

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP

RE: SFU Program at Kamloops
(formerly SCES/SFU Program)

DATE: December 21, 2004

The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report on the Secwepemc Cultural Education Society SFU Program at Kamloops (SCES/SFU), together with a response from the Academic Coordinator of the Program, the Dean of Arts and Social Sciences and input from the Associate Vice-President, Academic.

Motion:

That Senate concur with the recommendations from the Senate Committee on University Priorities concerning advice to the Simon Fraser University Program at Kamloops (formerly the SCES/SFU Partnership) on priority items resulting from the external review.

The report of the External Review Committee for the SCES/SFU Program was submitted on August 2, 2004 following the review site visit which took place April 21-23, 2004. The response of the Department Chair was received on October 5, 2004 followed by that of the Dean of Arts and Social Sciences on October 22, 2004. On September 23, 2004, SCES and SFU formally terminated their partnership, and SFU is currently pursuing the establishment of a First Nations partnership with the Kamloops Indian Band, on whose reserve land the SFU Kamloops program is situated.

SCUP recommends to Senate that the SFU Program at Kamloops and the Dean of Arts and Social Sciences be advised to pursue the following as priority items:

1 ACADEMIC PLANNING

SCUP recommends that the Program and the Dean develop an Academic Plan for SFU's interest in Kamloops covering the period 2004 – 2007. The Plan should include the following:

1.1 **Faculty & Staff:**

- ❖ A determination of the levels, qualifications and departmental affiliations of faculty required to meet the demand for the programs planned at the expected enrollment levels
- ❖ Consideration regarding the need for tutors, sessional instructors and the use of experts from SFU and the Thompson Rivers University
- ❖ A review of the positions, roles and tasks of Academic Coordinator, Administrative Assistant in Burnaby, and Program Coordinator and auxiliary staff in Kamloops
- ❖ Consideration regarding the hiring of a First Nations faculty member

1.2 **Programming:**

- ❖ Consideration of joint programming with Thompson River University in areas beyond the curricula and programs where joint programming and collaboration is already taking place.
- ❖ Consideration regarding the introduction of additional English writing and comprehension courses
- ❖ Consideration regarding the introduction of additional Professional Development Programs for teacher training

1.3 **Enrollment:**

- ❖ Development of enrollment targets for the next three years and a recruitment plan to suit.

2 **FACILITIES PLANNING**

SCUP appreciates the importance of providing facilities that reflect the importance of the activity in Kamloops and recommends that the Program and the Dean urgently address the following;

- ❖ To develop a plan, for SCUP's approval, to move or upgrade the current facilities to something more reflective of an SFU activity, over the next 2 or 3 yrs.
- ❖ To ensure in the immediate future that internet and computer facilities, as well as instructional media equipment, are equivalent to those offered at other SFU campuses.
- ❖ To explore new opportunities for sharing the Thompson River University library facilities, and to explore improved student, faculty and staff access to the SFU library through the internet.

3 **MONITORING**

In the event that a formal partnership is established with the local First Nations in Kamloops in early 2005, SCUP recommends that the university actively engages the First Nations partner in advice and recommendations towards this planning process.

SCUP requires that these issues be urgently addressed and a report be made to SCUP together with a copy of the Academic Plan and the Facilities Plan by or before March 31, 2005.

EXTERNAL REVIEW OF THE ACADEMIC PROGRAM OF THE SECWEPENC CULTURAL EDUCATION SOCIETY- SIMON FRASER UNIVERSITY-KAMLOOPS

Submitted By: Dr. Richard I. Ford (University of Michigan)
Dr. Roland Chrisjohn (St. Thomas University)
Dr. Leanne Hinton (University of California, Berkeley)

EXECUTIVE SUMMARY

The Secwepenc-Simon Fraser-Kamloops cooperative education experiment has been highly successful and continues to be a vital program in the lives of First Nations students and others for whom a college education based upon community needs would otherwise be unavailable. Although there are presently administrative problems with the contract for cooperation, the program has academic integrity and provides a degree with academic credibility. The language outreach has been highly successful and it continues to be an important benefit to First Nations communities as they endeavor to preserve their languages and dialects. The faculty and staff are dedicated to the program and to a quality education for students, many of whom are mature students or students for whom post-secondary education came later in life. The External Reviewers believe that administrative changes are necessary to enhance the program and to get the most efficient performance from the faculty and staff. The education program will be improved with immediate attention given to the technical infrastructure, including working computers with memory sufficient to run complex statistical packages, high speed Internet connectivity, video connection for remote learning, and a Language Laboratory for endangered language instruction and practice.

The Review Committee evaluated the specifics of the academic program. As a result of its assessment, it has made a number of recommendations to strengthen the program, to benefit student education, to maintain the faculty's and staff's exceptional dedication to the program, and to increase the number of students who will benefit from it.

REVIEW PROCEDURES.

The committee believes that it is well prepared to evaluate this program. Well in advance of our arrival in Vancouver we were provided with the Program's self study, documents from the Simon Fraser administration, and our Terms of Reference. Our first meeting at the Burnaby campus acquainted us with administrative officers followed by

meetings with the relevant department chairs. One Kamloops faculty member met us at Burnaby.

Our agenda in Kamloops was very full but extremely comprehensive. We met with the faculty, the student society, alumni, graduate students, and faculty from the University College of Cariboo, Kamloops Indian Band officers, and interested community members. A special meeting was arranged with board members of SCES.

Since a major contribution of the SCES program is endangered language outreach and teaching these languages, we made a site visit to one of the collaborative programs in Lillooet. Conference telephone calls were conducted by a subset of our review committee with language participants in four other communities. (It was necessary to divide the committee into two sub-committees in order to interview and give adequate time to all the stakeholders who wanted to meet with us.) Both sub-committees accomplished these objectives within the allotted time. Although we are certain that some groups would have wanted additional time with us and we with them, we did depart Kamloops with a very comprehensive appreciation for the strengths and weaknesses of the program.

When we returned to Burnaby, we recognized that we had not requested while in Kamloops copies of all recently offered course outlines. The office staff in Burnaby proved us with copies that it had on hand and requested the Kamloops office to fax the missing outlines. All did this graciously and expeditiously. These we reviewed in detail on our final meeting together on Saturday.

The single item we did not request was course evaluations. We did ask questions about procedures for evaluations and anecdotal comments about courses, but quantitative data were not requested. This was an oversight by a very busy committee.

Our final meeting with the Simon Fraser administration resulted in the procedures for our report and a tentative timeline. Facilities and resources made available to us at the downtown campus of SFU on Saturday, April 17, enabled us to meet to peruse the course outlines, discuss their contents, outline our responses to questions on our charge, and assign responsibilities for completing the academic report. Since this is a committee report, plans were made for the iterations for commentary and approval before a final report would be submitted. The chair (Ford) would be responsible for the initial draft; its circulation to committee members and our Simon Fraser faculty liaison, Dr. Zita McRobbie, who became our indispensable colleague and tutor to the "culture" and academic procedures at Simon Fraser; and final editing.

GENERAL OVERVIEW

The Terms of Reference contain many overlapping objectives and inquiries. We interpreted them as nested from general evaluation to specific details.

The Secwepemc Cultural Education Society (SCES) and Simon Fraser University (SFU) cooperative academic program is very unique and highly successful. It is one that should be a source of pride by both principle parties. It is rare that a First Nations community initiates a comprehensive educational program and finds a premier university partner that does not dominate the relationship. This is a very long-standing program that does deserve periodic academic evaluation and review of the enabling contractual partnership and its performance.

