

Report on the
Fourth Annual Aboriginal Post-Secondary Education Forum

Choices for Aboriginal Learners:
Moving Post-Secondary Education
Policy and Programs Forward
Through Dialogue and Engagement

Morris J. Wosk Centre for Dialogue
Vancouver, B.C.
Nov. 21, 2007

Prepared by Nathan Matthew
for the Ministry of Advanced Education

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EXECUTIVE SUMMARY

The fourth annual Aboriginal Post-Secondary Education Forum brought together stakeholders from Aboriginal communities, government, and the post-secondary education sector to:

- Explore partnerships in the context of the New Relationship.
- Discuss the role of Aboriginal post-secondary institutions.
- Give stakeholders an opportunity to share innovative projects and programs that increase Aboriginal student success in post-secondary education throughout the province.

Lieutenant-Governor Steven Point opened the forum. Participants were welcomed by Moura Quayle, deputy minister of advanced education; Chief Tyrone McNeil, chair of the First Nations education steering committee; Shawn Atleo, a member of the First Nations Leadership Council; Lorne LaFleur, vice-president of Métis Nation British Columbia; and Lillian George, president of the B.C. United Native Nations.

Shawn Atleo, regional chief of the British Columbia Assembly of First Nations, delivered the keynote address. He highlighted the importance of continuing dialogue between Aboriginal stakeholders and decision-makers in the public post-secondary system. He urged all parties to work together to promote learning opportunities for Aboriginal students in a culturally relevant context.

A panel of Aboriginal students presented their perspectives on how the post-secondary system could be more effective in addressing their needs. Suggestions included:

- Making universities more welcoming.
- Supporting students' networks.
- Maintaining language, culture and Elder programs.
- Valuing First Nations knowledge.
- Providing career planning.
- Providing dedicated spaces
- Ensuring access to adequate funding.

The forum included four presentations that demonstrated shared practices within Aboriginal service plans.

1. A consortium of universities and Aboriginal organizations described how they could meet employment needs by working together to develop an Aboriginal culinary arts program.
2. A university and a college also demonstrated how they will partner to “indigenize” their programs and services.
3. The Métis Nation explained how it develops culturally relevant programs for its membership.
4. The Indigenous Adult and Higher Learning Association presented a video on the effectiveness of Aboriginal post-secondary institutions in meeting Aboriginal educational needs.

Moving Post-Secondary Policy Programs Forward Through Dialogue & Engagement

Aboriginal post-secondary institutes described how they effectively managed their programs and services through board governance, cultural program development, bridging strategies, and meeting Aboriginal specific educational needs.

Participants had a choice of six concurrent breakout sessions:

1. Accreditation/articulation/transferability
2. Aboriginal control/jurisdiction
3. Unique role of Aboriginal post-secondary institutes
4. Building indigenous principles/ indigenous knowledge
5. Curriculum development ownership and ownership/research
6. Relationship building and partnership

Recommendations from the small groups reflected the following themes.

1. Increase recognition of Aboriginal institutions.
2. Develop a policy of respecting indigenous knowledge.
3. Develop clear articulation and accreditations processes.
4. Establish a clear process for the transfer of credits from Aboriginal institutions to public institutions.
5. Maintain transparency and inclusiveness in policy development.
6. Ensure senior government official support.
7. Create and pass enabling legislation.
8. Develop protocols for curriculum/research ownership.
9. Secure funding to support Aboriginal institutions.
10. Ensure Aboriginal control of Aboriginal funding.
11. Provide cultural orientation for all post-secondary employees.

Advanced Education Minister Murray Coell closed the forum. He encouraged dialogue, engagement and collaboration. He said post-secondary programs for Aboriginal people can be affordable, accessible and closer to home. He noted the need for balanced partnerships, autonomy and accreditation for the post-secondary system, and he acknowledged the need for Aboriginal control and jurisdiction.

FORUM OPENING

Lieutenant-Governor Steven Point spoke of education and long-term planning as central to improving the well-being of future generations of Aboriginal people. He related his personal experiences in education and noted how a lack of understanding of Aboriginal cultures has led to low expectations of Aboriginal students. The Lieutenant-Governor used the analogy of a canoe journey to illustrate the possibilities and challenges faced by those working to make a difference for Aboriginal students. He suggested that an increased valuing of the history, culture and traditional knowledge of Aboriginal people within post-secondary institutions can have beneficial results. His closing message was that reconciliation is demonstrated through mutual respect and sharing dignity.

Participants were welcomed by Moura Quayle, deputy minister of advanced education; Chief Tyrone McNeil, chair of the First Nations education steering committee; Shawn Atleo, a member of the First Nations Leadership Council; Lorne LaFleur, vice-president of Métis Nation British Columbia; and Lillian George, president of the B.C. United Native Nations.

KEYNOTE PRESENTATION

Shawn Atleo, regional chief of the British Columbia Assembly of First Nations, highlighted the importance of Aboriginal people working together with government and public post-secondary institutions to meet the pressing needs of Aboriginal students. He spoke of the importance of Aboriginal leaders working together to deal effectively with the political and legal complexities facing Aboriginal people. He talked about the value of reconnecting young Aboriginal people with their cultures while developing mutual understanding between the dominant culture and Aboriginal people. He recognized the important contribution Aboriginal post-secondary institutions have made and urged productive dialogue between public post-secondary institutions and Aboriginal institutions.

STUDENT PERSPECTIVES ON SUCCESS AND ATTAINMENT

A panel of six Aboriginal students presented their perspectives on how the post-secondary system could be more effective in addressing Aboriginal student needs and in closing the education gap between Aboriginal and non-Aboriginal students. The six panelists were:

1. Tria Donaldson, Thompson Rivers University, bachelor of journalism
2. Lauren Terbasket, Royal Roads University graduate student
3. Jessie Mackenzie, Camosun College, First Nations community studies
4. Dennis Easter, Simon Fraser University graduate student
5. Monika Gordon, Okanagan College, political studies
6. Kara Howard, Gitksan Wet'suwet'en Education Society, licensed practical nursing

Ideas presented by the panel that would help close the education gap include the following:

Student Support

- Make universities more welcoming.
- Facilitate networks, encouragement and advice from peers.
- Provide student support systems and resources that are accessible and visible, especially for first-year students.
- Support students in preparing for term papers and mid-term exams.
- Provide guidance on what courses are needed for various programs.
- Establish flexible First Nations funding support criteria.
- Have dedicated space for Aboriginal students with Elders and computers available.
- Support students who are about to drop out with specific retention programs.
- Provide transition supports for students coming from rural and remote areas.
- Have programming to redirect negative energy in positive ways.

Cultural Development

- Provide opportunities to learn Aboriginal languages and cultures.
- Establish indigenous studies programs.
- Develop cross-cultural programs to develop respect and understanding of Aboriginal and other cultures.
- Recognize and value the validity of First Nations knowledge.
- Develop programs that provide emotional, spiritual, physical and intellectual balance.
- Use Elders as instructors for Aboriginal and non-Aboriginal students.
- Increase the number of First Nations faculty and staff so more of their culture is reflected in decision-making.
- Accommodate Aboriginal styles of learning.

