



Claiming our Rightful Place in Post-secondary Education

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and Senator**



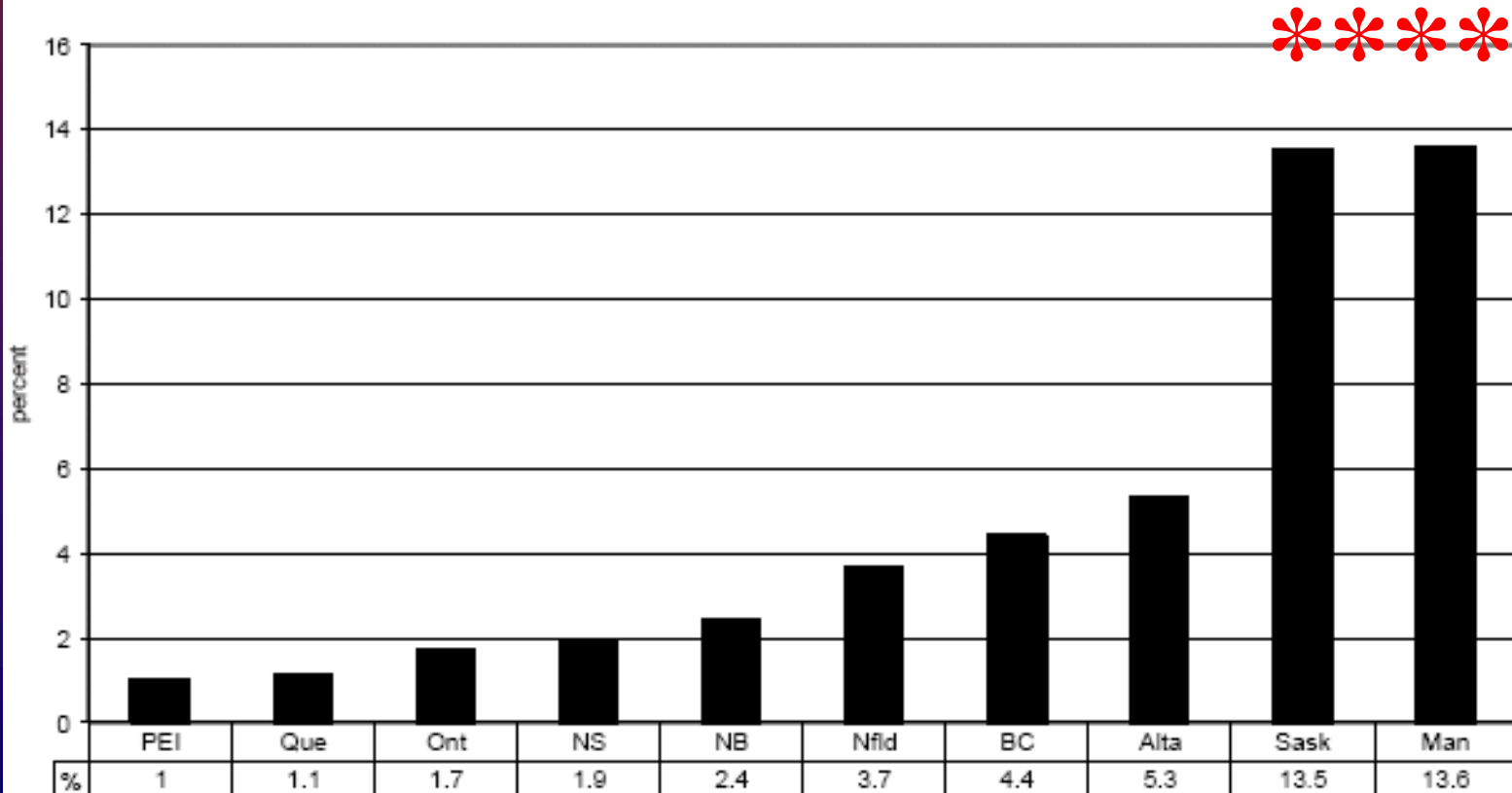
2006 Census

	% of population that was Aboriginal
In Canada	4%
In Saskatchewan	15%
In Saskatoon	9%
In Prince Albert	34%

16% of the Canadian population were visible minorities.

