



**Presenters: Rebecca Jamieson  
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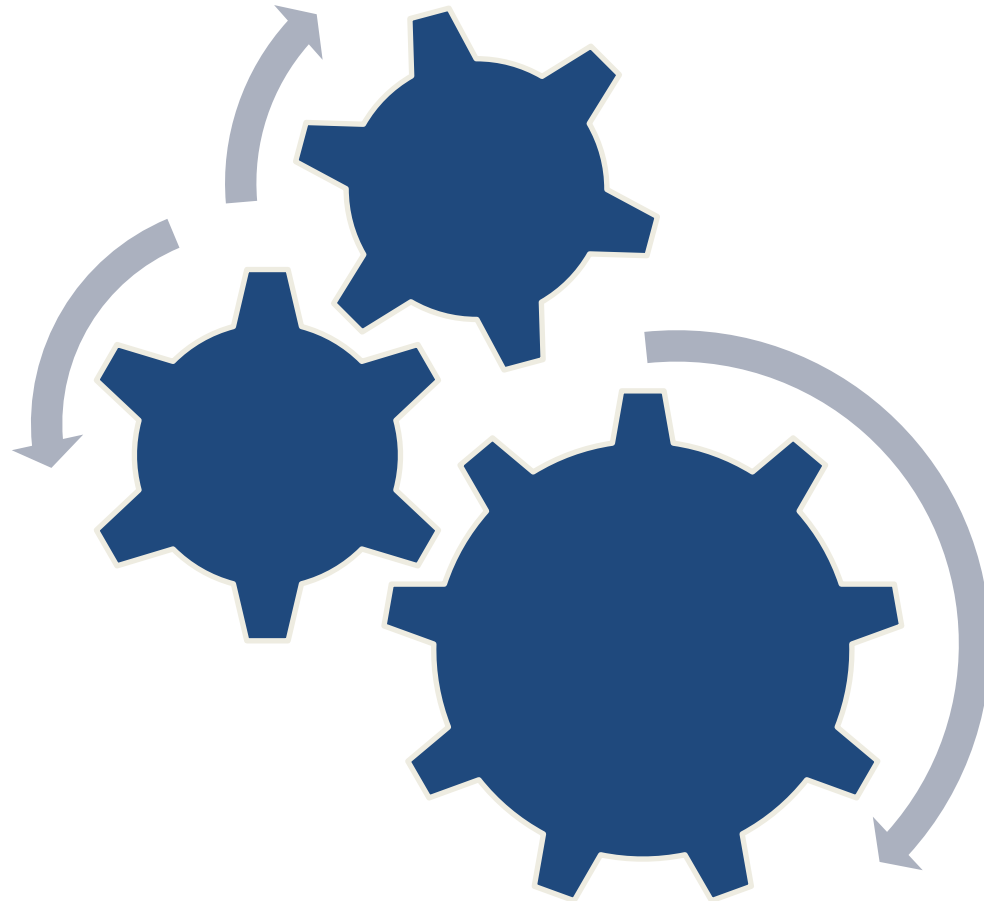
# **Reciprocity for Enhanced Student Success**

**a collaborative presentation to the  
2014 Ontario Student Pathways in Higher Education Conference  
Enhancing Engagement, Access and Opportunities  
Ontario Council on Articulation and Transfer (ONCAT)  
April 28, 2014  
Sheraton Centre Hotel, Toronto**