Planning

- Provide mandatory career and education plans for all Aboriginal learners.
- Develop a province wide strategy to reduce the education gap.
- Decrease the amount of bureaucracy at universities and move to more flexible programming.

The students defined success in various ways, including the following:

- Completion of a program of studies.
- Ability to provide for one's family.
- Maintaining joy in learning.
- Using what has been learned to create harmony in one's community.
- Being able to walk in two worlds (Aboriginal and non-Aboriginal)
- Having success in both the Aboriginal and outside society.
- Achieving success for Aboriginal students in K-12.
- Having more Aboriginal instructors in the education system.

- Contributing to positive change for Aboriginal learners.

ABORIGINAL SERVICE PLANS – SHARED PRACTICES

Four presentations demonstrated shared practices within Aboriginal service plans.

Capilano College/Vancouver Community College Consortium

Vancouver Community College, the Musqueam Indian Band, Native Education College, Capilano College, the Four Host First Nations Society, the Sechelt First Nation, the United Native Nations, Métis Nation B.C.

This consortium engaged in a planning process that resulted in a Vision for Transformative Collaboration document. The participating education institutions and Aboriginal organizations worked around challenging circumstances including short time frame for planning, geographic separation, varying stakeholder interests and little history of working together. The group found that First Nations on-reserve issues were clear, whereas off-reserve, urban issues were not. Skepticism was expressed at the band level as to whether this process was meaningful.

After initial planning was completed, all the planning partners met and the vision and principles were developed. Commitments were made to:

- Work together.
- Use the Indigenous Adult and Higher Learning Association performance outcome process.
- Advance culturally sensitive programming.
- Remove barriers to supporting workers in Aboriginal communities.
- Remove barriers to Aboriginal student learning.
- Provide funding to support delivery to small cohort groups.
- Develop programs in culinary arts, music, and Métis education.

The Musqueam Aboriginal tourism and culinary arts program was highlighted as a program supported by the consortium. This collaborative project was designed to help relieve medium and long-term labour market shortages of front line workers in the region's industry, specifically Cooks level 1 and 2 positions. The goals of the program are to provide high-quality training, maintain higher completion rates with Aboriginal participants, find jobs for them, and retain those hired. Students take both tourism core training as well as the Aboriginal culinary arts program at Vancouver Community College. The program includes a detailed analysis of student skill levels to make sure they have the abilities essential to enter and succeed in the program. This is further supported by high quality, holistic instruction.

University of Victoria/Camosun College Consortium

Presented by Fran Hunt Jinnouchi, director, office of indigenous affairs, University of Victoria; Jeanette Armstrong, executive director, the En'owkin Centre; and Corrine Michel, indigenization project co-ordinator at Camosun College

The service plan developed by this consortium was based on a four-corner-post model of institutional indigenization. The four posts are:

1. Curriculum development and delivery processes.
2. Policy and strategic planning.
3. Employment education.
4. Provision of student services.

Key to the strategy was getting into the Aboriginal communities to discuss what determines post-secondary success. To this end, extensive consultations were held with First Nation communities and organizations, urban Aboriginal organizations, the Métis, students, and faculty and staff. Wide-ranging interests evolved that included exit strategies, course accreditation, and distance education.

The University of Victoria consultation process involved 16 committee members attending nine meetings with First Nations and Aboriginal organizations. After the plan was complete, political representatives of First Nation and Aboriginal organizations signed the plan to show their commitment to it.

The En'owkin Centre presented its perspective on Aboriginal service plans. The compatibility of mandates between Aboriginal and public post-secondary institutions was noted. Service plans focus on the recruitment and success of Aboriginal learners as well as developing culturally focused programming – areas where Aboriginal post-secondary institutions already have a positive track record. Aboriginal post-secondary institutions in turn are interested in increasing their capacity through agreements and affiliation arrangements with public institutions. Increasing Aboriginal students' access to and success in post-secondary education can benefit from strategic relations between Aboriginal and public post-secondary institutions.

Camosun College representatives described how important it was to have a smooth transition from the college to the University of Victoria. The plan highlighted the importance of responding to the needs and using the expertise of the Aboriginal communities. Strong support programs for Aboriginal students with strong cultural components were highlighted as a priority.

Métis Nation British Columbia

Presented by Colleen Hodgson, director of education, Métis Nation British Columbia

Métis Nation British Columbia provided a definition of Métis people and explained how the Métis are politically organized in B.C. The presenter noted that education is a priority for the Métis, evidenced by the signing of the Métis Nation Relationship Accord with the Province of B.C. in 2006, committing the Métis and the Province to narrowing the gap in education, health, housing and economic development. The Métis Nation participation in education is strengthened by their mandate to develop and enhance opportunities for Métis communities by implementing culturally relevant social and economic programs.

Despite short time frames and challenges of participation in meetings, the Métis were represented in several Aboriginal service plans. The Métis are committed to helping implement Aboriginal service plans across the province.

Indigenous Adult and Higher Learning Association

Presented by Sharon Wilson, member of the Indigenous Adult and Higher Learning Association board

The Indigenous Adult and Higher Learning Association is an association of adult and post-secondary education institutions that are governed by Aboriginal boards. The association recognizes the autonomy and independence of each member institutions, but it reflects a belief that by working together, all institutions can achieve greater success.

The association presented a video on the effectiveness of Aboriginal post-secondary institutions in meeting Aboriginal educational needs.

The video described the association's member institutions as effectively meeting the needs of Aboriginal people. Thirty such institutions are distributed throughout B.C. in First Nations communities or near populations of Aboriginal people. The programs offered are community-based and community-governed, with program delivery ranging from basic skills upgrading to university academic courses. Most member institutions have worked with public post-secondary institutions, with relationships supported by memoranda of understandings and affiliation arrangements. Attention is paid to student needs; accordingly, support is provided to single parents, the unemployed, dropouts, those with limited incomes, and others dislocated by economic forces.

An important aspect of Aboriginal post-secondary institutions is the extent to which culture and language programming is used to address student self-confidence and self-esteem issues. Students vouched for the value of culture and language programs.

The presenter noted that many Aboriginal post-secondary institutions operate in less than ideal conditions, and that despite providing successful programming and effective bridging into the public post-secondary system, they are not eligible for public funding.

After the provincial government announced it would fund Aboriginal service plans, the Indigenous Adult and Higher Learning Association worked through the B.C. Aboriginal Post-Secondary Education and Training Partners to send letters to every university, college and university-college. These letters invited the public institutions to contact the association for assistance in connecting with its member institutions or First Nation communities in their region. Only three institutions responded to this invitation, and as a result, most of the association's member institutions did not feel meaningfully engaged in the process.

The Indigenous Adult and Higher Learning Association partnered with both the University of Victoria and the Nicola Valley Institute of Technology on their service plans. The resulting plans will look at affiliation agreements to develop new models that will have provincial application.

The association's member institutions believe they can share successful approaches to improve success for Aboriginal students, and the institutions are willing to share their expertise with others. With this goal in mind, association members are committed to developing relationships with other Aboriginal organizations and with the larger post-secondary community.

MODELS OF ABORIGINAL CONTROL

Aboriginal post-secondary institutions described how they managed their programs and services through board governance, cultural program development, bridging strategies and focusing on specific Aboriginal educational needs.

