



# Gabriel Dumont Institute

## of Native Studies and Applied Research

BACKGROUND

June, 1999

### Gabriel Dumont Institute

The Gabriel Dumont Institute was established by the Métis of Saskatchewan in 1980 with the mission statement and mandate noted below. Since that time, the Institute has successfully graduated nearly five hundred teachers through the SUNTEP program with a 95% rate of employment. In addition, several thousand students have benefitted from certificate level and preparatory training offered by G.D.I. and Dumont Technical Institute (DTI).

The Institute places a high priority on hiring well qualified, highly skilled Métis. The majority of positions at G.D.I. require some training, with over half of the jobs requiring a minimum of a Bachelor's degree. Under the current salary and benefits structure the Institute has had a difficult time recruiting skilled Métis personnel. Those Métis individuals with the desired skills and training are being recruited by public education systems, other training institutions, governmental agencies and private sector employers. These organizations are often able to entice Métis employees with significantly higher wages. This has meant that the Institute is unable to attract and retain quality Métis graduates due to the non-competitive wages currently being offered. These graduates continually express an interest in working for the Institute, however, the salary, benefits and security being offered in the public and private sectors are much more attractive than the Institute is currently able to offer. The "Report on Custom Salary and Benefits Survey" completed by Ernst & Young has found a lack of salary parity for a number of positions at G.D.I.

Discussions at the union negotiating table frequently revolve around salary and what we should pay as opposed to what we are able to pay. Some of the major areas concerning employees and managers are:

- ∞ G.D.I. staff has not had a pay increase since 1991; this has meant that salaries have been sliding in relation to increases in the cost of living;
- ∞ as evidenced in the Ernst & Young report, there is a huge salary rate inequity occurring between some G.D.I. employees and employees in similar positions in other provincial institutions;
- ∞ G.D.I. has not yet received the 2%, 2% and 2% increase negotiated with other provincial Institutions;

- ∞ core institutional funding to G.D.I. and it's branches have been flat or declining from historical levels, despite rapid growth within the Métis population the Institute serves; and
- ∞ since it's inception the Institute has not experienced similar increases in core funding that other provincial institutions like the universities and SIAST institutes have realized.

The proposal was created in response to several earlier meetings held by the Institute and the department of PSEST on these issues. The crisis funding levels that G.D.I. and it's affiliated branches are currently experiencing must be addressed immediately. Adequate funding is necessary for the Institute to achieve several key functions:

- ∞ provide a fair and competitive salary for our staff,
- ∞ maintain our function as a vibrant and valued cultural institution,
- ∞ provide for the educational needs of Métis people in Saskatchewan, and
- ∞ meet the requirements of the conditional grant which enables us to function.

### SALARY INCREASE RATIONALE

Utilizing the "Report on Custom Salary and Benefits Survey" conducted for G.D.I. by Ernst & Young, January 29, 1999 as a guideline, the needs of the Institute can be met in phases which address salary compensation for existing staff in Phase One, and core funding and staffing in the other phases. Phases Two and Three are measures which will enable the Institute to meet its mandate and the terms of the Conditional Grant.

#### Phase One

According to the Ernst & Young (EY) survey (page 8), G.D.I. was compared to seven other institutions (Athol Murray College of Notre Dame, Briercrest Family of Schools, University of Regina, ITEP, NORTEP, Parkland Regional College and SIAST). With varying degrees of job matches, EY was able to place the current salaries of G.D.I. staff in a market snapshot. The formula used to determine the percentage differences was based on taking the maximum salary range of G.D.I. and comparing it to the maximum salary of the median of the market surveyed. The funding shortage does not allow for the addition of new positions to meet short term or long term needs.

∞ ∞ ∞ ∞ *Institute Mission Statement* ∞ *To promote the renewal and development of Métis culture through research, materials development, collection and distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.* ∞ ∞ ∞ ∞ ∞ ∞ ∞ ∞

Phase Two: Staffing Recommendations

The second phase of the review requires a staffing increase of nine which will enable the Institute to meet its mandate and contractual commitments. The following staffing positions are required:

- 1 coordinator of library services
- 1 accounting clerk 1 clerk steno
- 1 curriculum developer
- 2 researchers
- 3 information officers

A necessary consideration to include with salary compensation is the provision of an economic adjustment to the salary grid which takes cost of living increases into account. This will ensure that the Institute can continue to attract and retain well qualified Métis staff and will avoid falling into its present circumstance again.