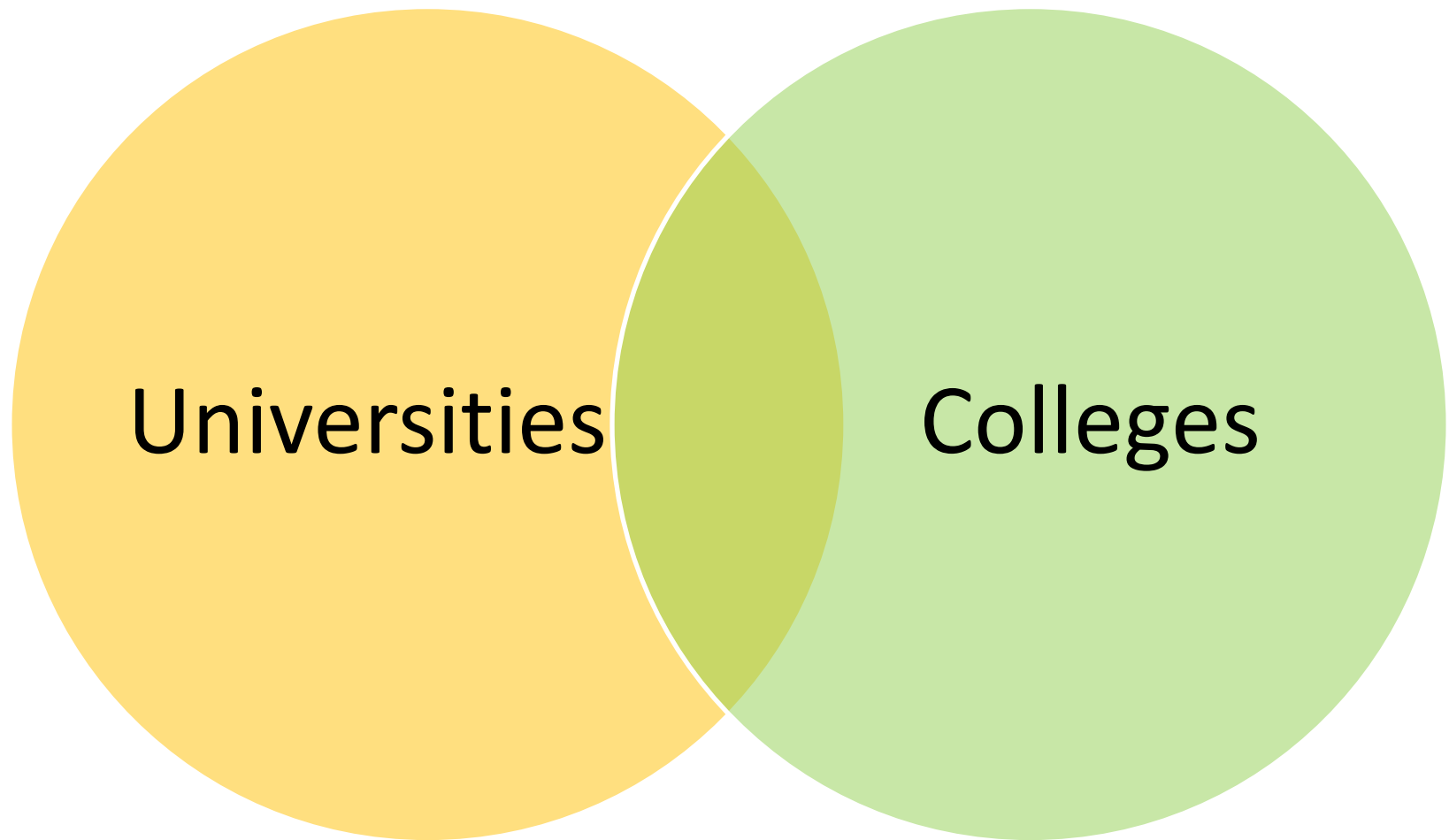
From the  
POLICY STATEMENT FOR ONTARIO'S CREDIT TRANSFER SYSTEM 2011

- Colleges and universities will provide leadership in credit transfer
- through their participation in the new system and by building and implementing
- new pathways and agreements consistent with the policy statement. Institutions
- will work with students/learners and provide information and advice to them
- about currently articulated pathways and applicable credit transfer. In addition,
- where no formal pathway currently exists, institutions will determine credit
- transfer based on an assessment of relevant student learning.