Nicola Valley Institute of Technology

Presented by president Casey Sheridan and Verna Billy-Minnabarriet, academic dean/partnership development

The Nicola Valley Institute of Technology was founded 1983 by five bands in the Nicola Valley contracting with the B.C. Institute of Technology to deliver natural resource programs. A society, dedicated to delivering post-secondary programs in the area, was established. It became a provincially recognized post-secondary institution in 1995 under the College and Institute Act. In 2006, NVIT expanded into the Lower Mainland, establishing operations in the former Burnaby site of the Open Learning Agency.

The board of NVIT comprises eight members appointed by order-in-council, all of whom are Aboriginal. Five members continue to be from Nicola Valley bands, and all of

NVIT's seven-member management team are Aboriginal, with the exception of the president.

The institute has an active 12-member Elders Council. The Elders are active in governance, programming, cultural guidance and personnel support. Currently the Elders are developing a cultural certificate for students, and the Elders program is being extended to the Burnaby campus.

NVIT programming is community-based, responding to the post-secondary needs of Aboriginal people around the province. The institute works closely with other Aboriginal post-secondary institutions to broker programs and share resources. NVIT respects the ownership of community programs and ensures that programs are transferable to public institutions. NVIT balances accountability to the provincial government for its expenditure of public funds with accountability to the Aboriginal community for effective delivery of programs.

Native Education College

Presented by president Huia Martin

The Native Education College, formerly Native Education Centre, first opened 40 years ago on Howe Street in Vancouver and now operates at facilities at East 5th and Main. The college provides opportunities for Aboriginal students to gain Dogwood graduation certification or enrolment in certificate or diploma programs. Programs range from a few hours to whole semesters with course offerings in adult basic education, business technology, Aboriginal land management, Aboriginal tourism and early childhood education. The Native Education College focuses on creating successful education experiences for disadvantaged Aboriginal students and works in partnership with other institutions such as Emily Carr, Vancouver Community College and Capilano College.

En'owkin Centre

Presented by board member Henry Michel and executive director Jeanette Armstrong

The En'owkin Centre was founded in the late 1970s by the Okanagan Nation. The centre was developed to fulfill the desire of the Okanagan people to exercise their authority in post-secondary education and to have access to post-secondary programs that were relevant to Okanagan culture and responded to the needs of the Okanagan people. A mandate of the En'owkin Centre is to preserve the language and culture of the Okanagan Nation by offering programs in these areas. In its program development, the centre respects indigenous knowledge and ownership of intellectual property rights. The En'owkin Centre's goal is to ensure that its students go into other post-secondary programs with dignity, well equipped with cultural and educational tools. The centre is interested in maintaining partnerships with other post-secondary institutions to meet the needs of Aboriginal students.

Wilp Wilxo'oskwhl Nisga'a

Presented by board chair Jacob McKay and CEO Deanna Nyce

The Wilp Wilxo'oskwhl Nisga'a was started after Nisga'a Elders advised bringing education home to develop Nisga'a expertise, capacity and leadership in anticipation of their treaty coming into effect. The Nisga'a had already developed an Aboriginal-controlled public education system from kindergarten to Grade 12 – School District 92. They used this experience to form the Wilp Wilxo'oskwhl Nisga'a.

The institution's board is selected and controlled by members from four Nass Valley communities. It has nine full-time and 21 part-time staff, and reports serving more than 100 full-time students. Programs range from college preparation to a bachelor of arts program, with programs delivered in four Nisga'a communities as well as in Terrace, Vancouver and Prince Rupert. The Nisga'a have developed their own culture and language curriculum that is woven into the programs offered. The Wilp Wilxo'oskwhl Nisga'a has a strong relationship with the University of Northern B.C. and has partnerships with Northwest Community College and the Justice Institute of B.C. Future plans include a master of arts program and continued research with several post-secondary institutions.

DISCUSSION

A goal of the Fourth Annual Aboriginal Post-secondary Education Forum was to provide an opportunity for discussion about several critical aspects of Aboriginal post-secondary institutions. The discussion was an extension of the Dialogue on Aboriginal Post-Secondary Education Policy in B.C. held Sept. 21 and 22, 2007, in North Vancouver. During that forum, discussion papers were presented, and small groups extended ideas and presented recommendations for further consideration.

Participants in the Fourth Annual Aboriginal Post-secondary Education Forum were provided background on the issues discussed in the September 2007 forum. The issues were:

- Accreditation/articulation/transferability
- Aboriginal control/jurisdiction
- Unique role of Aboriginal post-secondary institutions
- Building indigenous principles/ indigenous knowledge
- Curriculum development ownership and ownership/research
- Relationship building and partnership

The participants took part in concurrent breakout sessions on these issues. Each group was asked to respond to the following:

1. Comment on the discussion paper for your topic.
 - What is missing?
 - What needs clarification?

2. Based on the discussion paper:
 - What key issues do you think need to be addressed in the advanced education Aboriginal post-secondary policy to ensure Aboriginal students and communities have access to post-secondary education and services to meet their needs?
 - How do you think these issues might be effectively addressed?
3. What three to four priority policy recommendations are needed to support public and Aboriginal post-secondary institutes in delivering relevant programs and services to their learners and the communities they serve?
4. What policy recommendations are needed to guide the partnerships between non-Aboriginal post-secondary institutions and public post-secondary institutions?

PLENARY SUMMARY OF RECOMMENDATIONS

Accreditation, Articulation, Transfer

Recommendations from this group were:

1. To further the Campus 2020 target to achieve equity in the participation and success levels of Aboriginal citizens and the general population:
 - Recognize Aboriginal institutions as an important aspect of B.C.'s post-secondary education system and initiate a process to secure the funding necessary to support programs offered by its institutions.
 - Invite the B.C. Council on Admissions and Transfer (to facilitate, enhance recognition and transfer of credits from Aboriginal institutions to public institutions.
2. Recognize that Aboriginal institutions are different and unique in the ways they serve distinct populations. They are neither public nor private institutions; they are the third sector of education in the province and are the vehicle to address and meet the goals of the 2020 vision.

Building Indigenous Principles and Indigenous Knowledge

Recommendations from this group were:

1. Take this discussion paper and use it as a foundation framework with reference to policy affecting education institutions under Aboriginal control. Included in that is the need to ensure Aboriginal people are included in every step of the process.

2. Recognize that often funding for institutions depends on annual proposal processes. There needs to be continual funding and Aboriginal involvement in how that funding is allocated.
3. Create a third sector of post-secondary education in B.C. Right now there are private and public post-secondary institutions. An Aboriginal post-secondary institute sector is needed within government.

Curriculum Ownership, Academic Career Path, Instructor Qualifications and Research

This group recommended:

1. There should be protocol agreements that deal with ownership of curriculum, which acknowledge and recognize the diversity of Aboriginal peoples in this province.
2. There should be an oversight body created to oversee practices across the province to ensure accountability on the part of institutions and researchers. That body could be the Indigenous Adult and Higher Learning Association, another First Nation-driven body, or both.
3. There should be reciprocity within research protocols that include Aboriginal partnerships and meet community needs. Communities need ownership of research products, and authority for research should rest with a First Nation body.
4. Larger research bodies like the Social Science and Humanities Research Council of Canada or the Natural Sciences and Engineering Research Council of Canada should acknowledge Aboriginal community control and ownership.
5. It must be recognized that that copyright of intellectual property resides with the Aboriginal community rather than the individual.