SFU has provided an academic program to educate students that might otherwise never experience a college course. SFU, to its enduring credit, allows admission of

students with weaker academic credentials than are found at Burnaby, mature students, and students with complicated domestic situations, which prevents them from traveling far from home for a post-secondary education. These are students who earned a second opportunity to attempt higher education. As one student told the review committee, "I never thought seriously about education, no less college, until later in life when I realized what I was missing." SFU gave this student and others like her an opportunity to amend their past. These students are very successful by any measure – graduation, academic enthusiasm, citizenship, and service to the community. SFU should be very proud of its academic side of the compact.

The partnership has lapsed and is not in effect. It needs to be reconstituted with a revised agreement and possibly a new partner. No matter, the review committee recommends that the driving force behind this educational program remain the First Nations communities and people. Their aspirations must be accorded priority as SFU attempts, if possible, to accommodate them. It has done so successfully in the past and present, and should have similar results in the future.

The quality of the teaching program is high, innovative, and under constant internal re-evaluation. The teaching staff (defined below) is dedicated, skillful, and adaptable under the circumstances in which they teach. The faculty offer core courses and the program contracts with qualified sessional faculty to provide additional courses to assure program and degree breadth. The academic program is determined by SFU graduation requirements, by SCES community desires, by student interests, and by the core faculty's assessment of student educational needs.

Faculty research, collaboration, and academic environment are emphasized but strained by demographics. Tenure-track faculty has exceptional research records. However, with only two faculty members collaboration is informal but not together on research projects. The academic research environment includes students and some colleagues at Burnaby but also at other institutions. The successful research activities at Kamloops demand off-campus collaboration and contacts because the resident faculty size is limited.

Department Governance and Dissemination of Knowledge. The governance of this program is two headed. One is the participation by the faculty and instructors. They are sufficiently few in number that almost daily conversations are conducted about the program. All feel that they are listened to and their opinions are respected. In addition, the faculty actively solicits community and student ideas about the program and courses needed. This is a very egalitarian method of governance. The second is the Steering Committee that is a joint administrative structure over the program. It is very important, in fact critical to the success of the program, but must be strengthened.

The program receives the highest commendation for dissemination of knowledge. First, it offers academic courses away from Kamloops. Second, it has a network of Province wide linguistic/language instruction and interaction with community language programs. It gets high marks from community leaders and this program should be received with gratitude by SFU as an important part of its commitment to First Nations communities where preservation of endangered languages has their highest priority. The aboriginal languages of B.C. are all critically endangered, and without extreme measures they will have no native speakers left at all within the lifetime of

current SCES/SFU students. Communities whose languages these are have not voluntarily lost their languages -- it has happened through a combination of factors, including past government policies intended to eradicate them and the current domination of English in all walks of life. Communities all over B.C. are trying their very best to reverse the trend through documentation, language teaching, and anything else they can do to keep their languages alive. Given this, the language/linguistics program at SCES/SFU is unique and invaluable. It includes on-campus courses in aboriginal languages and linguistics, and an outreach program to communities all over B.C. SFU is getting much-deserved gratitude from numerous aboriginal communities for helping them keep their endangered languages alive. Third, the faculty publishes widely for community, student, and professional audiences.

Environment Conducive for the Attainment of Department's Objectives. We cannot provide a full assurance to this review query for two reasons. First, student education is the primary objective of the faculty but the infrastructure for adequate learning is deficient, as we will describe later in the review. Second, the interference in the academic program and staff relations by the SCES board has created a situation that limits all employees from devoting full attention to their employment obligations. These tensions must be addressed before the faculty and staff can fulfill their goals for providing a quality education.

Many points in this overview will be clarified and amplified in the remainder of the report.

CONSIDERATION OF SPECIFIC ISSUES

Six issues were highlighted in the Terms of Reference for in depth review. We examined each in detail and our evaluation of some is unusually lengthy.

Evaluation of the Administrative and Academic Future of SFU-SCES Partnership.

Tensions have been mounting at the Kamloops campus between Simon Fraser University and its partner, the Secwepemc Cultural Education Society (SCES). The contract with SCES has expired; SCES claims that it is continuing. Even before that, communications between SCES and SFU-Kamloops have been nearly non-existent for two years. SCES has implemented staff changes without consultation with the academic director or other SFU personnel. SCES has created a Task Force, which is drawing up a new agreement with no consultation with SFU. It purportedly plans to this present to SFU as a fait accompli.

SFU should pursue proper bilateral negotiations leading to a revised agreement with SCES or, failing a successful outcome, a new relationship with another partner, possibly the Kamloops Indian Band, as an interim solution. We believe an outstanding strength of the SCES-SFU program has been the First Nations initiative to create this unique educational opportunity and that active First Nations participation should serve as a main principle as you renew your partnership or develop a new one. If a new partner is required, an initial agreement might be fashioned on an interim basis until details of a long-term arrangement are developed. If necessary, reconfigure a Steering Committee without SCES participation but with new Secwepemc aboriginal members. Increase the oversight by the Steering Committee in the Kamloops institution and its renewal.

Past success of the Program signals a promising future. SFU must continue to expect the highest standards of academic excellence for the students and provide the staff, partnerships, and infrastructure to achieve them. Certainly the Aboriginal communities, students, and faculty expect no less from any future partnership.

Evaluation of the Success of the Program to Provide Academic Courses and Credentials. The program has been and continues to be successful according to all academic and community criteria that the Review Committee applied. Its graduates for the most part have the background and skills to go on to graduate school with success. Others have obtained teaching positions in their home communities. Still others have become council members in First Nations government. All are good citizens. The program has provided the social research skills in sociology and anthropology to be useful to their home communities. An examination of the statistical syllabus reveals that they have a strong academic program with the major handicap being inadequate and unreliable computer resources (more later). The cultural resource management (CRM) instruction is excellent. The Kamloops archaeological field school enjoys an international reputation. By learning archaeological techniques through participation on the field school and then continuing their "apprenticeship" by working on research projects with Professor Nicholas or applying their skills on salvage projects, they have the basic background to conduct independent CRM work. The Aboriginal language program has years of success to commend it and it has spawned independent programs based upon local teachers who learned their skills through the SFU-Kamloops faculty.

The SFU-Kamloops campus is an excellent location for long-distance learning through computer aided instruction or closed circuit video connections. There are many

courses at Burnaby that can provide this academic breadth to the students “thirsty for knowledge” in Kamloops, if only the equipment were available!

There remains serious question if only two tenured faculty, two instructors, and several sessional teachers can give all the Majors, Minors, Certificates, and Diplomas that SFU-Kamloops attempts to deliver. Perhaps a General Liberal Arts degree may be more effective than all the Majors it attempts to provide.

Evaluation of Faculty, Staff and Physical Resources. The quality and dedication of the faculty (all categories) and staff are exceptional. Their commitment to the program, even under adverse circumstances, is what enables it to continue at a high academic level of education and research accomplishment. The physical resources are a separate issue. *In a few words, they a deplorable and should be an embarrassment to a leading university.* The computers do not function, high speed Internet is absent, Burnaby-level library resources via electronic connectivity are lacking, and access to remote learning by teleconferencing is unavailable.

Evaluation of the Program is Addressing Aboriginal Language Revival.

We are very happy to see that the SCES/SFU program is utilizing immersion methods of language teaching, TPR, and other state-of-the-art language teaching methods. The language mentoring classes, where students work one-on-one with speakers to develop conversational proficiency, is well-planned and very popular with the students. SCES/SFU is also working with communities all over the province on language planning, curriculum development and proficiency development. We spoke to people from about 10 communities, and the general impression we got was great excitement

about their language revitalization programs, and a sense of confidence coming out of good training and other forms of SFU assistance.

