



PROJECT SNAPSHOT

Developing Capacity for Student Mobility in the Treaty 3 Region

Type: Indigenous Institutes Transfer Operations and Capacity

Project Number: I2268

Project Lead: Seven Generations Education Institute

Project Summary

This capacity building project explored the unique relationship that Seven Generations Education Institute has with partner institutions and how this unique context impacts students seeking education and skilled employment in the Treaty 3 region of Ontario. The newly formed Pathways Coordinator position and job description were developed to suit the educational environment at Seven Generations Education Institute and their role within the Admissions and Registration process was established. Language, key terminology and processes in post-secondary quality assurance, student mobility and transfer were reviewed, and the Registrar's team explored all the pathways available through partner institutions and also started to consider how students and staff at Seven Generations Education Institute can gain awareness to access and contribute to the development of pathways both internally and with partner institutions. Finally, a variety of tools were discussed related to transfer credit and student mobility, with PLAR being identified as being most beneficial to the students served by Seven Generations Education Institute.

Project Rationale

It is important to develop the capacity for student mobility at SGEI so that students, faculty and administrative staff are aware of the transfer credit system in Ontario and have an understanding of how it functions and can benefit their students. Since SGEI is bound by the academic policies of partner institutions, it is important to understand those policies and how they function so that SGEI can communicate opportunities to their students but also advocate for students who may require a transfer credit assessment. As SGEI develops their own stand-alone credentials, it is also beneficial to understand how the Quality Assurance system works and also observe the benefits and challenges of all the different partner institution's transfer policies and systems.

Main Collaborators

Canadore College and Durham College were the primary sources of information in this project.

Key Steps

No pathways were developed over the course of this project. Pathway viability was discussed and a system of exploring credentialing related to the workforce needs and regional post-secondary institutions was also discussed however with the transition to a new Pathways Coordinator half way through the project, orienting the new Coordinator to the field of student mobility took precedence over exploring new relationships with partner institutions.

Results

This project led to a functional job description for the Pathways Coordinator that fits the context of SGEI as well as an intensive orientation to the field of student mobility. The Pathways Coordinator established their role within the Registrar's team and mapped out key responsibilities within that process. A list of all block transfer pathways that are available from all partner institutions was developed and the Pathways Coordinator began a key contact list of Pathways staff from these institutions. The Pathways Coordinator also supported many potential transfer students and now has an understanding of the best processes/initiatives that might benefit the population served by SGEI.

Challenges

The biggest challenge in this capacity building project was transitioning to a new Pathways Coordinator halfway through the project.

Student Outcomes

One of the primary outcomes of this project was to increase the institutional awareness of transfer pathways. The discussions and work associated with developing the list of transfer pathways and learning about credential ladders and admissions will benefit students as the staff are now aware of the environment and options available to their graduates. The next step in the capacity building process will be to connect with faculty members and collaborate to develop a detailed and robust understanding of how each partner institution/program processes their transfer students and if SGEI students are integrated into that process.

Institutional Outcomes

Considering that a new Pathway Coordinator, Registrar and Admission staff were hired halfway through this project timeline and that they all developed their understanding of the student mobility system at the same time, the institutional culture at SGEI is more aware of student mobility than ever before. This capacity building project helped to align the perspectives/roles of the Registrar and Pathway Officer and will shape the future of policy and procedure at Seven Generations to ensure it stays in line with the overall values and mission of the organization.

Sector or System Implications

One of the challenges associated with Indigenous Institutes offering credentials through partner institutions, specific to SGEI, is that the main point of contact for each partner institution is often the faculty working at SGEI instead of the administrative staff. For example, the Paramedic Diploma is offered by Durham College so the Paramedic faculty at SGEI are required to follow

the policy/procedure of both SGEI and Durham (almost like a dual staff) and are also the primary contact for Admissions/Registrar staff at Durham College; however, since the credential is quality assured by the Durham College, there is a power/influence differential. The Registrar at SGEI is therefore subject to the policy/procedures of multiple institutions and credentials Indigenous Institutes that offer their post-secondary programs through partner institutions often need to develop multiple systems to help their students apply, get transfer credit assessments and register for courses. Having a singular/unified process, point of contact and policy/procedure for all partner institution processes would be beneficial for SGEI and possible a point of discussion for all Indigenous Institutes in Ontario.

Tools and Resources

A list of transfer pathways and a Pathways Coordinator job description were developed. At this time the administration at SGEI would like to keep these documents internal and may be willing to share on request.

oncat
Ontario Council on
Articulation and Transfer



caton
Conseil pour l'articulation
et le transfert - Ontario

Ontario Council on Articulation and Transfer || 180 Dundas St W Suite 1902, Toronto, ON M5G 1Z8