Cultural Mandate

The cultural conference, which is one component of the conditional grant, provides a unique opportunity for the Métis people of Saskatchewan to provide input and feedback on the Institute at an annual general meeting. Equally important is its cultural renewal and preservation function which strengthens and unifies the Métis Nation.

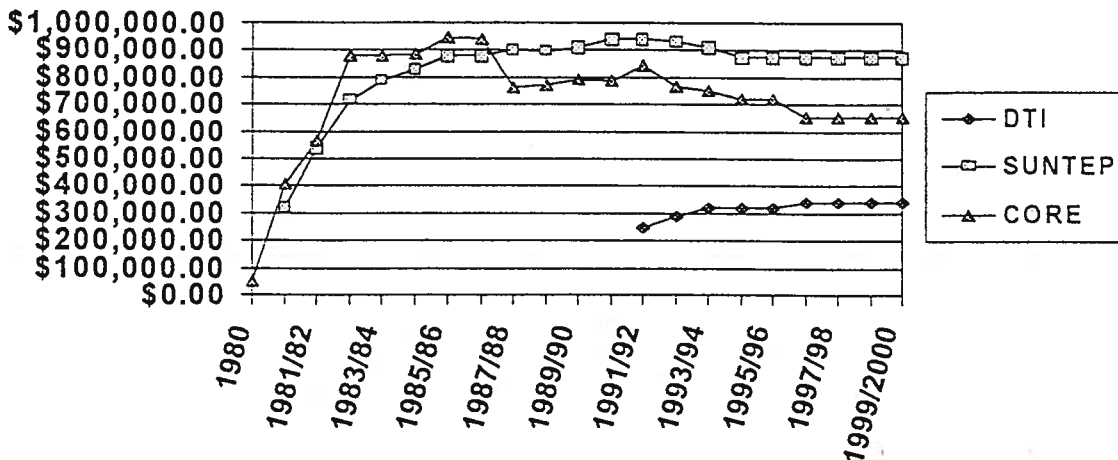
Phase Three: Future Directions

Phase Two and Three can occur simultaneously, with Phase Three addressing measures to ensure the longevity of the Institute through future planning. Discussions and negotiations must continue on structure, affiliate agreements and contracts with PSEST.

The Ernst and Young Report has its limitations in that it only compares salaries. It does not examine the outcomes from Gabriel Dumont Institute and compare them with equivalent institutions nor does it examine the context in which these programs exist. For example, within Gabriel Dumont there are some programs that lead to university degrees and some that lead to technical certificates or diplomas. The SUNTEP program, which leads to a bachelor's degree in education has an outcome similar to the Colleges of Education at the two universities, yet it is taught by sessional lecturers or staff who are considered to be the equivalent of teachers in the K-12 system. The question also arises why the SUNTEP program should not be extended to graduate programs. If the Colleges of Education require a research component, graduate studies and a tenured faculty with post-graduate degrees to ensure an appropriate level of graduate, why would that not also apply to the SUNTEP program?

A reasonable long term goal for the Gabriel Dumont Institute would be parity with other federated colleges at the universities for those areas which perform a similar function. Such a long-term goal would also help the Institution deal with pressures to maintain, and even broaden, its mandate and influence its relationships with the province's two universities.

As Métis people attempt to improve their education and employment levels, the Gabriel Dumont Institute will be of a greater need than it is at present. The unique Métis-specific programming, delivered by well qualified Métis staff at the helm will better meet the education and training needs of Métis people than mainstream institutions. Métis people are reclaiming their heritage, culture, and their right to self-determination. The Gabriel Dumont Institute will fulfill the educational component of that future.



Operating Grant Allocations  
November, 1980 - March, 2000

## Overview

The Gabriel Dumont Institute of Métis Studies and Applied Research is the educational arm of the Métis Nation of Saskatchewan. The Institute is the only wholly Métis owned and controlled educational institution of its kind in Canada.

The Institute is responsible for the design, development and delivery of specific education and cultural programs and services. While the Institute is affiliated with the University of Saskatchewan and the University of Regina and federated with the Saskatchewan Institute of Applied Science and Technology, the Institute has maintained its independence and distinct Métis identity.

Through its network of learning centres across Saskatchewan, the Institute maintains a close contact with the people it serves. The programs and activities of the Institute are determined by the identified needs of the Métis and implemented according to the decisions of its Board of Governors.