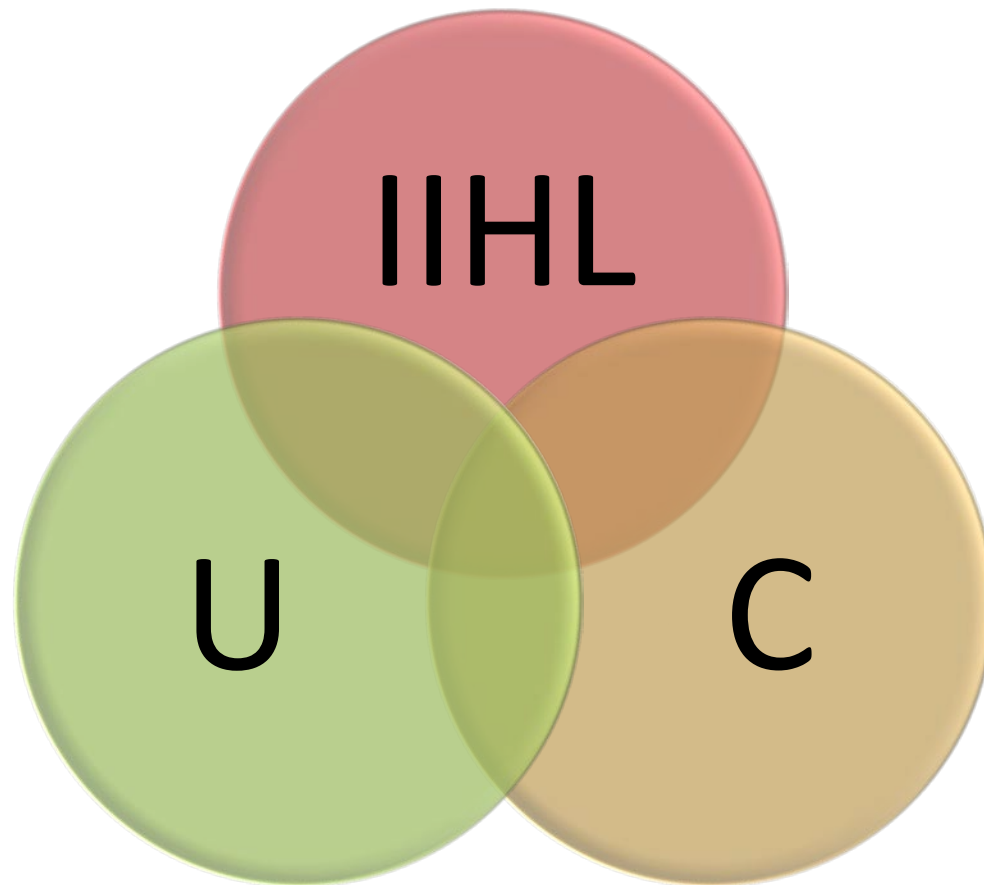
# credit transfer experience



# evolving credit transfer



# Emerging Credit Transfer Logic





Six Nations  
Polytechnic

In 2013, Six Nations Polytechnic (SNP), a community based Indigenous learning centre celebrates twenty years of postsecondary student success and contributions to education.



# Indigenous History

- SNP was created in and by a distinct community of people with a history that predates the formation of the United States of America or Canada; a community with a wealth of Indigenous knowledge and a sustainable world view.
- SNP exists in the heart of Canada's most populous First Nation community; the only Hodiñqhsq:nih territory where you will find significant numbers of each six distinct (Mohawk, Cayuga, Onondaga, Oneida, Seneca, and Tuscarora). And speakers of five of those languages.

# **What are purposes of education?**

**Our experience – destroy change assimilate**

- By the 1840's on a reserve
- Residential Schools – Mohawk Institute - 1828 to 1970
- 60's scoop
- Residential School legacy – lost children; loss of language; loss of culture; loss of family; community
- Automatic loss of “Indian” status



# Mohawk Institute





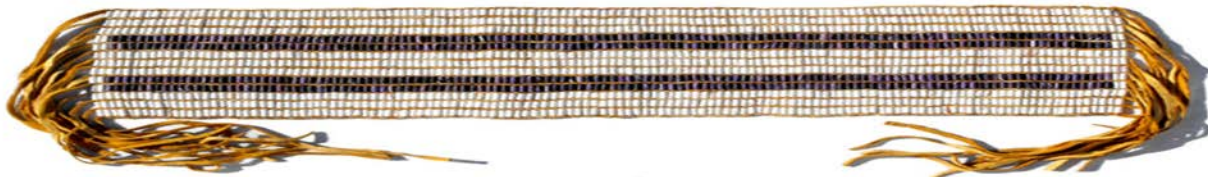
# Ground Zero

The Six Nations Territory is a unique place.

