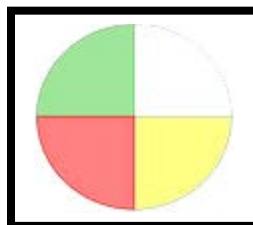


Blue Quills First Nations College Center of Excellence for "nitotsahikewin" "asihokoneta" Research and Funding Report



Sipîtakanep

tânisi

tâwâw/welcome to the Blue Quills First Nations College 2010 Research Report.

It is my pleasure to welcome you to the current Blue Quills First Nations College Research Report. We are committed to the establishment of healthy relationships between community, ceremony and research for the betterment of all. It is our belief that only through the spiritual protocols of our ancestors, will these relationships be properly established, renewed, and strengthened. We are all responsible for living the seven teachings of love, respect, courage, honesty, humility, wisdom and truth. It is our commitment to these teachings that guides us in our work.

This document is our attempt to highlight some of the work already underway by our college and to stimulate interest in others that may provide opportunities for future activities and collaborations. With the guidance of our Creator, the strength of our traditions, and the example of our ancestors, we look forward to your response.

Dr. Leona Makokis



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Our Story.....

Located approximately 200 kilometers northeast of Edmonton, Blue Quills occupies 240 acres of designated Reserve land near the town of St. Paul, Alberta. Originally built in the early 1930's and formerly a federally sponsored church operated residential school, the College now houses upgrading, college, and university programs.

Management and control was assumed by Native people in the region in 1971 after peacefully protesting the recommended closure of the school by the Department of Indian Affairs. Blue Quills is owned and governed by seven appointed Board members, each representing one of the seven local First Nations communities: Russel Whitford, Beaver Lake; Tricia Janvier, Cold Lake; Norm C. Quinney, Frog Lake; Rosalie Halfe, Whitefish Lake; Curtis Monias, Heart Lake; William John, Kehewin; and Charles Wood, Saddle Lake; plus Jenny Cardinal, Elder from the Saddle Lake Cree Nation. These communities represent almost 17,500 people.

Blue Quills graduates work in such diverse fields as social work, childcare, day care, health, administration, education, economic development and power engineering. Our graduates are also supervisors, teachers, teacher aides, and managers, support workers, social workers, principals, elected Band Council members and occasionally Band chiefs.

As an aboriginal educational institution, one of our prime objectives is to promote a sense of pride in Native heritage. To attain this goal, accredited courses in Native language and studies are offered in all programs. Students are invited to participate in ceremonies led by Elders representing various First Nation communities.

With 30 full-time staff, the majority of who are members of local First Nation's communities, Blue Quills serves close to 500 students. We encourage everyone to experience studying in a non-traditional atmosphere and the college is open to students of all cultures who want to learn in a supportive environment. We are distinctive in our understanding of our students and reflect their culture and history.

Blue Quills is also a founding member of the First Nations Adult and Higher Education



Consortium, partnering with other Indigenous institutions and programs to advance programming and educational opportunities for adults ensuring an Indigenous learning environment and content.

In 1998, Blue Quills initiated the Leadership and Management Program. This program is the first degree offered by an independent Indigenous institution in Alberta, and is transferable to outside institutions in the region. The launch of this program marked a definitive transformation for the College; from being dependent on outside institutions and programming, to designing our own curriculum and delivery models reflecting the holistic paradigm.

In November 2000, we were accredited by the First Nations Accreditation Board, offering the most powerful and meaningful accreditation, coming from our communities and future employers of our graduates. This accreditation has allowed BQFNC to retain the integrity and protection of our Treaty rights.

In 2006, Blue Quills celebrated its 35th year as Canada's first Indigenous controlled education centre. Throughout these years, Blue Quills has invested in building relationships and partnerships: including Maskwachees Cultural College, Athabasca University, Saskatchewan Indian Federated College, University of Alberta, Grant MacEwan Community College, Lakeland College, Keyano College, Nechi Institute, University of Calgary, and San Diego State University.

The message that we believe in ourselves is an inspiration to our children and grandchildren; something we can leave to those who will come after us.