Partnership Building

This discussion group agreed that buy-in to the idea of partnership building is needed at the senior level. The group noted that public institutions want to engage in partnership building but do not know how. The discussion group recognized the value of developing partnership frameworks and models, and argued that attention should be given to acknowledging that institutions are at varying levels of progress in relationship building with communities and Aboriginal institutions; for some, there is no consultation process and no dialogue even if the institution has an Aboriginal service plan. The group recommended the following:

Moving Post-Secondary Policy Programs Forward Through Dialogue & Engagement

1. An overarching Aboriginal post-secondary body should be established to direct, develop and implement Aboriginal post-secondary education policy that addresses a wide variety of institutional delivery models. This body should also be charged with working with Aboriginal communities and public post-secondary institutions to define the roles and responsibilities of Aboriginal and non-Aboriginal post-secondary institutions. Enabling legislation should be developed to support this initiative.
2. Policy should be built on the existing partners' table because of the work that has been done there. There should be dialogue about what other partners could be included in the existing partners table.
3. It was recommended that an assured funding mechanism be established that would include an FTE count of 1.6 per student for Aboriginal post-secondary institutions to ensure that partnership building continues.

Unique Role of Aboriginal Post-secondary Institutes

Discussion topics in this group varied from the philosophical to the pragmatic. The following recommendations were made:

1. Recognize and provide resources to all Aboriginal post-secondary institutions and recognize them as the third accredited education sector to increase student choice and develop true partnerships and enhance community-based education.
2. Provide cultural orientation and awareness training for all employees within public education systems.

Aboriginal Control and Jurisdiction

This group focused on recognizing a third sector of post-secondary institutions in the province, increasing the number of Aboriginal public post-secondary institutions, and providing financial resources to Aboriginal institutions. The recommendations were:

1. A "Third Box" should be developed in which Aboriginal post-secondary institutions under Aboriginal jurisdiction can be placed.
2. Aboriginal controlled institutions must be adequately funded.
3. A task force, made up of Aboriginal, provincial and federal representatives (perhaps and extension of the Partners group) should be established that would be responsible for developing policies for Aboriginal post-secondary institutions. The policy development would include accreditation, articulation and affiliation.

4. Decision-making for Aboriginal post-secondary education should be inclusive. All Aboriginal groups – on and off reserve, status and non-status and Métis – should be included in decision-making.
5. Reporting on Aboriginal post-secondary issues should be transparent. The government should make the Native Educations Centre Report publicly available.

Summary of Recommendations

Recommendations from the small groups reflected the following themes.

1. Increase recognition of Aboriginal institutions.
2. Develop policy wherein indigenous knowledge is acknowledged and respected by public institutions.
3. Develop clear articulation and accreditations processes.
4. Establish a clear process for the transfer of credits from Aboriginal institutions to public institutions.
5. Maintain transparency and inclusiveness in policy development.
6. Ensure senior government official support.
7. Create and pass enabling legislation.
8. Develop protocols for curriculum/research ownership.
9. Secure funding to support Aboriginal institutions.
10. Ensure Aboriginal control of Aboriginal funding.
11. Provide cultural orientation for all post-secondary employees.

CLOSING

Advanced Education Minister Murray Coell closed the forum by thanking the participants for engaging in the dialogue. He assured the group that information from the forum would be used by the government and the Partners Table in continued discussions about Aboriginal post-secondary policy. He noted that the current Aboriginal strategic plan and the \$65 million provincial support for aboriginal post-secondary education through scholarships, institutional service plans, special projects, transition plans and gathering places is a response to feedback from past dialogue sessions.

He reaffirmed the ministry's goals to increase access, participation, retention and success of Aboriginal students. He stated that, through continued dialogue, engagement and collaboration, progress will be made in closing the economic and social gaps and improving Aboriginal people's quality of life. He said he believes that post-secondary programs for Aboriginal people can be affordable, accessible, and offered closer to home. He noted the need for balanced partnerships, autonomy and accreditation for the system and recognition of Aboriginal control and jurisdiction.

Moving Post-Secondary Policy Programs Forward Through Dialogue & Engagement

The minister acknowledged the need to build Aboriginal capacity, balanced partnerships and recognition of Aboriginal control and jurisdiction.

Moving Post-Secondary Policy Programs Forward Through Dialogue & Engagement

APPENDIX I	AGENDA
APPENDIX II	LIST OF PARTICIPANTS
APPENDIX III	BIOGRAPHIES OF PRESENTERS

APPENDIX I AGENDA
Ministry of Advanced Education
First Nations Education Steering Committee
Aboriginal Post-Secondary Education Forum

Choices for Aboriginal Learners
Moving Post-Secondary Policy and Programs Forward Through Dialogue and Engagement

Morris J. Wosk Centre for Dialogue
580 West Hastings Street, Vancouver, BC
Wednesday, November 21, 2007

8:00 - 8:40 REGISTRATION - Coffee, Tea and Pastries Served

8:50 PLEASE NOTE: **LIEUTENANT-GOVERNOR IN COUNCIL PROCESSION** will begin sharply at 9:00 AM; please be seated by 8:50. Your cooperation is greatly appreciated.

9:00 – 9:45 Opening/Welcome Remarks

- Introductory Comments – Nathan Matthew
- **Lieutenant-Governor In Council Procession**
- Welcome and Opening Prayer – Elder, Margaret George, Tsleil-Waututh First Nation
- Introduction of His Honour, the Honourable Steven Point – Dr. Moura Quayle, Acting on behalf of, **Hon. Minister Coell**, Minister of Advanced Education

Welcome Remarks

- Hon. Steven L. Point, Lieutenant Governor of British Columbia
- Dr. Moura Quayle, Deputy Minister of Advanced Education
- Chief Tyrone McNeil, First Nations Education Steering Committee Chair
- First Nations Leadership Council – Shawn Atleo
- Métis Nation British Columbia – Bruce Dumont
- United Native Nations – Lillian George

9:45 - 10:00 Refreshment Break

10:00-10:10 Overview

- Facilitator Nathan Matthew provides overview of the day's agenda and process

10:10 – 10:30 Keynote Presentation

- Shawn Atleo, Regional Chief of the British Columbia Assembly of First Nations

10:30 – 11:00 Student Perspectives on Success and Attainment

- Aboriginal Student Panel

11:00 – 12:00 Aboriginal Service Plans – Shared Practices

- Capilano College/Vancouver Community College Consortium
- University of Victoria/Camosun College Consortium
- Métis Nation BC
- Indigenous Adult and Higher Learning Association

12:00 - 12:45	Lunch
12:45-1:00	Indigenous Adult and Higher Learning Association DVD Presentation
1:00 - 1:45	Models of Aboriginal Control (Panel Q & A)
	<ul style="list-style-type: none"> • Nicola Valley Institute of Technology • En'owkin Centre • Native Education College • Wilp Wilxo'oskwhl Nisga'a
1:45 – 2:00	Overview of Dialogue on Aboriginal PSE (Nathan Matthew)
2:00 – 3:15	Dialogue Breakout Groups (6 concurrent)
3:15 - 3:25	Refreshment Break
3:25 – 4:10	Plenary - Summary of Recommendations
4:10 – 4:20	Forum Wrap-up (Nathan Matthew)
4:20 – 4:30	Closing Remarks, Hon. Minister Coell, Minister of Advanced Education

Proposed Breakout Sessions

1. Accreditation/Articulation/Transferability
2. Aboriginal Control/Jurisdiction
3. Unique Role of Aboriginal Post-secondary Institutes
4. Building Indigenous Principles/Indigenous Knowledge
5. Curriculum Development Ownership and Ownership/Research
6. Relationship Building and Partnership

Discussion document (prepared by the First Nations Education Steering Committee) for Dialogue on Aboriginal post-secondary education breakout session is attached.