Representatives of at least one community have said that they could not get quite the kind of help they wanted lately with SCES/SFU, and so have shopped elsewhere, ending up with a partnership with the UCC Education program. We consider this good -- there is no reason why the SCES/SFU program has to do all the training, and in fact it is stretched too thin (further discussion on this below); so broadening the support base for the languages can only be helpful. It would be useful for the SCES/SFU faculty to meet with the people at UCC who are doing this work if they have not already done so, and develop good communication and cooperative ventures. Relationships such as this can blossom into increasing effectiveness in helping the aboriginal communities in their efforts to keep their languages alive.

Some students at SCES/SFU take courses in their own heritage languages to develop both linguistic knowledge and conversational proficiency. A number of the students opt to take the 4 courses that lead to obtaining a Language Proficiency Certificate. However, although many students at Kamloops take the lower-level language courses, only a few take the higher level courses that lead to getting the certificate. Some of this is because of tensions over a non-native person teaching the higher level courses. Several students told us that if the native speaker who teaches at the lower levels would be able to teach the higher-level classes too, they would come running. The Kamloops teaching staff is aware of this problem and would like to have more native speakers working in the program. However, native knowledge of a language is not the same thing as having knowledge of how to teach a language. What is needed is

advanced teacher training and mentoring to help native speakers develop course curricula and teaching methods for all levels of language teaching.

There is only one staff person, a limited term lecturer, who focuses full time on teaching language and linguistics. The contributions from this position are just as invaluable to the program as those of the two tenured faculty members and consideration should be given to converting it to a permanent lectureship.

The faculty teach far more than their job descriptions demand of them. They see the great and diverse needs of the communities and try to respond to them, but they cannot do it all. Sometimes their travel to the outlying communities to teach there disrupts their teaching at Kamloops, which is very bad for the program. While their dedication is truly admirable and their ability to accomplish so much is astounding, the quality of their accomplishments could only improve if they could learn to say "no" sometimes, and/or plan for ways to lessen their travel and time commitment. Some suggestions relating to linguistics and language teaching are these:

- Limit the times they teach courses in outlying communities to summer months so that they will not be missing classes at Kamloops or traveling dangerous roads in icy weather;
- Hold more intensive two-week courses in Kamloops that people from various communities could attend. This would include such courses as language teaching methods, curriculum development, etc. and could be planned to lessen the amount of time the staff spends traveling out to the communities;

- Work toward increased training of native speakers in language teaching methods and curriculum development. This last suggestion may need some administrative and financial backing -- for example, travel expenses and conference expenses for elders who are teaching in the Kamloops program or in SFU-sponsored courses in the outlying communities would be of great help.
- Work toward computer or television methods of course delivery. (This is not to suggest that the face-to-face component would disappear; certainly site visits would remain important, but lesser in number)
- Keep on working to an increasingly large "stable" of experts from UCC, SFU and elsewhere that can be called upon to help communities with language revitalization.

The language mentoring courses and other conversational courses need more hours per week, if not in actual class time with an instructor, then in lab or in conversation with speakers. 5-6 hours per week is standard for a language class. Presently the language courses do not have enough hours per week of language exposure for effective language learning. For the mentoring classes, there should be 6 hours per week of interaction between the mentor and student rather than 3. For the regular language classes, there could be hours assigned without the teacher, of group conversation practice, possibly led by a teaching assistant. One question in the self-report (section 6.7) was how fluency best can be achieved in face of the challenges particular to endangered languages. No-one has a firm answer to this question. However, key to language revitalization is the redevelopment of language *use* (which is not guaranteed by language *learning*). The more assignments there are that are oriented

toward getting the students to use the target language with each other and with elders and other people outside the classroom, the better it is for both language learning and the rebirth of language use. The availability of a Language Laboratory would be another way to assist accomplishment of this goal. (Since we did not get to attend any language classes, we don't know if that is already a strong focus of the coursework.)

Evaluation of how well the Current Academic Disciplines meet the needs of First Nations Communities and Need for New Programs. There are needs that have not been met recently and new opportunities that should be added. More permanent courses related to writing and literary comprehension should be standard. There is a crying desire for teacher training through the PDP program. The SFU-Kamloops academic program does not have standard laboratory science courses. These can be arranged through partnership with University College of Cariboo (UCC). Here a complimentary strength already exists. While the communities want more students trained in natural resource management, SFU-Kamloops and its strong language program offer unique courses in ethnoscience – ethnobotany, ethnobiology – that UCC does not but that must be part of Aboriginal resource programs. Similarly, the call for more health sciences – nursing and public health – have the same complementary relationship – the basic sciences can be obtained at UCC and the ethnomedicine obtained through SFU courses.

Evaluation of Satellite Program Issues. Isolation from “home” academic departments at Burnaby is a relative issue because it can be improved through a more efficient Internet connection for faculty and students. More frequent face-to-face contact with department colleagues and other graduate students should be encouraged and will be

improved if there is better knowledge in Burnaby about the Kamloops teaching and research opportunities.

Graduate students recognize that they will have to assume some residence in Burnaby but otherwise will carpool with others at least weekly to Burnaby. Kamloops graduate students are not part of the Archaeology or First Nations departments graduate communities and this is unfortunate for their education. Again, electronic newsletters from the academic departments and e-mail keep students in partial contact with other students and faculty. Despite these favorable comments, there is still stress and individual adaptability is necessary to maintain a successful graduate education.

SPECIFIC DEPARTMENT EVALUATION

1. Programs

Assessment:

The SFU-Kamloops program follows degree requirements for the University's undergraduate program. The basic, core courses in the social sciences, including Archaeology, Linguistics, and Mathematics are very solid. A review of the course outlines supports this conclusion.

The Majors, Minors, Certificates, and Diplomas are a reasonable mix of opportunities to meet the First Nations communities' needs in the targeted academic areas.

Math and Statistics courses are particularly impressive. If the students actually understand and can apply what is offered in these courses, they constitute a unique and powerful accomplishment for faculty and students alike. Since this level of instruction

may well be beyond the background of many students, a tutor system should be in place to assist them.

Archaeology and Summer Field School. These are excellent courses and a world-renown field program is available to all students.

The archaeology program should be coordinated with Museum Studies since artifact curation, conservation, and presentation are critical issue in archaeology today.

Sociology and Anthropology (Introductory) are solid and what you would expect at any major university. The Anthropology course does include worldwide cultural comparisons. However, the advanced anthropology classes are narrow and more traditional than the directions the profession is moving, e.g., affiliation with Cultural Studies.

Linguistics. This should be changed with an emphasis on Language learning and instruction. The Secwepemc language instruction does give good language structure and vocabulary but not frequent conversation. The students need time to learn the language, more practice speaking the language and a Language Laboratory to assist them to accomplish language learning.

Ethnobotany and Ethnoscience. These courses give the program a particular distinction complementary to biological science course taught at UCC. They are excellent and very exciting to the students.

Additional breadth is needed in several areas. There is a need for more English writing and literature comprehension courses. There should be a recognized relationship with UCC to offer courses that are too expensive, e.g., laboratory courses, to be offered at SFU.

In addition to stronger ties with UCC, more attention should be given to distance learning options from Burnaby.

Teacher training is a particularly important part of the Kamloops program that has lapsed in priority. The 12-month teacher education PDP degree was very popular between 1995 and 2000. The communities and students desire continuation of the PDP but considerable time has expired since it was last offered. A PDP degree should be offered.

The Steering Committee should work with the Academic Coordinator early in the previous academic year to organize the course schedule in sufficient time for the students to know before registration what courses will be offered in a particular term. The Steering Committee should include the Chairs of all academic departments that offer majors and minors at Kamloops. Academic oversight from the main campus should be strengthened.

Course evaluations should be regularized and strengthen with in-class visitation of all teachers and required evaluations of all courses, including visitors. As part of the course evaluation review, the grades awarded in the classes should be reviewed to assure that all teachers follow consistent institutional standards since so many visitors provide courses as part of this program.