The Gabriel Dumont Institute Board of Governors consists of a seven directors appointed through a consensus agreement between the Métis Nation of Saskatchewan, Saskatchewan Post Secondary Education and Skills Training, and an independent selection committee member. The Board is chaired by the Minister of Education of the Métis Nation of Saskatchewan. Directors are appointed for two year terms and oversees the policies and operations of:

Gabriel Dumont Institute central operations

- finance and administration
- library services
- curriculum development
- research

Dumont Technical Institute

- technical and vocational programs
- Sask. Urban Native Teacher Education Program  
Saskatoon, Regina and Prince Albert

Gabriel Dumont College

- Arts and Science Program; and other University programming in association with the Universities of Regina and Saskatchewan.



## History

1976

Métis Cultural Conference initiated planning for a Métis Educational Institute.

1980

The Gabriel Dumont Institute is formed and the Saskatchewan Urban Native Teacher Education Program (SUNTEP) began operations. First Annual Cultural Conference is hosted by the Institute.

1983

Initiation of federally sponsored preparatory, credit skill training, and university programs.

1985

The Napoleon LaFontaine Scholarship Foundation is established.

1989

The Institute begins publication of the Journal of Indigenous Studies. Saskatchewan Justice and the Institute establish the first residential community Training Residence (CTR) for female offenders in Saskatchewan.

1991

The Dumont Technical Institute (DTI) was established as a federated institute of SIAST.

1992

Master Agreement between the Institute and Saskatchewan Education providing for the operation of DTI. DTI delivers technical and Adult Basic Education (ABE) programming within all provincial community colleges and SIAST institutions.

1993

The Institute signs an Affiliation Agreement with the University of Saskatchewan creating the Gabriel Dumont College (GDC).

1995

A two year Métis Teacher Associate Certificate Program was developed by the Institute and the University of Saskatchewan.

1996

GDC began offering Arts and Science classes.

1998

Senior management at GDI entirely Métis. SUNTEP Regina moves to U of R. Aboriginal Teacher Associate Program started in Meadow Lake.

2000 GDI to celebrate its 20<sup>th</sup> Anniversary.

### Special Features of GDI Programs

All programs offered by the Gabriel Dumont Institute, the Dumont Technical Institute, and Gabriel Dumont College are designed with a number of special features:

Programs are, for the most part, community based. Most programs offer a preparatory phase of training or run concurrent update courses with regular programming when the course begins. All courses offer Métis Studies programming and are sensitive to Métis culture.

Programs provide comprehensive academic and personal counselling support to students. Whenever possible an applied practicum phase is included as an integral part of all programs.

All training and professional education is fully accredited and recognized. Instruction and programming is of the highest quality.

### Funding Arrangements

GED and technical/vocational training programs:

- programming costs are covered and the students are provided with a living allowance while they are attending full-time studies.

University Programming (GDC and SUNTEP)

- The tuition fees of qualified students of Métis ancestry are paid by the program. Most SUNTEP and GDC students borrow money from the Canada and Saskatchewan Student Loan programs while attending University. Sixty weeks of this debt are forgivable for eligible SUNTEP students who are academically successful.

### Entrance Requirements

Applicants must meet the entrance requirements of the specific program in which they wish to enrol. Applicants who meet the following standards are considered for admission into the GDC/SUNTEP program:

Regular university entrance requirements:  
Grade 12 with a 65 percent average in 7 approved courses. (Fine Arts and/or language at the 30 level are entrance requirements at the U of S).

Special (Mature) admissions (University Entrance Program) are allowed for individuals who are over twenty-one years of age; ABE or GED 12 preferred.

### Application

Because entrance requirements and admission deadlines may vary, students are encouraged to contact SUNTEP, GDC, GDI or DTI directly for admission and programming information.

### Student Selection

Applicants will be interviewed by an admissions committee. Successful applicants should demonstrate:

- A commitment to the program and a strong desire to work toward becoming effective in their chosen area of study.
- The ability and willingness to undertake full-time studies and continue the program to its completion.
- A strong commitment to the Métis community.
- A strong interest in learning about Métis culture and working with and for the Métis community.

### Program Support Services

#### Curriculum Development Unit

- develops Métis specific curriculum to be used in Saskatchewan classrooms.
- publishing of educational material.
- Institute promotions and curriculum sales.

#### Library Information Services

- located in Regina, Saskatoon, and Prince Albert.
- provides computerized library services for all GDI students.
- provides a unique collection specific to Métis history and culture
- provides Internet access as well as student access to a computer lab for word processing

#### Research and Development Unit

- research and policy analysis
- community needs surveys
- program proposals and implementation
- short and long term strategic planning
- liaison and advisory services