APPENDIX II

LIST OF ATTENDEES

Honoured Guests

Ferris, Wesley, – CBSC Chief, Government House, Victoria
Major, John – Driver & Piper, Government House, Victoria
Point, Steven L. – Lieutenant Governor, Government House, Victoria

Public Institutions

Anglin, James P. – Vice-President Academic & Provost, University of Victoria
Archibald, Jo-Ann – Associate Dean of Indigenous Education, Associate Professor, University of British Columbia
Barnsley, Roger – President, Thompson Rivers University
Bassford, Harold – President, University College of the Fraser Valley
Bernard, Mary – Associate Vice President Research, Royal Roads University
Bowman, John – President, College of New Caledonia
Coble, James – Aboriginal Access and Services Coordinator, Okanagan College
Cooke, James – Vice-President, Student and Institutional Support, Capilano College
Crabtree, Brenda – First Nations Coordinator, Emily Carr Institute of Art + Design
Davis, Alan – Vice President, Education, Vancouver Community College
Dorin, Casey – Capilano College
Hamilton, James – President, Okanagan College
Herman, Arlene – Dean of Student Services, Nicola Valley Institute of Technology
Hermansen, Vivian – Director of Aboriginal Education, North Island College
Hobenshield, Sharon – Vice President, Student Services/Director of Aboriginal Education, Malaspina University-College
Hooton, Jim – Student Support Services, Langara College
Hunt-Jinnouchi, Fran – Director, Office of Indigenous Affairs, University of Victoria
Karpinsky, Val – Acting Vice President, University of Victoria
Lorincz, Cyndy – Registrar and Dean of Learner Support Services, Northern Lights College
MacIvor, Madeline – Associate Director of First Nations House of Learning, University of British Columbia
McGee, Jack – President, Justice Institute of BC
McLachlan, Doug – Senior Instructional Officer, College of the Rockies
Michel, Corrine – First Nations Education Services, Camosun College
Mueller, Lyle – Director of Aboriginal Programs and Services, UBC-O
Nilson, Ralph – President, Malaspina University-College
Old, Barbara – Associate Director, CNC Community & Continuing Education, College of New Caledonia
Randall, James – Provost, University of Northern British Columbia
Seaweed, Dave – First Nations Coordinator, Douglas College
Sheridan, Casey – President, Nicola Valley Institute of Technology
Simcoe, Janice – Director, First Nations Education Services, Camosun College
Stone-Campbell, Joanne – Coordinator for Aboriginal Services, University of Victoria
Waithman, Marilyn – Director of Educational Transitions and Aboriginal Initiatives, Kwantlen University College
White, Pam – Director of Centre for Conflict Resolution, Justice Institute of BC
Williams, Lorna – Assistant Professor in Aboriginal Education and Linguistics, and Program Director of Aboriginal Teacher Education, University of Victoria

Students

Anonson, Tammy – Métis Training Centre
Archie, Mary Anne – Simon Fraser University
Brosseau, Ami – University of Victoria
Burning, Francine – University of British Columbia
Casimel, Doug – Capilano College
Charnley, Kerrie – Simon Fraser University
Donaldson, Tria – Thompson Rivers University
Easter, Dennis – Simon Fraser University
Eli, Francis – Northwest Community College
Friesen, Deanna – Vancouver Community College
Gordon, Monika – Okanagan College
Haddon, Veronica – University of Northern British Columbia
Howard, Kara – Gitksan Wet'suwet'en Education Society
Lester, Lorelei – Simon Fraser University
Mackenzie, Jessie – Camosun College
McKay, Maria – Heiltsuk College
Natrall, Peter – Capilano College
Smith, Wade – Native Education College
Squires, Julie – Wilp Wilxo'oskwahl Nisga'a
Terbasket, Lauren – En'owkin Centre

Provincial Ministries

Ministry of Advanced Education

Bondoreff, Andrei – Co-Op Student Universities and Institutes Branch
Brown, Susan – Director, Policy System Quality Branch,
Coell, Murray Hon. – Minister
Dennis-Orr, Jacqueline – Aboriginal Coordinator, Learning Programs Branch
Devlin, Patti – Manager, Institutes and Health Programs, Universities and Institutes Branch
Dreilich, Bryan – Research Officer, Learning Programs Branch
Fosdick, Elizabeth – Events Coordinator, Deputy Ministers Office
Horton, Emily – Research Officer, Ministry of Advanced Education
Hull, Deborah – Director, University and Institutes Branch, Ministry of Advanced Education
Loughran, Tony – Director, Governance Branch, Ministry of Advanced Education
McKay, Dawn – A/Manager, Aboriginal Education, Learning Programs Branch
Minty, Dawn – Director, Colleges & University-Colleges Branch
Nakamura, Janice – Director, Learning Programs Branch
Quayle, Moura – Deputy Minister
Rogers, Dorothy – Manager Quality Assurance Unit, Policy System Quality Branch
Sandy, Marie – Aboriginal Intern, Learning Programs Branch
Stewart, Jacqui – Director, Information & Data Management Branch
Vincent, Tom – Assistant Deputy Minister, Students and Learning Division
Wittenberg, Ruth – Assistant Deputy Minister, Post-Secondary Education Division

Ministry of Education

Rosborough, Trish – Director, Aboriginal Education Enhancements Branch

Ministry of Aboriginal Relations and Reconciliation

Paton, Arlene – Assistant Deputy Minister, Partnerships & Community Renewal Division

Provincial Organizations

Avison, Don – President, The University Presidents' Council

Gelin, Frank – Executive Director/Co-Chair, BC Council on Admissions and Transfers

Gillespie, Brian – Chair, Degree Quality Assessment Board

McDermott, Gary – Director, Aboriginal Apprenticeship, Industry Training Authority

Wright, Jim – Registrar & CEO, Private Career Training Institutions Agency of BC

Indian and Northern Affairs Canada

Cousins, Sara – Advisor – Education, Intergovernmental Affairs

Papiernik, Richard – Senior Advisor, Transfer Payments

BC First Nations Coordinators Council (BCFNCC)

Bate, Suzanne – Chair, BCFNCC, Camosun College, First Nations Education Services

Aboriginal Human Resource Development Strategy (AHRDA)

