 4 \$ - ; E% & A L= << = = \$ - = \$ < < =

- 4= = J 4 7\$ = - = . * - # = * = # =% &= 9 \$, 7\$ 6 \$ - - 2 \$ - ' , AE @ >= , \$ 4 >A E> =

' =% AE &=Black "ducation in Nova Scotia= * = =) - \$ B =

4=% AA &= , : \$ - 1 H\$ # \$: \$ \$-
\$ = -anadian ,ournal of Native Studies % & ; =

' 4=4= . 5 8= % &=M/ \$- / I ' \$, :
1 -3 -- N Ne! irections for Teaching and &earning E %/ -- & > >=

' !=4= ' -- 3=6 " ' 4=9 4 I - % ;&=
') % &=1 2 F 6 =* 1 =6 5 B =

'5\$ \$ *=% &=1 - 3 =3
4 \$ - , >;%& ?L ?? =

1 9=I = * 9=' -- * =9= . * =+ =9=% E&=M / -
! " 2 ' \$ 3 --

, #) 2V) ' B +, 8 2#' 1 B* , #1 / %2& 33, ''
+2), ' #) %2& , 1, #12 # / 32621 1 '=

,#)2V / 6 3 3 #)2 # '1B)2, ' * 2#

' 6

	Minors in FASS	
--	----------------	--

A G n ra | D s r pt on o nors

1 / '' \$ - -J
H %&=1 '' - \$ F = -
\$: \$

- " " % = = 3 # 19'1 3 3!2#& " :
- " - H
- \$ - \$ " " - - " -- % = =
- \$ \$ " " - - " -- % = =

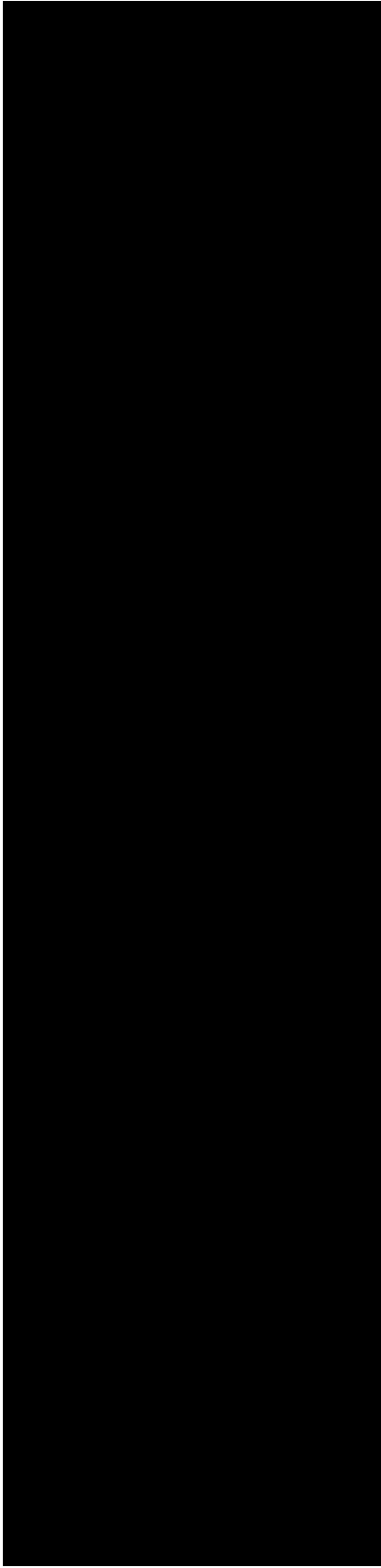
ubsp a t nors

- \$ \$ - J "
- \$ - -- - % = = , # 1 6 3 6 ' 6 2 &
- " H
- -- \$ 5 -- \$ - K - - \$ - - &
- \$ - \$ 5 -- - % = = M / \$ - \$ N , - &
- - - \$: - " " \$ - \$ -
- - \$ 7 \$ \$
- \$ " - - " -- % = =
- &K " " - " --
- " \$

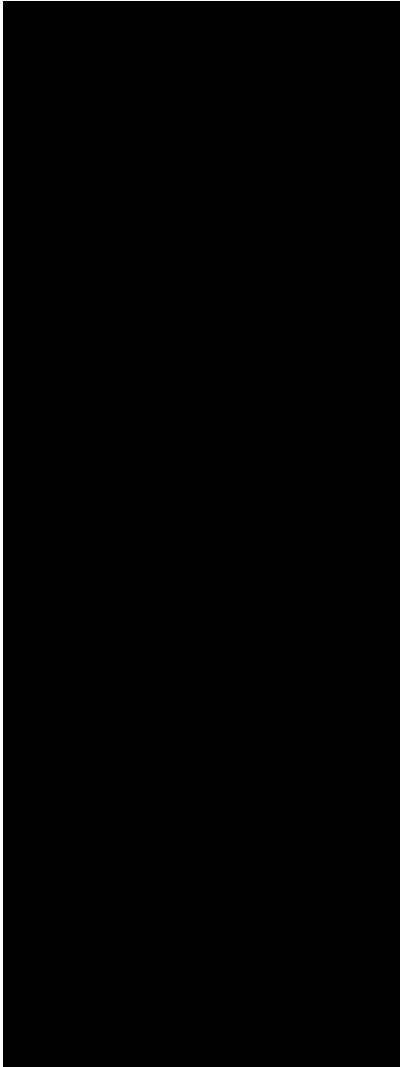
Int r s p | nar nors

- " % = = ! - ' \$ 6 " ' 6 ' \$ \$-
- 3 \$ - \$ ' \$ &
- 7 \$ - 5
- 7 \$ - 5 \$-
- - - 5 "
- -- 7 \$ " - " -- 7 \$ - - -
- -- \$ - " -- % " " --
- - \$ " \$ \$ \$ & =
- \$ " - - " -- % = =
- &K " " - " --
- " \$ =

