



Letter from the Chair of the UNBC Aboriginal Service Plan

February 9, 2018

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn. Prov. Govt.
Victoria, BC V8W 9E2

To whom it my concern:

Subject: UNBC ASP Submission 2018/19 to 2019/20

As the Acting Chair of the University of Northern British Columbia's Aboriginal Services Plan Committee, I would like to take this opportunity to say that this year's submission has my full support and the support of the Committee. This year's submission was developed following a wide-ranging and comprehensive set of consultations with faculty staff and students at UNBC, as well as leaders and community members in the region that UNBC serves. We are excited about the transformational change that this ASP will bring to the University in general and its Indigenous students in particular. If you have any questions, please do not hesitate to contact me.

Yours Sincerely,

Gary Wilson

Gary N. Wilson, Ph.D.
Professor, Department of Political Science
Acting Chair, Department of First Nations Studies
Coordinator, Northern Studies Program
University of Northern British Columbia
Traditional Territory of the Lheidli T'enneh
3333 University Way
Prince George, British Columbia
V2N 4Z9

Aboriginal Service Plan
2018/19 – 2020/21



Table of Contents

Letter from the President	3
Acknowledgement of Traditional Territory/Territories	5
Situational Context	7
Institutional Commitment	10
Engagement	12
Policies and Process(es) to Ensure Respectful Use of Traditional Knowledge and/or Indigenous Intellectual Property	17
Overview of Proposed Plan	19
Proposed Programs and Activities for 2018/19	21
Overall Budget	36
Appendix A – List Memorandums of Understanding and Agreements	38
Appendix B – External (Financial) Opportunities	39
Appendix C – UNBC Strategic Road Map	41
Appendix D – Overview of Engagement Sessions	42
Appendix E - UNBC Student Surveys and Feedback Forms	43
Appendix F – Themes Derived from Engagement Sessions (Facilitated Sessions)	85
Appendix G – Aboriginal Service Plan Committee Terms of Reference	87
Appendix H – Letters of Support	91
Appendix I – Promotion and Media	99

Letter from the President

The Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn. Prov. Govt.
Victoria, BC V8W 9E2

Dear Minister Mark,

**RE: University of Northern British Columbia Aboriginal Service Plan
for 2018-2019 to 2019-2020**

On behalf of the University of Northern British Columbia (UNBC), I am pleased to submit our Aboriginal Service Plan (ASP) application for 2018-2020.

We gratefully acknowledge past funding and the recent feedback we received from the Ministry of Advanced Education regarding previous ASPs. We have given serious attention to this feedback to strengthen ongoing efforts and implement additional ways to support Indigenous learners and their communities. To this end, we have undertaken an intensive engagement, analysis, and drafting process that was overseen by a team led by UNBC Provost and Vice President Academic, and informed by the members of our Aboriginal Service Plan Committee, students, faculty, staff and community members. In the future, UNBC commits to continue supporting this engagement and development process by embedding it within UNBC's Integrated Planning structure. This will allow us to identify emerging needs and strategic opportunities for addressing priorities for Indigenous students, faculty, and communities. The Senior Executive, which includes the Senior Advisor to the President on Aboriginal Relations, will work closely with the new Associate Vice-President and the Office of Indigenization and Education to strategically support and achieve the goals and priorities of the University.

Our most recent engagement process, undertaken in late 2017 and early 2018, provided a wealth of insights and an opportunity for institutional learning and reflection. We listened to students, community members, Elders, and leaders on what supports are required to eliminate systemic barriers for Indigenous learners. We heard clearly that systemic change means decolonizing and Indigenizing the academy. This year's ASP builds on the work of past years through our learning from both the successes and limitations of existing programs, and by expanding our support for the respectful inclusion of cultural protocols, Elder participation, and Indigenization of curriculum. Our priority is to create what Indigenous students and faculty describe as both a "home away from home" and a "safe space" for engaging in reconciliation-related dialogue and relationship building across all campuses. UNBC is committed to strengthening its processes for implementing, coordinating, and continuously improving the delivery of ASP programs in harmony with other student recruitment, retention, and academic success supports.

A central component of this year's ASP is the creation of a new Office of Indigenization and Education. This Office will lead, integrate, and coordinate our Indigenization efforts across all campuses and regions. Indigenization is recognized as one of the pillars of our Academic Action Plan. It is integrated into all university planning. Crucial to the process of Indigenizing our institution is the design of a framework for meaningful ongoing engagement with Indigenous communities to build long-term relationships which will allow us to understand their emerging needs of Aboriginal students and design programs to best serve their priorities and goals. Recognizing the need for strong leadership to coordinate Indigenous-focused initiatives across our diverse regions and campuses, we have committed to developing an Indigenous-specific Aboriginal Action Plan that will align with the University Strategic Road Map, and the goals of the ASP. This new Office and its leadership will take a team approach that is inclusive of all regions. It will consolidate roles and responsibilities in the interests of creating formal processes for alignment, engagement,

and communication among programs, supports, partnerships, and initiatives. This will ensure that the University is working in harmony toward the common goal of increasing opportunities and supports for Indigenous students at UNBC during their full post-secondary experience.

This year's ASP ensures that institutional-wide Indigenization is aligned and coordinated with current and new programming across campuses, supports our commitment to reconciliation and makes UNBC the first choice for Aboriginal post-secondary learners in the north. It reflects UNBC's strong and on-ongoing commitment to Aboriginal students and their communities.

Sincerely,

A handwritten signature in cursive script, appearing to read "Daniel J. Weeks".

Daniel J. Weeks
President and Vice-Chancellor



Acknowledgement of Traditional Territory/Territories

Students, faculty and employees at the University of Northern British Columbia (UNBC) recognize and acknowledge the ancestors and the traditional territories of the First Nations upon whose lands we offer education and learning.

The University of Northern British Columbia's motto is '*En cha huná*, which means respect for all living things' in the Dakelh language. This motto encapsulates the University of Northern British Columbia's spirit and the principles of academic freedom, respect for others, and the willingness to recognize different perspectives. This motto also offers us ways to build and foster long-lasting, positive relationships with the communities across the north and to deepen and enrich the experiences of students, staff, faculty, and administration.

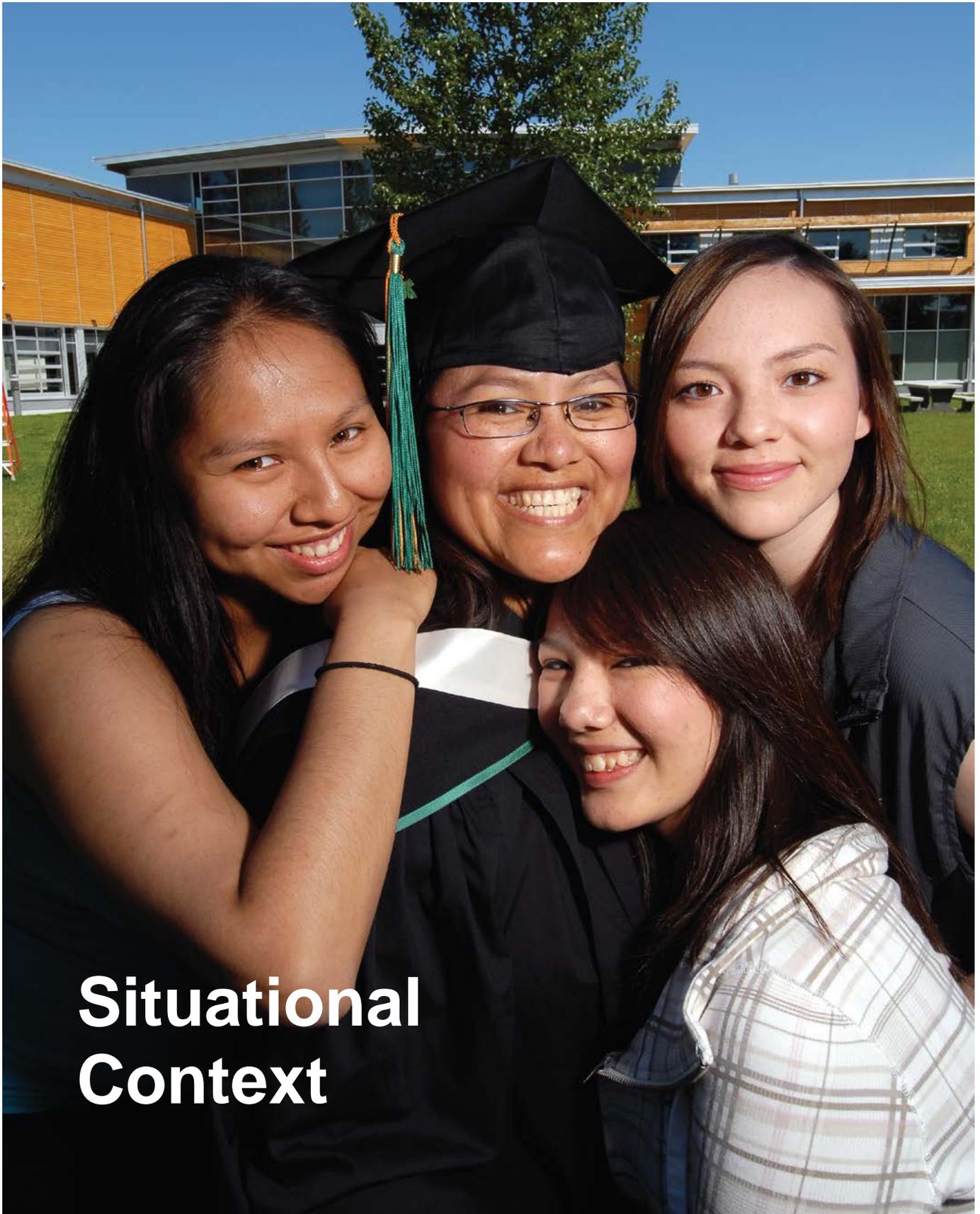
UNBC serves First Nations, Métis, and Inuit and non-Aboriginal peoples residing in the northern two thirds of British Columbia. The University's catchment area is divided into three academic regions: South-Central; Northeast; Northwest. Within these regions are four main campuses, each located in distinct First territories including:

- Prince George, situated on Lheidli T'enneh (Dakelh) territory;
- Terrace, located on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations;
- Quesnel, situated on the traditional territories of the Lhatko Dene (Red Bluff Band), Nazko, Lhoosk'uz Den Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhatko, Nazko, and Lhoosk'uz are Dakelh (Carrier) First Nation, and ?Esdilagh, a member of the Tsilhqot'in Nation; and
- Fort St. John, located on the traditional territories of the Doig River, Blueberry, and Halfway River First Nations.

In addition to these campus locations, UNBC has an affiliation agreement with the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI). Established by the Nisga'a Lisims Government in 1993 and located in the Village of Gitwinksihlkw, WWNI is a fully accredited university-college serving all people in northwestern British Columbia. Together, WWNI and UNBC offer students diverse options and supports for attaining undergraduate and Master's degrees. This agreement, along with others between UNBC and First Nations and Aboriginal organizations, enable the success of the Aboriginal Services Plan across the north (*List of Memorandums of Understanding and Agreements in Appendix A*).

We acknowledge those individuals and organizations that have been partners and supporters of UNBC since its inception:

- Prince George Metis Elders Society;
- Peeyak Le Moond;
- Carrier Sekani Tribal Council;
- PG Nechako Aboriginal Employment and Training Association;
- Métis Nation of BC;
- Prince George Native Friendship Centre;
- Carrier Sekani Family Services;
- School Districts: 28 (Quesnel), 50 (Haida Gwaii), 52 (Prince Rupert), 54 (Bulkley Valley), 57 (Prince George), 59 (Peace River South), 60 (Peace River North), 81 (Fort Nelson), 82 (Coast Mountains), 87 (Stikine), 91 (Nechako Lakes), and 92 (Nisga'a);
- Colleges: College of New Caledonia, Northern Lights College, and Northwest Community College;
- all others who have supported us on our journey of providing educational and research opportunities across the north.



Situational Context

UNBC's Aboriginal Service Plan for 2018/19 to 2020/21 is situated within a unique social and political context. The Prime Minister has committed to a new relationship with Indigenous peoples, the UN Declaration on the Rights of Indigenous Peoples has been fully endorsed, and the Truth and Reconciliation Commission (2016) released its 94 Calls to Action. These external realities lend weight to the first goal of the British Columbia Ministry for Post Secondary Education's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (2012), which states that "the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities and relationships between public post-secondary institutions and Aboriginal communities are based on mutual respect"¹. These values and principles guide the UNBC Aboriginal Service Plan.

Indigenous peoples are the youngest and fastest growing demographic in Canada, a country with an aging population of baby boomers set to retire.² Northern British Columbia is unique in that 17.4% of its residents are of First Nations descent, compared to 4.8% for the province as a whole.³ The need for skilled workers creates opportunities, both for education and employment, and for addressing existing gaps between Indigenous and non-Indigenous peoples. Collaborations and partnerships with Indigenous communities and other post-secondary institutions to ensure meaningful and culturally respectful education are both necessary and timely, particularly given steadily growing rates of participation of Indigenous post-secondary students in higher education.

One of the reasons for increased post-secondary participation rates among Indigenous students is the marked increase in high school graduation rates, which in British Columbia increased to 63% in 2015. Despite this positive trend, however, Indigenous graduation rates are still significantly lower than the provincial average of 83.6%. In addition, Indigenous students who aspire to post-secondary education are faced with diminishing support from federal funding through the Post-Secondary Student Support Program (PSSSP), which has not increased since 1997. They are also confronted with a complex and cumbersome scholarship and bursary application processes. In some instances, students are not prepared for the academic entrance requirements of post-secondary education and can face multiple challenges while adjusting to post-secondary academic expectations. The 2017/2018 Aboriginal Service Plan builds upon student-focused programs such as *Spring into Transition*, *Elders in Residence*, and *Aboriginal Community Connections Coordinator* to ensure the success of Aboriginal students at UNBC. This year's Aboriginal Service Plan expands on these and other programs to ensure that students and their parents are aware of academic requirements for post-secondary courses and programs.

Transportation and geographic locale also influence Indigenous students' success in high school and post-secondary education. While UNBC has regional campuses which bring programs and courses closer to communities, transportation remains an issue in those areas where there is no organized transport system or when individual students do not own a vehicle. Engaging communities in community-based education may provide opportunities for culturally appropriate and meaningful programming delivered "in community with community", as well as addressing access issues around transportation. Ongoing engagement with communities is a key theme in this year's Aboriginal Services Plan.

Aboriginal students' opportunities for employment will be influenced by aging workers, and shifting economic markets. British Columbia has the largest mining sector in Canada, with more than 1200 mineral exploration and mining companies and 19 mines based and operating in the province.⁴ The provincial government has adopted a policy of revenue sharing agreements with First Nations to promote economic development. These agreements provide access to financial resources for First Nations individuals to engage in educational opportunities, employment

¹ Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (2012). See

https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginal_action_plan.pdf

² <http://www.statcan.gc.ca/daily-quotidien/171025/dq171025a-eng.htm> and <http://www.statcan.gc.ca/daily-quotidien/170503/dq170503a-eng.htm>

³ See Initiatives Prince George Development Corporation and Northern Development Initiative Trust, 2009

⁴ Invest in Northeast British Columbia, Canada. <http://www.investnortheastbc.ca/sectors/mining>

and training, and they also create contracting and sub-contracting opportunities for First Nations businesses.⁵ The provincial government has announced it will engage in revenue sharing agreements on all new mining projects. For First Nations communities in northern B.C., access to the skills and knowledge of post-secondary education will be a critical pathway for many young people and community leaders to successfully negotiate and manage economic development in their territories. UNBC's ASP recognizes the importance of facilitating access to higher education and supporting the success of individuals and communities in maximizing employment and economic opportunities in the north (*External Financial Opportunities in Appendix B*).