Buchan, Craig – Executive Director, Cariboo Chilcotin Aboriginal Training Education Centre Society

Mojak, Angela – Director, First Nations Employment Society

Indian Studies Support Program Board

McRae, Margery – ISSP, Gitksan Wet'suwet'en Education Society

Michel, Henry – Secretary-Treasurer, ISSP, En'owkin Centre

Nyce, Deanna – Vice-Chair, ISSP, Wilp Wilx̱o'oskw̱hl Nisga'a

Palmantier, Monty – Chair, ISSP, Lake Babine First Nation

Wilson Wells, Lisa – ISSP

Indigenous Adult and Higher Learning Association (IAHLA)

Armstrong, Jeannette – IAHLA, En'owkin Centre

Billy-Minnabarriet, Verna – Chair, IAHLA, Nicola Valley Institute of Technology

Joseph, Sheila – IAHLA

Lacerte, Louise – IAHLA

Martin, Huia – Treasurer, IAHLA, Native Education College

McKay, Jacob – IAHLA, Wilp Wilx̱o'oskw̱hl Nisga'a

Waterfall, Pauline – Vice-Chair, IAHLA, Heiltsuk College

Wilson, Sharon – Member at Large, IAHLA, Nuxalk College

First Nations Education Steering Committee (FNESC)

Bailey-Romanko, Karen – Director, Post-Secondary Education & Training, FNESC

Guno, Marcia – Director of Communications & Relationships, FNESC

Matthew, Marie – A/Executive Director, Principal Resource Person, FNESC

McNeil, Tyrone – President, FNESC

Morgan, Nancy – Morgan and Associates, Barrister & Solicitor, FNESC

United Native Nations

George, Lillian – President, United Native Nations

L'Hirondelle, Kelly – Youth Coordinator, United Native Nations

BC Assembly of First Nations

Atleo, Shawn – Regional Chief, BC Assembly of First Nations

Métis Nation British Columbia

Hodgson, Colleen – Director of Education, Métis Nation British Columbia

LaFleur, Lorne – Minister of Education, Métis Nation British Columbia

First Nations/Aboriginal Organizations

Craig, Franki – Technical Adviser, First Nations Social Development Society

George, Margaret – Elder, Tsleil-Waututh First Nation

George, Paul – Elder Escort, Tsleil-Waututh First Nation

McKenzie, Heather – Education Coordinator, Williams Lake Indian Band

Miller, Charlene – Education Coordinator, Quatsino First Nation

Ned, Kevin – Education Director, Okanagan Indian Band

Scott, Wanona (Bambi) – Education Coordinator, Musqueam Indian Band

Sterrit, Cici – Education Coordinator, Xatsull First Nation

Williams, Leslie – Post Secondary Coordinator, Sto:lo Nation

TOTAL ATTENDEES = 134

APPENDIX III BIOGRAPHIES OF PRESENTERS

Presenter Biographies

The Honourable Steven L. Point

The Honourable Steven L. Point was sworn-in as British Columbia's 28th Lieutenant Governor on October 1, 2007.

In 2005, he was appointed Chief Commissioner of the British Columbia Treaty Commission. His Honour served as an elected Chief of the Skowkale First Nation for 15 years. He also served as the tribal chair of the Stó:lo Nation Government, and he was honoured as Grand Chief by the Chiefs of the Stó:lo Tribal Council.

His Honour was appointed a provincial court judge in February 1999. Point received an Honorary Doctorate of Law degree from the University College of the Fraser Valley in June 2000 and is a recipient of a National Aboriginal Achievement Award, also in 2000. He received a Bachelor of Law degree from the University of British Columbia in 1985 and was called to the Bar in British Columbia in 1986.

Born in Chilliwack, the Lieutenant Governor and his wife, Her Honour, Mrs. Gwendolyn Point, have four children and 11 grandchildren.

Shawn Atleo – *Keynote Presentation – “Indigenous Learning and the New Relationship: aspiring for understanding, trust and respect.”*

Assembly of First Nations British Columbia Regional Chief Shawn A-in-chut Atleo is a Hereditary Chief from the Ahousaht First Nation. Traditional teachings guided Shawn to serve First Nations for 20 years as a leader, negotiator, facilitator, mediator, strategic planner, and President of Umeek Human Resource Development. Shawn graduated in 2003 with a Masters of Education in Adult Learning and Global Change from the University of Technology, Sydney Australia (in partnership with University of British Columbia, University of the Western Cape South Africa, and University of Linkoping Sweden).

Regional Chief Atleo is truly honoured and humbled to have been elected for a 2nd three-year term by the Chiefs of BC. Shawn's efforts are focused on the empowerment of the people and their communities towards self-determination and building hope for the future. Shawn exercises leadership by first listening to gain an understanding and then working collaboratively to make positive change.

As the BC Regional Chief, Shawn is also a founding member of the BC First Nations Leadership Council (BCAFN, Union of BC Indian Chiefs and First Nations Summit), which allows all three organizations to collectively work together to protect the interests of First Nations in BC and to

ensure that Aboriginal Title and Rights are recognized, accommodated and reconciled through government-to-government relationships.

Nathan Matthew – *Facilitator*

Nathan Matthew is Secwepemc, and has represented the Simpcw First Nation for 18 years as Chief. He has served two terms as chairman of the Shuswap Nation Tribal Council and is the past president of the Secwepemc Economic Development Corporation. Nathan is currently the president of the Simpcw Development Corporation and is the senior political advisor to the B.C. First Nations Leadership Council on education issues. Nathan works with the B.C. First Nations Education Steering Committee and First Nations Schools Association on education jurisdiction and national education policy development.

Tria Donaldson – *Student Panelist*

Tria Donaldson was raised in Victoria, B.C. far away from the Tsioshioni and Mohawk roots of her family. Tria is in her final year of a Bachelor of Journalism at Thompson Rivers University. In her time at TRU Tria has been an active member of the campus community, volunteering with several student clubs, working as the Aboriginal Advocacy Rep for the Students' Union, and sitting as a student rep on several institutional committees. Currently Tria is the student rep on the TRU Board of Governors and has been involved with developing TRU's Aboriginal Service Plan.

Dennis Easter – *Student Panelist*

Dennis Easter is from the Ojibway Nation and has interests in Indigenous knowledge transfer in relation to holistic health of Aboriginal people. He is a graduate student in the Global Health Program and also currently doing community-based participatory health research in the area of *Indigenous Knowledge Systems and Approaches to Mental Health and Addictions: Current Treatments and Transitions* that is supported by the B.C. Aboriginal Capacity and Development Research Environment (ACADRE). He was part of the original team that established the B.C. ACADRE. His area of health research focuses on Aboriginal youth, with Elders, and their overall capacity in attaining their full potential. It is anticipated the results of his participatory health research will be utilized for an international cross-cultural exchange with Indigenous youth in Nicaragua.

Jessie Mackenzie – *Student Panelist*

Jessie, a Camosun College student, is taking criminology electives and will eventually be transferring into a joint degree program of criminal justice and women's studies at the University of Ottawa.