Saskatchewan and Manitoba had the highest proportion of Aboriginals amongst the provinces (fig. from: M. Mendelson, 2006, Caledon Institute of Social Policy)

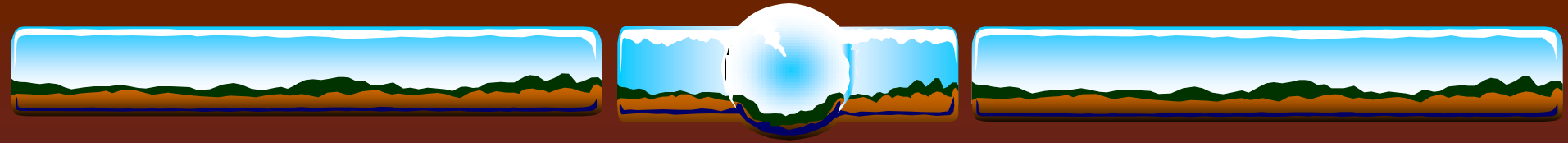
Figure 1
Aboriginal identity population as proportion of total population, by province and territory, 2001 Census



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Compared to the rest of the Canadian
population,

the Aboriginal population is relatively young
and increasing more rapidly.



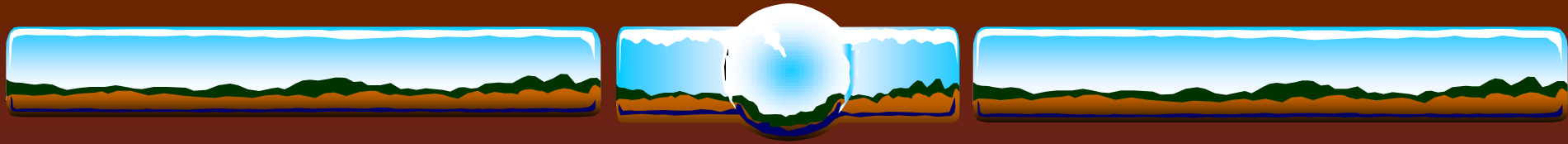
The Brown Baby Boom
vs
the Greying Baby Boomers



It has been predicted that:

**By 2017, 21% of the population in SASK
will be Aboriginal.**

**By 2045, 50% of the SASK population will
be Aboriginal.**



In Canada in 2001, Aboriginals lagged behind non-Aboriginals in education.



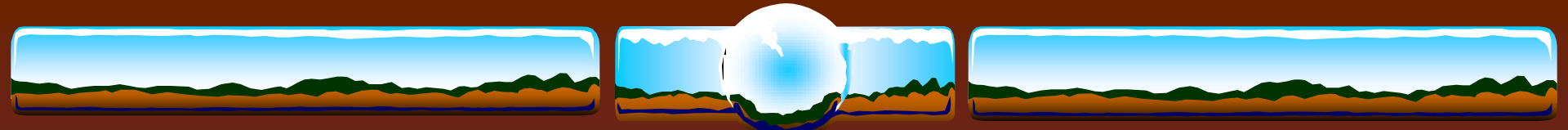
Percentage of the population, **ages 25-44**,
without any Post-Secondary qualification

<i>Ages 25-44</i>	% of Aboriginals	% of Non- Aboriginals
Canada	60.5	41.8
Saskatchewan	63.4	45.6



The majority of Aboriginal People
in **Saskatchewan** in 2001
were Indian (First Nation).

Aboriginal group	Numbers	%
Indian	83,745	64%
Métis	43,695	34%
Inuit	235	0.2%
Total*	130,185	



In SASK in 2001, Aboriginals lagged behind non-Aboriginals in educational level

<i>Ages 25-44</i>	% of Aboriginals	% of Non-Aboriginals
Less than H. Sc.	38%	21%
H. Sc. only	9%	13%
Trades cert/diploma	15%	17%
Bachelor's degree	6%	14%
Masters	0.2%	1.7%
Doctorate (earned)	0%	0.4%



If all things were equal,

**4,971 rather than 2,090 Aboriginals
(age 25-44 yrs)
would have had
a Bachelor's degree
in Saskatchewan in 2001.**



Similarly, if all things were equal:

**614 rather than 70 Aboriginals
would have had a Master's degree**


and

**145 rather than 0
would have had an earned Doctorate
in Saskatchewan in 2001.**



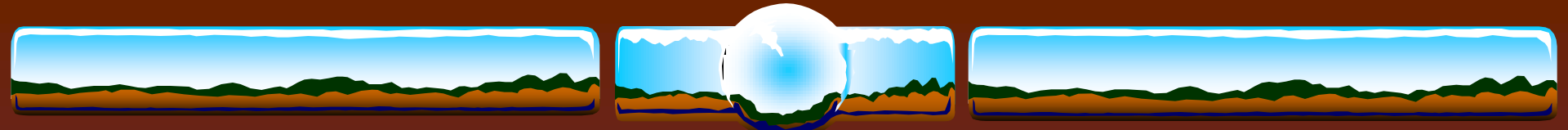
Next set of data:

Comparing the educational attainment of
men and women
(ages 25-44)
in the Aboriginal and non-Aboriginal
population