While UNBC's 2018/19 to 2020/21 Aboriginal Service Plan reflects these current and future realities, it also builds on the lessons learned from our past ASP activities and feedback from the Ministry. We have learned the importance of engaging and connecting with Indigenous communities to find partnership opportunities, understanding communities' needs and aspirations, and working together to prepare students for post-secondary learning. This engagement must be aligned with the annual development and review of the ASP, and must include assessment and reporting that informs ongoing program development. Bringing the ASP into the Integrated University Planning process can help not only expand outreach opportunities for all campuses and community members, but coordinate engagement and Indigenization activities across our diverse regions and campuses.

UNBC has the opportunity to build on existing structures and programs to more deeply and actively engage with the regions of the north. The UNBC Office of Indigenization and Education will, through the Community Outreach and University Readiness Application and Awards Program, engage with communities in each region to identify and address specific gaps in Academic readiness of Indigenous youth. This program will provide funding through a call for proposals and application process in which Indigenous communities themselves will identify programs and activities that directly align with the ASP goals and the specific needs of their youth and adult learners. More coordination and collaboration across UNBC will help expand existing programs, and better inform communities of opportunities to help students make successful transitions through post-secondary education and into careers relevant for their communities.

The most valuable lesson learned from our engagement is the importance of long-term relationships and collaborative partnerships with communities. Improving those relationships will require ongoing commitment to communicating back to communities: what UNBC is doing to support Indigenous students, and, in turn, the University's understanding of the needs and wishes of students and communities to enable the success of growing numbers of Indigenous students in post-secondary education. UNBC is committed to supporting programs and activities through its ASP, and to improving both internal and external communication to ensure that all Indigenous students and communities are aware of and able to participate in, meaningful programs that support their success through post-secondary education.

⁵ Initiatives Prince Employment opportunities George Development Corporation and Northern Development Initiative Trust, 2009.

Institutional Commitment



UNBC is committed to supporting Indigenous students' access to post-secondary education so they succeed, thrive, and benefit from it in meaningful ways. Indeed, UNBC's founding operational principles, reflected in the institution's motto, are anchored in a commitment to Indigenous students, voices, communities, and territories. This commitment is also integrated into governance and decision-making at UNBC. The Senate Committee on First Nations and Aboriginal Peoples (SCFNAP) is a sub-committee of the University Senate comprised of Indigenous representatives from UNBC and communities. It is responsible for assessing academic courses, research agreements and policy proposals that contain Indigenous content. The Senate Committee also includes Indigenous members, including students and faculty, and a Senior Advisor to the President on Aboriginal Affairs. Recently endorsed by Senate, UNBC's Strategic Road Map, our Academic Action Plan, and our Research Action Plan each reaffirm and reflect UNBC's commitment to addressing the TRC Calls to Action (2015). Three regional advisory councils are made up of representatives from Indigenous organizations, First Nations, and communities in each region. UNBC is committed to building stronger relationships with these regional advisory councils.

UNBC continues to ensure direct support for Indigenous students and future learners through a host of learning opportunities, supports, and programs. The University is investing in capital replacement/refurbishing of the First Nations Centre (FNC), to create a safe and welcoming "home-away-from-home" for Indigenous students. The Elder in Residence Program, which is concluding its third year of ASP funding in 2017/18, has been one of our most successful initiatives to date, and will be expanded to include campuses in Terrace, Quesnel, and Prince George. This program will now continue through university funding. UNBC continues to support the First Nations Counsellor and Cultural Coordinator positions and will be permanently allocating base operating budget in 2018/19. These two positions were prior ASP programs and provide essential services to our students. UNBC's Department of First Nations Studies offers both undergraduate and graduate degree programs in First Nations Studies, as well as a range of certificate programs that are designed to provide students with specialized knowledge in areas such as Indigenous governance and administration, resource planning, and traditional ecological knowledge. Supporting Aboriginal Graduate Enhancement (SAGE) is a cross-institutional peer mentoring program which started with seed funding from the ASP and now continues through university and in-kind funding. A counsellor at the FNC supports Indigenous students' emotional, cultural, and social needs. The counsellor position, which began as a pilot initiative (2013), has since been incorporated into the university's base budget.

UNBC is also committed to extending engagements with Indigenous communities. UNBC Continuing Studies works in partnership with Aboriginal communities to respond to emerging needs and expanding relevant community programs. Many non-traditional programs at UNBC are beginning to explore and incorporate Indigenous histories, ways of knowing, research, and pedagogies. The respectful presence of Indigenous knowledge in core course curriculum can have a crucial impact on the experiences of Indigenous students at UNBC. Outside of the ASP, UNBC continues to develop programs and courses to support the specific aspirations of community partners such as Gitksan Development Corporation, Gitwangak, Doig River, Nak'azdli, and Takla Lake. Examples of these programs and courses include Traditional Ecological Knowledge, Environmental and Wildlife Monitoring, Land Reclamation, Tourism, and Conflict Resolution.

Through UNBC's Academic Action Plan, decolonization and Indigenization are priorities in all of our programming, policies, and processes. The Academic Action Plan and the Research Action Plan inform our Strategic Roadmap (*UNBC Strategic Road Map in Appendix C*), which is a part of the Integrated University Planning. This integrated planning drives the budgeting process, ensuring that investments in supporting Indigenous students are part of the core institutional planning. UNBC remains committed to supporting Indigenous students, to engaging them, to enlivening our interactions with them. We seek to catalyze and galvanize relationships between our institution and students, and their families, communities, and Indigenous ways of knowing and being across northern and rural B.C. We are committed to deepening our celebration of Indigenous students. By doing so, we plan to innovate in all areas of our programming, educational models, relations and conversations with faculty and staff across the university, and commitment to the TRC across our service delivery area.



a) **Description of Student Engagement** (Overview of Engagement Sessions in Appendix D, UNBC Student Surveys and Feedback Forms in Appendix E, Themes Derived from Engagement Sessions in Appendix F)

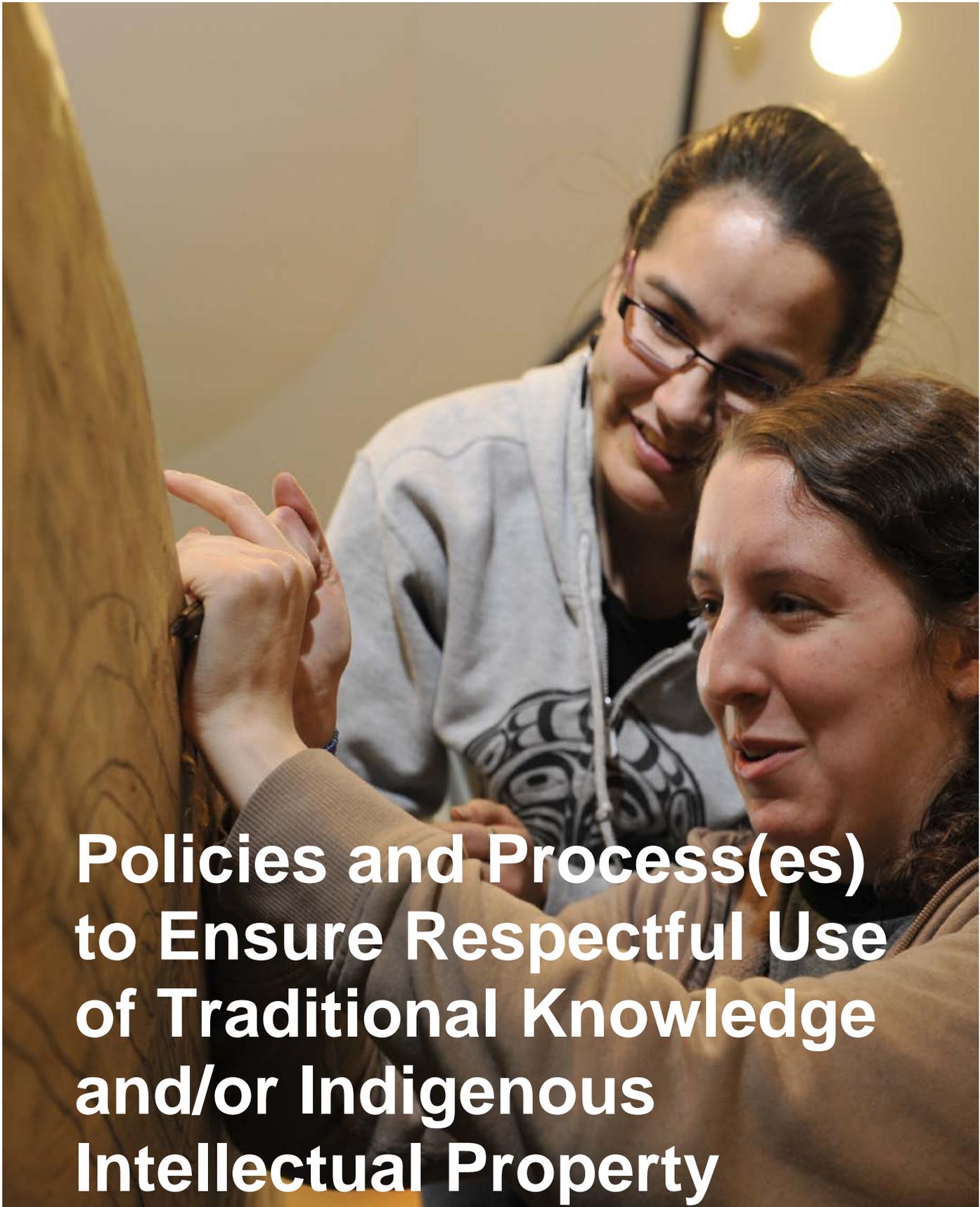
Student Group	Engagement Activities (month/year)	Interest	Outcomes
Prince George Campus Indigenous students	<p>Two facilitated dialogues took place November, 2017.</p> <p>December, 2017 and January, 2018 dialogue included students, Indigenous and non-Indigenous faculty and staff.</p>	<p>Participants expressed interest in better explanation of the ASP programs and supports; an Orientation Handbook; access to science camps; more cultural awareness activities and events; experiential learning; expanded Alumni speaker series; staff cultural awareness training; Elders involvement; better timing of programs; Aboriginal recruitment officer/team; stronger engagement; extended program outreach; live streaming into high schools.</p>	<p>Orientation includes cultural awareness, Orientation Handbook, ASP program overview, financial aid opportunities, university policies and procedures.</p> <p>Mentorship program.</p> <p>Elders-in-residence program and Alumni speaker series to grow.</p> <p>Staff cultural awareness training.</p> <p>Annual engagement linked to ASP.</p> <p>Spring into Transitions will occur in March.</p> <p>Arts and Knowledge Festival.</p> <p>Office of Indigenization and Education, Aboriginal Community Connections Coordinator to engage in more recruitment and retention strategies and program links.</p> <p>Live streaming into K-12 schools.</p>
Regional Campus Students	<p>Facilitated dialogue in Quesnel (November, 2017), Haida Gwaii (November 2017), Terrace (November, 2017).</p>	<p>Participants expressed interest in transition and bridging programs; financial support; coordination of programs across campuses and universal access to programs; respect for traditional laws and protocols; ongoing consultation.</p>	<p>Regional Spring into Transitions.</p> <p>Orientation.</p> <p>Aboriginal Scholar in Residence to support student learning.</p> <p>Indigenization of curriculum led by new Office of Indigenization and Education.</p> <p>Annual engagement linked to ASP.</p>
UNBC Indigenous Alumni	<p>Surveys sent out in December, 2017.</p>	<p>Participants expressed interest in financial assistance; counselor; community partnership; Elder involvement and community campus events.</p>	<p>Orientation.</p> <p>First Nations Centre counselling</p> <p>Community partnerships, Arts and Knowledge Festival.</p>
UNBC Regional and Distance Students (registered in courses outside of Prince George in the 2016 winter semester).	<p>April, 2017</p>	<p>Participants expressed interest in greater awareness of supports and services; increased communication, access to physical space campuses available outside of the workday; timely responses: academic advising not easily available.</p>	<p>Office of Indigenization and Education lead and team in place and improving communication.</p> <p>Awareness of academic coaches, and other peer supports, mentoring, etc., to ensure students receive timely supports.</p>

b) Description of External Partner Engagement

Partner	Engagement Activities (month/year)	Interest	Outcomes
<p>First Nations Education Coordinators and High School Aboriginal Education Workers</p>	<p>October, 2017 The Aboriginal Community Connections Coordinator (ACCC) reached out by email and by phone for one on one conversations in the Northwest.</p>	<p>Participants wanted to have increased engagement and learn more about UNBC and ASP programming and supports for high school students.</p>	<p>UNBC is developing new “web hub” called the Aboriginal Resources Dati; dati means “doorway” in Dakelh (Carrier). The dati is meant to be a launching point for prospective and current Aboriginal students seeking information tailored for them, such as specialized support services, financial aid, programming and more. ACCC gauging interest in establishing an education network in the northern regions and creating connections to enhance relationships with community partners and students in the north. The University is earmarking resources for the recruitment and orientation of Aboriginal students.</p>
<p>Support and Registration Administrator – Wilp Wilxo’oskwhl Nisga’a Institute, Education Coordinators – Kitsumkalum and Kitselas, Post-Secondary Program Manager, and the Terrace Native Friendship Centre</p>	<p>November, 2017 The ACCC held in-person meetings and recruiting sessions in Northwest region.</p>	<p>Participants expressed interest in ASP programming, including Alumni Speakers Series, Aboriginal Scholar in Residence and Northern Transition Program. They requested live-streaming of programs and future student involvement.</p>	<p>The ACCC is registering high school students into the “Spring into Transitions” Program and connecting high schools with Aboriginal leaders and mentors via live-streaming. The ACCC is developing new Aboriginal specific recruitment materials.</p>
<p>Community Participants from School District 57 Aboriginal Education Department; UNBC Northern Undergraduate Student Society (NUGSS); Prince George Nechako Aboriginal Employment and Training Association (PGNAETA); Nadlehwhut’en First Nation; Lheidli T’enneh Band;</p>	<p>January, 2018 Facilitated Session in Prince George, B.C.</p>	<p>Participants referred to TRC Call to Action #9: Cultural competency training and suggested working with PGNAETA to develop a program; Participants also wanted increased cultural awareness, increased engagement and</p>	<p>The proposed Arts and Knowledge Festival will support increasing cultural awareness for all students, faculty, staff and administration. Invitations may also extend to the general public. Cultural Competency Training to be built into Aboriginal</p>

Partner	Engagement Activities (month/year)	Interest	Outcomes
<p>Saik'uz First Nation -Vanderhoof; School District 91 Nechako Lakes; College of New Caledonia; Aboriginal Business Development Centre; UNBC First Nations Centre; Environmental Planning</p>		<p>communications about UNBC and ASP programming. They suggested building a strategic vision that encapsulates Indigenous programming.</p>	<p>Action Plan. The University's Department of Continuing Studies is working with Indigenous faculty on such a program. The proposed Office of Indigenization and Education will develop an annual engagement strategy with community and students, as well as an Aboriginal Action Plan that aligns Aboriginal Service Plan programs with the UNBC Strategic Road Map.</p>
<p>Community participants above remained from the morning session and additional UNBC students, staff and faculty joined.</p>	<p>January, 2018 Facilitated World Café in Prince George, B.C.</p>	<p>Participant interests: Aboriginal Scholar in Residence; Safe Indigenized spaces, Preparatory programs to transition into University; Practicum Programs in Business; Financial Literacy Programs; Aboriginal Recruitment Officer. Suggested introducing younger students (Gr.7) to university.</p>	<p>The proposed Office of Indigenization and Education will be dedicated to creating linkages in programming and with campuses, continuing to build and enhance relationships (i.e. K-12, post-secondary institutions), developing partnerships with community organizations, and co-developing programs that are specific to the needs of each community. Community partners commented that in addition to connecting them with the University, such engagements create important opportunities for dialogue with each other.</p>
<p>Band Education Coordinators and High School Aboriginal Education Workers in Terrace, British Columbia.</p>	<p>January, 2018 The ACCC participated in Strengthening Connections sessions to recruit and inform communities and students of UNBC academic and ASP programs</p>	<p>Participants requested additional information on new and upcoming programming including the "Spring into Transitions" program that will run in Terrace in March, 2018.</p>	<p>The ACCC is actively working with the regions to increase awareness of ASP Programming and recruiting high school students for enrolment into the "Spring into Transitions" program</p>
<p>Northern Collaborating Centre for Aboriginal Health (NCCAHA)</p>	<p>January, 2018</p>	<p>Participants requested mentorship programs to</p>	<p>Joint funding/partnership program with the NCCAHA and</p>