Request Form for New



- 5 ' \$ " \$-
 - 4 3
 4 3 =1 \$
 5 - =2 \$ \$ =2
 \$ - " \$
 * - I 1 "
 - - 5 \$- =2 -
 \$ B ' =
 - - 5 \$ - "
 \$ 3 3 B =



\$

.

.

	<p>' \$ " -- .) = \$ 3 =</p> <p>) = 3 5 4 " -- . 5 \$ \$ =</p>
▸ art pat n part nts	C a κ s Coor natoκ s s natur

ADC approval			D an s approval	
' \$)		' \$)

Appendix) Requirements for a minor in Black Canadian Studies

_____ 3 \$)

Requirements

' \$ \$ 5 - = - \$ 6 =
3 \$ - " =

6

Sociology and Social Anthropology

' ' ; ?L 3 - -

' ' ; A ' - *

' ' <3 # 2 - 3 U

*philosophy

!26 L - - 5 ,:

!26 >E < E -

!26 > < 62 >)) . 3 J

!26 6 -1 5

King's College Contemporary Studies

31* ; 1 2 - 6 \$

6

' ' AA; ! - 2- \$ 3\$- \$ -1

,#)2V I ',6,31 # 68', ' /))212 # 6) 1
/ * '1B),#1'B +,8 ,6 1,) 1 33,' ' ,1,#12 #

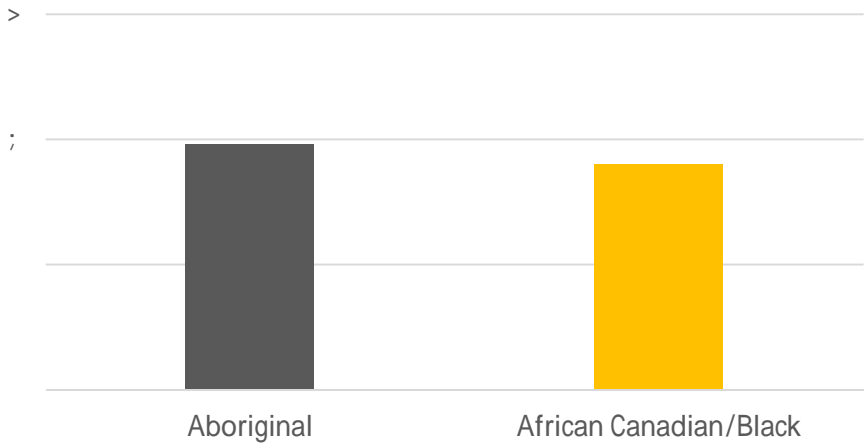
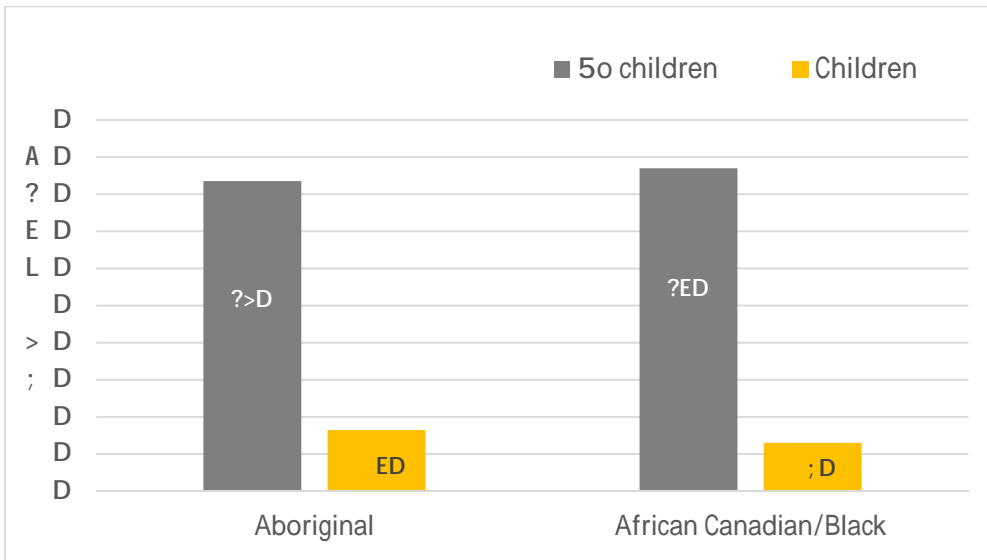


Figure 2E# Likert scale rating of whether Aboriginal or Black/African Canadian students feel a sense of belonging at school



/ \$ = Proportion of Black/African Canadian and Aboriginals students who have children