Blue Quills Approach to Research

We work as a collective at Blue Quills First Nations College and as a learning community we work and pray together as well, we work toward the expansion of knowledge that will benefit the communities that we serve. Of fundamental importance to our research is the very survival of indigenous worldviews, peoples, and communities. We see the transference of knowledge as a sacred trust passed on to us by our ancestors that we must keep for the protection of our relations yet to come. It is through the transference of knowledge in matters consistent with our protocols and traditions that we hope to ensure the survival of our peoples.

Our hope is that through the guidance of our grandfathers and grandmothers and the teachings that they have provided, we will be able to enter into true collaborations and partnerships as equals. Our intent is to search out individuals, organizations, and institutions that support and believe in our desire for research to be driven by and to serve indigenous peoples. First and foremost it is about the sharing of our relationships, collective experiences and knowledge.

Partnerships, Affiliations, and Relationships

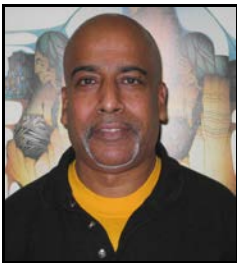
Blue Quills First Nations College has the honor to work with many agencies, institutions, and foundations including the following:

Aboriginal Healing Foundation
Aboriginal Capacity and Developmental Research Environment (ACADRE)
Alberta Learning
Alberta Relations
Alberta Advanced Education
Alberta Council on Admissions and Transfers
Alberta Foundation for the Arts
Athabasca University
Canada Council for the Arts
Canada Council on Learning
First Nations Accreditation Board
Indian Resource Council of Canada
Institutes of Higher Learning
Ma'mowe Child & Family Services
National Association of Indigenous Institutes of Higher Learning
National Aboriginal Awards Foundation
National Indigenous Accreditation Board
Northeast Alberta Community Board for Person's with Developmental Disabilities
Portage College
Prairie Child Welfare Consortium
Social Sciences and Humanities Research Council (SSHRC)
Saddle Lake Boys & Girls Club
Telus Community Investments
University of Alberta
University of Calgary, Faculty of Social Work
World Indigenous Nations Higher Education Consortium
First Nations Adult & Higher Education
Yellowquill College
Old Sun Community College
Yellowhead Tribal Council Education Consortium
Piikani Post Secondary Adult and Career Education Centre
Bullhead Adult Learning Centre
Red Crow Community College
Maskwachees Cultural College
Nechi Training, Research and Health Promotion Institute
Nakoda Education, Nakoda First Nation
Chiniki Education Program



Dr. Leona Makokis B.Adm, B.Ed, MA, EdD, President is a member of Kehewin Cree Nation and has been President at Blue Quills and Instructor in the Cree Language Program and the Leadership and Management Program since 1992. With her Doctorate in Educational Leadership, Dr. Makokis has dedicated herself to supporting the growth of programs, which balance traditional Indigenous knowledge and language with contemporary experience. She has received several awards recognizing her contribution and commitment to advancing Indigenous education, most recently being honored by the University of Alberta Alumni Association and Athabasca University. Her research interests include the preservation and education of the Cree language.

Sharon Steinhauer MSW, RSW is the Social Work Diploma Coordinator and Instructor at Blue Quills. Is a member of the Saddle Lake community and has developed a special interest in prevention programs and asset based community development. Sharon worked for AADAC for 17 years prior to working at Blue Quills First Nations College where she coordinates and supports the delivery of social work education. Sharon also trains others in facilitating family group conferences.



William Aguiar B.A, MA, RSW In addition to his teaching and counseling duties at Blue Quills First Nations College, Mr. Aguiar is involved in curriculum development (University transfer Courses) and research projects. As a writer he contributed to the recently completed research project related to alcohol abuse and impaired driving in an Aboriginal community. This research document was published in the International Journal of Circumpolar Health September 2006.

Diana Steinhauer, Saddle Lake onihcikiskwapiwin, Treaty Six Territory, is a certified teacher with 20 years of experience at all levels K – 12, post-secondary and administration. She has a master’s degree in educational policy studies from the University of Alberta (1997). Diana is currently pursuing a doctorate degree part-time in Iyiniw Studies at Blue Quills First Nations College, is the lead of the Cree Language Team and is an active researcher in the Language Theme Bundle for the Aboriginal Knowledge Centre of Canada.