In **Canada in 2001, women had higher levels of education than men except for the Trades and earned Doctorate**

<i>Ages 25-44</i>	% of Female Aboriginals	% of male Aboriginals	% of Female Non-Abor's	% of male Non-Abor's
< H. Sc	32%	38%	15%	19%
H. Sc. only	10%	11%	14%	13%
Trades	12%	19%	10%	16%
Bachelor's	6%	4%	17%	15%
Masters	0.6%	0.4%	3%	4%
Earned Doc	0.04%	0.07%	0.4%	0.7%



In **SASK** in 2001, women, especially in the Aboriginal population, had higher levels of education than men except for the Trades and postgrad degrees.

<i>Ages 25-44</i>	% of Female Aboriginals	% of male Aboriginals	% of Female Non-Abor's	% of male Non-Abor's
< H. Sc	34%	43%	18%	25%
H. Sc. only	9%	9%	12%	13%
Trades	12%	18%	14%	20%
Bachelor's	8%	4%	16%	12%
Masters	0.3%	0.1%	1.6%	1.8%
Earned Doc	0%	0.06%	0.2%	0.6%



**If all sexes were equal in the
Aboriginal population,**

**1,266 rather than 625 Aboriginal men
(ages 25-44 yrs)
would have had
a Bachelor's degree
in Saskatchewan in 2001.**



Similarly,

**43 rather than 20 Aboriginal men
(ages 25-44 yrs)
would have had
a Master's degree
in Saskatchewan in 2001.**



and,

**10 rather than 0 Aboriginal women
(ages 25-44 yrs)
would have had
an earned doctorate degree
in Saskatchewan in 2001.**



Next set of data:

Comparing the **area of study**
in the Aboriginal and non-Aboriginal
populations (ages 25-44)
and then comparing
men and women in each pop'n.

Percentage of the SASK population, **ages 25-44**, by area of study

Major area of study	% of Aboriginals	% Non-Aboriginals
Appl tech-Trades	23.9	23.2
Comm-Mgt-Bus adm	20.2	21.4
Soc Sci	18.5	8.4
Ed-Rec-Counselling	14.6	11.4
Health	10.0	14.2
Ag-Bio-Nutr Sci	4.6	6.8
Math-Comp-PhySci	0.7	2.4
Eng App sci	0.5	2.1



If Aboriginals had equal educational opportunities to others in SASK in 2001,

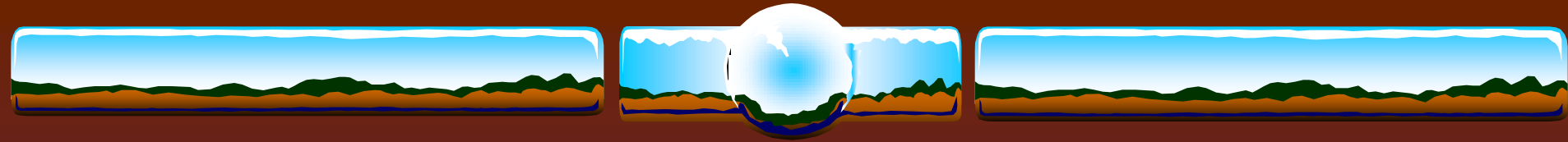
**240 rather than 60 Aboriginals
(age 25-44 yrs)
would have specialized
in Engineering and Applied Sciences**

and

**315 rather than 90 Aboriginals
would have specialized
in Math-computer and physical sciences.**

% of the SASK population, **ages 25-44**, by area of study and by gender

	Aboriginals		Non-Aboriginals	
<i>(Ages 25-44)</i>	% of males	% of females	% of males	% of females
Appl tech-Trades	48.2	5.9	46.1	3.9
Comm-Mgt-Bus adm	10.0	27.8	12.2	29.2
Soc Sci	17.6	19.2	7.8	8.8
Ed-Rec Counselling	7.2	20.0	6.2	15.8
Health	3.0	15.2	5.3	21.6
Ag-Bio-Nutr Sci	6.1	3.5	8.4	5.4
Math-Comp PhySci	1.1	0.4	3.4	1.7
Eng App sci	1.0	0	4.0	0.5

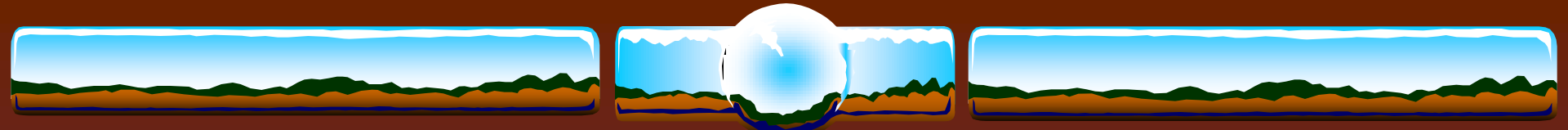


The gender gap
in the mathematical and engineering sciences
was greater in the Aboriginal population
than in the non-Aboriginal sciences.