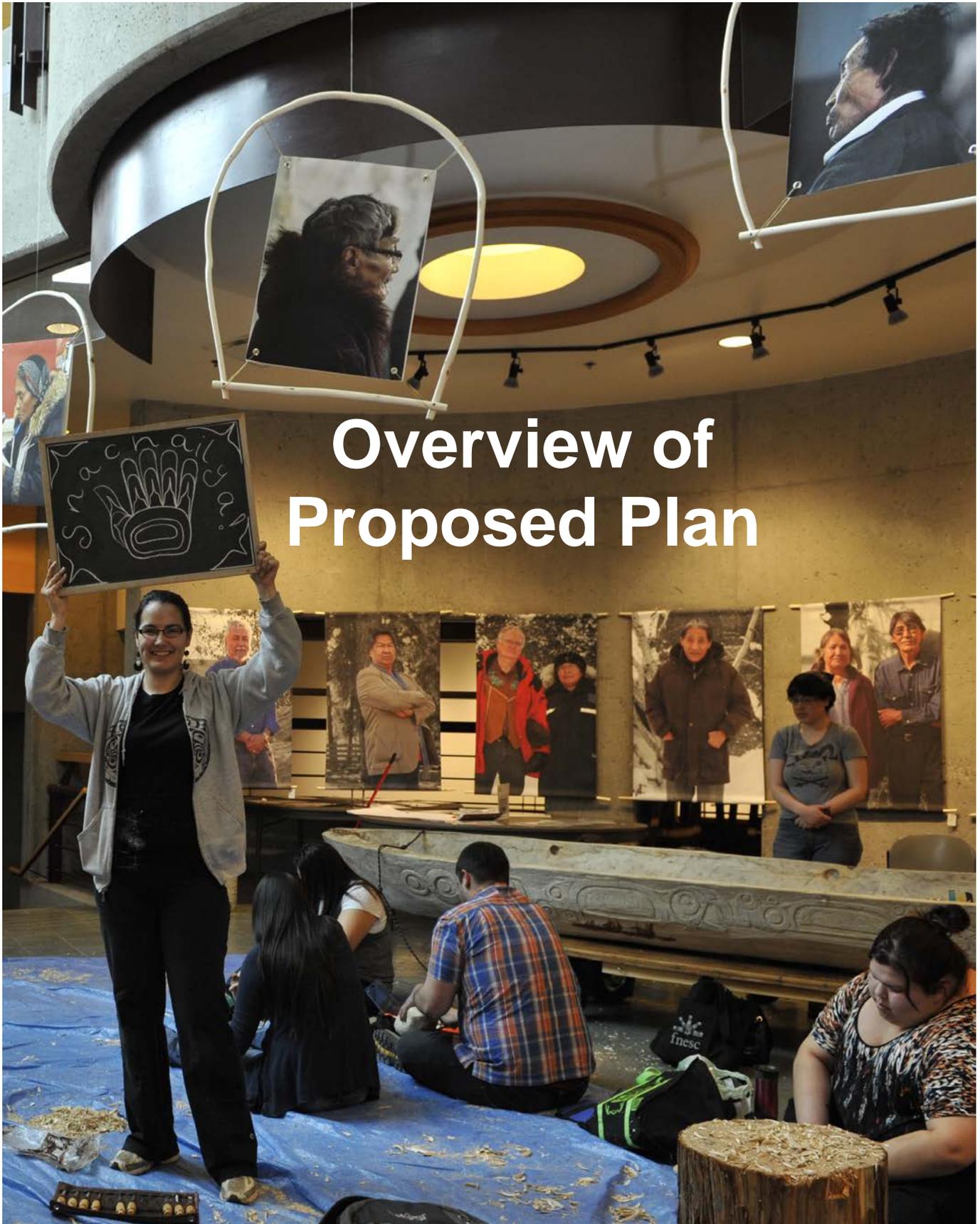
Partner	Engagement Activities (month/year)	Interest	Outcomes
	Partnership meeting.	expand and enhance Indigenous students' success.	the Indigenous Mentorship Network of the Pacific Northwest (IMP –PN) to actively support and mentor Indigenous students' pursuing Indigenous health research and accessing province-wide mentorship opportunities.



**Policies and Process(es)
to Ensure Respectful Use
of Traditional Knowledge
and/or Indigenous
Intellectual Property**

UNBC respects use of traditional knowledge and Indigenous Intellectual Property. The university follows clear and defined policies and guidelines including the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS-2). The University's Research Ethics Board (REB) oversees how researchers respect "Chapter 9: Research Involving the First Nations, Inuit, and Metis Peoples of Canada." More specifically, the REB ensures that researchers work from the core value of reciprocity whereby benefit extends to Aboriginal groups as well as researchers.

In the spirit of reconciliation, UNBC has signed several Memorandums of Understanding with First Nation communities. Most recently the university signed MOUs with the Lheidli T'enneh Nation and the Skidegate Band Council to formalize collaboration with Indigenous communities. UNBC is committed to revising existing protocols to create an overall University Protocol Guide which will encourage and support faculty, staff, and students in following best practices when engaging with Elders, arranging ceremonial events, caring for cultural artifacts, and installing flags and signage that has been translated from English into local First Nations languages. UNBC will also create pathways to Indigenize the curriculum. The University is committed to recognizing goals of our ASP and will take seriously the Aboriginal Service Plan Committee (*Terms of Reference in Appendix G*) and the Senate and Senate Committee on First Nation Peoples' role and voices in order to ensure First Nations and Indigenous people receive a better coordinated and more efficient implementation of the ASP programs.



Overview of Proposed Plan

This ASP is UNBC’s roadmap to supporting, engaging, and enlivening our interactions with Indigenous students. Our ASP will catalyze and galvanize relationships between our institution and students’ families, communities, and Indigenous ways of knowing and being across northern and rural B.C. We are committed to deepening our celebration of Indigenous students and ensuring that they feel welcomed, valued, and supported throughout their post-secondary education. One of the most important ways we can support and value Indigenous students—and enrich the learning environments of all students, Indigenous and non-Indigenous, is through our broad efforts to Indigenize our institution. This process of Indigenization will require innovation in all areas of UNBC’s programming, our educational models, our relations and conversations with faculty and staff across the university, and our commitment to the Truth and Reconciliation Commission’s Calls to Actions across our service delivery area.

Through strengthened relationships with our Indigenous students and their communities and Nations, our goal is to inspire Indigenous-focused learning and teaching environments. By acknowledging and honouring the genealogical and ancestral connections to territories, knowledge and communities that Indigenous students bring to UNBC, we have the opportunity to deepen our relationships with Indigenous peoples across the geographies we serve. This ASP considers Indigenous students and the knowledge connections they bring to our learning environments to be valuable gifts, enriching our institution and deepening our connections in the places we serve.

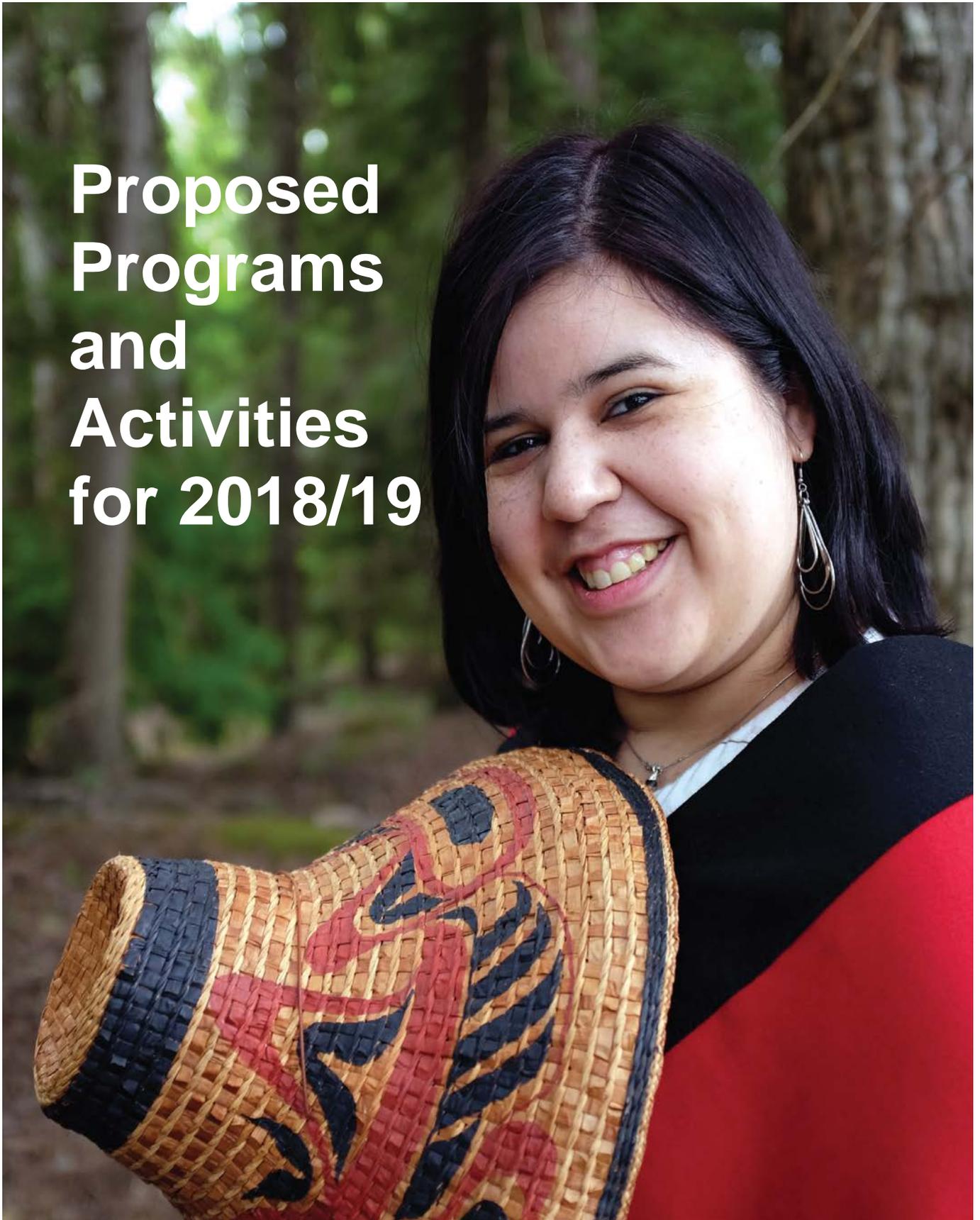
We also recognize, however, that there is much more we could be doing to support Indigenous students and communities in northern B.C. as they strive toward increasing their capacity to make the most of new economic opportunities while reclaiming and protecting their traditional knowledge, values, and territories. UNBC has an important role to play in healing the damaging relationships created by colonialism and creating systemic change to reduce barriers to Indigenous success. By supporting the successful transitions of Indigenous learners into their post-secondary education, and their success during, that period and beyond, UNBC has the opportunity to meaningfully contribute to the long-term growth and resilience of Indigenous communities in northern B.C.

Our commitment to supporting the success of Indigenous students is informed by the needs and priorities articulated by students, faculty, staff, and communities, combined with feedback from the Ministry on previous ASP activities. Taken together, this feedback leads us to the following three goals for this year’s ASP:

- 1) to design ASP programs which respond directly to the themes that emerged from this year’s engagement process;
- 2) to strengthen collaboration across the university, coordinating ASP programs with other student supports and academic initiatives; and
- 3) to improve the annual cycle of engagement-development-implementation-monitoring.

The priorities of this year’s ASP build on the view that Indigenous-supporting programs and services are critical investments in our institution’s long-term strategic direction. These investments will build on programs already established, addressing the needs and interests of Indigenous students, First Nation communities and other partners (*Letters of Support in Appendix H*). These investments will create an inclusive learning opportunity across all campuses and align programming with our overall strategic approach. All students will benefit from coordination across UNBC campuses (*Promotion and Media in Appendix I*). Pivotal to realizing these goals is the creation of an Associate Vice President of Indigenization and Education (UNBCOIE) who will lead a university-wide Indigenization strategy co-created with students, faculty, staff and communities and implemented out of the UNBC Office of Indigenization and Education by a team that will build upon existing initiatives and support innovation across the university.

Proposed Programs and Activities for 2018/19



Title	UNBC Office of Indigenization and Education (UNBCOIE)	
Minimum Funding	Minimum Funding	
Priority Ranking	1	
New or Continuing	New	
Category	Outreach activities and events; Aboriginal cultural training for faculty, staff or administration; Aboriginal representation for administration; Development or enhancement of programs or courses, Delivery of programs or courses on campus or in Aboriginal communities; Student support services and initiatives; Partnerships and engagement (including agreements).	
Description	The UNBC Office of Indigenization and Education is an innovative system change that privileges Indigenous voices, knowledge(s) and presence in the university. The focal point of the UNBCOIE is the new Associate Vice President, of Indigenization and Education. This individual will work closely with departments and individuals across UNBC, and an internal steering committee to: plan and operationalize the ASP, coordinate ongoing meaningful engagements with Indigenous individuals, communities, and organizations, and lead an Indigenization strategy across the University.	
Rationale (New only)	There is a need to lead, coordinate, and align existing Indigenous-specific efforts with emerging innovations that will ensure the success and embedding of the ASP into UNBC core activities. This year's ASP activity highlighted the necessity for more comprehensive engagement, elimination of systemic barriers, and decolonization of the academy. Creation of the UNBC Office of Indigenization and Education engages and builds upon existing structures, initiatives, and provides leadership and coordination to ensure maximum efficiency and effectiveness.	
Related Goals	The proposed UNBC OIE aligns with the following ASP goals: (1) Increase access, retention, completion, and transition opportunities for Aboriginal learners; (2) strengthen partnerships and collaboration in Aboriginal post-secondary education; and (3) increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. The Office also aligns with the 2012 Aboriginal Policy Framework Goals and focuses on: (1) systemic change results in a post-secondary education system that is relevant, responsive, respectful and receptive to Aboriginal learners and communities.	
Measuring Success	Measure	Data/Observation
	Associate Vice-President of Indigenization and Education	Associate Vice-President is hired.
	Office of Indigenization and Education established	Space and office team secured and hired. UNBC Indigenization Strategy developed.
	Increased Indigenous specific programming	Number programming being offered. Increased number of Indigenous students.
	Internal and external engagement strategy	Survey of students, faculty and community re: engagement inside and outside of the university.
	Coordination and alignment of internal UNBC Indigenous specific priorities.	Established network of faculty, academic student service and support that collaboratively coordinate, integrate, and align strategic priorities.
	Increased supports for faculty delivering Indigenous content	Survey of faculty and students.
Location	Located in Prince George campus, implemented across all campuses and sub-regions.	

Title	UNBC Office of Indigenization and Education (UNBCOIE)			
Timing	Start Date	April 1, 2018		
	End Date	March 31, 2021		
	Duration	3 Years		
Future Plans	This pilot project is the first of three years 2020-21 needed to realize full implementation. Gradual migration of this project into UNBC core funding over the latter three years of the project.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$ 200,000	\$200,000	\$200,000
	Institution Contribution	\$ 325,000	\$300,000	\$300,000
	Other or In-Kind			
	Total	\$525,000	\$500,000	\$500,000
	Item	Amount		
Expense Breakdown for 2018/19 where Ministry funding is greater than \$20,000	Outreach Activities	\$ 20,000	Travel, engagement, events	
	Community Outreach/Readiness	\$ 10,000	Community applications and awards program	
	Associate Vice President	\$170,000	1 FTE salaries/benefits	
	Capital Replacement	\$ 30,000	First Nations Centre furniture	
	First Nations Centre	\$295,000	Resources and operational budget.	
	Activities/Programs Delivered in Aboriginal Communities			
Documents – Support, Capacity and Readiness	The need for a lead to develop the university’s strategic UNBC Aboriginal Action Plan, align Aboriginal Service Plan programming to the strategic direction, continue to enhance and deepen community partnerships, and create a team based approach to Indigenous student support and services was identified during the engagement sessions on November 23 and 30, December 15, 2017, and January 5, 2018 (<i>Themes Derived from Engagement Sessions in Appendix F</i>).			