Vince Steinhauer MA Is a newo iyiniw from onicikskwapowin and is happily married with five children, Vincent is currently an instructor at the college in the areas of Indigenous method and methodology as well as in the western disciplines of sociology and political philosophy. Vincent is currently working on a PhD on indigenous research methods.

Dr. Pat Makokis EdD, is the Director of Research & Curriculum Development for Blue Quills. Pat has dedicated her life to supporting Aboriginal youth, organizing and facilitating youth leadership workshops; she currently sits on the Saddle Lake Health Board. Since 1987, she has worked as a teacher, counselor, instructor, vice principal, and principal. Her dissertation is entitled: *An Insider's Perspective: The Dropout Challenge for Canada's First Nations*. That research project was a lesson in "love," depicting what youth taught (and continue) to teach us all. Her recent research includes looking at Aboriginal youth and school success, diabetes intervention and prevention (from a wholistic community based approach-CIHR funding) and drinking and driving and the implications. Pat believes that research must "dig deep," beyond the obvious, and include Indigenous history and the long term, multi-generational impacts. Research should be a dual learning, to both participants and researcher. Both should come away as "changed spiritual beings."



Sherri Chisan BMgmt, MA, niya nehiyaw iskwew onihcikiskwapiwinihk ohci, *A Life of Questions: Like many children I spent my second year asking why, then never stopped. Perhaps that is what makes a researcher — being a perpetual two year old. I have an interest in learning relationships, and I see research as a manifestation of the learning relationship. This interest is informed by my experience in life, growing up on reserve but attending mainstream schools and universities (B.Mgmt @ U of Lethbridge; MA @ San Diego State U) in a system that did not reflect my spirit, my community and my cultural experience then engaging in decolonizing experiences, in ceremony and language, and coming back to that question, why? And how? Why do we do research and how do we do it — for reasons and in ways that honour and benefit our communities and peoples? I coordinate the Leadership & Management Program and the Indigenous Artists Program. I am currently in the iyiniw studies, Doctoral Program at Blue Quills.*



Lana Whiskeyjack MA niya nehiyaw iskwew onihcikiskwapiwinihk ohci and is the Executive Assistant for Blue Quills First Nations College. She has received her Masters of Arts in Canadian Studies focusing on Native women, historical and contemporary fine arts; and is also an emerging visual artist and teacher.



Claudia Berland MSW is a research assistant for Blue Quills. She completed her Bachelor of Social Work degree 2006 through the University of Calgary's Access Program at Blue Quills and completed her MSW entirely on site at BQFNC.

George Brertton, Assistant Adjunct Professor for Blue Quills First Nations College and University of Alberta. George is (Cree) nehiyaw from Saddle Lake Cree Nation and is currently the resident Elder for Blue Quills. He brings a valuable wealth of knowledge and teachings as a co-instructor. His teachings include culture, tradition, values, ceremonies, counseling and story telling.



Research Projects

Blue Quills First Nations College has demonstrated over the last 35 years that the organization has the ability to thrive and grow in a diverse environment. Without the level of subsidies available to outside provincial organizations, BQFNC has grown from an administrative host campus into a centre for excellence in the design and development of unique indigenous program curriculum, delivery models, and First Nations research. As BQ has ventured into program management, design and delivery, we have also built a research capacity. Our local faculty has pursued advanced graduate degrees, applied research, and community development skills.

In addition to managing an annual budget of \$2,500,000 our research expertise and project management has been demonstrated in several projects over the past eight years. Our research includes:

Project	Description	Funded Amount
Alberta Advanced Education	Master of Social Work Program	\$660,000.00
Alberta Advanced Education	Master of Education	\$676,200.00
Aboriginal Healing Foundation	Research and Curriculum Development	\$500,000.00
The Aboriginal Learning Knowledge Center (ABLKC) Language Bundle	To gather and disseminate information relating to Indigenous language initiatives and resources	\$264,000.00
Social Sciences and Humanities Research Council (SHRCC)	Indigenous Methods of Language Acquisition and Transmission	\$250,000.00
Aboriginal Healing Foundation	Community Development	\$1,157,000.00
Water and Sanitation Infrastructure	Joint Federal/Tribal Council/College Project	\$1,700,000.00
Alberta Advanced Education	Health Sciences Program Development	\$158,305.00
University of Alberta	Aboriginal Health Promotion Certificate	\$115,200.00
Income Security Reform	Federal Initiative – Treaty Six	\$100,000.00
Ma’Mowe Child & Family Services	Diversity Curriculum and Training	\$75,000.00
Aboriginal Affairs and Northern Development	Building Capacity for Aboriginal Health Research	\$68,846.00
Alberta Foundation for the Arts	Art Camp and Workshop	\$30,000.00
Canada Council Artspace Indigena	Traditional visual art forms	\$20,000.00
Spaces	Knowledge from Youth and Elders	\$20,000.00
Aboriginal Capacity and Developmental Research Environment (ACADRE)	The link between language and well-being	\$15,000.00
First Nations/Inuit	Regional Longitudinal Health Survey	\$15,000.00

ACADRE	Kinship Project	\$10,000.00
Aboriginal Capacity and Developmental Research Environment (ACADRE)	National Aboriginal Health Training Initiative	\$10,000.00
Drinking & Driving in Horizon	Through the Lens of a Community Talking Circle	\$5000.00
	Total	\$1,178,551.00

Recent Publications

Blue Quills First Nations College. (2004). Urban indigenous school success: The collective responsibility of home, school, and business community. Calgary, AB: The United Way.

Blue Quills First Nations College. (2002-2004). Restoring balance: Sitohskatowin.

Blue Quills First Nations College. (1998-2004). Participatory action research course development. 120 courses and 35 workshops.

Blue Quills First Nations College. (2002). Restoring balance: Moving full circle from trauma to celebration: 12 curriculum modules St. Paul, AB: Blue Quills First Nations College & Aboriginal Healing Foundation.

Blue Quills First Nations College. (2002). Honouring the voices of our People: A qualitative research study of income security reform in Indigenous communities in Alberta. Edmonton: Treaty Six.

Blue Quills First Nations College. (1999). Cross-cultural training manual. Edmonton, AB: Mamowe Child and Family Services.

Cardinal, D. (2003). *Development of an Indigenous College Program and Policy Manual that Addresses the Nehiyawak (Cree People) Way of Life: Blue Quills First Nations College Policy & Procedure Manual*, Unpublished master's thesis, University of Victoria, British Columbia, Canada.

Chisan, S. L. (2001). *Building Effective Teacher-Learner Relationships Guided by Traditional Cree Teachings*, Unpublished masters thesis, University of San Diego, San Diego, California, United States.

Makokis, P. (2003).. Annotated bibliography 2 Spirit.

Makokis, P. (2000). *An Insider's Perspective: the Dropout Challenge for Canada's First Nations.* Unpublished doctoral dissertation, University of San Diego, San Diego, California, United States

Makokis, P. (2002). Cultural diversity, Edmonton, AB: ATA magazine

Makokis, P. (2002). Honoring the Voices of our People: A *Qualitative Research Study of Income Security Reform in Indigenous Communities in Alberta*, Blue Quills First Nations College.

Makokis, P. (1996). Child development module. St. Albert. AB: Nechi Institute

Makokis, L. (2001). *Teachings from Cree Elders: A Grounded Theory Study of Indigenous Leadership*. Unpublished doctoral dissertation, University of San Diego, San Diego, California, United States.

Rothe, P. J., Makokis, P., Makokis, L., Steinhauer, S., Aguiar, W., Brereton, G. (2006). The Role Played By a Former Federal Government Residential School In A First Nation Community's Alcohol Abuse and Impaired Driving: Results Of A Talking Circle. *International Journal of Circumpolar Health*, 65(4), 347-356.

Steinhauer, D. M. (1997). *Native Education: A Learning Journey*, Unpublished masters thesis, University of Alberta, Canada.

Steinhauer, E. (2002). *The Keys to Success: First Nations in Higher Education 2002*, Unpublished masters thesis, University of Alberta, Canada.

Steinhauer, D., Makokis, P., Steinhauer, V., Aguiar, W., Steinhauer, S. (2003-2004). *Literature Review: Improving Educational Outcomes for Urban Aboriginal Youth*. United Way, Calgary.

