

2016/17 ONCAT RFP Submission Form

Submission deadline: January 9, 2017

RFP Submissions should include the following components:

1. *This form* – ONCAT RFP Submission form (as an MSWord document)
2. ONCAT RFP Budget form (as an MExcel document)
3. ONCAT RFP Signature form (as a pdf or scanned image)

Please type your information directly into this document.

Proposal Overview

1.0 RFP Reference

Please bold one of the following:

- ONCAT 16/17 RFP – Innovative Curriculum Delivery
- ONCAT 16/17 RFP – Pathway Development
- ONCAT 16/17 RFP – Research

1.1 Title of Proposed Project

Bachelor of Education – Indigenous Pathway Development

1.2 Lead Institution

Sir Sandford Fleming College (Fleming College)

1.3 Participating Institutions

**Fleming College (lead)
Trent University**

1.4 Date Submitted

January 16, 2017

1.5 Summary of Proposed Project. (50 words)

The purpose of this project is to develop pathways into Trent University's Bachelor of Education – Indigenous program for graduates from various programming at Fleming College. It will leverage on-going articulation work between the two institutions and related articulation agreements to avoid duplication of evaluation efforts. Development of a minimum of two meaningful pathways is the primary goal.

Contact Information

2.0 Project Lead

All correspondence will be directed to the Project Lead unless otherwise indicated.

Name: Susan Kloosterman

Title: Director, Academic Planning & Operations & Student Pathways, Academic Operations

Full Mailing Address: 599 Brealey Drive, Peterborough, ON K9J 7B1

Email Address: susan.kloosterman@flemingcollege.ca

Phone Number & Extension: (705) 749 5530 ext. 1268

Project Proposal

3.0 Project Goals

Describe the intended goals of the project. (300 – 500 words)

The primary goal is the development of a minimum of two meaningful pathways from Fleming College (Fleming) programs into Trent University's (Trent) Bachelor of Education – Indigenous (BEd – Indigenous) program. An alignment of program curriculum and a measureable population of self-identified First Nations, Métis, and Inuit (FNMI) students within a given Fleming program are the two methods the project team will use to define a 'meaningful pathway'. It is acknowledged that not all Fleming programs will accommodate a pathway into the BEd – Indigenous program given potential requirements for teachable subjects, however, the project team will make efforts to examine all possibilities and combinations should there be a measureable population and the program does not accommodate a pathway.

The project team believes this development approach will lead to frequently utilized pathways. If there is an opportunity, the project team will leverage existing articulation agreements and corresponding equivalencies as a means to reduce unnecessary duplication of equivalency evaluation efforts. The project team acknowledges leveraging existing articulation agreements may result in completing a full review of the existing agreement and related equivalencies due to the agreement's age and/or significant curriculum changes by either institution.

3.1 Methodology/Project Management

Provide a clear and comprehensive explanation of all steps that will be required to complete the project, including a timeline. As part of the timeline, clearly indicate the key milestones of the project as it moves from conception to completion/implementation. (1000 – 1500 words)

As part of the road to reconciliation, post-secondary institutions must develop more inclusive, respectful and equitable programming for FNMI students. It is currently unclear whether Indigenous students are aware of pathways that are available to them through innovative articulation agreements, nor is it clear whether Indigenous student needs are being met sufficiently in these agreements.

The project team will complete data analysis of existing Indigenous student populations before proposing the Fleming programs that should establish a pathway into Trent's BEd – Indigenous program. This analysis will examine existing populations and forecasting potential behaviours before formalizing a pathway. It draws upon architecture and planning concepts of ideal desired lines, desired pathways or 'cow paths'. Desired lines theory sees that users create unofficial pathways out of necessity (e.g. shorter or less resistance); these unofficial pathways become the foundation for new user driven pathways. Carl Myhill's best articulates the theory by saying, "rather than trying to understand user needs from a focus group, being alert for desire lines will show your users' actual purpose more directly".