There is no graduate program at SFU-Kamloops and there should not be one. There is simply insufficient faculty at Kamloops to offer a credible graduate program. Qualified students should do as has become standard practice: apply to Burnaby, work with a Kamloops faculty member as an adviser but take additional courses from other faculty at Burnaby, remain integrated with the Burnaby academic departments through e-mail electronic newsletters, announcements, etc.

Recommendations:

1. *Broaden the academic program with courses from UCC.*
2. *Give attention to the need for English writing and literature comprehension courses.*
3. *Chairs of Academic Department that give Majors and Minors at Kamloops should be included on the Steering Committee*
4. *Add regular sessions of PDP for teacher training certification and a PDP degree.*
5. *Need tutors for Mathematics and Statistics. Could use UCC instructors, high school teachers, and retired professionals.*
6. *Publish the calendar of courses well before the enrollment period begins.*
7. *Require evaluations of all courses and in-class visits of all non-tenured teachers in the program.*
8. *There should not be a graduate program at Kamloops at this time. Burnaby students should be encouraged to work with SFU-Kamloops faculty.*

2. Language Instruction

Possibility of a new applied linguistics major or emphasis in "The teaching and preservation of endangered languages."

Assessment:

There is tension between SFU definition of "Linguistics" and the needs and desires of aboriginal communities, which is for language proficiency, language learning and teaching theory, language teaching methods, and materials and curriculum development.

The change in designation of the language courses is reasonable -- the chair of the Linguistics department has asked that the mentoring courses and the other courses where learning the language is the primary goal all be called Language courses rather than Linguistics courses. In support of this, one alumnus said that sometimes students are "forced" into Linguistics majors because in order to learn their heritage language they took so many linguistics courses that in the end that is the only reasonable choice for a major. Yet most of the courses are actually *language* courses, and therefore do not give adequate preparation in linguistics for a Linguistics major.

What the communities really want is to (a) learn their endangered languages of heritage: and (b) learn how to teach their language to others. Documentation and archiving of language data, recordings and materials would also be useful to them. To this end, what would be ideal is the design of a new applied linguistics major in "The teaching and preservation of endangered languages," which would include introductory linguistics and phonetics, courses in language pedagogy, the collection and archiving of language and traditional knowledge, and development of language proficiency. Most if not all these courses are already taught; it is just a matter of putting together a sequence that is officially designated as a new major or emphasis.

There are also courses taught at the SFU campus which would be of great benefit to the Kamloops students: for example, the courses on Endangered Languages, and Languages of the World. If courses such as these could be made available via television to the Kamloops campus, that would be exceedingly beneficial and strengthen the academic program.

Beyond a certificate in language proficiency, students at Kamloops and in the outlying communities also wish strongly for courses leading toward language teaching certificates and ultimately teaching credential. The Kamloops group has been working toward that end. Further collaboration with the Education program at SFU or at UCC is desirable.

Innovative courses offered at Burnaby should be exported to Kamloops. The students in Kamloops have found the Computer Assisted Language Learning (CALL) course extremely useful (offered two years ago, taught by a Linguistics graduate students). It is very disappointing when courses are offered once and then never again.

The language/linguistics programs at SCES/SFU Kamloops need some close attention from more people than just the present staff. Many of the things they are doing now and many of the things we suggest here take more detailed and long-range planning than the program is now capable of doing. We recommend that the language program have a strong overseeing committee that includes the chair of Linguistics and other people with good knowledge of linguistics and/or language teaching, who will work with the current faculty on the further improvement of the language and linguistics curriculum and to work together to develop the proposed new emphasis or major in the teaching and preservation of endangered languages.

Recommendations:

- 1. The linguistic/language instructors might limit the times they teach courses in outlying communities to summer months so that they will not be missing classes at Kamloops or traveling dangerous roads in icy weather.*
- 2. Hold more intensive two-week courses in Kamloops that people from various*

- communities could attend. This would include such courses as language teaching methods, curriculum development, etc. and could be planned to lessen the amount of time the staff spends traveling out to the communities.*
- 3. Work toward increased training of native speakers in language teaching methods and curriculum development, through advanced teacher training and mentoring. This may need some administrative and financial backing -- for example, travel expenses and conference expenses for elders who are teaching in the Kamloops program or in SFU-sponsored courses in the outlying communities would be of great help.*
 - 4. Work toward computer or television methods of course delivery. (This is not to suggest that the face-to-face component would disappear; certainly site visits would remain important, but lesser in number)*
 - 5. Keep on working to an increasingly large "stable" of experts from UCC, SFU and elsewhere that can be called upon to help communities with language revitalization.*
 - 6. Increase the hours of the language mentoring and other conversational courses.*
 - 7. Develop a new major or emphasis in "the teaching and preservation of endangered languages," which would include introductory linguistics and phonetics, courses in language pedagogy, the collection and archiving of language and traditional knowledge, and development of language proficiency.*
 - 8. Continue working toward goal of program leading to teaching certificate and*

teaching credential. Further collaboration with the Education programs at SFU or UCC is desirable for this goal.

9. Have an active language/linguistics advisory committee that includes the chair of Linguistics and other people with useful expertise.

3. Faculty

Assessment:

What constitutes the faculty is difficult to define because only two of the teachers are tenure-line SFU members. The others are instructors, sessionals, and borrowed faculty from UCC and elsewhere. All are dedicated and knowledgeable in their subject areas. All give extra time and attention to the students. The student body is small but this can be addressed with proper outreach (discussed below). The breadth is limited but is augmented by extra course teaching by the two tenured faculty members and by other instructors. The workload of the regular faculty is exasperated by the individualized, directed instruction they provide to help students complete requirements.

The External Review team is concerned that the acute need for sessional instructors that a minimal standard for instruction and appropriate compensation be maintained. A policy should exist that courses, excluding non-aboriginal languages courses, taught by sessional teachers or instructors possess a minimal MA degree credential in the subject they teach.

A closer linkage with UCC will increase the breadth of course offering and prerequisite courses students require for more technical programs. At the same time, in exchange, UCC does not have the aboriginal language courses or linguistic based, ethnosience courses that are strengths of SFU-Kamloops.

The External review Committee is concerned about “burnout” by the regular faculty. They work very hard and are required to conduct activities that no Burnaby faculty member would tolerate. Their intensive teaching and close interaction with students provides little time for personal research or time for their research semester. This problem must be give priority or their exit will lead the demise of the SFU-Kamloops program.

Recommendations:

1. *Instructors with a minimum of a MA degree in the academic subject should be allowed to teach non-language courses.*
2. *Tribal elders, who are fluent in their native language, should be allowed to teach their language for credit.*
3. *There should be an established course opportunity and exchange program with UCC.*
4. *A budget for sessional instruction faculty should be established to allow regular faculty to have research semesters.*

4. Students

Assessment: All the students who attend classes at Kamloops are commuters, some driving considerable distances. Most are mature, non-standard students with special academic requirements to be successful. The Review Committee was impressed by their maturity, dedication, sincerity, and deep commitment to higher education.

First, winter driving is hazardous and serious consideration must be given to temporary, overnight accommodations to students faced with foul weather that makes driving home potentially dangerous.

Many are parents with young children whose attendance would improve with a facility for young children. SFU need not create a day-care center. It could be a shared facility with Kamloops Indian Band staff or a larger tribal center for children. Perhaps churches offer day-care in town and student participation could be subsidized. The Kamloops campus does permit students to bring children to campus and even to class when the need arises but it is not a permanent solution to a special requirement of these students.