It is our ground zero

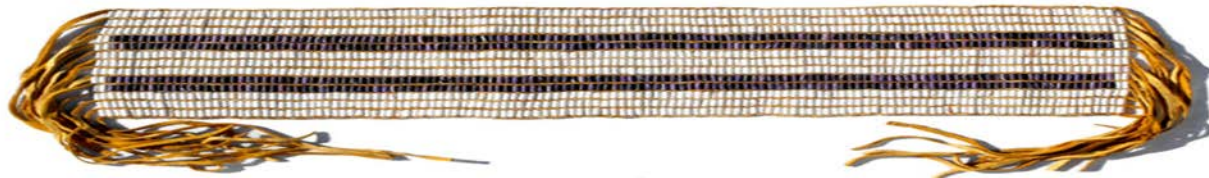
It is our place of personal and collective renewal

Institutions like SNP are critical for renewal and for building  
health relations with others



# Unique Mandate

- SNP holds a special obligation to the Six Nations community to be the formal postsecondary institute to demonstrate excellence in sharing Indigenous knowledge systems and resources and ways of knowing to future generations.
- SNP also has unprecedented capacity to develop understanding across cultures while contributing to a healthier sustainable future for all who share this land. SNP therefore occupies a unique place in the postsecondary landscape as a community-based hub for Indigenous education and research.



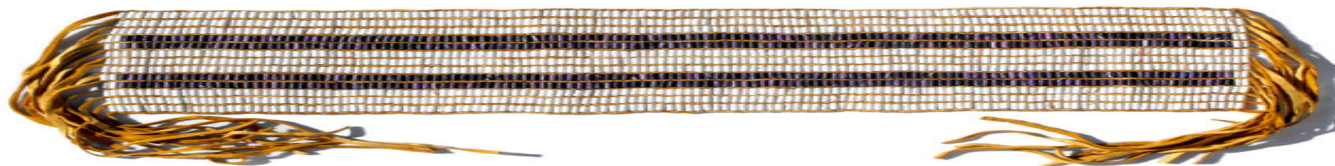
## Founding Philosophy Bicultural Bilingual

If a people do not keep pace with others, perhaps it is because they hear a different drummer. Allow them to step in harmony to the music, which they hear, however measured or far away. Our cosmology places Native people in a familial relationship with the universe and the earth. In our languages the earth is our Mother – the sun our Eldest Brother – the moon our Grandmother – the plants and animals our Brothers and Sisters. From this view, our people believe that all elements of the natural world are connected physically and spiritually and are to interrelate to each other to benefit the whole. The responsibility then falls on the people to peacefully maintain nature's delicate balance to ensure that unborn generations can enjoy what we enjoy today. Six Nations Polytechnic accepts this responsibility and is devoted to facilitating the will and determination of our community to maintain an environmentally friendly world through education, training and research.

Six Nations Polytechnic, a native focused institution of learning, has a moral responsibility to its people to take a lead role in the preservation of our environment. Through the Hodinosa:ni/Rotinonhshonni world view of our universe we will assist in the survival of life on this planet through research, study of alternative views, and dissemination of information.

Six Nations Polytechnic will endeavour to keep up with the beat of the 21st century and at the same time offer the understanding inherent in our language and culture. In this way the people may receive an education that assists them to keep pace with both drums.

Six Nations Polytechnic will take a lead role in bridging the chasm of understanding between the two cultures of our lives and create an atmosphere for healing our differences so that we can both look with optimism into the 21st century.

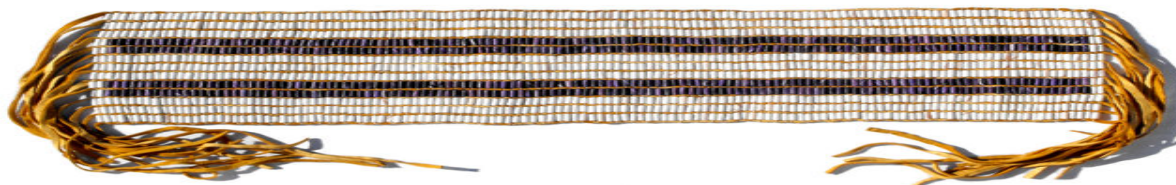




Six Nations Polytechnic has the role and responsibility, as an institution of the people of Six Nations, to offer the opportunity to be educated to ensure languages and culture survive. It also has the responsibility to provide an education that enables our people to survive in both worlds.