Title	Regional Aboriginal Academic Coaches (Haida Gwaii)	
Additional Funding	Additional Funding	
Priority Ranking	Priority 2	
Continuing	Continuing – Year 4	
Category	Student support services and initiatives; Enhancement of programs or courses; Delivery of programs or courses in Aboriginal communities.	
Description	This activity provides academic support for Haida Language, and Culture (HCL) program students in Skidegate. This activity will enhance Aboriginal students’ academic development by supporting students as they complete UNBC courses. The Advisor helps Aboriginal students understand and progress in the university learning culture, helping them succeed. The Advisor will be supported by weekly meetings to debrief and plan. We will assess their effectiveness and adjust to ensure sufficient support for student academic success is in place. The Advisor will enhance collaborations with the Skidegate Band Council (SBC) and post-secondary institutions.	
Rationale (Continuing)	The HLC program was designed to address the declining number of teachers required to revitalize the Haida Xaat Kill ancestral language. The primary goal of the HLC program is to increase the number of Haida speakers beyond the elderly. The Haida Academic Advisor will provide a necessary support for the Aboriginal women completing the Education Diploma and Development Standard Term Certificate.	
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal post-secondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities; (2) Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.</p>	
Measuring Success	Measures	Data/Observations
	Student retention and support.	# of students accessing the support.
	Student completion.	# of students successfully completing their Education Diploma.
Location	Skidegate/Haida (Northwest – UNBC Terrace Campus)	
Timing	Start Date	August 30, 2018
	End Date	December 24, 2018
	Duration	4 Months
Future Plans	This program is essential to supporting students in the completion of their education diploma in December 2018. UNBC commits to conducting a survey of these students to determine how the Academic Learning Advisor support can be enhanced and expanded to reach more students in remote northern communities. During the 2018/19 program delivery, an assessment of the survey outcomes will be conducted to determine the structure for ongoing delivery of this essential support (e.g. regional online coaching).	

Budget	Item	2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$15,000	\$15,000	\$15,000
	Institutional Contribution	\$ 500	\$0	\$0
	Other or In-Kind (UNBC) Program delivery administrative support, Information Technology Services support	\$ 3,000	\$0	\$0
	Total	\$18,500	\$15,000	\$15,000
Documents – Support, Capacity and Readiness	Letter of support from Skidegate (<i>Letters of Support in Appendix H</i>). The need for the Regional Aboriginal Academic Coach was identified by the Haida Gwaii community students, and UNBC Terrace Campus during the November 29 and 30, 2017 engagement sessions (<i>Themes Derived from Engagement Sessions in Appendix F</i>). The UNBC education diploma was co-developed and delivered in direct response to the academic needs of the Haida Gwaii community.			

Title	Aboriginal Community Connections Coordinator	
Additional Funding	Additional Funding	
Priority Ranking	Priority 3	
Continuing	Continuing – Year 3	
Category	Outreach activities and events; Aboriginal representation for staff; Student support services and initiatives; Enhancement of programs and courses; Partnerships and engagement;.	
Description	<p>The Aboriginal Community Connections Coordinator (ACCC) position is designed to enhance and strengthen relationships with the Aboriginal communities within the UNBC region. The role includes planning, marketing, recruiting, and coordinating for the following activities: Aboriginal Alumni Speaker Series; Northern Development Initiative Trust Corporation (NDIT) Government Internship Program in providing internship opportunities for students within regional communities; annual Spring into Transition Program for grades 11 and 12 students; Aboriginal Scholar in Residence. Each program is essential to building relationships and connecting to communities as part of the recruitment process for the Aboriginal Service Plan activities. In addition, the ACCC will work in the communities to gather feedback and develop partnerships. This position collaborates with 10 to 15 bands throughout the year to recruit students to UNBC and the Aboriginal Service Plan programs. It is these same connections that help to coordinate and encourage bands to participate in the Government Internship Program and empower students to reconnect back to their communities.</p>	
Rationale (Continuing)	<p>This position is critical for continuing student retention, supporting student needs through identified opportunities, and enabling student success within post-secondary education. This is the only position currently at the University that requires travel to regional communities to develop partnerships, foster feedback on Aboriginal Service Plan activities and future programming, and recruit to the internships, and the Arts and Knowledge Festival. Through letters of support from community partners, and the results of participant surveys from those who attended the Aboriginal Alumni Speaker Series, this position is deemed important to continuing to enhance Aboriginal educational success within the UNBC community and in communities of the region.</p>	
Related Goals	<p>This program relates to all three of the ASP Goals: (1) increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) strengthen partnerships and collaboration in Aboriginal postsecondary education; (3) increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. These activities align with several Aboriginal PSE Policy Framework Goals: (1) systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities; (4) Aboriginal learners' transition seamlessly from K-12 to post-secondary education.</p>	
Measuring Success	Measures	Data/Observations
	Students accessing the program.	# of students at each event and increased level of awareness of programs and supports.
	Engagement and recruitment.	# of communities/bands that participate in engagement and recruitment activities (goal: minimum of 10 communities/bands within the B.C. region).
Location	Prince George and throughout the UNBC region.	
Timing	Start Date	June 1, 2018

Title	Aboriginal Community Connections Coordinator			
	End Date	May 31, 2019		
	Duration	12 Months		
Future Plans	This pilot program will be assessed during the third year of ASP funding for continuous improvements, changes in best practices, and the requirements for ongoing support and programming alignment with the Office of Indigenization and Education (e.g. consideration of an Aboriginal Recruitment Officer for regional community outreach). For the 2019/20 ASP submission, the Institutional Contribution and Other or In-Kind support will be defined once the assessment of the pilot program is completed during the 2018/19 ASP program delivery.			
Budget	Item	2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$50,000	\$75,000	\$75,000
	Institutional Contribution	\$25,000	\$0	\$0
	Other or In-Kind Administrative Support	\$ 1,243	\$0	\$0
	Total	\$76,243	\$75,000	\$75,000
Expense Breakdown for 2018/19 where Ministry funding is greater than \$20,000	Item	Amount		
	Coordinator	\$60,000	1 FTE (Salaries and Benefits)	
	Travel	\$10,000	Regional travel to 2 – 3 International communities over 6 months	
	Supplies	\$ 5,000		
Documents – Support, Capacity and Readiness	Support letter from Kwadacha Education Society (<i>Letters of support in Appendix H</i>).			

Title	Aboriginal Scholar in Residence
Additional Funding	Additional Funding
Priority Ranking	Priority 3
Continuing	Continuing – Year 2
Category	Outreach activities and events; Student support services and initiatives; Partnerships and engagement.
Description	<p>The Aboriginal Scholar in Residence (ASR) program will invite a respected Aboriginal scholar from Canada to work closely with UNBC Aboriginal students and faculty. The ASR program will fulfill three main objectives: build relationships with Aboriginal students and communities in northern British Columbia; provide UNBC students with a dedicated scholar to work alongside them in a supportive capacity; host events in residence to support the growth and development of our students in a professional and personal capacity. The ASR will participate in various events such as guest speaking in academic classes, participating in events hosted in the First Nations Centre, and hosting events related to language, governance, writing, education, health, etc. The Aboriginal Scholar in Residence will be recruited based on the recommendations made by the Aboriginal Service Plan Committee, relying on Aboriginal experience in northern British Columbia, and the relevance of their scholarship studies to UNBC. This aligns with the Academic Action Plan and will support the Indigenization of academic journeys of our students. An ASR experience at UNBC is a significant chance to celebrate Indigenous knowledge and have UNBC students encouraged to increase their educational aspirations. This program will be coordinated from the UNBC Department of First Nations Studies in collaboration with the UNBC First Nations Centre. The included budget accounts for the ASR salary, housing, travel, and event expenses at UNBC campuses in Prince George and regional locations. This program will be coordinated by the Department of First Nations Studies. Aboriginal Scholars in Residence will be selected on the recommendations from UNBC faculty after a call is made for Aboriginal Scholars in Residence nominations at the beginning of the academic year.</p>
Rationale (Continuing)	<p>Current literature informs the academic community about the inherent value of mentoring and role modeling for students at all stages of their academic career. The Aboriginal Scholar in Residence will provide inspiration and mentoring to Aboriginal students at UNBC. This program will grow from the UNBC Writers in Residence initiative hosted by the Department of English (http://www.unbc.ca/english/visiting-writers-and-speakers). It is important that students in the North be offered opportunities to be inspired and encouraged through education by, and dialogue with, a variety of Aboriginal scholars from our local, national, and international communities, on contemporary topics important to communities (e.g. language revitalization).</p>
Related Goals	<p>This program aligns with all three of the ASP Goals: (1) increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) strengthen partnerships and collaboration in Aboriginal post-secondary education; (3) increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. It also aligns with the first goal of Aboriginal PSE Policy Framework: (1) systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>

Measuring Success	Measures	Data/Observations		
	Students accessing the ASR program.	# of students attending the ASR event(s) (Goal: ~30 students).		
	Students experience of the ASR program.	Feedback (survey or focus group) related to benefits and/or inspirations coming from ASR experience (target is 75% positive feedback).		
Location	UNBC – Regional centres (Terrace, Prince Rupert, Smithers/Hazelton, and Quesnel)			
Timing	Start Date	September 2018		
	End Date	May 31, 2019		
	Duration	4 months (one semester per academic year)		
Future Plans				
Budget	Item	2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$25,000	\$25,000	\$ 0
	Institutional Contribution	\$ 0	\$ 0	\$ 0
	Other or In-Kind (UNBC)			
	Communications and Marketing Senior Advisor to the President	\$ 750 \$ 2,500		
	Total	\$28,250	\$28,250	\$ 0
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Scholar in Residence Travel Expenses Meeting Expenses	\$20,000 \$ 3,500 \$ 1,500	(.25 FTE) Accommodation, regional travel, etc. Events, meetings, etc.	
Documents – Support, Capacity and Readiness	The need for role models and mentorship programs for Indigenous youth was identified during the November 14, 23, and December 15, 2017 engagement sessions (<i>Themes Derived from Engagement in Appendix F</i>).			

Title	Arts and Knowledge Festival	
Additional Funding	Additional Funding	
Priority Ranking	Priority 4	
New	New	
Category	Outreach activities and events.	
Description	The UNBC Aboriginal Arts and Knowledge Festival (AAKF) will celebrate Indigenous culture by bringing together local and visiting Aboriginal artists, story-tellers and knowledge holders. Supporting all three of the Aboriginal Service Plan’s goals for enhancing the post-secondary educational experiences and outcomes of Aboriginal learners, this week-long festival, hosted by the UNBC First Nations Centre, would include readings, performances, galleries, workshops and presentations by Aboriginal writers, carvers, musicians, visual artists, story-tellers, and crafters.	
Rationale (Continuing)	Culturally relevant events that help build a sense of community for Aboriginal students at UNBC are essential to both the retention and completion of post-secondary education for Indigenous learners. The many events that will be a part of the Aboriginal Arts and Knowledge Festival will help build community and cultural pride at UNBC, which will, in turn, facilitate the long term success of our Aboriginal learners. UNBC has consistently maintained an Aboriginal student enrollment of at least 10%. Considering the diversity of UNBC’s Aboriginal population, made up of individuals from around BC and Canada, it is important to create events that celebrate, represent and acknowledge Aboriginal diversity. The festival responds to requests from students and the community.	
Related Goals	The AAKF program fulfills all three ASP goals: 1) increase access, retention, completion and transition opportunities for Aboriginal learners; 2) strengthen partnerships and collaboration in Aboriginal post-secondary education; and 3) increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. Promoting Aboriginal culture and performances fosters a ‘safe space’ for Indigenous students, provides opportunity for greater understanding from non-Indigenous peoples and challenges systemic barriers at UNBC. This program also aligns with goal one of the 2012 Aboriginal Policy Framework and is anticipated to support systemic change within UNBC, thus making our university more “relevant, responsive respectful and receptive to Aboriginal learners and communities.”	
Measuring Success	Measures	Data/Observations
	Assessing the activity.	# of participants and who is accessing this activity (Aboriginal students, non-Aboriginal students, faculty, staff, community members, Elders, partners, etc.).
	Connection and relationship building.	Cultural events survey to determine whether participants feel a greater connection, feel included, feel safe.
	UNBC is receptive and relevant.	Cultural events survey to determine whether participants feel a greater connection, feel included, feel safe.
	Increase of participants engaging in dialogue.	Cultural events survey to determine if UNBC is seen as the #1 choice university in the north.
	Increase of participants engaging in dialogue	Cultural events survey to determine if UNBC is seen as the #1 choice university in the north.
Participants’ enjoyment level and engagement in cultural events.	Cultural events survey to determine the level of enjoyment and satisfaction, contentedness, and feelings of inclusiveness in community while engaging in cultural events.	

Title	Arts and Knowledge Festival			
Location	UNBC Central Campus (Prince George, BC)			
Timing	Start Date	October 22, 2018		
	End Date	October 26, 2018		
	Duration	5 days		
Future Plans	The intent is for the UNBC Aboriginal Arts and Knowledge Festival to be developed and delivered as a pilot project in 2018/19, with the intent of this becoming an annual event. It will be directed by a steering committee comprised of UNBC students, faculty, Elders, and First Nations Centre staff. After its pilot year, the steering committee will assess the successes and lessons learned, compile the feedback, and make any necessary adjustments or accommodations for the following year's festival.			
Budget	Item	2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$30,300	\$30,300	\$30,300
	Institution Contribution	\$ 3,500	\$ 3,500	\$ 3,500
	Other or In-Kind			
	Aboriginal Student Life Navigator	\$ 3,700	\$ 3,700	\$ 3,700
	Administrative Support	\$ 1,243	\$ 1,243	\$ 1,243
Advertising and printing	\$ 300	\$ 300	\$ 300	
	Total	\$39,043	\$39,043	\$39,043
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	External community artists	\$21,800	Travel, accommodations, fees, etc.	
	Local community artists	\$ 6,000	Fees, food, etc.	
	Honoraria, gifts	\$ 2,000	Elder honoraria and gifts.	
	Advertising	\$ 500		
Documents – Support, Capacity and Readiness	Supported through the engagement sessions with students on November 14, 23, and 30, 2017 (<i>Themes Derived from Engagements in Appendix F</i>).			

Title	UNBC First Nations Orientation			
Additional Funding	Additional Funding			
Priority Ranking	Priority Ranking 5			
New	New			
Category	Outreach activities and events; Student support services and initiatives.			
Description	With consistent Aboriginal student enrollment of at least 10%, our First Nations Centre will offer workshops/activities in partnership with the university's larger orientation activities. There is currently very little Aboriginal-specific content in UNBC's orientation, so this pilot will fill gaps for first year students, both Aboriginal and non-Aboriginal by offering workshops and activities throughout the first week of classes, including workshops on protocols, field trips to the downtown Friendship Centre, and talks with local Elders. Support from the ASP will cover the costs of food, honoraria, door prizes, and travel.			
Rationale (Continuing)	Increases access, retention, completion, and transition by ensuring a more culturally relevant opening week of classes (ASP #1); and increases receptivity and relevance with cultural activities, challenges, and systemic issues.			
Related Goals	UNBC connecting to this Mentorship Program supports students in finding the appropriate supervisors and mentors to support their research training goals as a student, academic and beyond to their career aspirations. For these reasons, this program relates to all three of the ASP Goals: (1) increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) strengthen partnerships and collaboration in Aboriginal postsecondary education; (3) increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. Reducing barriers for Indigenous academics to work in research and/or obtain a faculty position within university aligns with goals 1 and 2 of the Aboriginal PSE Policy Framework: (1) systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities; (3) financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners.			
Measuring Success	Measures	Data/Observations		
	Successful participation of (first year/non-first year and local/non-local) students in Orientation	# of students who attend each workshop/session.		
	Increased awareness of ASP programming and other supports.	# of different programs and other supports that Aboriginal students enlist to participate.		
Location	The First Nation Centre and the regional programs will coordinate offering of this Orientation at their respective campuses of Prince George, Quesnel, and Terrace.			
Timing	Start Date			
	End Date			
	Duration			
Future Plans				
Budget	Item	2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$25,000		
	Institution Contribution			
	Other or In-Kind			

Title	UNBC First Nations Orientation		
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000	Orientation event	Total \$25,000	Honoraria, catering, and local travel.
Documents – Support, Capacity and Readiness	The need for orientation opportunities was identified by participants attending the November 14, 23, and January 5, 2018 (<i>Themes Derived from Engagement Sessions in Appendix F</i>).		