She was born in Windsor, Ontario and has lived in Yellowknife, Lethbridge, Calgary, and now Victoria. She is of mixed Indigenous/European ancestry: her mother is Dene, German, and Métis, while her father is of Scottish, Lakota, and Spanish background. She shares her struggles and insights in her quest for identity:

“Not knowing how to establish a cultural identity for myself, it was very frustrating throughout school, since I was, and still am, constantly questioned on my nationality. I became jaded, as I was centred out and mocked for being native, this occurring at school in southern Alberta. Not being able to face the racism, I dropped out, having no faith left in the mainstream school system. Thankfully, I was later informed about the First Nations Community Studies Program at Camosun from a teacher at an alternative school where I was completing my upgrading. I found the program intriguing as I wished to uncover my true potential through Indigenous ways of knowledge. I also wanted to experience a sense of equality in the classroom, something which wasn’t available in previous schools. I am now in my second year of First Nations Community Studies, enjoying the challenges as we are forced to confront a lot of painful, socio-economic indigenous issues.”

Alan Davis – *Aboriginal Service Plan Panelist*

Alan Davis is Vice President, Education at Vancouver Community College. Before that he held similar posts at Niagara College in Ontario and at Athabasca University. He holds a PhD in Chemistry from Simon Fraser University, and is continuing his own learning in areas such as open and borderless higher education, learning accreditation, and organizational development.

Casey Dorin - *Aboriginal Service Plan Panelist*

Casey Dorin is the Dean of Howe Sound and Tourism programs at Capilano College. He joined Capilano in 1998, working in the Community Development and Outreach department. He currently is responsible for the Tourism and Outdoor Recreation department and all educational activities from Lions Bay to Mount Currie.

In addition to his Dean’s portfolio, Casey is spearheading the College’s Olympic strategy and coordinating its 2010 activities. Prior to working at Capilano, Casey worked for the Neil Squire Foundation, the YMCA, and the Alberta government.

He lives in Vancouver with his partner, Calla, and together they enjoy bike riding, theatre and traveling.

Colleen Hodgson – *Aboriginal Service Plan Panelist*

Colleen is Métis and is the Director of Education for Métis Nation British Columbia. Her family is from Hodgson Manitoba, a Métis community south of Winnipeg Lake. She grew up in a traditional life-style, learning to hunt, fish and trap as a young Métis living in the north. Colleen

has a background in education and has taught in many remote communities. As the Director of Education for Métis Nation BC she develops policy in all levels of learning and coordinates education in the 37 Chartered Métis communities in BC. Colleen is a member of the BC Aboriginal Post-Secondary Education and Training Partners' Group.

Jeannette C. Armstrong BFA, LLD – *Aboriginal Service Plan Panelist and Model of Aboriginal Control Panelist*

Jeannette is member of the Okanagan Syilx Nation and Executive Director of the En'owkin Centre, the culture, language and arts education institution of the Okanagan Nation. She is a member of the National Aboriginal Traditional Knowledge (ATK) sub-committee of Committee On the Status of Endangered Wildlife in Canada (COSEWIC). Jeannette is the 2003 recipient of the Buffett Award for Indigenous Leadership, given by EcoTrust USA. She is a recognized Canadian author and artist. Jeannette received a BFA First Class from University of Victoria and is currently a Doctoral Candidate at the University of Greifswald in Germany where the focus of her interdisciplinary Ph.D. research is Environmental Ethics and Indigenous Literatures of North America. Jeannette was distinguished with an honorary Doctorate of Letters from St. Thomas University in May 2000 and an Honorary Doctorate of Laws from the University of British Columbia Okanagan in June 2006.

Fran Hunt-Jinnouchi – *Aboriginal Service Plan Panelist and Breakout Session Facilitator*

Fran Hunt-Jinnouchi is Kwagiulth (Fort Rupert) and Gushgimukw (Quatsino). Fran has just concluded the role of Chief of the Quatsino Band to take on the challenging role of the University of Victoria's first Director, Office of Indigenous Affairs. Fran has a Bachelor of Social Work from the University of Victoria and a Master of Adult Education from Saint Francis Xavier University.

Since the late 1980's, Fran has been involved in Aboriginal education in varying capacities. She has worked as a Home-School Coordinator, High School Support Worker, Post-secondary Counselor, Instructor, Director of the Gwa'Sala-Nakwax'da'xw College and Director of the Saanich Adult Education Centre. Fran has been elected School Trustee in School District #85 and has served on a number of education committees provincially and nationally. Fran views education as a catalyst for change and development on a personal level as well as on a collective level. *“Student success transforms into many realities, best articulated by the community, family and individual. The university's role in helping students to succeed means we strive to provide the balance that allows the students to walk comfortably between both worlds while they are here.”*

Corrine Michel - *Aboriginal Service Plan Panelist*

Corrine is a member of the Williams Lake Band of the Secwepemc Nation. She is the Indigenous Project Coordinator at Camosun College, in Victoria, B.C. and was the Aboriginal

Service Plan Project Manager over the summer. After graduating with a Bachelor of Education (UVic) degree Corrine worked with Aboriginal youth in the Greater Victoria School District for 10 years as a teacher and counselor. In 2006 she completed a Master of Arts degree in Environmental Education (UVic), with a focus on Indigenous ways of teaching and learning. She is a recipient of a 2007 National Institute for Staff and Organizational Development award. She is the co-author of the Indigenization Development Model at Camosun College.

Janice Simcoe - *Aboriginal Service Plan Panelist*

Janice is a member of the Mnjikaning First Nation, part of the greater Anishinaabe Nation. She is the Department Chair of First Nations Education & Services at Camosun College, and over her 16 years there has spearheaded development of services systems for Aboriginal students, and has guided development of a number of Aboriginal programs. She is the former Chair of the BC First Nations Coordinators Council, and serves community by her presence on a number of boards and councils. She was the 2003 recipient of the Women of Distinction award for education and training, and the 2005 recipient of the Camosun College Excellence in Leadership award. She is the co-author of the Indigenization Development Model at Camosun College.

Verna Billy Minnabarriet - *Model of Aboriginal Control Panelist*

Verna Billy Minnabarriet is a member of the Bonaparte Indian Band, and Academic Dean/Partnership Development at the Nicola Valley Institute of Technology. Previously, she was an instructor for NVIT, the Community Futures Development Corporation of Central Interior First Nations, and the Native Adult Instructors Diploma Program (NAID). She also assisted in the design, development, and implementation of the NAID program. Through Verna's leadership, NVIT is represented on many provincial, national and international boards and committees. Verna has a Bachelor of Arts Degree (Sociology and Anthropology) from Simon Fraser University. In 1996, she completed her Post Baccalaureate Diploma in Community Economic Development. Presently, she is a PhD candidate.

Casey Sheridan - *Model of Aboriginal Control Panelist*

Casey Sheridan has been President/CEO of Nicola Valley Institute of Technology since 2001. Prior to coming to NVIT he held senior management roles at three other BC institutions over a twenty year period: Northern Lights College, Vancouver Community College, and University College of the Fraser Valley. Before joining BC's post-secondary system he spent a decade in management with a major Canadian retailer. Casey has a MA in higher education administration and a BA in economics, both from the University of British Columbia.