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Project stages/timeline

Stage 1 – April '17 – May '17

- Identify Fleming programs with a self-identified Indigenous population. Fleming will work with its Aboriginal Student Services department to obtain the necessary datasets. The datasets to include the following components for the last three years:
 - Academic term;
 - Primary program code/description;
 - Campus; and
 - Term (if available, program) Grade Point Average (GPA)*
*The GPA would provide a count of the number of students that would meet the admission terms and conditions of the pathway
- Trent is to provide Fleming datasets on the number of Fleming alumni that have enrolled into a degree program for the past three years. The datasets are to include the following components for the last three years broken down by academic year:
 - Student count by articulation agreement
 - Sending Fleming program (if available)

Stage 2 – June '17

- Complete a comparative analysis of the self-identified Indigenous program populations against the existing articulation agreements. Fleming programs with a significant population will be examined for compatibility to develop a pathway into the BEd – Indigenous program. Analysis will be longitudinal in efforts to identify trends such as areas of growth or decline. It is acknowledged this dataset is from those students whom have self-identified as FNMI

Stage 3 – July '17 – Mid-November '17

- Trent will use the existing articulation equivalencies and mapping to establish pathways into the BEd – Indigenous program.
- Acknowledging that this process may include some equivalency evaluations by Trent as some Fleming programs have established and embedded an Aboriginal Emphasis option into their curriculum since the establishment of the original articulation agreement. In addition, there is a possibility that the original agreement will require a complete review of its equivalencies because of the agreement's age and/or curriculum changes by either institution
- If requested, Fleming will provide all appropriate curriculum and program documentation to Trent to facilitate the evaluation process

Stage 4 – November '17

- Co-author the interim report for submission mid-November '17

Stage 5 – December '17

- Trent will author the articulation agreement document to formalize the pathways as per the established processes.
- Each agreement shall contain:
 - Purpose;
 - Roles and Responsibilities;
 - Terms and Conditions;
 - Admission Requirements;
 - Transfer of Credits;
 - Program and Graduation Requirements; and
 - Primary/Junior Stream; and
 - Intermediate/Senior Stream
 - Implementation and Review
- Fleming and Trent will approve each agreement in principle. Trent will submit each agreement to its governance bodies for formal approval. Finally, Fleming and Trent will issue a joint media release to announce the new established pathways

Stage 6 – February '18 – March '18

- Co-author the final report for submission Mid-March 2018

As part of our project management requirements, project teams must submit a minimum of one interim report mid-way through the project and a final report, including executive summary and detailed financial statement, at the project's completion. Please indicate your proposed submission dates in your timeline.

Interim report

- Mid-November 2017

Final report (executive summary and financial statements)

- Mid-March 2018

3.2 Topic Experience

Provide a complete list of project team members, and explain how the academic training, qualifications and past experience of the project team will contribute to achieving the goals of the project. (300 – 600 words)

Fleming College

Sue Kloosterman

Sue is the Director of Academic Planning & Operations and Student Mobility at Fleming College. Sue brings considerable experience in projects requiring systems thinking, research, understanding data collection and analysis, operations management and collaborative solutions. She is responsible for articulation agreements at the College. In addition, Sue has been an active participant in ONCAT funded initiatives.

David Adam Baker

David is the Business Intelligence Analyst/Pathways Coordinator at Fleming College. David brings considerable experience in research, project design and implementation, data collection / analysis and teamwork. He has eight years of student mobility experience including having worked on many ONCAT funded initiatives.

Trent University

Hailey Wright

Coordinator, Articulation and Transfer Pathways. Hailey brings a multitude of institutional knowledge from Trent University operating in different roles including front line student support and development for new collaborative agreements and academic partnerships at Trent. She has been involved in previous ONCAT funded initiatives that have included both research and implementation based projects.

Joe Muldoon

Currently Head of Trent University Durham he has held a number of administrative positions at Trent University over the last 30 years including University Research Officer, Co-ordinator Research & Graduate Studies, Assistant to the Dean of Arts & Science, Special Advisor to the Provost (Budget and Labour Relations) and Director, Office of the Provost. Educated in Northern Ireland he holds a B.Sc. (Biology) and B.Agr. from Queen's University Belfast and a M.Sc. (Crop Science) from the University of Guelph. Joe has responsibility for all aspects of the Durham campus (1,100 students) including budget, academic programming, academic staffing, student recruitment, and student affairs. He is also the senior administrative contact responsible for articulation agreements at both the Peterborough and Oshawa campus.

Joe has worked on developing articulation agreements with numerous colleges including Durham, Sir Sanford Fleming, Centennial, and Seneca and has been involved with a number of ONCAT funded initiatives.