Kamloops students pay the same student activity fee as Burnaby students do but get much less for their assessment. Although 80% of this fee is returned, in reality it should be 100% since they do not use any of the student facilities – athletic, recreational, etc. – that Burnaby students enjoy. By returning the entire fee, the Student Society would have the means to determine what the students' need or want. For example, they may want some form of recreational area – volleyball, softball, etc. – that they should determine for themselves.

Recommendations:

- 1. Provide another trailer with a bathroom where bedding can be stored to house occasional overnight students during inclement weather or other emergencies.*
- 2. Students must have safe, reliable alternatives for childcare.*
- 3. Return the entire student activity fee to the SFU Kamloops Student Society for it to determine how it should be spent to satisfy its local needs.*

5. Administration

Assessment:

The SFU administration is supportive of the program and its Kamloops faculty and staff conduct their duties in a highly professional and dedicated manner. All step outside their normal responsibilities to make the program efficient. Examples of these activities are numerous ranging from learning how to develop web pages to efficient printing of program information in the absence of a budget.

The administrative responsibilities have not been met to an acceptable standard, to the detriment of student education and staff moral. Some bills have not been paid and credit is locally on the brink. Some vendors will no longer do business with SFU-Kamloops because bills are in arrears. This is particularly acute for students because publishers will not ship textbooks until past bills are paid. Custodial services are not being provided. Faculty members shovel snow to clear the parking lot and walks for students and staff. Light bulbs are not replaced. Computer facilities are now almost nonexistent, with the majority of the dozen or so computers nonfunctional. They are only repaired when a faculty member does it himself by purchasing parts from eBay.

The administrative organization at SFU-Kamloops places too much responsibility on the Academic Coordinator who must wear many hats: Academic Coordinator, faculty, student advisor, Program chair, administrative assistant, and human resources representative. There should be an Administrative Manager, as in a Burnaby academic department, to assure that the payroll is met, that light bulbs are replaced, that computers are in good repair, etc. The Academic Coordinator must be relieved of purely administrative matters to devote more time to academic program enhancement, to her all ready heavy teaching, and to her research.

The students need an academic advisor to assist them with course selection, long-distance learning opportunities (when the appropriate technology is in place). Because access to the Kamloops campus is limited to daytime hours, the advisor should serve as the liaison to UCC where students have computer access and limited library privileges but feel uncomfortable "up there" because of certain staff attitudes. The advisor should assist the students to make the adjustment to alternative resources.

The academic program is limited by a very backward technological infrastructure. There are insufficient computers and most are inoperable. The Internet is only available by telephone modem; the library has limited books and professional journals on hand.

One of the important qualities of the SFU-Kamloops program is the teaching and support of endangered Aboriginal languages preservation. Despite this, there is no Language Laboratory to assist teaching of these languages and their distinctive dialects. The students practice these languages with fewer hours than European or Asian languages at taught at Burnaby to resident students there.

Recommendations:

1. *Redefine the responsibilities of the Academic coordinator to focus on program development.*
2. *Reconfigure on the existing staff position to become the Administrative Manager for the program at Kamloops.*
3. *Strengthen the position of Academic Advisor to be the liaison with UCC.*
4. *Mandate that all staff members who handle student records or SFU budget materials must be SFU employees. SFU must define job requirements and expected measures of performance.*

5. *The computer laboratory must be up-graded with machines that function (!), with sufficient memory to run complex statistical programs, and that are accessible for multiple purposes.*
6. *There must be dependable Internet connection in the library to enable the SFU-Kamloops students to access electronic journals from Burnaby, books, and other remote resources.*
7. *There must be reliable connectivity to promote remote learning in all fields, including the academic departments of the faculty and instructors, e.g., Archaeology, Linguistics, Anthropology, Sociology, Statistics, and English.*
8. *There should be a Language Laboratory facility to enhance learning of endangered Aboriginal languages.*

6. Connections of the Faculty with other units

Assessment:

It is our judgment that the SFU-Kamloops program is an orphan to most Burnaby academic departments, even to those where tenure of the faculty resides. The faculty at SFU-Kamloops should be encouraged to attend faculty meetings at Burnaby and at least annually to report about teaching and other activities at Kamloops. The Kamloops faculty must be better integrated with their "home" departments. There are excellent teaching opportunities for advanced PhD students and even faculty who seek an idealistic teaching opportunity. There are exceptional research opportunities in biology and the social sciences. The Sushwap communities have been very open to share their knowledge within the ethical guidelines for research that they have established. These cooperative

research endeavors are unprecedented in Aboriginal communities. It is statistically demonstrable that the program has more joint research projects with researchers (student and faculty) from the University of British Columbia and the University of Victoria than from Burnaby.

The local communities are very much aware of the program at SFU-Kamloops. The relationship is excellent despite the present cleavage with the SCES board. Simon Fraser enjoys an excellent reputation in the region due to its outreach to First Nations communities and the opportunity it has afforded First Nations students to obtain a first-rate education at Kamloops. One of the priorities of First Nations communities and the goal of its political and educational leaders is the preservation of their languages and dialects. Simon Fraser has provided the educational and material resources to accomplish this objective. Your teachers are recognized for traveling to remote villages to teach classes, to offer workshops, and to support local initiatives to preserve endangered languages. You have the gratitude of many for the post-secondary education you are providing to their residents, especially the youth and mature students. You have made it possible for them to remain in their communities while still fulfilling dreams of continuing education. Not many universities can claim the success you have achieved. Indeed, Simon Fraser University has greatly outperformed the federal government locally in this crucial enterprise, and justifiably should take pride in what it has been able to accomplish.

There is not a large alumni group but relations with them appear excellent. Many remain in contact with the faculty long after they graduate. They, however, are concerned that SFU ignores their campus. Little publicity is accorded the achievements

of the faculty and students at this campus. SFU recruiters do not mention it in their presentations. While there is room for more students, and for, hopefully, more graduates, SFU-Kamloops will not have them if the program does not receive the publicity and recruitment activities that are necessary to attract new students and especially those who for personal or economic reasons must remain close to home for their education.

Recommendations:

- 1. The tenured faculty and instructors should be welcome to attend faculty meetings in Burnaby. They should present annual or biennial symposia in their home departments lauding the teaching opportunities at Kamloops for graduate students and other faculty. Similarly, they should describe the research possibilities in the Aboriginal communities and the unique advantages these cooperative endeavors have for research.*
- 2. The SFU-Kamloops should have a prominent website within the SFU web configuration to present its educational programs, its research, and its outreach, all for the greater benefit of the university and the program.*
- 3. SFU recruiters should be fully informed about the SFU-Kamloops education program and present it as a viable alternative in its public presentations, in its website, and in its publications. All efforts should be taken to keep it from being merely a shadow program.*

7. Future Directions: Program Self-Assessment and Needs

Assessment:

The External Review committee found the program's self-assessment realistic and a blueprint for a viable future for the program. It highlighted many of the issues that the

committee also recognized as essential for the continuation of a healthy program – a new First Nations partnership, improved instructional resources, more employment security for the staff, and a revised approach to student recruitment.

It recognizes that a First Nation faculty member will benefit the program in many ways and give credence to SFU commitment to First Nation self-determination at the highest academic level –the faculty- and to First Nation Studies.

The academic program must continue to evolve. The existing Major, Minor, Certificate, and Diploma programs should continue but new ones must include areas in pre-health, Business Administration, and natural resource management. These are possible and very realistic in the short term through a cooperative agreement with UCC.