Title	External Partnership Program: Mentorship and Leadership Programming - Indigenous Mentorship Network of the Pacific Northwest	
Additional Funding	Additional Funding	
Priority Ranking	Priority 6	
New	New	
Category	Student support services and initiatives; Partnerships and engagement; Enhancement of programs.	
Description	UNBC has opportunity to expand and enhance Indigenous students' success through mentorship opportunities by being an active partner in the <i>Indigenous Mentorship Network of the Pacific Northwest</i> (IMN-PN). The UNBC Node is designed to support and mentor Indigenous students who want to pursue Indigenous health research. Building on the strengths of mentors within UNBC, students as future mentees will have access to province-wide mentorship along with research and travel scholarships and stipends.	
Rationale (New)	The IMN-PN and UNBC share similar goals, which both aim to address the systemic, individual and psycho-social barriers that prevent Aboriginal research trainees from attaining success in the academy and health careers. The IMN-PN's added opportunities of financial support for Aboriginal trainees, experiential learning and training as well as skill, knowledge and capacity development aligns with UNBC's Academic Action Plan and Research priorities which are: Decolonization and Indigenization; Experiential Education, Teaching and Learning; Strategic Enrolment of Aboriginal learners.	
Related Goals	Reducing barriers for 'new' Indigenous academics to work in research and/or obtain a faculty position within university aligns with two goals of the Aboriginal Post-Secondary Education Policy Framework: (1) systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities; (3) financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners.	
Measuring Success	Measures	Data/Observations
	Students accessing different mentorship opportunities.	# of students accessing various programs and, type and number of mentorship initiatives being accessed.
	Benefits derived from accessing mentorship confidence.	Feedback (Survey or Focus Group) gathering narratives of success and benefits derived from accessing different mentorship opportunities.
	Students' educational success	Review of students' academic accessing mentorship supports.
Location	UNBC across all campuses	
Timing	Start Date	April 2018
	End Date	December 31, 2021
	Duration	3 Years
Future Plans	This mentorship program will be included in future ASP's given that this mentorship network has been funded for the next five years and 2018 is its inaugural year to draw in and support Indigenous students. This mentorship opportunity demonstrates UNBC's strengthening connections with other programs/departments for the benefit of Aboriginal learners. There is minimal cost for UNBC given that the IMN-PN is funded separately.	

Budget	Item	2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$3,000	\$3,000	\$3,000
	Institution Contribution	\$ 500	\$ 500	\$ 500
	Other or In-Kind Indigenous Mentorship Network of the Pacific Northwest (IMN-PN) Grant (student meeting expenses)	\$3,500	\$3,500	\$3,500
	UNBC Faculty Mentors (4)	\$5,000	\$5,000	\$5,000
	Northern Collaborating Centre for Aboriginal Health Administrative support, design, and advertisement	\$ 500	\$ 500	\$ 500
	Total	\$12,500	\$12,500	\$12,500
Expense Breakdown for 2018/19 activities/programs where Ministry funding is greater than \$20,000				
Documents – Support, Capacity and Readiness	November 29 and 30, December 15 2017, January 5, 2018 Engagement sessions (<i>Themes Derived from Engagement Sessions in Appendix F.</i>)			

Overall Budget

MINIMUM - Programs and Activities Supported by Minimum Ministry Funding							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Office of Indigenization and Education; Team and Community Outreach and University Readiness Application and Awards Program	Partnerships and engagement; Development or enhancement of programs; Student support; Delivery of programs or courses on campus or in Aboriginal communities, Aboriginal representation for faculty, staff or administration	\$200,000	\$325,000	\$200,000	\$300,000	\$200,000	\$300,000
Total		\$200,000	\$325,000	\$200,000	\$300,000	\$200,000	\$300,000

ADDITIONAL - Programs and Activities Requiring Additional Ministry Funding								
Priority Ranking	Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
1	Regional Academic Coaches (Haida Gwaii)	Outreach activities; Partnerships; Enhancement of programs; Student support	\$ 15,000	\$ 500	\$ 15,000	\$ -	\$ 15,000	\$ -
2	Aboriginal Community Connections Coordinator	Outreach activities; Partnerships; Enhancement of programs; Student support	\$ 50,000	\$ 25,000	\$ 75,000	\$ -	\$ 75,000	\$ -
3	Aboriginal Scholar in Residence	Outreach activities and events; Student support services and initiatives; Partnerships and engagement.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	\$ -
4	Arts and Knowledge Festival	Outreach Activities and Events	\$ 30,300	\$ 3,500	\$ 30,300	\$ 3,500	\$ 30,300	\$ 3,500
5	UNBC First Nations Centre Orientation Activities 2018 - 2019	Outreach Activities and Events; Student support services and initiatives.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 25,000	\$ -
6	External Partnership: Mentorship and Leadership Programming - Indigenous Mentorship Network of the Pacific Northwest	Student support services and initiatives; Partnerships and engagement; Enhancement of programs.	\$ 3,000	\$ 4,000	\$ 3,000	\$ 4,000	\$ 3,000	\$ 4,000
Total			\$ 148,300	\$ 33,000	\$ 173,300	\$ 7,500	\$ 148,300	\$ 7,500
TOTAL FUNDING (Minimum + Additional)								
			2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
			Ministry	Institution	Ministry	Institution	Ministry	Institution
Total			\$ 348,300	\$ 358,000	\$ 373,300	\$ 307,500	\$ 348,300	\$ 307,500

Appendix A – List Memorandums of Understanding and Agreements

As of 2016, a new MOU with the local Lheidli T'enneh was signed to develop a Research/ethics protocol. Newer MOUs are being approved with the Skidegate Band Council, Lake Babine and Nazko First Nation. At our Terrace Campus, we are fostering a partnership with the Dakelh Economic and Education Society. The aim is to find ways to support adults with their Grade 12 Equivalency for transition into college.

The following is a list of agreements between the University of Northern British Columbia and our Indigenous partners:

- Cariboo Tribal Council
- Carrier Sekani Family Services
- Carrier Sekani Tribal Council
- Council of the Haida Nation
- Gwaii Haanas Agreement
- International Indigenous Graduate Institute Letter of Intent
- Lake Babine Nation Protocol Agreement
- Lheidli T'enneh Nation Protocol Agreement
- Nazko First Nation
- Skidegate Band Council
- Takla Lake First Nations Storage and Access Agreement
- Takla Lake First Nations Research Agreement
- Tl'azt'en Nation Guidelines for Research
- The Treaty 8 Tribal Association Protocol Agreement
- Wilp Wilxo'oskwhl Nisga'a (WWNI) Affiliation Agreement
- Wilp Wilxo'oskwhl Nisga'a (WWNI) Research Protocol Agreement

Appendix B – External (Financial) Opportunities

- The **December 6th federal announcement** stressed that changes to the Fiscal Relationship are intended to address the disparities and inequities in socio-economic conditions experienced by First Nations. The changes are intended and to achieve outcomes aligned with the UN Sustainable Development Goals: education, work, reduced inequality, life on the land, strong institutions and partnerships. (<https://www.un.org/development/desa/disabilities/envision2030.html>).
- The number of BC First Nations working through the BC based First Nations Fiscal Institutions, established by the federal First Nations Fiscal Management Act, is significant. While there is considerable overlap given the interlinked process between the three institutions (listed below) there are 67 of the 110 listed by the **Financial Management Board** located on Squamish territory (<https://fnfmb.com/clients>), 104 of the 146 listed as exercising property tax jurisdiction by the **Tax Commission** located on Tk'emlups the Secwepemc territory (<http://fnfc.ca/property-tax-fns/>) and at least 30 of 62 registered for borrowing laws with the **Finance Authority** located on Westbank territory. Because this is the likely pool from which will be drawn the 100 First Nations expected to have ten-year community grants, by April 2019, BC First Nations are expected to represent a considerable percentage.
- This external opportunity will affect how UNBC works with First Nations communities (the largest of the three Indigenous groups in British Columbia). UNBC must be conscientious in how it builds these relationships given the new environment and how the ASP and its Strategic Goals align with the growing needs of communities. In terms of the relationship between UNBC and First Nations communities, three First Nations -- within whose traditional territory UNBC operates its Prince George (**Lhedli T'enneh**), Northeast Fort St John campus (**Doig River**) and Northwest Terrace (**Kitselas**) campuses -- are part of this group. The transition to Nation-to-Nation Fiscal Relationships will require additional supports to build First Nations capacity relative to fiscal, economic and public policy as well as governance and public administration issues.
- In BC the 128 First Nations Schools are serving over 500 students (<https://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/aboriginal-education>). The First Nations Schools Association and the First Nations Education Steering Committee are anticipating a significant influx of funding in 2018 in a manner that is respectful of a First Nations driven process and the Nation-to-Nation relationship. The federal government's 2016 commitment of \$2.6 billion for elementary-secondary education has approximately \$650 million in funding currently directed toward First Nations school governance that will soon be released (<http://www.aadnc-aandc.gc.ca/eng/1100100033676/1100100033677>). The federal Minister of Indigenous Services is working with First Nations to 'co-develop' a Memorandum to Cabinet in 2018 to establish a new funding policy, secure additional and core funding and better enable regionally based First Nations education agreements to ensure that the unique needs of First Nations communities, students and elementary-secondary schools are addressed. Other opportunities related to education is an increase in funding research dollars: CIHR has increased investments in Indigenous health research to a minimum of 4.6% (proportional to Canada's Indigenous population) of their annual budget Footnote 14: (<http://www.cihr-irsc.gc.ca/e/50372.html>). . These new injections of funding dollars could have significant impact on the First Nations schools and the work of First Nations educational staff and organizations. They could also create the capacity and space through which UNBC could pursue greater collaboration relative to student recruitment and retention. With longer term planning opportunities, communities can work in partnership with UNBC to prepare Aboriginal students transitioning into post-secondary education as well as support Aboriginal learners who want to extend their academic careers by pursuing graduate studies and research in Indigenous Health.
- UNBC must also consider what the First Nation Comprehensive Community Plans within B.C. suggest for UNBC's efforts to align with the 'interests' and the 'needs' of the Aboriginal communities. From our

engagement sessions, UNBC is aware, for example, that: communities need better access to Adult Basic Education and life-skills training to complement the academics; students require supported housing; students regularly ask that we balance academic curriculum with cultural content using qualified teachers such as Elders for Indigenous language programming; that connectivity can be a challenge for remote schools. Digital-heavy curriculum and lesson plans are not always the answer to meet the needs of Aboriginal (adult) learners, so we will work closely with communities to develop other options.

Appendix C – UNBC Strategic Road Map

Strategic Road Map:

Stewarding our Resources to Support our Vision, Mission and Signature Areas



En Cha Huna

En (that person) Cha (also) Huna (lives)

Our Vision

A destination University, personal in character, that transforms lives and communities in the North and around the world.

Our Mission

To inspire leaders for tomorrow by influencing the world today.

Our Values

- Experiential learning and discovery
- Inclusiveness and diversity
- Community
- Integrity

Our Signature Areas

- Environment and Natural Resources
- First Nations and Indigenous priorities
 - Health and Quality of Life
- Northern Community Sustainability and Development
- Innovative and Quality Distributed Delivery Programs

Strategic Priorities

Attract, retain and develop outstanding students, faculty and staff

Enhance the quality and impact of academic programming and delivery

Enhance the research culture

Ensure financial accountability, sustainability and operational effectiveness

Desired Outcomes 2018 - 2021

- Enroll 3,443 FTE by 2020 while ensuring a diverse talented and engaged student body.
- Increase incoming student class size (head count):
 - Undergraduate domestic students by 250
 - Graduate domestic students by 50
- Increase International student head count to 800
- Increase Aboriginal student head count to 700
- Improve first-year retention to 80%
- Develop a competitive total compensation framework.
- Develop a comprehensive transition and outreach program for potential graduate students.
- Establish a leadership development strategy for faculty, staff and students.
- Enhance student success.

- Refresh the academic structure to further support innovation, high quality academic programming, and the success of faculty, staff, and students by 2021
- Enhance the Program Quality Assurance (PGA) process for UNBC's academic programs.
- Enhance the learning experiences for International, Aboriginal and Domestic students across the University.
- Strengthen the learning experience for first year students.

- Develop a sustainable program for recovering indirect and direct costs of research to support the Research Action Plan and promote faculty and student success at UNBC
- Develop an integrated funding framework to support graduate thesis research.
- Increase the level of funding for the undergraduate research experiences program by 50% over the current level.
- Develop two new industrial research chairs.
- Develop and implement an innovation strategy.

- Ensure resources are allocated to support the strategic priorities.
- Develop a sustainable infrastructure to support the mission.
- Raise \$15 Million of contributions through the comprehensive campaign by 2018.
- Develop a capital plan that positions UNBC for future growth and development, and supports faculty and staff success in research and teaching.
- Increase annualized fundraising by \$1.0 Million.
- Ensure financial equilibrium by 2020.
- Ensure processes, policies, systems and services are efficient and add value.
- Raise UNBC's brand regionally, provincially and internationally.
- Increase Government's awareness of UNBC's unique challenges and opportunities.

Appendix D – Overview of Engagement Sessions

The Provost and Vice President Academic who has senior administrative responsibilities including oversight of our integrated planning initiative, led the process to prepare for this year's Aboriginal Service Plan (ASP). An external, independent Indigenous consultancy engaged partners in collaboration with the members of our Aboriginal Service Plan Committee, Senior Advisor to the President on Aboriginal Relations, and Director of Integrated Planning. Surveys were sent to regional and alumni students. The ASP team also conducted 16 engagement sessions to learn which ASP programs were deemed successful and what themes emerged in terms of new programming requests (*Themes Derived from Engagement Sessions in Appendix F*). The team conducted engagement sessions with students, Aboriginal communities, Aboriginal organizations, faculty, and staff. The team also reviewed other successful ASP's and internal UNBC documents to prepare the ASP submission for review and approval.



A key outcome of this year's engagement sessions is that the proposed ASP programs and supports will be designed to respond to the themes that emerged: bridging and support programs; mentorship and leadership; addressing gaps in programming; strengthening partnerships and collaboration; respecting traditional laws and incorporation of cultural protocols including cultural awareness, education and experiential learning; student/community/public participation and developing relationships.

Engagement with Indigenous students and communities took place in facilitated, dialogue-based engagement sessions throughout November 2017, and with community, faculty and staff in December 2017 and January 2018. Engagement is also based on surveys that were distributed to regional students in April 2017, and Indigenous alumni students in November, 2017. Together, a total of 300 students, community partners, faculty, and staff participated in this year's engagement process. From the outcomes of this intensive engagement process, the new Office of Indigenization and Education will have the fundamental data needed to build upon the important lessons learned, begin implementing the 2018/19 ASP engagement, programming, and activities, and begin planning for the future UNBC Aboriginal Service Plan.