Cathy Bruce, PhD

Dr. Catherine Bruce is professor, dean of Education, and director of the Centre for Teaching and Learning, at Trent University. Under her direction, the School of Education developed and began implementation of the concurrent Bachelor of Education – Indigenous program, for self-identified FNMI students. Dr. Bruce was also the founding director of the Masters in Educational Studies program, which began in 2015. She has been principal investigator on large-scale research projects, including a four-year SSHRC project on teacher learning and a 3-year extended Insight Development Grant focused on the use of digital media to support student and teacher learning. Dr. Bruce's commitment to knowledge mobilization involves a comprehensive communication strategy for her portfolio including overseeing web information and resource development, media communications, research briefs, and the coordination of advisory committees and communities of practice. Dr. Bruce will engage in the proposed project with particular emphasis on administrative guidance, mentoring, consultations, and the development of productive pathway structures.

Nicole Bell, PhD

Dr. Nicole Bell is Anishnaabe from Kitigan Zibi First Nation and is from the Bear Clan. Nicole has a Master of Education Degree from Queen's University and a Ph.D. from Trent University. She is an Assistant Professor in the School of Education at Trent University.

NOTE: CVs of project team members may be requested as part of the proposal evaluation process.

Future Initiatives

Pending funding for the development and implementation of initial project goals, the project team sees the work continuing.

FNMI students are vastly under-represented in post-secondary education programs. This is particularly true in the education sector where the scars left by residential schooling and other forms of marginalization and colonialism have deterred Indigenous peoples from pursuing education – and from becoming teachers themselves. The purpose of this phase of the project is to increase the communication paths between Indigenous communities and networks with Fleming College and Trent University.

This includes:

- i. the development of circle discussions in several Ontario on-reserve and off-reserve communities to determine the specific needs and challenges that FNMI students are facing;**
- ii. customizing the new articulation agreements of phase one, to these needs and challenges; and**
- iii. enhancing the nature and cultural relevance of communications to FNMI communities about the potential education opportunities available**

1.2 Direct Costs

ONCAT does not pay for communications or marketing.

ONCAT will only pay for costs specifically and solely related to the project, such as temporary software licences (i.e. fluid survey)

ONCAT does not fund the purchase of permanent fixtures.

Description of Direct Costs	ONCAT Funding Requested	In Kind Contribution (if applicable)
Project Team Meetings (5 meetings at \$500) - Security, Admin. etc.	\$2,500.00	
Supplies/Incidentals (telephone, etc.)	\$500.00	
Direct Costs Subtotal	\$3,000.00	\$0.00

1.3 Travel and Accommodation

Please ensure that travel and accommodation costs align with ONCAT's travel policy.

Description of Travel and Accommodations	ONCAT Funding Requested	In Kind Contribution (if applicable)
Estimated 80km (0.40 per km * 6 meetings) - 40km round trip (2 vehicles)	\$192.00	
Travel and Accommodations Subtotal	\$192.00	\$0.00

1.4 Total ONCAT Funding Requested

When calculating Total ONCAT funding requested please refer to your institutional regulations regarding charging of HST.

Total ONCAT Funding Requested	Amount
Personnel and Release Time Subtotal	\$34,500.00
Direct Costs Subtotal	\$3,000.00
Travel and Accommodations Subtotal	\$192.00
Overhead (10% of above subtotals)	\$3,769.20
ONCAT Funding Requested (total of above 4 rows)	\$41,461.20
HST (if applicable to your institution 13% of ONCAT total funding)	\$5,389.96
Total ONCAT Funding Requested	\$46,851.16

1.5 Total Project Costs

Total Project Costs	Amount
Total ONCAT Funding Requested	\$46,851.16
Total In Kind Subtotals	\$49,000.00
Total Project Costs	\$95,851.16



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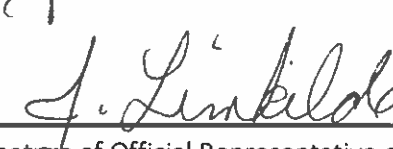
Please submit this page as a separate scanned document.

Title of Proposed Project:

Bachelor of Education – Indigenous Pathway Development

Lead Institution:

Sir Sandford Fleming College (Fleming College)

Conflict of Interest: Affirmation that neither the institution/organization nor its staff have any real life or perceived conflict of interest in performing the assignment	 _____ Signature of Official Representative of Institution/Organization
Institution/Organization's Signature of Offer: Affirmation by an individual with the authority to bind the institution/organization	 _____ Signature of Official Representative of Institution/Organization
	<u>Judith Linkilde, Vice President Academic</u> Name and title of Official Representative of Institution/Organization
	<u>Sir Sandford Fleming College of A. A. & T.</u> Legal name of Institution/Organization