Steinhauer, V. N. (2004). kahkihikin kakiyaw iysiniwak mamtinacikan wahkotowin ota nikawinan askiy epimoticik mihko meskanaw neteh miyo pimatisowin, Unpublished masters thesis, University of Alberta, Canada.

Steinhauer, V. (2004). "Race, sport and British society. B. Carrington, & I. McDonald, (Eds.), Book Review in *Sociology of Sport Journal*, 2004.

Blue Quills First Nations College
Mandate:

The College's mandate is to "advance and protect iyiniw pimatisiwin ekwa iyiniw mamitoneyicikan (indigenous forms of life and thinking) through teaching, research, and community service, guided by the natural laws of the nehiyawewak (Cree people) and grounded in nehiyawewin (Cree language), and aligning with the Blue Quills Philosophy, Vision, and Mission statements."

wiyasiwewina

kâkiyaw kanawapâtamohk oma

nanâskomow kamamatâwisit, kisewâtisiyin, notakweyo atâyohkan, kistesinow wîsahkecâhk, nokomikanitik, nimosomikanitik

nanâskomow ospwakan, wekâsk, cistemaw, asiyiniyak, kakîsimo

tepakohp kiskinohamâkewina

*kihew sâkihitowin,
paskwâw mostos kisteyitamowin
maskwa sôhkeyitâmowin
mistâpew kwayaskâtisiwin
mahikan pimameyimowin
amisk kakehtaweyimowin
miskanâhk tâpwewin*

*nanaskômon nehiyaw mamitoneyicikan, nehiyaw miteh mosîhowin, mamawokamâtowin,
wicîhitowin, tâpôkeyihtimowina, niwâkomâkanak, nistameyimâkanak
iyiniw pimâtisiwin
acâhkopimâtisiwin, miyohakiyawewin, mamitoneyicikan, mosîhowin*

*ahcâhkowiyasowewina
sâkihîtowin, kwayaskâtisiwin, sohkeyitâmowin, mahtâyitowin*



Blue Quills First Nations Board of Governors will address the spiritual, emotional, physical and mental needs of the seven member First Nations through the delivery of quality education programs.

The College is dedicated to increasing and accessing educational opportunities for students by empowering them to overcome barriers that restrict success in college and university settings.

The College believes the maintenance and enhancement of culture contributes to positive self-esteem and, therefore, encourages participation in the learning environment.



Kiskinohtayhiwewin
Our Spirit... Our Life... Our Way...

Blue Quills First Nations College will continue to honour (the) Nistameymahkanak dreams and visions for generations yet unborn.

Blue Quills, guided by the seven member First Nations, will facilitate the process of pro-active change in learning. The college environment will reflect our cultures, values, ancestral knowledge, traditions and relationships, nurturing learners to achieve their individual goals and meet the collective need.

Blue Quills will provide a meaningful and balanced curriculum, bringing the uniqueness of our culture into an education setting.



Educational Philosophy



At the core of the Blue Quills philosophy of education is the guidance of the Creator, our Mother Earth, our language and the Natural Law: Love, Honesty, Sharing and Determination.

MINA

Our Treaty Rights include a wholistic education which nurtures the four dimensions of a healthy, strong whole person: Mental, Spiritual, Physical and Emotional;

EKWA

Based on lifelong learning that is intergenerational, experiential/process oriented, recognizing the gift, ability, knowledge, diversity, humour ...

EKWA MINA

This learning is facilitated in collaboration with the College and members of the seven First Nations,

EKOSI MACIKAH

Dependent, independent and interdependent learning.



**BLUE QUILLS FIRST NATIONS COLLEGE
RESEARCH ETHICS POLICY**

Note: This ethics policy is offered only as a notice. To fully comprehend the ethics environment, researchers must commit to relationships, ceremony, and protocol within the institution and community which will provide the interpretation. The academy has come to our lands, and now it is time to teach the academy how to be in our lands. Prior to submitting a research proposal, researchers will be required to engage in dialogue on research ethics with the Research Ethics Board and the Faculty to demonstrate their understanding of the natural laws and teachings which guide mîyo iyiniw pimâtisiwin.