Recommendations:

- 1. Hire a First Nations faculty member on the SFU-Kamloops faculty.*
- 2. The partnerships with UCC should be expanded and strengthened. It has the basic science laboratory courses that are essential for students in applied health and natural resource management and the pedagogical courses needed for elementary student teaching.*
- 3. Involve the professional programs at SFU-Burnaby in the pre-professional education for First Nations students at Kamloops.*

CONCLUSION

The External Review committee read President Stevenson's commitment to First Nations students and First Nations Studies. It is very commendable but the SFU-Kamloops program, which is already established and very successful, must not be

neglected. The facilities there are Third World at best and the educational infrastructure hinders rather than enhances education. Its needs to be required as a serious component of SFU to allow it to maintain the excellence to bear the name Simon Fraser on its graduates' diplomas.

Completed May 11, 2004

**Reply to
External Review of the Academic Program of the Secwepemc Cultural Education
Society – Simon Fraser University – Kamloops
(Report submitted by Drs. Richard Ford, Roland Chrisjohn and Leanne Hinton
dated May 11, 2004/received by Kamloops office late August 2004)**

**Reply prepared by Dr. Marianne Ignace, Academic Coordinator, SFU Kamloops
(formerly SCES/SFU) on behalf of local Faculty and Program Staff
Date: October 3, 2004**

Overall Comments:

First of all, the faculty and staff in Kamloops wish to express their deep gratitude to the three external reviewers and the SFU internal reviewer (Dr. Zita McRobbie) for the time and effort they took in reviewing the Kamloops program during a very difficult and trying period. As the external review had got under way during the Fall of 2003, the partnership agreement between the Secwepemc Cultural Education Society and Simon Fraser University, which for most of the fifteen years of its duration had very successfully sustained the program, had expired. As the reviewers briefly noted themselves, there were serious administrative and financial issues throughout the period of the external review that seriously hampered the day-to-day functions of the program.

As faculty and staff, we are keenly aware that the External Review team's site visit took place at a time of intense pressure on staff, faculty and students, which influenced all formal and informal discussions, and made it difficult for everyone concerned to focus on the more normal and routine questions about academic programming and research that are the priorities of external reviews under normal circumstances.

Upon receipt in the Kamloops office in late August 2004, the External Review report was distributed among faculty and staff of the Kamloops program, and also to the local student society. Faculty members were invited to send comments to the Academic coordinator. In addition, we held a faculty/staff meeting in mid September to discuss issues arising out of the review report. This report represents our joint response.

In general, faculty and staff were very pleased with the External Review report, and the recommendations made in the report.

Below are a few issues and items for clarification, and some feedback and thoughts on the specific recommendations that were made:

pp. 3-6 – General Overview:

Top of p. 5 – faculty research, collaboration....- Besides the fact that there are few of us, our disciplines and subsequent research interests are diverse, ranging from sociology and anthropology to archaeology, linguistics and math.

With the formal termination of the SCES/SFU partnership on September 23, 2004, some of the issues raised on p. 7 of the report have become moot. The university is currently in the process of dealing with outstanding issues from the SCES partnership, and soliciting a new First Nations partner(s). We agree with the reviewers' comments on possible solutions and avenues towards a new First Nations partnership.

Consideration of Specific Issues

p.8-9 – The reviewers note that the “SFU Kamloops campus is an excellent location for distance-learning through computer aided instruction or closed circuit video connections...” - p. 20 includes a recommendation (No. 4) to that effect.

The crucial point here is the reviewers’ note, “if only the equipment were available!” (p. 9). The Kamloops SFU campus functions on the basis of such bare bones that we hardly dream of such technologies (we currently no LCD projector), but welcome exploring their feasibility. A problem is that most First nations communities with whom we collaborate are not set up with the requisite equipment. Only a few have fast internet connections; none have videoconferencing technology.

On p. 9, the reviewers also note “there remains serious question if only two tenured faculty, two instructors (actually three), and several sessional teachers can give all the Majors, Minors, Certificates, and Diplomas that SFU-Kamloops attempts to deliver. Perhaps a General Liberal Arts degree may be more effective than all the Majors it attempts to provide.” On p. 29, however, the reviewers note, “The existing Major, Minor, Certificate, and Diploma programs should continue but new ones must include areas in pre-health, Business Administration, and Natural resource management.”

We would like to remind everyone that the existing credentials offered by the program—as long as specific departments do not make major curriculum changes—have served the needs of the program well, and we have much expertise in “piggy-backing” smaller credentials (i.e., certificates, diplomas) on existing courses, majors and minors. In the mid-1990s, we explored offering a Minor in Business Administration, but the courses never received high enrollment. According to needs expressed by FN communities, the combination of FN Minor and Business Administration Minor, however, may address some significant human resources needs.

We have struggled with the issue of natural resource management programming for years: UCC has a Bachelor of Nat. Resource Management, which, however, pays very little attention to First Nations issues. We have some Faculty capacity in this area (Ethnobotany, Archaeology/Cultural Resource Management; Indigenous Traditional Knowledge) but no time to teach additional courses. no lab facilities, and no science faculty. We had a needs assessment about Natural Resource and Science training conducted in 1998, which recommended a bridging (college prep) program to strengthen math and science skills, and a Postbaccalaureate in FNST with emphasis on skills relevant for Natural Resource Managers. Our Aboriginal pre-health program addresses the issue of science training. With the addition of one or two more science courses at the college prep level, it would address the whole range of science prerequisite courses for entry into the Faculty of Science at a university. A Postbaccalaureate in FNST, which was submitted last June, should address the issue of Natural Resource management and FNST training, as per needs assessment. We need to determine the resourcing of both, and ways to promote them.

The strengthening of the partnership with UCC is mentioned several times, along

with encouraging our students to access UCC courses to augment our own offerings. With the Collaborative Major in FNST, which is in the works, the Aboriginal pre-health program, which already exists, and numerous collaborative projects in other areas (SSHRC CURA grant; some liaison in linguistics as of late, Aboriginal tourism), we have in recent years definitely strengthened our liaison with UCC. We agree that this should continue. As to our students accessing UCC courses, this is more complicated: many of our students come to the SFU Kamloops campus precisely because they would like to take courses in the setting of the FN community, among peers, within the small setting we offer, and with the support systems we offer, and last not least get a FN perspective in their studies. We make UCC courses available to our students, and some take them. Others simply will not, for reasons indicated above.

The review (p.9) comments on the “deplorable” physical resources of the Kamloops campus, which “should be an embarrassment to a leading university” (lack of computers, high speed internet, library resources, are mentioned, but we also lack electronic projectors, VCR/TV combos, overhead projectors, even lecterns). The university has taken the initiative to equip this campus with 17 new computers, and high speed internet has been hooked up. At the time of writing, however, we are still waiting for the computers to be hooked up to the internet, and we have not received any of the other much needed physical resources.

Aboriginal language revival, language and linguistics program:

p. 10 notes, “the representative of at least one community have said that they could not get quite the help they wanted lately with SCES/SFU and so have shopped elsewhere, ending up with a partnership with the UCC Education program.” In this particular case, the community didn’t actually approach us, but chose UCC for their own reasons. In other cases, however, being able to deliver on particular course requests for Aboriginal language programs can be difficult: if communities do not have adequate resources to cover the costs of a language course, we can’t help them, and in light of knowing that a particular language is in a severely endangered state, it is heart-breaking not to be able to comply with such requests.

On the issue of a native speaker teaching the Upper Division language courses, and then “students would come running” (p.10) – We had the UD courses (Ling 331/332) taught by such a speaker several years ago, but the enrollment was very low, and we simply could not afford a sessional instructor. Since that time, either Marianne Ignace (who is a fluent speaker but not Aboriginal) or Susan Russell (who is neither) have taught the UD courses as POL (part of load) in collaboration with a language TA. The lower division Shuswap intro courses in Kamloops taught by a speaker have not been highly enrolled. Incidentally this has also been the case for the LD courses taught by a speaker in Williams Lake. The key here lies in student recruitment and promotion. In addition, there is a financial resource problem with students enrolling – we are finding increasingly that Indian Bands and Sponsor organizations are reluctant to fund part-time students who want to learn their language through courses. For the UD courses (which focus on grammatical competence), we also need to dedicate some efforts to the training of fluent speakers in their delivery, and resources for such fluent speakers in teaching these

courses. Of course, we would love to have more native speakers! We are happy to report that this fall, we managed to get a Teaching Assistant hired by SFU engaged in the UD Shuswap language course.