Office of Regional Programs
Office of the Registrar - Student Services



Regional & Distance Student Services Survey 2017 Results



UNBC Regional Operations | January 18, 2017 |

UNBC Regional Student Survey 2017

In partnership between UNBC's Office of Regional Programs and Student Success Services, this survey was created to find out more information about Regional and distance student's perspective and experiences with UNBC Student Services. Of the 432 students registered in courses outside of Prince George in 2016/17, we received 128 completed surveys. Of the surveys completed, a majority of respondents were female (84%) and between the ages of 25-29 (24%).

There were four predominant areas of concern to students:

Awareness

Many student responders revealed they were unaware of support services, specifically services offered on campus in Prince George and available online to regional and distance students. Some students mentioned how they access services outside of UNBC because they "don't have any available at UNBC".

Communication

Students shared they felt isolated, had a lack of support and needed defined expectations of their role as a regional student. Lack of updated information sharing from Prince George was a concern (i.e.: people changing jobs in key roles, etc.)

Physical Space & Access

Students discussed the need to have access to our campuses outside of the regular workday. For some this was due to their own work restraints, others due to the need for study space when needed and others suggested this would help create a feeling of community. Access to kitchen appliances was also a concern specifically to students taking evening courses because food services are a distance from campus.

Timely Responses

There were strong concerns raised about the response time of student supports, specifically Academic Advising. Students who have received responses were generally due to multiple attempts of contact. It was also mentioned it was difficult to get in touch with a "live" person in Prince George and many times they would end up having to leave a voicemail or email with an extended time delay before they received a response.

How do you identify yourself?

Response	Chart	Percentage	Count
Male		15.7%	21
Female		83.6%	112
Other		0.7%	1
Total Responses			134

What is your age range?

Response	Chart	Percentage	Count
18 - 19		1.5%	2
20 - 24		14.3%	19
25 - 29		24.1%	32
30 - 34		19.5%	26
35 - 39		15.8%	21
40 - 44		12.8%	17
45 - 49		4.5%	6
50 plus		7.5%	10
Total Responses			133

Are you currently an Undergraduate or Graduate student?

Response	Chart	Percentage	Count
Undergraduate		50.0%	66
Graduate		50.0%	66
Total Responses			132

What made you choose a regional location or distance option?

Response	Chart	Percentage	Count
closer to home		60.2%	80
cost of living		24.8%	33
program choice		49.6%	66
attending with friends/family		6.8%	9
size of campus		8.3%	11
Other, please specify...		21.8%	29
Total Respor			133

What made you choose a regional location or distance option? (Other, please specify...)

Response

1.	Family and work.
2.	I am fortunate that my home town offers the Nursing Program.
3.	Convenience.
4.	I'd rather die than live in Prince George.
5.	Part time; not PG.
6.	Convenience factor of being able to stay at home and not drive to a campus.

7.	Fond of the community here.
8.	it was the only option for our program. Would have rather been on-campus.
9.	Made it possible for me to pursue a master's degree while still working
10.	Ability to complete the program without having to do any time on campus.
11.	Part time, not PG.
12.	Program schedule.
13.	Available online with local northern focus.
14.	Distance - driving, parking, etc. versus ease of plugging in at home.
15.	I have 4 children and a full time job in Williams Lake.
16.	Even though I am still located 11.5 hours away from the nearest regional campus.
17.	Ability to work and attend school.
18.	Able to work and go to school.
19.	Fully online program (no commute times).
20.	In FSJ.
21.	Cost of tuition.
22.	Online option.
23.	Small towns.
24.	Ability to maintain a full-time working schedule while attending the online/distance option.
25.	Cost of the program.
26.	I was able to complete the program through distance learning.
27.	Family.
28.	Family.
29.	Part-time option for graduate studie.s

Are you taking courses completely via distance or online?

Response	Chart	Percentage	Count
Yes		49.6%	66
No		50.4%	67
		Total Respor	133

At which location do you currently study?

Response	Chart	Percentage	Count
Northwest (Terrace)		33.3%	22

Peace River-Liard (Fort St. John)		3.0%	2
South Central (Quesnel)		25.8%	17
Wilp Wilxo'oskwahl Nisga'a Institute (Gitwinksihlkw)		6.1%	4
Other, please specify...		33.3%	22
		Total Respor	66

At which location do you currently study? (Other, please specify...)

#	Response
1.	Hay River, NT.
2.	Langara College (MBA program).
3.	Vancouver.
4.	Prince George.
5.	Vancouver, B.C. Langara College. UNBC MBA Program.
6.	Skidegate, Haida Gwaii.
7.	Langara.
8.	Vancouver.
9.	Vancouver.
10.	Vancouver.
11.	Vancouver.
12.	Langara College (Vancouver).
13.	Langara.
14.	Riske Creek.
15.	Vancouver.
16.	Langara.
17.	Edmonton, AB – Distance.
18.	Prince George.
19.	Vancouver.
20.	Vancouver.
21.	Langara.
22.	Vancouver.

How do you get to campus?

Response	Chart	Percentage	Count
drive		81.8%	54
carpool		12.1%	8
public transportation		12.1%	8
walk		10.6%	7
bike		6.1%	4
Other, please specify...		3.0%	2
		Total Respor	66

How do you get to campus? (Other, please specify...)

Response

1.	Tl'etinqox Government Vancouver
2.	Not Applicable.

How many hours per week do you spend on campus (outside of class time)?

Response	Chart	Percentage	Count
Less than one hour		54.5%	36
1 - 2 hours		13.6%	9
3 - 5 hours		13.6%	9
6 - 8 hours		10.6%	7
9 - 10 hours		0.0%	0
11 plus hours		7.6%	5
		Total Respor	66

Would you participate if there were more student events offered at your campus?

Response	Chart	Percentage	Count
Yes		47.0%	31
No		53.0%	35
		Total Respor	66

If so, please list some events you would participate in:

The 19 response(s) to this question can be found in the appendix.

Do you have reliable internet access when you are not on campus?

Response	Chart	Percentage	Count
Yes		89.3%	117
No		10.7%	14
		Total Responses	131

On average, how many times do you access the following services per semester?

	0	1	2	3	4	5 +	I am not aware of this service	Total Responses
Academic Advising	64 (50.0%)	25 (19.5%)	14 (10.9%)	6 (4.7%)	1 (0.8%)	4 (3.1%)	20 (15.6%)	128
Academic Success Centre	58 (45.7%)	19 (15.0%)	13 (10.2%)	4 (3.1%)	3 (2.4%)	5 (3.9%)	29 (22.8%)	127
Access Resource Centre	79 (62.2%)	9 (7.1%)	3 (2.4%)	1 (0.8%)	2 (1.6%)	0 (0.0%)	38 (29.9%)	127
Awards & Financial Aid	62 (49.2%)	33 (26.2%)	5 (4.0%)	6 (4.8%)	1 (0.8%)	3 (2.4%)	17 (13.5%)	126
Counselling Services	88 (69.8%)	5 (4.0%)	3 (2.4%)	0 (0.0%)	3 (2.4%)	4 (3.2%)	24 (19.0%)	126
Geoffrey R. Wel Library	33 (25.8%)	7 (5.5%)	9 (7.0%)	5 (3.9%)	3 (2.3%)	59 (46.1%)	15 (11.7%)	128
International Services	94 (75.2%)	2 (1.6%)	2 (1.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	30 (24.0%)	125
IT Help Desk	59 (46.5%)	30 (23.6%)	12 (9.4%)	10 (7.9%)	2 (1.6%)	3 (2.4%)	15 (11.8%)	127
MACE (Mathematical Academic Centre for Excellence)	87 (68.5%)	2 (1.6%)	1 (0.8%)	1 (0.8%)	0 (0.0%)	0 (0.0%)	40 (31.5%)	127
Student Career Centre	81 (63.8%)	6 (4.7%)	2 (1.6%)	1 (0.8%)	0 (0.0%)	2 (1.6%)	38 (29.9%)	127

If there were one student service you could add to enhance your student experience, what would that be?

The 80 response(s) to this question can be found in the appendix.

Which phrase best describes your preference in accessing distance/online/remote support services from Prince George (ie: tutoring, career development support, etc.):

Response	Chart	Percentage	Count
"I prefer accessing support online on my own"		34.7%	42
"I prefer receiving support in person"		45.5%	55
"I prefer accessing support online with help from a coach"		19.8%	24
		Total Respor	121

What supports would you find most beneficial to be accessing online?

Response	Chart	Percentage	Count
paper editing		73.3%	88
academic advising		41.7%	50
counselling		20.8%	25
resume/cover letter support		35.0%	42
tutoring		31.7%	38
Other, please specify...		8.3%	10
		Total Respor	120

What supports would you find most beneficial to be accessing online? (Other, please specify...)

Response

1.	Research methods.
2.	Navigating the library system.
3.	Someone to bounce ideas off of or to ensure that I am meeting the expectations of assignments at the Graduate level - tutor or peer coach - back to school after ten years can be challenging.
4.	Answering any questions I might have regarding the university experience.
5.	I did not know there were supports for us online.
6.	Expectations of professors and graduate school. Communications when resource person is no longer contact - new contact information is usually missing.
7.	Career development is a good step to guide students.
8.	Disability supports.
9.	Support and notices about deadlines and opportunities.
10.	IT/presentation setup and equipment.

Do you have any concerns or hesitations accessing UNBC supports? If so, and you are willing to, please share.

Response	Chart	Percentage	Count
Yes		35.8%	44
No		64.2%	79
		Total Respor	123

The 37 response(s) to this question can be found in the appendix.

Do you access academic and/or support services outside of UNBC? If so, and you are willing to, please share.

Response	Chart	Percentage	Count
Yes		35.2%	43
No		64.8%	79
		Total Respor	122

The 35 response(s) to this question can be found in the appendix.

Is there anything else you would like to share about your UNBC Student Service experience?

The 49 response(s) to this question can be found in the appendix.

Appendix

If so, please list some events you would participate in:

Response

1.	Speakers, seminars, get-together, etc...
2.	Talks, workshops, student events.
3.	Research methods.
4.	Anything; besides afternoon discussions by professors or colleagues, there are essentially zero social events on campus.
5.	Art shows or performances, skills/community building like a community kitchen, zumba classes - my schedule is really restricted I don't have time to participate in a lot so it would have to fit into my goals.
6.	BBQs, trivia nights, etc.
7.	Study group, dress up day, march, walk-a-thons, green exercise park, restaurant, poet reading club.

8.	Women's Center .
9.	Women's Center, Aboriginal events, social justice events.
10.	Computer time.
11.	Networking events with potential employers.
12.	Language Program Level 2.
13.	Christmas events, fundraisers .
14.	Socials, fundraising, night time events.
15.	Public Computer use or some place to study or even library use.
16.	Health promotion.
17.	Study groups, events with peers.
18.	Family engagement, connecting with community.
19.	Any additional workshops, networking sessions, fun activities.

If there were one student service you could add to enhance your student experience, what would that be?

Response

1.	Chat/video system that can connect you via internet to on-campus resources like tutoring.
2.	Anything that extends later than 4pm.
3.	First Nations support.
4.	A Library.
5.	First Nations support
6.	Some form of physical activity. Prince George UNBC has a gym, however, Quesnel campus does not.
7.	More class time, less on l.
8.	Research grad nights, alumni nights, networking opportunities.
9.	More on-campus services.
10.	Better access to academic advising in the regions. The advisor is rarely available in person and does not take appointments when she is.
11.	Scholarships made easier to access. Having regular emails about them.
12.	Coffee shop or cafe on campus.
13.	Intramurals.
14.	24 hr tech support ... haha wishful thinking.
15.	Local office space to work in/host counseling sessions.

16.	Unsure.
17.	It would be nice to have somewhere on campus to purchase a decently healthy lunch or supper. I am often there for 6 hour long classes and I don't have access to a fridge to keep food in. I'm stuck bringing along items that don't need to be kept cold or I have to run to McDonald's on breaks. The only other option is the vending machines. It would be great to have better food/beverage options available on campus.
18.	Not sure.
19.	Library
20.	Having a library on campus.
21.	Library in the building.
22.	The ability to see presenters at the PG campus with a live feed.
23.	An online regional discussion forum.
24.	One that does not keep saying I have to talk to one that is higher up.
25.	I don't know.
26.	Food on campus.
27.	A library on campus.
28.	More accessible services in the regional campuses. i.e. counselling, student success centres...
29.	Giving online students an office if they're in town doing a graduate program. I need a study space.
30.	Awards and financial aid.
31.	The ability to visit the registration desk outside of work hours.
32.	More faculty at the Langara campus to support students. Having only one person who heads the program places a burden on that faculty and doesn't meet student needs, as well as doesn't provide them with the connection to UNBC or the resources that students need and pay for. Having sessional and contract instructors significantly detracts from the learning and student experience.
33.	Library and Water Fountain.
34.	Student society for distance education students.
35.	Not sure.
36.	Online community forums - feels so disconnected not known classmates.
37.	I'm not sure.
38.	More teachers in classrooms instead of online/video conference.
39.	A regional person in FSJ.
40.	Better communication and expectations from both professors and general grad school.
41.	A water cooler.

42.	Student advisor service.
43.	Peer mentoring.
44.	Organized program arrangement and communication, structure of the program and professor to be more well-rounded with technology.
45.	Women's center.
46.	I suggest student coordinator to inform of all these students services especially for International Student who are lost and don't know where, how and what to do in times of crisis.
47.	A student lounge that is accessible to students at all times.
48.	Essay help on campus .
49.	A subsidized bus pass.
50.	Cafeteria/kitchen access.
51.	Cultural/Collegial online event for regional students to participate in. Unfortunately, as an student taking classes online, and living away from campus there are no other opportunities to interact with the campus based university community.
52.	Student Cards.
53.	Some sort of service to help students de-stress, receive advice on managing workload of university.
54.	I am not sure. I just know that when trying to obtain assistance for Blackboard related issues, it is difficult to obtain.
55.	Student support for regional campuses.
56.	Face to face tutoring.
57.	Supports to distance campuses.
58.	A support center for distance students.
59.	Distance support center.
60.	The student lounge on the Quesnel campus to be more accessible, the current hours are really limited and during night classes when students want to warm a meal or get water for tea, the kitchen appliances are not available because the door is locked.
61.	Counseling at the Quesnel campus.
62.	Library.
63.	Tutoring service that supports student. I don't know if we have one, if we do, should advertise it more so we know when we need it.
64.	More accessible tech support.
65.	Library lounge.
66.	Assistance on writing paper.

67.	Better access to the writing centre.
68.	Counselling. We don't have one here in Quesnel.
69.	Academic help.
70.	The UNBC MBA program doesn't get featured on this survey. We would like to be included.
71.	Not too sure. Perhaps easier access to program planning
72.	Chat option to contact librarian.
73.	Access to a printer for UNBC students.
74.	Online editing.
75.	More First Nations wellness.
76.	A place to exercise.
77.	Access to services at the Langara College Library.
78.	Class 1 Training.
79.	Not sure.
80.	I am a regional student at the Prince Rupert Campus so maybe more access to resources.

Do you have any concerns or hesitations accessing UNBC supports? If so, and you are willing to, please share.

#	Response
1.	I live very far away and find it challenging to get people to understand the struggle with time differences and access to resources.
2.	Lack of information about services and not having services at Terrace campus.
3.	UNBC doesn't know anything about Vancouver. Grad studies doesn't even know about us. Can't provide any help at all.
4.	Accessing supports online has been challenging. For example, waiting to hear back for an answer (both waiting for a phone call and/or email), the feeling of isolation/disconnect is never so apparent than attending a regional campus. I had most difficulty accessing library services at UNBC; the fact our regional campus does not have a library has been a barrier. I ordered books from the library through the online service, only to receive an apology email 2 weeks after my paper was due to say that there was an "error" on their end and were unable to ship my books. I had to rely solely on online journal articles. UNBC should offer ALL students the same service in the same way, in the same manner (within reason of course, but 2 weeks to receive books to write a paper is unacceptable).
5.	Lack of availability of the advisor.
6.	I have had poor service with my practicum placement this term and have had to purchase my own insurance for my counselling practicum because UNBC didn't get an affiliation agreement in place in time. This is especially frustrating because most of the rest of the students in my class had agreements. Some other students are being paid during their practicum (by their agency, not UNBC).