Six Nations Polytechnic is becoming the catalyst that offers the opportunity and place for our Native scholars and elders to share their knowledge with all our people and to offer the non-Native an opportunity to study a different worldview.

Created by Harvey Longboat Sr.



# Indigenous Knowledge and the Uniqueness of SNP



The strength of SNP is Indigenous Knowledge; manifested through additional distinguished assets including Indigenous scholars seeking ways to work in and for the Six Nations community, and Indigenous Knowledge systems and ways of life.



# Grounded with culture and history



- SNP is privileged to have a complement of Indigenous Knowledge Guardians that share expertise and knowledge of culture and language, for the purpose of indigenous sustainability. The knowledge, sharing, and caring of these Guardians is foundational to culturally based collaborative efforts and reciprocity.

## Indigenous Knowledge Guardians - 2008



# Indigenous Knowledge Guardians Belt





## Indigenous Knowledge Guardians - 2011



## Indigenous Knowledge Guardians - 2013

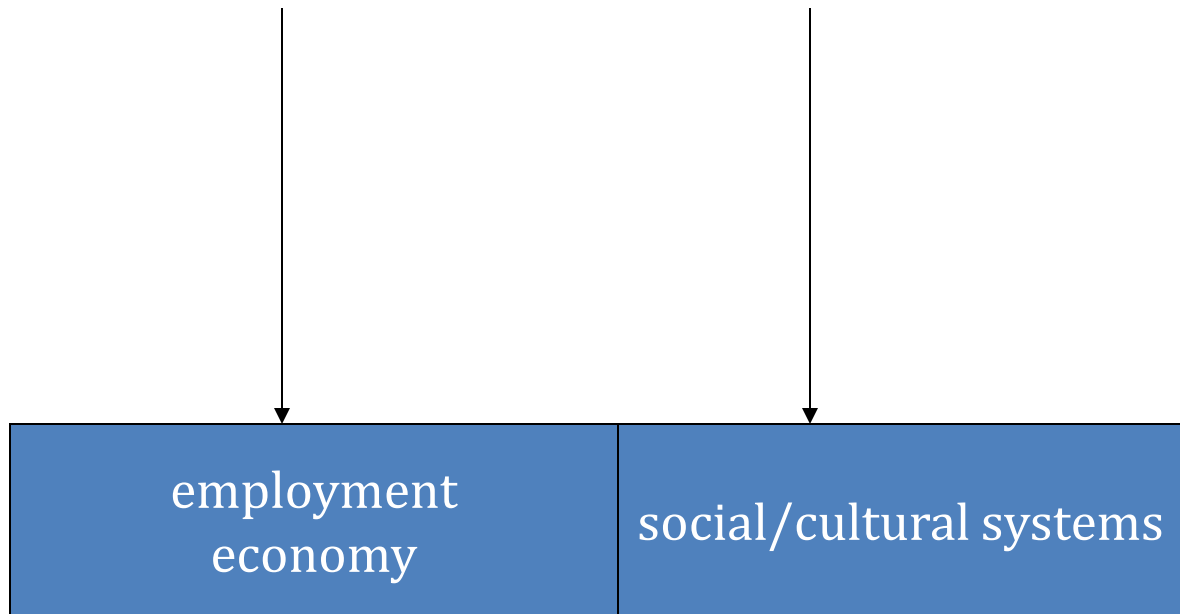




- What purposes can education serve?

# Education a path to tomorrow

**Individual and collective ends**

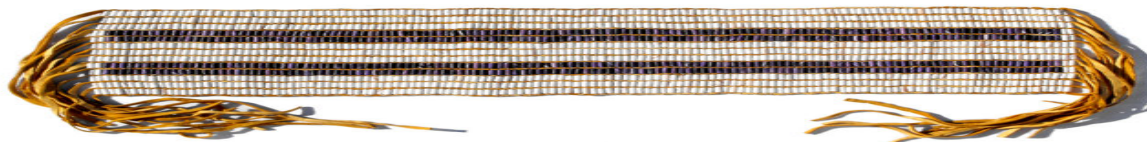


**constructive and transformative**



# Strategic Objectives

- Increasing engagement of our people in the systems and structures that sustain our existence
- Closing the knowledge gap that grew through colonization
- Contributing to a sustainable future for all



singularly we are easily broken but  
together we are unbreakable



- **Aligning programs and projects with strategic initiatives**
- **Collaborative projects with SNP as a partner Hub with other organizations**
- **Seeking partnerships for sustainability**

