

Creating a new Inuit Heritage Leadership Program (IHLP) in Nunavut

Vision

A Heritage Sector that has several qualified Nunavummiut professionals leading in their fields within and outside of the territory.

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Rationale

The new Inuit heritage leaders of Nunavut must be fostered today through the completion of post-secondary qualifications in heritage careers. New leadership in the heritage sector needs to be created to ensure that Nunavut can acquire, document, care, research, communicate and educate about their collections. To ensure that Inuit enroll and complete heritage certifications at the post-secondary level, a framework needs to be created to help mentor them through the process. This would include:

- identifying post-secondary education programs available;
- helping with applications for these programs and funding sources (if needed);
- providing support throughout the year through regular emails, telephone calls and where possible, face-to-face visits;
- arranging meaningful and relevant employment opportunities, with competitive compensation, throughout the summer;
- Continuing to advocate for a Nunavut heritage center which would eventually employ these new leaders.

Proposal

Develop a streamed post-secondary heritage education and career-building program that will focus on specific positions and roles within Nunavut's heritage sector. This will involve creating a network of mentors to provide support to students, pathfinding to and providing modest financial support for those going through the program, creation of opportunities through summer internships and exchanges, and increasing the expectation of post-secondary qualification within the heritage sector.

Objectives

Develop and pilot this program for three years (2011-2014). We would first target young Inuit who have some post-secondary education and are known to have interests in furthering their heritage qualifications, but for various reasons have not completed them. If the pilot works, we can expand the program to include youth graduating from high school who are committed to finishing an academic heritage program or those currently working in the heritage sector who want to go to expand upon their career.

Deliverables (spearheaded by IHT, supported by other organizations and resource people)

- Conduct research into best practices for streamed education in additional contexts (inside and outside of the heritage sector?);
- Do a skills gap analysis in heritage and heritage-related in Nunavut (taking into account issues of age-retirement and length of anticipated stays in Nunavut);
- Analyze the funding available in all education and training from all local, regional, territorial and federal funding programs;
- Identify who is currently working in the heritage sector (names, professions, affiliations, etc..) who is studying in heritage and heritage-related fields, who is from Nunavut but working in the heritage sector outside of the territory, etc...
- Set our short and long-term goals, what we ultimately are doing - ex. 4 newly-trained heritage professionals by the end of the three year pilot (2014) in the areas of archaeology, interpretation, exhibit design, conservation, cultural administration, etc...
- Design how all the different funding programs and partnerships could be mobilized and leveraged to make this a real possibility for Nunavumiut. IHT would need to totally revisit their programs related to training and education (ex. mentorship program, summer archaeological field school program/lack of results/, draft educational strategy, Alain Mucktar Heritage Scholarship, etc...)
- Design administration and leadership of program

Outcomes of Pilot Project

Four newly graduated heritage professionals with post-secondary qualifications. These graduates will be able to work within the heritage sector in the Nunavut heritage center, when it is made. In the meantime, they can do contract work with various public and private agencies as well as gain other related or available work until the heritage center is built. They will also be expected to be leaders in the heritage sector whether actively working in it or not after they have graduated.

Partners: Partners to this Heritage Leadership Program can be from very involved and hands on to being in a supporting or funding role. Potential partners are:

- **GN, Department of Education – Financial Assistance to Nunavut Students (FANS):** They would be the main funders of students throughout the academic school year through their regular program
 - What if people didn't go to high school in Nunavut? Other foundations???
- **GN, Department of Culture, Language, Elders and Youth:** They would be a key partner in helping to set the outcomes of the program as well as funding various special projects through heritage organizations that would employ HLP participants.
- **Nunavut Tunngavik Incorporated:** They will be key in providing financial support through their scholarship program and possibly through IIBA training funds. They will advise on implementation strategies and approaches.
- **Regional Inuit Associations/training arms:** They will supply additional training funds/scholarships to students as well as provide training and summer student wages for internships and summer employment.