7. It's generally conditional on UNBC campus hours. Needs to be extended hours.
8. There are fewer supports offered to the regional campus in Quesnel and they are difficult to access online. For example, academic advising can take forever to get in touch with. I emailed in the middle of August for advice and no one has gotten back to me - I'm assuming I was forgotten and I just gave up trying. Other services like counselling I would love to take advantage of but the information on them seems limited and I don't know where to begin. The library is good but I struggle to use the online system and honestly would prefer to be there in person.
9. Vulnerability and fear of repercussions.
10. There is very little support here. We can even get water here to drink. PG has all the resources but we feel forgotten here. Very sad situation here for support. Teachers are great as well as support staff in Terrace Office.
11. There was a required meeting for graduate students, I was unable to attend due to distance, and no use of technology to include distance grad students.
12. I believe all regional students in Quesnel are being billed a fee to pay for City Bus fare and access to the swimming pool. I do not live in Quesnel and will never use this service. I already commute over 220 kms per day to attend and do not want to pay another fee.
13. As an example I have been trying to reach the social work academic advisor. I have documented how many times I have emailed/called in the span of 5 months with 1 answer. When the academic advisor did answer she directed me to someone else. It does not seem as though the regional campuses receive any supports which is frustrating considering we pay the same amount of student fees for virtually none of the benefits.
14. Being a distance Ed student we have no services at our campus and when we reach out to PG for services it takes forever for them to get back to me.
15. It is extremely difficult to access any campus resources when the campus opens after I start work, closes before I finish work, and is closed for lunch. I have to take time off to pay my fees, never mind accessing any of these resources.
16. If they're not on my campus, and I don't have the opportunity to meet the support person in person, I wouldn't access this.
17. Amount of time it takes to receive a response.
18. It has been difficult to get a hold of a 'live' person at times (i.e. registrar's office, professor's).
19. Little no supports on-campus. Free, unlimited counselling services would be helpful.
20. How would I go about doing this?
21. Student services I what programs I need to graduate.
22. Coming from a smaller campus I find it a little overwhelming to have to do everything online because I tend to prefer help in person but for the most part that is our only option.
23. I have no concerns or hesitations accessing UNBC supports, but I didn't know we have them...

24. I have tried to make an appointment twice with the academic advisor when I am going to Prince George so I can speak in person, but each time I was unable to. Instead I talked over the phone with the academic advisor, which I do not find as helpful as if it was in person. I was able to see the academic advisor once when she was on campus, but by then I was late with my questions and put on two waiting lists for my classes. This makes me hesitant to use the service because I have not had an easy time accessing it.
25. I am not comfortable with the counselling approach that the Walmsley counsellors take. I would have liked to access counsellors through Langara College. I also would prefer to have more in-person resources available - i.e. locker rentals, hardcopy books, etc. through the library.
26. I often am disappointed with the support.
27. No skilled.
28. Have been told that PG services are not receptive to Quesnel students by many students.
29. We have not had best experience getting any support, so my image towards anything they offer is poor.
30. We can online access them online and don't get them in person.
31. It's very hard to access resources because I can't get to the Prince George campus.
32. I find it hard to figure out who I am supposed to be talking to. It would be great to have more information about my particular program. What courses I should take and what each course is like. I would like more information on what each stream is like and what to expect to complete my master. e.g. what it is the difference between a portfolio vs. A comp exam etc.
33. The library was never easy to access. Disability services- exams was very unorganized.
34. The counselling that was set up for us in Williams Lake is not being fully utilized by everyone who would like to use the service because of conflicts of interest. Both parties holding the contracts work very closely with many individuals in this program. We had asked if we could access someone in Quesnel and were willing to drive, but we were told that wasn't allowed.
35. Lack of access to regional students.
36. Not sure how it would work from Vancouver.
37. As a student attending the regional campus at Langara, most resources from UNBC are online. It's very difficult not being able to access services at Langara in person in replace of some of the online services (library, printing services, clubs, etc). It doesn't make sense since I would guess that a portion of our student fees is for UNBC's on campus services, most of which we cannot access if we are not in Prince George. Before I applied, this regional program was described as a "partnership" between Langara and UNBC. This is very misleading and this program should not be described this way for prospective applicants. Even our head of our program told us that are only connection to Langara College is the fact that we get to rent out the classrooms for our courses.

Do you access academic and/or support services outside of UNBC? If so, and you are willing to, please share.

Response

1. I will utilize support services through my employer and local college.

2.	They were fast to return my paper. I wish they could proofread my paper.
3.	Counselling for anxiety.
4.	I did my BA at UBC and I currently work at Langara College so I can access the library here, but mostly I use online services or what I can find at UBC and Langara and never rely on UNBC. Useless.
5.	In-person counselling.
6.	Both my parents are teachers so I have a broad range of their teaching friends who advise me if i need help with papers or research. It is more familiar, and they respond faster because they aren't helping as many other students.
7.	I accessed ATA (Alberta Teachers Association) online library.
8.	Tutors.
9.	Through my work I have access to a limited number of free counselling sessions.
10.	I have paid hundreds of dollars for tutoring in math.
11.	The Northern Lights College Librarian has been a huge support in conducting research, however it would be nice to have a partnership with them to access some of the live feed rooms.
12.	Peer support.
13.	I have seeked out support services through other organizations as the regional campus does not have a counsellor.
14.	As a result of the lack of supports for UNBC students at Langara, all of the supports that I have already paid for in my tuition I sought outside of UNBC at my own additional expense to get my needs met. These included counselling and resume, and then using my personal resources and peers to help each other understand things and find answers related to our program.
15.	I cannot afford to.
16.	NWCC.
17.	You Tube video. Some are better than professor's lecture.
18.	I am unaware of academic support, so I rely from my own resources. Accidentally, lately I came to know of Learn and seek help for the finals but was told that I need to email this... and that...etc. and that they do not have anybody who tutors the subject. Very disappointed. List down subjects that can provide tutorship.
19.	I go to a private counsellor, which is expensive despite having some benefits coverage. I also access the Langara library book collection when needed because there are lots of resources that we can't access (because they're not offered online).
20.	A rapport with existing counselor through husband's employment assistance program.
21.	Mitacs courses, Athabasca University Library services, Lecturio (online medical lectures - because my pathology course didn't have any lectures! It was all self-directed).
22.	Tutoring.

23.	Literacy society, previous instructors, classmates.
24.	Online resources.
25.	Skidegate.
26.	You Tube video.
27.	APA websites, Google Scholar.
28.	Other alumni libraries.
29.	Work has some library services and can access some database material that UNBC doesn't offer.
30.	I often seek tutoring outside of UNBC. I am not aware of any tutoring available through UNBC.
31.	I use my old college library.
32.	Counselling.
33.	Counselling.
34.	NWCC library, public library.
35.	I have been able to obtain a "temporary" library card from Langara College.

Is there anything else you would like to share about your UNBC Student Service experience?

#	Response
1.	I feel that there should have been entire seminar on student service for distance students during orientation and make sure we were set up for accessing everything especially as someone new to the university.
2.	No co-op program for grad students; no assistance with career development; planning to transfer to another university.
3.	Quesnel Campus is lacking in everything it seems, merchandise, a gym. I also feel that our student fees mostly pay for things in Prince George. No extra fun events or cafeteria.
4.	What student services????? Where????????? You haven't helped us at Vancouver/Langara at all.
5.	I am thankful there is an opportunity to attend a university in a small town, however, it doesn't come without challenges. The campus hours should be extended on weekends; most students attending regional campuses work full time during the week and have free time over the weekend to work on homework etc. Also, I feel there is no "UNBC community" at the Terrace regional campus; I only ever see people at campus to attend class.
6.	It is non-existent on the Terrace regional campus.
7.	This might not apply but I would greatly appreciate a reading week instead of a mid-semester day off.
8.	I get loads of emails that are just filler that have nothing to do with me, and services that I cannot access because they happen on the main campus.

9. It feels like there is a lot of distance between our regional campus and the PG campus. A large majority of our BSW orientation at the Quesnel campus was pointless because there was a technical error with the sound and we couldn't hear what was going on.
10. No.
11. I hope that UNBC will consider a Master's of social work online, I would continue my studies with UNBC. Sadly, I would have to look elsewhere which would be disappointing as I love the school of social work's local and northern focus.
12. I enjoy the program. I do not enjoy student life on the regional campuses. I do not enjoy the lack of services, and barriers to receiving the same supports as those located on the main campus.
13. Ensure water dispensing units (i.e. water cooler), are available for students/faculty members at all locations. Some campuses have only brita filters on the tap, that are not changed regularly, so affect water quality on campus.
14. I would not recommend the BSW at the Vancouver campus to anyone. It is extremely unorganized and some of the teachers should not be teaching in the program.
15. The Langara BSW program needs a lot of resources and help to support it and the students. As a student finishing the first cohort, I will not be recommending it to anyone I know and hope that the next cohort has a better experience.
16. At the Northwest campus we often feel left out .
17. Distance education can be very isolating, any way to make students feel like they are still a part of a school community would be greatly appreciated.
18. Yes, but I don't feel comfortable discussing them at this time.
19. Overall, not great communication... contact people switch jobs and new contact info is not forwarded out. I have been contacted 2x about documents I was "supposed" to get into grad school, but had never heard of them before. My advisor claims he had never heard of them either.
20. I would like a sub teacher if teacher is absent from class.
21. I don't know any student service, so no experience with it. U cannot even comment on better/worse.
22. Email them asking simple questions on book borrowing etc., no prompt reply, have to follow up many times.
23. I am not sure if this is under student services, but as a regional student I am taking courses that are through video conference. From my experience in the last conference class I took, it is not an efficient way to teach students. We were lucky to have a teacher who made the class interesting and educational by having presenters come to both class, making it fair for each class. When my class was on the other end of the conference from the teacher, we did not learn much as the video was cutting out and had a time delay. I wish to see less classes over video conference because I do not find it is fair for the class on the other side of the video from the teacher, because they simply do not learn or participate in the class as much.
24. Better wifi access for regional campuses please!

25. This survey is irrelevant given our campus is so small and doesn't want to utilize funding and resources to give students more access to student services on regional campuses.
26. So far, after my first semester of graduate studies, I am overall impressed with UNBC and am glad that I chose this university.
27. Satisfied with the service.
28. Not at this time.
29. Yes. Need u-pass for Vancouver campus.
30. As a distant grad student I was unable to fully benefit from student services yet paid in full. e.g. bus pass paid but not transferable to local system.
31. ASC paper editing service is really appreciated...
32. Need better communication on deadlines etc.
33. ASC and library service staff are great resources.
34. I Love that I can walk out my back door and walk onto WWNI Campus Love it! I know tons of friends who would do the same but no transportation or dorms.
35. Even assistance we are getting from the program is poor. Our feedback seems not taken into consideration. When we provide feedback, either no response or defensive. I also don't see the point of this survey.
36. I appreciate the opportunity to study through UNBC online as I can continue working and learning at the same time.
37. I wish we had more services in Quesnel
38. I was a part of the Vancouver cohort and really enjoyed the program. All the professors and classes were amazing!
39. Would have been nice to have some more integration between theory and clinical. Feel as though this will greatly benefit once you graduate.
40. So far there seems to be enough supports to be successful.
41. No.
42. In my opinion, the particular course of study I am engaged in could use some significant re-evaluation and upgrading.
43. I think that removal from the nursing program for 3 years is ridiculous and unjustified if a student fails 2 classes in year 3 and 4.
44. Very pleased so far!
45. As regional graduate students, we get left out of pretty much everything. We pay into all sorts of things (so my tuition receipt tells me) yet we rarely, if ever, get to benefit from any of these services. There really should be a discount for regional students as we do not get near the services on campus students get, yet we pay the same.

46. There is a real disconnect between the main campus and regional students. Regional students have a challenge in accessing supports when they are needed, it is not as simple as going to the appropriate office, but we must often phone and be put on hold or wait for a call back.
47. I had excellent support with Academic Success Centre for editing my papers in the beginning of my graduate studies.
48. I feel as though our Vancouver cohort from the MBA program is separate from UNBC. I don't feel connected to UNBC at all.
49. It's an amazing opportunity for myself.

University Advancement – Alumni Relations

Alumni Student Survey 2017 Results



UNBC Alumni Student Survey 2017

In partnership between UNBC's Alumni Relations Office, this survey was created to find out more information about Alumni student's perspective and experience with the UNBC Aboriginal Service Plan programs and activities. Of the 562 Alumni students, 20 students completed this survey. Many Alumni students had commented that they did not have experience with the Aboriginal Service Plan programs or activities while they were at UNBC.

1: Awareness of UNBC's Aboriginal Service Plan Activities

Please rate your awareness of UNBC's Aboriginal Service Plan (ASP) activities. Using the scale, where 1 is the minimum (not at all) and 5 is the maximum (fully aware and involved), slide the cursor along the scale to indicate your response to each of the following activities that are currently being offered:

1 a) Aboriginal Alumni Speaker Series

Response	Count
1 (not at all)	9
2	3
3	2
4	3
5 (fully aware and involved)	3
Total	20

1 b) Aboriginal Community Connections Coordinator

Response	Count
1 (not at all)	8
2	6
3	4
4	1
5 (fully aware and involved)	1
Total	20

1 c) Elders in Residence Program

Response	Count
1 (not at all)	6
2	1
3	3
4	5
5 (fully aware and involved)	5
Total	20

1 d) Regional Aboriginal Academic Coaches

Response	Count
1 (not at all)	14
2	3
3	1
4	0
5 (fully aware and involved)	2
Total	20

1 e) Spring into Transitions

Response	Count
1 (not at all)	13
2	2
3	2
4	1
5 (fully aware and involved)	2
Total	20

1 f) Aboriginal Scholar in Residence

Response	Count
1 (not at all)	10
2	3
3	4
4	2
5 (fully aware and involved)	1
Total	20

Question 2: UNBC Aboriginal Service Plan Impact

Please indicate if any of the above Aboriginal Service Plan activities had a positive impact on your experiences at UNBC and why?

Response

1.	I didn't use any of them in spite of my aboriginal status. I didn't have any need of them, however, I definitely see the value in them.
2.	I believe that our class was quite instrumental in influencing this process. Personally, I have been involved in doing presentations at the Terrace campus and participated in cultural activities while in Terrace.
3.	None.
4.	No impact.
5.	None as they didn't have them when I attended. First Nations centre was my support.
6.	Always connecting with the elders and attending first nations events because being away from my hometown/community was hard. Being able to access this made me feel welcome and a sense of belonging/cultural identity.
7.	I was not aware of this program.
8.	Minimal. I went to the First Nations Centre (as it was called at the time) once and was stared at. Not in a friendly, curious way. Perhaps it is important that I "pass" as Caucasian. I was young and this made me feel very uncomfortable so I never used any Aboriginal services.
9.	I was one of the first students in the MSW program and many of the above services were not available when I attended. Good ideas though!!! Hopefully the students take advantage of the learning opportunities they bring.
10.	I was unaware of an Aboriginal Service Plan until I received this email to participate in this survey.
11.	The friendliness and welcoming environment of the First Nations Centre and monthly feasts were positive and calming for a stressed out student.
12.	I wasn't aware of most of these programs while I was at UNBC.
13.	None of these services were there when I attended UNBC.
14.	I graduated over 10 years ago but having read the descriptions I believe they would have been very beneficial. I'm pleased to hear of these wonderful programs.
15.	I would like to say that UNBC First Nations room was helpful to me during my time there through counselling services, homework help, and a place to hang out.
16.	While I was attending UNBC between 2012 - 2015, the only activity I took part in was the Alumni Speaker Series. I enjoyed listening to the success stories of former students, plus I enjoyed the free lunch as well.

Question 3: Awareness of Other Support Activities or Services

Are you aware of any other support activities or services currently available to Aboriginal students at UNBC?

Response

1.	The Quesnel campus is actively involved with First Nation students and provide dedicated one-on-one opportunities for the students from each of the UNBC staff. There are no limitations to the support to aboriginal students which is amazing. It seems as though there is an open door policy there and students feel comfortable talking to every level of seniority at that campus.
2.	No, not very aware.