Gender differences in area of study

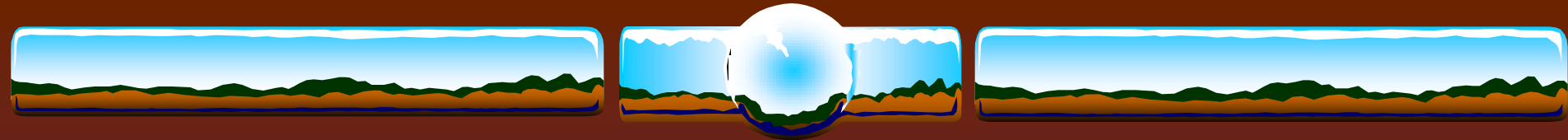
- ❖ Clear gender-streaming
- ❖ Similar patterns in the Aboriginal and non-Aboriginal populations
- ❖ The under-representation of women in the physical sciences (math, CMPT, engineering) was more pronounced in the Aboriginal population.

A decorative header at the top of the slide. It features a central globe with a blue and white color scheme, flanked by two rectangular panels. Each panel shows a stylized landscape with green hills, brown ground, and a blue sky. The entire header is set against a dark red background.

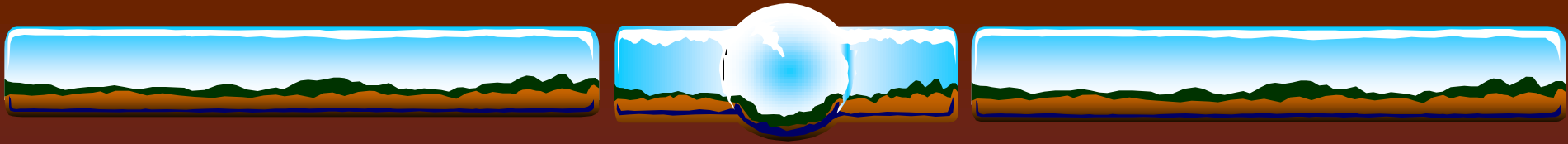
The levels of educational attainment were far less for Aboriginals than non-Aboriginals,

**and
in both populations,**

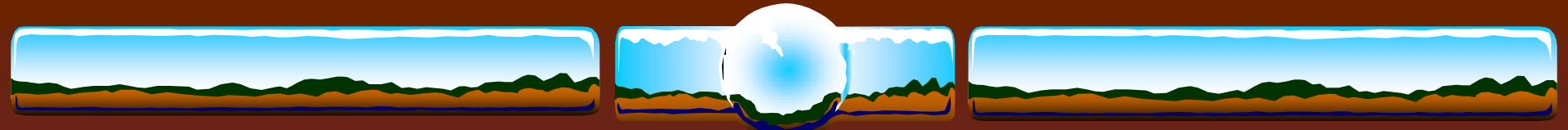
women tended to have higher levels of education than men except for the graduate degrees.



- ❖ The gaps in education are so large that literally every Aboriginal student ‘must’ succeed in order to achieve any kind of change for Aboriginal society.
- ❖ Thus, it is imperative that any racist or sexist behaviours not be tolerated.



Achieving our Rightful Place in the Academy is more than just increasing the numbers of Aboriginal students and faculty in the academy; it's also about improving and even transforming the teaching and research environment.

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- ❖ “Racism continues to be a significant obstacle to the education and employment of our youth.”
 - ❖ “Early school exit and dropping out are effects of the racism Aboriginal and Indian students encounter.”

From: Literature Review on Racism and the Effects on Aboriginal Education by Drs. V. St. Denis and E. Hampton, 2002.



A commonly held belief *vs* the evidence

- ❖ Academe is a meritocracy.
- ❖ Although scientists like to believe that they “choose the best” based on objective criteria, decisions are influenced by factors — including biases about race and sex — that have nothing to do with the quality of the person or work being evaluated.



The take home message

- ❖ Discrimination against women, minorities and Aboriginals does occur at universities, and can lessen our career success.
- ❖ Thinking involves more than the mind alone – we all have inherent biases against women and visible minorities which affect our thinking and decision making.



Education is our buffalo.

L' éducation est notre bison.

Paskw[^]aw mostoswa
k[^]a-kisk-inwaha-m[^]a-k[^]ehk

(re: Darren Okemaysin)