Huia Martin - *Model of Aboriginal Control Panelist*

Huia is a descendant of the Tainui people of New Zealand; from one of the lower branches of the family tree that spawned the Maori King Movement. Primary and Secondary education were provided by local community, publicly funded schools in his home town of Taumarunui. Tertiary education was provided by Hamilton Teachers Training College and Waikato University's "School of Education". After teaching for eight years in his Native New Zealand Huia immigrated to Canada with his young family to continue his education career. He completed a Bachelor of Education degree through UBC and followed up with a Masters in Curriculum and Administration from Gonzaga. Huia has taught most subjects to most grade levels in the public education system. He has been a teacher, counsellor, resource teacher, consultant, principal, director of education and superintendent of BC's northern-most school district (Stikine, SD 87), before taking on the challenge of leading BC's largest and longest serving private aboriginal post-secondary training institute, NEC Native Education College.

Deanna L.E. Nyce - *Model of Aboriginal Control Panelist*

Deanna is the Chief Executive Officer (1993) of the Wilp Wilxo'oskwhl Nisga'a Institute (WWN) located in the Nass Valley. The WWN Institute is a government recognized institution (Nisga'a Lisims Government) delivering post-secondary program completion in the Nass Valley. University accredited Nisga'a language and culture courses are also delivered outside of the Nass Valley to Nisga'a (and others) primarily in Vancouver, Prince Rupert and Terrace. As well as overseeing the overall operations, and program delivery of the WWN, Deanna also oversees university level curriculum development with WWN's Committee of Sages. Prior to her employment with the WWN, Deanna worked as an elementary and secondary school teacher, school, district and provincial education administrator. Deanna is the recipient of two northern awards recognizing her work in education administration over the past twenty-three years: Aboriginal Woman of Distinction and Educator of the Year. Deanna is also a PhD student.

Jacob McKay - *Model of Aboriginal Control Panelist*

Jacob McKay is the elected Chair of the Wilp Wilxo'oskwhl Nisga'a Institute's (WWN) Board of Governors. He is appointed by the Nisga'a Lisims Government. Jacob has been involved in education in a number of capacities for many, many years. He served as School District 92 Board Chair prior to assuming leadership in post-secondary education. Jacob has and continues to serve on numerous provincial boards and committees. He is also an elected counselor for Lax Galt'sap (formerly known as Greenville) in the Nass Valley. Mr. McKay also champions First Nations language and culture revitalization. Jacob is a retired building engineer who worked for the Federal Government and a provincial school district.

Pauline Waterfall – *Breakout Session Facilitator*

Pauline is a Heiltsuk woman who is privileged to have a foot in both her culture and that of the larger society. As a student of the former Indian Day and Residential School systems, Pauline achieved her lifelong goal of becoming a teacher after a prolonged educational journey. She has

taught First Nation adult learners at both the secondary and post-secondary levels for 32 years, knowing that the need to build community capacity would come from this employable target group. As someone who was removed from her family and community at the age of 12 years, Pauline knew that it was important to offer community-based learning. She, together with her peers, formed Heiltsuk College in Bella Bella to offer employment skills training and post-secondary programs in partnership with provincial post-secondary institutes. This results in students being able to ladder into advanced studies and make effective transitions from a small isolated village to urban settings. Her vision is to enhance these partnerships for the benefit of both aboriginal students, as well as society in general. Heiltsuk College is a founding member of IAHLA, and Pauline has served as its Vice Chairperson since its inception.

Nancy A. Morgan - *Breakout Session Facilitator*

Nancy Morgan works primarily in the field of Aboriginal law. Nancy's clients include First Nations and regional First Nations organizations in British Columbia and the Yukon.

Nancy has a bachelor's degree in political science from UBC and a law degree from the University of Windsor. She was called to the Bar in British Columbia in 1988 and the Yukon in 1996.

She has participated in negotiations for the recognition of BC First Nations' jurisdiction over education on behalf of the First Nations Education Steering Committee (FNESC). She has also written numerous papers on jurisdiction over education on behalf of FNESC, the Indigenous Adult and Higher Learning Association, the Assembly of First Nations and the Minister of Indian Affairs National Working Group on Education.

Dr. Lorna Williams – *Breakout Session Facilitator*

Dr. Lorna Williams is a member of the Lil'wat First Nation, Mount Currie, BC. She is the Canada Research Chair in Indigenous Knowledge and Learning, Assistant Professor in Aboriginal Education and Linguistics, and Program Director of Aboriginal Teacher Education at the University of Victoria. Lorna worked at the Ministry of Education as Director of the Aboriginal Education Enhancement Branch for 3 years where she directed research, policy development and implementation in all areas of education for Aboriginal students. Prior to this appointment, she worked as a First Nations Education specialist with the Vancouver School Board. Lorna is a strong advocate committed to working with Aboriginal communities to increase achievement of Aboriginal learners and to teach First Nations culture, heritage, traditions, and history to all students. Lorna received her doctorate in education at the University of Tennessee—her research is in the area of teacher development and collaborative learning.

Lorna co-directed a series of videos called First Nations; The Circle Unbroken. She has written children's books, teacher's guides and developed Lil'wat language curriculum to teach people to read and write the Lil'wat language, which was exclusively oral until 1973. She has organized

and trained teachers working in and outside the public school system in applications based on Feuerstein's theory of structural cognitive modifiability and mediated learning.

In recognition of Lorna's achievements, she has been presented with A Scholars Award, Outstanding Teacher Award, Dedicated Kids Award, and was invested into the Order of British Columbia in 1992.

Henry Michel – *Breakout Session Facilitator*

Henry Michel is of Secwepemc (Shuswap) ancestry and a member of the Williams Lake Indian Band. He has been active in education, community development, environmental and social activism in the aboriginal community since the early 1970's. His experience includes adult basic education, race relation and cross-cultural education, Traditional Ecological Knowledge research and conflict resolution facilitation. He has a Bachelor of Education Degree from the University of British Columbia. His work experience involves Adult Education and Student Counseling, Race Relations programming, and Aboriginal Forestry Research Extension. He is currently the Director of Education for the Penticton Indian Band and participates on several committees and boards.

Dr. Frank Gelin – *Breakout Session Facilitator*

Dr. Frank Gelin has worked in the BC Post-Secondary System since 1968. He has held several instructional and administrative positions including serving as Dean of Arts and Science at the College of New Caledonia in Prince George and later as the Vice-President of Academic Studies at Capilano College in North Vancouver. He has been the Executive Director and Co-Chair of the BC Council on Admissions and Transfer since 1994.

Monty Palmantier: BEd, Post-Baccalaureate Diploma – Adult Education (University of BC), MEd (Simon Fraser University) PhD in progress (University of BC) – Breakout Session Facilitator

Monty Palmantier is a faculty member (on leave) with the University of Northern British Columbia's Teacher Education Program. Monty's teaching experience has spanned elementary through to post-secondary levels both within First Nations controlled education programs as well as public institutions. In addition, his administrative experience has included principalships at the elementary level, as well as overseeing the administration of adult basic education programs. Further, Monty has a range of experiences in program development at the elementary through to post-secondary levels.

Monty has been a longstanding Board Member of the First Nations Education Steering Committee and is currently on the Executive as Treasurer for this organization. Moreover, Monty is currently the Chair of the Indian Studies Support Program.