# Collaborative Initiatives

- Collaborative planning and program for student success
- Joint research
- Specific services to partners
- Reciprocal services – instructors; credits

# 2013 Community Scholars



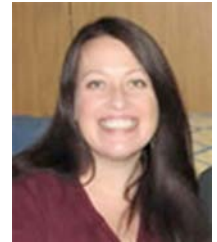
# SNP Associate Professors



Dr Carrie Dyck

Dr. Daniel Coleman

Dr. William Coleman



Dr. Susan Hill

Dr. Rick Monture

Dr. Theresa McCarthy



Dr. Paulette Tremblay



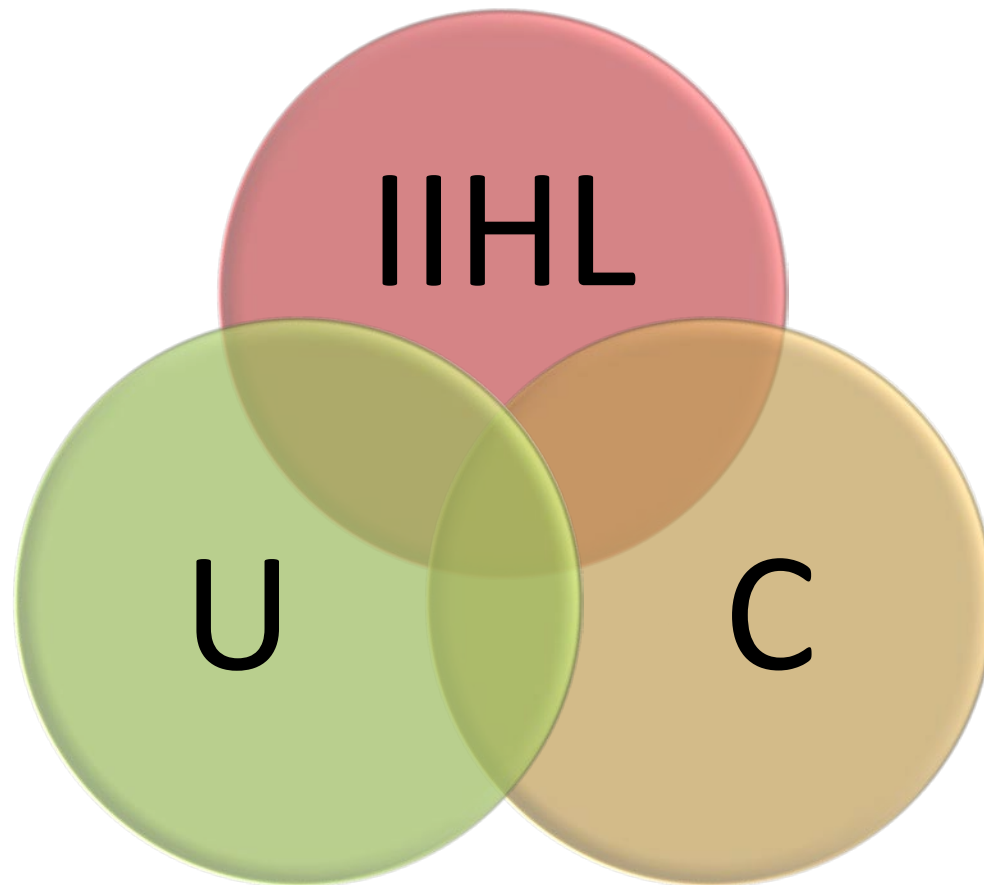
Dr. Malcolm King



# Beyond Access

- University Access program
- Open enrolment Indigenous focussed programs
- Reciprocity for mutual benefit
- Credit transfer = win + win

# Emerging Credit Transfer Logic







Oct 21-22, 2014