- **Federal Government:** The departments, potential partners and funders will need to be thoroughly explored.
- **Northern heritage institutions:** through employing these emerging leaders during summers as well as using their services after they have graduated from their programs.
 - We would connect to them through the Nunavut Heritage Network (NHN) and its Digest. The NHN could help to identify potential participants for this project.
- **Southern heritage/training institutions**
 - Canadian Museum of Civilization, Aboriginal Training Program in Museum Practices, <http://www.civilization.ca/cmcc/get-involved/aboriginal-training-program/overview>
 - Athabasca University, Heritage Resources Management Program, <http://heritage.resources.athabascau.ca>
 - University of Alberta, Department of Art and Design, www.ualberta.ca/ARTDESIGN/html/coursesprograms/museumcourU.html
 - The Banff Centre for Management, Leadership Development Programs, www.banffcentre.ca/departments/leadership/programs/
 - Grant MacEwan Community College, Arts and cultural management program, www.macewan.ca/web/pvca/arts/Program/Index.cfm?MenuOption=1&Line=11
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 - University of Lethbridge, Faculty of Fine Arts, Department of Art, <http://www.uleth.ca/finearts/art>
 - University of Calgary, Faculty of Communication and Culture, <http://www.comcul.ucalgary.ca/museum>
 - University of British Columbia, Museum Studies, www.moa.ubc.ca/collections/university.php
 - Cape Breton University, Undergraduate program in heritage studies, www.cbu.ca/cbu/main/default_main.asp?topic=programs&id=heritage_studies&menu=School%20of%20Arts%20and%20Community%20Studies
 - Algonquin College of Applied Arts and Technology, Museum Studies Program, http://extraweb.algonquincollege.com/fulltime_programs/programOverview.aspx?id=0446C01FWO
 - Queen's University, MA art conservation, www.queensu.ca/art/programs_artc.html
 - Sir Sandford Fleming College, Museum management and curatorship program, Collections conservation and management program, www.flemingc.on.ca
 - University of Guelph, BA Minor in museum studies, School of Fine Arts and Music www.uoguelph.ca/sofam/
 - University of Ottawa, Ottawa, BA arts administration, Department of Visual Art, www.visualarts.uottawa.ca/department.html
 - University of Toronto Scarborough, Arts management program, www.utsc.utoronto.ca/artsmanagement/

- University of Toronto, Toronto, MA museum studies, www.utoronto.ca/museum
- University of Waterloo, Many different undergraduate and graduate degree programs available, www.uwaterloo.ca
- University of Western Ontario, London, MA public history, History Department, www.ssc.uwo.ca/history/gradstudies/publichistory
- University of Windsor, Many different undergraduate and graduate degree programs available, www.uwindsor.ca
- York University, Toronto, Many different undergraduate and graduate degree programs available, www.yorku.ca
- Collège Montmorency, Laval, Québec, Practical training as Technician in Museology, a Diploma of College Studies (D.C.S.) in Museology, www.cmontmorency.qc.ca/sdp/museo/
- Concordia University, Montreal, Undergraduate honours degree in public history <http://publichistory.concordia.ca/undergrad.html>
- **International heritage institutions**
 - Those that have Inuit materials in their collections
 - Those that are doing relevant work that would offer good summer experience for emerging leaders

Leadership and Program Qualities:

- Accountability
- Trust
- Honesty
- Integrity
- Respect
- Relevance
- Self-knowing
- Risk-taking

IHT programs related to heritage training/education

1. **Archaeology Mentorship Program:** This fund is meant to connect high school students with archaeologists working in the field. It subsidizes some of the costs the archaeologist would incur by taking on a student to learn out in the field.
2. **Nunavut Heritage Training Plan:** This project began in 2005 to create a basic, entry-level museum/heritage center training program so that all heritage workers could be operating at the same, basic level. It is also meant to create a strong network of Nunavut's heritage workers and to connect them with heritage workers in the south to help address professional gaps in the territory.

3. **Alain Muktar Heritage Scholarship:** This program was introduced in 2009-10 to provide a scholarship of \$5,000 for a student enrolled in post-secondary education whose courses had at least 60% heritage content.