A critical issue noted by the reviewers is the shortage of full-time faculty to teach the language and linguistics courses.

Limiting the times we teach in outlying communities to summer months won't work because it also (more validly) suggests we should hold intensive two-week courses in Kamloops during the summer. We have actually done the latter in the form of a Summer Institute in Aboriginal Language and Linguistics on several occasions, and this worked very well. In the end, we believe that additional human resources (linguists and FN language experts) who can be recruited from throughout North America to teach the summer school courses might be a more feasible answer.

We would love to avoid icy road travel, but living in the Interior, and teaching and working in Northern Communities (as far as Haida Gwaii and Pelly Crossing/Yukon), travel is a fact of life for us.

We whole-heartedly agree with the suggestion to increase the number of contact hours for FN language courses (mentoring and conversational courses) to 5-6 hrs/week. Again, this will require more instructor time and thus financial resources. It will also require a functioning language lab, which is recommended on p. 12-13. This raises the question of whether a feasible answer to the above needs may be the creation of a Faculty position whose duties would include conversational language practice in Secwepemctsin in Kamloops, mentoring students, supervision of language lab, and other duties of resident elder encouraging the use and appreciation of Secwepemctsin.

On p. 17, the report calls for the possibility of a "new applied linguistics major or (we prefer the latter) a major in "the teaching and preservation of endangered languages." Such a major, which, as the review report notes, would largely build on existing courses in Linguistics, and enhanced courses (see above) in FN languages, would present a great opportunity for the program, and would present a unique credential in Canada. We have the potential for it, but we would definitely require more faculty and physical resources for this.

The report mentions the good reception of a Computer Assisted Language Learning course two years ago. A similar course was actually offered in two of the outlying communities with great success. The main problem in offering this course again are human and financial resources.

The report also calls for a "strong overseeing committee" that includes the chair of linguistics and other people with good knowledge of linguistics and/or language teaching..." – We very much support this recommendation. In order to implement recommendations from such a committee, however, we also need representation on this committee (which could be a sub-committee of the Steering Committee) from elders,

speakers and practitioners in the Aboriginal communities we work with.

As to recommendation 4 on language/linguistics (p.20) – Susan Russell and Marianne Ignace have recently made contact with the three faculty members at UCC who have a background in linguistics, and we are exploring tangible collaborative projects with them (joint seminar/course; conference).

Specific Department Evaluation and Recommendations:

On the Sociology and Anthropology offerings, it is noted that ..”the advanced anthropology classes are narrow and more traditional than the directions the profession is moving, e.g. affiliation with cultural studies.” (p.15) We’d like to point out that we teach the curriculum of the Anthropology major in Kamloops as set by the SFU Soc/Anth department, which includes courses in contemporary anthropological theory (with focus on postmodernist theory, cultural theory, etc.). Our only problem is the fact that our students don’t have the full breadth of elective courses available that exist on campus.

The review calls for offering a PDP degree (i.e., diploma), and offering the PDP program on a regular basis. We have had many student requests for this, and our previous three cohorts of PDP were enormously successful. We wholeheartedly agree: We need the PDP program here in Kamloops as soon as possible, and possibly in collaboration with UCC which now has its own teacher education program.

We also fully agree with the recommendation (p.17) towards more courses in English writing and literature comprehension. At present, however, we have no resources for that such courses.

P. 15 recommends the coordination of archaeology with museum studies - 3. (p. 15) We have initiated the development of an archaeology/museum studies program as an undergraduate certificate, and should promote and expand on this possibility.

Tutors for Math and Stats courses – “could use UCC instructors, high school teachers, and retired professionals” – we tried all those in the past with little success, which is why we hired Dr. Ping Ding. For students who need more practice in math, the existing peer tutoring program might be an option. Alternatively, we could schedule in additional math tutorials as part of Dr. Ping’s load.

The report also notes the significance of the steering committee (Joint Steering Committee) and the need to have the chairs of all departments that have majors or minors in Kamloops participating – When we had a functioning steering committee, we did invite participation (at least at the Burnaby meetings) of such dept. chairs. With the demise of the partnership, however, came the demise of the steering committee. Obviously, there is a need to re-institute this important committee.

The review report calls for the publication of an academic calendar and the posting of course schedules well in advance of registration. We actually did this in anticipation of the Fall term. We would love to develop a new calendar, but at present we still don’t

know what to call ourselves, what resources we will have next year, and thus what courses beyond the bare bones of courses through ongoing faculty we will be able to offer. Until this program has a stable partnership and stable resources, it is impossible to plan ahead and promote it (although we are trying).

The report notes "there is no graduate program at SFU-Kamloops and there should not be one." With regards to MA programs in disciplines like SA, FNST, Arch, Ling, we fully agree. On the other hand, the program offered an M.Ed. cohort in collaboration with the Faculty of Education through part-time studies in 1998-2000, which was a great success. There were discussions in the past about a Master of Liberal Arts program. Such co-hort based Master's programs, which are not based on Kamloops faculty teaching courses and supervising the students, but which mainly make use of the campus facility, could help to promote the program, and would answer real needs in the local aboriginal and non-aboriginal community.

Faculty Assessment:

The external review team is concerned about minimal degree standards for non-aboriginal language courses and recommends an M.A. as the minimum credential. We presume that they also include an M.Ed. as a valid prerequisite for teaching. Indeed, when the Joint Steering Committee of the SCES/SFU program still operated, it recommended this as well. When we could not find an instructor for a FNST course on one or two occasions, this was subsequently made more flexible, and the SFU FNST Advisory Committee also supports some flexibility in this. In light of maintaining standards, we concur with the recommendation, although sometimes exceptions may be useful (i.e., the full background of an applicant beyond degrees, the knowledge of an Aboriginal elder who does not have university degrees).

The report notes the "burnout" of the two tenured faculty members due to immense teaching loads. We agree; we are indeed burned out. We also support and welcome the suggested remedy, "a budget for sessional instruction faculty should be established to allow regular faculty to have research semesters." (recommendation 4, p. 22) Recommendation 2 reads, "tribal elders, who are fluent in their native language, should be allowed to teach their language for credit" - this already exists, in liaison with the dept. of linguistics. We set different criteria for language instructors some time ago, with the full collaboration of the university.

Students

There were 3 recommendations with regards to student needs:

Recommendation 1, "provide another trailer with a bathroom where bedding can be stored to house occasional overnight students during inclement weather or other emergencies" - this might be difficult to implement due to security/alarm and insurance issues. A list of available shelters (places on the reserve, and in Kamloops) in the area might be better.

2) - safe, reliable alternatives for childcare: KIB has a well-resourced and reputed certified childcare centre, and a nursery school, both of which generally have space available, even at short notice. These are located adjacent to the campus.

3) Return of the student activity fee to SFU Kamloops student society: We believe that this is something the on-campus students society and the Kamloops student society need to negotiate.

Academic Coordination, Staffing and Administration:

Most of the problems regarding the facility have been cleared up with the help of SFU facilities management.

We concur with the recommendation that the Academic Coordinator currently has too many duties, and that an Administrative Manager position should be created. Would this be a separate position? Would these duties be attached to the current Program Coordinator? - We feel that once the program has obtained some security and certainty through a functioning partnership, the job duties and job descriptions of all positions should be re-evaluated. The staff have been enormously patient over the past 18 months in light of the depressing and demoralizing demise of the partnership with SCES. There is need for the duties that each of them carries out, and there is no redundancy. There is also need for more training, for example, to take on more roles and duties in advising, human resources management, and there is a need for assessing who will employ them.

As the review report notes (recommendation 4, p. 25), "mandate that all staff members who handle student records or SFU budget materials must be SFU employees. SFU must define job requirements and expected measures of performance." In one way or another, all staff handle student records or budget materials. Especially the Program Coordinator and the financial clerk (who collects the SFU tuitions locally) almost exclusively carry out duties under SFU policies, and constantly handle such records.

As to the advisor position – currently, the Academic Coordinator carries out all Upper Division academic advising on site, with the Program coordinator carrying out Lower Division advising, under the supervision of the Academic Coordinator. It would be good if more of the advising duties could be devolved away from the Academic Coordinator. This would require training of the Program coordinator and her assistant, the Admin. Assistant. Until we have certainty about these positions, this cannot take place, which, at the time of this writing, is continuing to place a burden on student services.

As to recommendation 3), "strengthen the position of Academic Advisor to be the liaison with UCC" - much of this is already being done within the realm of what's possible in a day's work. We work in liaison with UCC advisors and regularly meet with them. They are often too busy for our students.

Connection of the Faculty with other Units:

We whole-heartedly welcome Recommendation 1, that tenured faculty and instructors should be welcome to attend faculty meetings in Burnaby. Those of us that are tenured, indeed have an open invitation, but we often teach on the days of departmental meetings, and have no travel budgets with our departments or the Dean's office to travel to such meetings. If this existed, we could be better participants at our home departments' departmental meetings.

We used to have representation from our home departments on the Joint Steering Committee: For example, Dr. Hari Sharma and the late Dr. Ellen Gee actively represented the program at departmental meetings, and of course attended steering committee meetings. Since the Joint Steering Committee ceased to exist, and since they retired or passed away, this gap has not filled.

We also support Recommendation 2 about a web-site. But first we need a new partnership, a permanent name, and a budget to do this, then someone who will do the work.

We couldn't agree more with Recommendation 3 about SFU recruiters being connected to the Kamloops campus. We have often tried to do this, only to find out that the recruiters were sent to the local area without our knowledge, told high school students about SFU without mentioning the Kamloops program (even in Kamloops!). As this is being written, our Program Coordinator is traveling with an SFU First Nations Recruiter to local high schools. We are hoping that change is being achieved!

Future Directions – Faculty needs:

Yes, we need a First Nations Faculty member on the SFU campus, to teach FNST. This would lighten the load of the Academic Coordinator, and hopefully attract more students into First Nations Studies. When we initially started the Minor in 1993, we planned for such a position.

Cooperative agreements with UCC – these are actively being worked on (Collaborative Major in FNST, pre-health, Aboriginal tourism). Once we have a Steering Committee and a FN partner organization, it would be very useful to meet with UCC and discuss other options (business, education/PDP, natural resource management, etc.)

We would like to add one significant recommendation: The report mentions the well-functioning academic programming in all areas, including linguistics and sociology/anthropology, and the shortage of permanent faculty. The addition of a First Nations faculty member is a very welcome recommendation. However, the program also currently employs two limited term lecturers, one in linguistics, the other in Soc/Anth. There are limitations within the university's policy on the number of years that incumbents can be renewed in such limited term positions, and there are restrictions on the length of time that such positions can be maintained as limited term positions. We are reaching a critical period with respect to these. For the ongoing security and certainty of the program, and in order to ensure that all requisite courses towards Majors and Minors in these fields are offered, we need lecturers who teach these courses. The incumbents have received good evaluations from students. In short, the university needs to consider very seriously the possibility of converting these two limited term positions into ongoing lecturer positions.

Respectfully submitted,
Marianne Ignace 05/10/04

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts and Social Sciences
MEMORANDUM



To: Bill Krane
Associate VP Academic

From: John T. Pierce
Dean of FASS

Subject: Dean's Response
External Review
SCES/SFU Program

Date: October 22, 2004

The external review of the SCES/SFU program contains 35 separate recommendations. It is not my intention to comment specifically on all of these but rather to comment selectively with an emphasis upon the most pressing issues which can be resolved over the next two to three years.

Administration

Without question, the most pressing issue is to establish a new partnership with a First Nations organization. As Dr. Ignace observed on September 23, 2004, the formal partnership between SCES/SFU was terminated. The external reviewers recommended either a re-negotiation and revised agreement with SCES or a new relationship with another partner. SFU has chosen the latter course of action and will be negotiating with the Kamloops Indian Band (KIB) beginning next week.

I am optimistic that this will be successful and that we will be able to move forward on two specific fronts as a result of this. The first is the re-establishment of the Steering Committee to provide advice and guidance as it was originally intended to do. The second front is to clarify and stabilize the employment and reporting of the staff. While the staff were employees of SCES, with the termination of that partnership with SFU they are very much in limbo until a new agreement is reached. I am aware of the desire of staff to become employees of SFU. There are financial and human resource obstacles in doing this, at least over the short term. SFU's position is that if we can reach an agreement with KIB, the staff would become employees of that entity. Their salaries would, however, be paid for by SFU.

Programatic Issues

The review committee gives high marks for the quality of programming, its innovative nature and success at meeting both special and divergent needs. In

particular, the Aboriginal language and linguistic programs deserve special mention for their impact and pathbreaking qualities. That said, Dr. Ignace, I believe, effectively responded to issues and concerns expressed by the reviewers over distance education, native instructors and computer aided instruction (CAI).

Additional resources are required for equipment for instructional purposes. We have already provided new computers but more needs to be done to raise the overall standard of access to equipment on a par with the Burnaby campus.

The cultural resource management/archaeology stream is also given very high marks. George Nicholas has done a superb job on a very meagre budget.

With the creation of Thompson Rivers University (formerly University College of the Cariboo), opportunities exist for collaboration and joint programming—particularly with respect to the re-establishment of a PDP program. We will work with the Dean of Education to ensure that this happens.

Finally, I support the recommendation that no graduate programming be established at Kamloops unless and until additional resources can be made available. If the Faculty of Education wishes to expand access to its M.Ed and Ph.D programs in Kamloops, this of course, would be supported by FASS.

Faculty Complement/Workload

A recommendation was made for an appointment of a First Nations faculty member. I would strongly support this within the context of an evaluation of workloads, administrative division of labour, and ratios of CFL positions to limited terms. Arguably, given the bald student numbers, there are sufficient instructors to meet student needs. However, the reality is much different when one considers the lack of formal administrators, the diversity of programming, and the special needs of First Nations students. We are prepared to work with the VP Academic to improve both the quantity and quality of instruction. I do not wish to be more specific other than to say the shortage of permanent faculty is an issue that must be addressed.

Academic Co-ordination Staffing

I have already made reference to the reporting structure for existing staff. The actual division of labour among staff will have to be re-examined. The academic co-ordinator appears to be charged with too many duties and responsibilities. As in the case of faculty complement, Tom Perry will work with the VP Academic and Finance offices to determine if staffing can be increased and in which specific areas.

Physical Resources

The University has begun to commit additional resources to upgrade the current facilities. This can only be viewed as a stop gap measure to bridge to new facilities, hopefully through a partnership with KIB.

Future Directions

The external review should be understood as the beginning of a significant planning/evaluation process for the Kamloops program. A number of issues must be resolved before stability and a sense of a secure future returns. A new partnership combined with relatively modest increases to faculty and institutional resources would significantly improve the situation and signal to the larger community that SFU is firmly committed to programming for First Nations over the long term.

A handwritten signature in black ink, appearing to be 'J. L.' or similar, written in a cursive style.