3.	Yes, through the Terrace staff.
4.	No.
5.	No I am not aware.
6.	No.
7.	N.o
8.	No.
9.	First Nations student center.
10.	Aware of First Nations centre but as grad student did not access and was not aware of or informed of activities and services offered for grad students.
11.	Support Centre.
12.	The only support I was aware of was NAP and the First Nations Centre.
13.	Yes computer lab .
14.	I was aware that I could the First Nation's Centre could arrange for private tutoring and cover the cost. I was also aware of the emergency financial assistance program. I utilized the tutoring as well as the MACE, I think that's what it was called. The First Nations Centre had library and research help available which helped me immensely with my research.

Question 4: New Activities/Supports

Are there any new activities/supports UNBC could be undertaking to support Aboriginal Students?

Response

1.	Funding for travel, daycare or lunches. Many aboriginal students come to class without food and struggle with child support. A dedicated councilor would be beneficial since teachers or staff end up in highly complex discussions that the students bring to them and try to seek the resources to assist the students. - although not necessarily post-secondary... Teachers find that aboriginal students may need upgrading to develop certain areas that they are lacking. Basic courses to understand how to write a report, understand a syllabus and expectations from the instructor and resources available to them. - courses for upgrading would be beneficial to send students to when and where necessary. - aboriginal learners benefit from traditional surroundings - meals together, class time outside of the classroom and Elder's presence. - Funding devoted through the University for every Nation (ie. Tsilhqot'in, Shuswap, etc.) for the community to identify needs for education and have dedicated courses/programs in their areas. The Tsilhqot'in have been trying to do this for years but cannot find funding. They wish to develop a one-year program for Elected Leaders (Chief & Council) that would be mandatory prior to running for a position. - In addition the Tsilhqot'in have received title and require a dedicated education program to advance the Nation for self-government.
2.	It would be nice if there were more information about this available and promoted, such as on the website. There is not very much information about any of these programs in the general public.
3.	I am thinking that more local resources should be used and having a rep from each nation should be appointed to advocate and support students from our nation as needed. Need more advocates by First Nations advocates in smaller communities. Also need more programs offered in smaller communities i.e. community oriented education.
4.	Broaden community support and partnerships.
5.	No I am not aware.

6.	Urban and rural connections. Making Prince George not so alienating to new students. Hire more alumni from various locations.
7.	Not sure if this is a part of a curriculum yet, but First Nations dance groups.
8.	Collaborative programs did not seem to get the same introduction to the University as students starting their post-secondary at UNBC. Many of these programs are not 'advertised' as well as they could be to students starting at the University in their third or fourth years.
9.	Unsure.
10.	Unaware
11.	It would be nice to receive invites or flyers regarding activities throughout the year...via unbc email address...that may be helpful to feeling included, monthly newsletter or social events gatherings for grad students so can connect with first nations centre...maybe an introduction to first nations centre...meet and greet beginning of each semester or year.
12.	I think having decolonization circles would benefit all Indigenous students. It is important for Indigenous students to experience healing from intergenerational trauma as a part of their education.
13.	To have supports for people that are new to the area. have supports for people that have no idea how to find rooms at UNBC.
14.	I think they need to provide more traditional food during their alumni speaker series. I grew up in a First Nation's community and we always ate our traditional food whenever there was a gathering. It could be offered as 50% of the menu.

Question 5: Objectives

The BC Ministry of Advanced Education has established the following objectives for university Aboriginal Service Plans:

1. Increase access, retention, completion and transition opportunities for Aboriginal Learners;
2. Strengthen partnerships and collaboration in Aboriginal post-secondary education; and
3. Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

5 i) Do you see the above Objectives as being relevant to you?

Response	Count
Yes	12
No	1
Somewhat	7
Total	20

5 ii) Do you see the above Objectives as being aligned with UNBC's six Aboriginal Service Plan activities?

a) Aboriginal Alumni Speaker Series

Response	Count
Yes	12
No	1

Somewhat	7
Total	20

b) Aboriginal Community Connections Coordinator

Response	Count
Yes	14
No	1
Somewhat	5
Total	20

c) Elders in Residence Program

Response	Count
Yes	17
No	1
Somewhat	2
Total	20

d) Regional Academic Coaches

Response	Count
Yes	15
No	1
Somewhat	4
Total	20

e) Spring into Transitions

Response	Count
Yes	13
No	2
Somewhat	5
Total	20

f) Aboriginal Scholar in Residence

Response	Count
Yes	13

No	2
Somewhat	5
Total	20

Question 6: Suggestions

Do you have suggestions to how the current UNBC Aboriginal Service Plan activities could be refined to better meet the Ministry of Advanced Educations’ objectives?

Response

1.	Possibly expand on the Aboriginal Scholar in Residence to include aboriginal student mentors for younger aboriginal students. Also, having a website where people can be reached and where there is information available.
2.	Meetings with community members and past students to obtain feedback on their needs. More visibility and lobbying for programs. Indigenous content incorporation into courses to make connections and support relationship building.
3.	Communication in aboriginal newsletters.
4.	Invite alumni to come to the centre for lunch or something and students can have informal conversations with them.
5.	Not at this time.
6.	If identified as Aboriginal, set up an email list of activities/programs etc., that are available to help with the transition and supports available throughout post-secondary.
7.	None.
8.	Better dissemination of the information regarding the service plan and programs offered to support Indigenous learners.
9.	Reach out and connect with identified first nations students...i graduated May 2017...this is the first time i have noticed any contact or attempt at engagement with me as an aboriginal student... Both as an undergrad student and a graduate student. I cannot be the only missed student who wouldn't reach out on my own...but maybe after some invites...awareness...i may have made a connection.
10.	Once again a decolonization healing component should be available for students
11.	No.
12.	no suggestions.

Question 7: Other needs or Interests

Are there any other needs or interests that UNBC support activities should be trying to meet?

Response

1.	Not that I can think of right now.
2.	Trying to keep students close to their families to provide support while doing schooling. Leaving family is difficult when you leave your support system. Community based programs.
3.	No.
4.	Offer more courses on a variety of nations and cultures not only Carrier.
5.	Unknown.

6.	Improve relations with UNBC and Lheidli T'enneh First Nations community.
7.	Meeting new and old students who are self-identified as Aboriginal while attending unbc... So to not miss opportunity to include them... Keep an active list of alumni and current students... Keep them in the loop even after graduation...like myself.
8.	I cannot stress enough the importance of healing from historic trauma.
9.	Housing.
10.	Don't know.

Question 8: Measuring Success

How would you “define” or “measure” success for support activities for Aboriginal Students at UNBC?

#	Response
1.	Is the student happy at UNBC and do they have the support they need to a) graduate in a timely manner and b) pursue a career after leaving UNBC.
2.	Feedback and posting success stories weekly!
3.	Complete and graduate and return to teach
4.	That’s difficult - my MEd related to success and it is very much individual.
5.	Attending and participating
6.	Connection, the importance of staying connected as most students leave home, families and their familiarity.
7.	if they are well attended and if they show a positive impact on the students grades and/or their experiences in a post-secondary institution.
8.	Increase Masters level/Phd level Indigenous graduates. Encourage and support existing Indigenous learners to carry on in academia.
9.	Including every first nation student in some way with the first nations centre community
10.	Wellbeing of students/ their participation in activities and initiatives/ graduation and retention rates/holistic approaches to curriculum, teaching and space/
11.	There should be ongoing assessments of programming to ensure students are engaging in these services and feel that the services are relevant to their needs
12.	very well organized
13.	I think success can be measured by the increasing number of participants. Feedback from participants could also be measured.

Question 9: Engagement

How could UNBC strengthen the engagement approach through which the Aboriginal Service Plan is developed, as well as the content that is included within the Aboriginal Service Plan submission? Please add your comments to the table below:

A. Development Process

Response

1.	Asking aboriginal students what they need to succeed is key. Asking current students as well as prospective students to contribute to this survey is necessary. Having an event of some sort to bring these students face-to-face to have a discussion and talk to others facing similar difficulties is also a good idea. Sometimes discussion brings out problems an individual wasn't aware existed.
2.	Inclusion of all communities in regularly scheduled meetings to plan the services as they change quite rapidly.
3.	Communication.
4.	Not sure at the moment.
5.	Have an advisory board helping .
6.	Unsure
7.	Improve communication with Aboriginal students, professors and local First Nations community.
8.	Unsure
9.	It is Important that UNBC allow Indigenous experts to guide and monitor this process
10.	I loved that Ricki Dalton was there to support me fully, also Colin Chasteneuf. Now I don't feel supported enough through the Faculty of Education department that I am choosing Simon Fraser University to continue my dream of becoming an Elementary teacher.
11.	UNBC could connect with local colleges with the goal of ensuring that the transition to UNBC is done in a way where the student feels confident enough that they are ready for the move.

B. Content of the ASP

Response

1.	Make sure that students know where to find these services and that they exist. I had no idea that most of these existed because they weren't out there to find. Having this information only available in certain places is limiting.
2.	Inclusion of all First Nations communities.
3.	Unknown
4.	Unsure
5.	Same as above
6.	n/a
7.	Students need to know the role the FN Centre plays and how it can be tied to their success as a student.

Overview of UNBC Feedback Reports and Assessment

The following feedback form is one of the methods used to gather information about each Aboriginal Service Plan program or activity that is being delivered by the University of Northern British Columbia. This feedback is essential to the continuous improvement process that has been adopted in 2017/18. The assessment of the data collected informs us of required enhancements and revisions to current Aboriginal Service Plan programs and activities, and guides us in the development of future programs and activities that specifically address the needs of our students and communities that we serve in the north.

The following are just two examples of the feedback received from each Elders in Residence Program that was hosted at the Prince George Campus, and a second program that was hosted at the Quesnel Campus. Based on the assessment of the feedback received to-date for the Elders in Residence program that is concluding its third year of ASP funding, UNBC is pleased to announce the continuation of this important program that connects history, cultural experiences, and sharing of traditional knowledge with community. The funding for the ongoing delivery of this program will form part of the university's budget.

UNBC First Nations Centre

Elder in Residence Program
Feedback Report - Prince George



UNBC First Nations Centre | January 18, 2017 | Prince George Campus

UNBC Student Feedback - Elder in Residence

How did you hear about the Elder in Residence event?

Response	Count
Posters	7
Social Media (Facebook, Twitter, Instagram, etc.)	3
Word of Mouth	5
Classroom Presentation	1
Media Release (Radio, UNBC website, etc.)	8
Other	

How did you interact with the Elder?

Response

1.	Presentation.
2.	Have yet to interact.
3.	Talked; attended presentation.
4.	Listened to Elder Clifford's presentation on Residential School. Look forward to engaging w/ him at lunch.
5.	Listening, absorbing the story.
6.	I'm hoping to over lunch.
7.	Honoured to learn from Clifford Quaw about his residential school experience.
8.	Listened.
9.	Watched a presentation on residential schools.
10.	Residential School presentation.
11.	Attended a lecture on residential school experiences.
12.	By listening to his talk.
13.	At lunch yesterday.
14.	I hung out with him for about an hour at the FNC.
15.	I have met him in the FNC

What did you like about this event?

#	Response
1.	I liked the presentation which was about the residential school system.
2.	He did a great presentation on his residential school experience.
3.	Everything (residential school talk).
4.	Clifford is an amazing example at overcoming the odds, using spirit to find peace and forgiveness within, but he also emphasizes “at what cost?”
5.	The opportunity to hear Clifford speak about his experiences – his perspective is a valuable one!
6.	I like hearing stories to get more understanding of the horrible history, in this situation that he’s endured, to educate myself.
7.	The opportunity to witness Clifford’s stories, I have immense gratitude.
8.	It was very informative and felt very personal.
9.	It felt informal and organized.
10.	The knowledge, emotion, power, and strength that came from Clifford.
11.	From the heart/personal experiences.
12.	Welcoming atmosphere about such a hard topic to think about.
13.	His humour, humbleness, wisdom. The oral and personal nature of the shared memories.
14.	To hear of an elder’s experience in the residential schools.
15.	Great learning opportunity. Able to hear stories I wouldn’t have been able to.
16.	Clifford’s honesty.

How does having the opportunity to interact with the Elder in Residence support the goal of enhancing academic studies for students at UNBC?

#	Response
1.	Presentations and organizing events.
2.	It teaches about what he and others went through and how he survived.
3.	Gives students the opportunity to see successful FN person; grounds students.
4.	Learned from first-person experience, shared face-to-face.
5.	Learning about other cultures broadens perspectives and encourages curiosity.
6.	Perspective, motivation.
7.	The knowledge and experience shared is incredibly important to both enhance and unpack much of what is taught in typical academic studies.
8.	It allows to gain a deeper understanding of First Nation communities.

9.	This type of knowledge goes above & beyond what books can teach us.
10.	Knowledge, learn to do better
11.	Elders know just as much as our professors. I value elders teachings.
12.	It makes historical events real and graspable, it includes indigenous knowledges.
13.	Reminds me of why I'm doing what I'm doing -> who I'm fighting for.
14.	Amazing first-hand account of what we're studying. So much better than reading a book.
15.	It makes me feel at home. Gives me knowledge from a genuine person.

How does the Elder presence help to informally encourage future partnerships and future collaboration within the university?

Response

1.	Increase the diversity and culture mixture in university.
2.	It brings students and folks from different parts of the university together.
3.	Brings people who have similar wants.
4.	I see members of CIRC here 😊. In my work, it is important to stay reminded of the history of colonization and abuses in education, research, etc. etc. etc. and the affects at the community and individual levels. As we live and work on FN's territories – we must be mindful of these facts in our daily lives. Thank you, FNC & Clifford!
5.	It provides the opportunity to learn about the culture and history of First Nations, which reduces barriers to further interaction and collaboration.
6.	Until a few years ago, I had never met an Elder. I am thankful that the FNC has brought this to me, as I am always enjoying their time on campus. I'm sure others feel the same, that is another way to connect, on a much deeper scale.
7.	I hope it continues to break down barriers and encourage academic institutes to use their power as a platform to act as an ally for indigenous communities.
8.	Not sure.
10.	Reconciliation is crucial in the institution. This is a great step towards that.
11.	Connection.
12.	Reconciliation studies?
14.	Shows that the university respects the role of the Elder in Indigenous culture.
15.	Exposes non-Native people to FN culture.

How does interaction with the Elder help to increase student success? Please explain.

Response

1.	Class presentations or organizing events likes this.
2.	It helps students through hearing about his healing.
3.	inspires and ground student.
4.	See examples of their own people succeeding against all odds & learn from their wisdom and skills.
5.	Building connection and interaction within the campus community.
6.	Helps to demonstrate and situate knowledge within personal experiences.
7.	It was very motivational.
8.	Hearing people's stories of success can motivate us to strive for our goals.
9.	Shared knowledge important for personal & professional growth.
10.	Provide guidance & counsel/advice/calming

Do you believe that interaction with the Elder encourages an enhanced receptivity towards learning about Aboriginal culture? Please explain.

Response

1.	Yes, allows us to be familiar with the First Nations experience.
2.	Yes – though I wish he had talked more about his healing.
3.	Yes – I think some people are scared to ask/learn and having an elder present encourages/demystifies that.
4.	Yes (see 5 & 6).
5.	ABSOLUTELY! As a white settler, I do not fully understand the history and culture. I am ashamed of my ignorance, and I am actively working to learn – and the Elders presentations allows me to learn without feeling stupid. This definitely reduces my hesitation to engage in these conversations in the future, and provides me with knowledge to have conversations with others.
6.	Yes. Understanding the roles of Elders, honouring intergenerational learning.
7.	Yes, as it gives a face to the stories.
8.	Yes
9.	Definitely – the key to understanding is being open and listening.
10.	By understanding the personal experiences and touching on history of First Nations in BC.
11.	Yes, it provides a different perspective on Canadian history.
12.	Yes, much greater connection with Aboriginal culture.

UNBC First Nations Centre

Elder in Residence Program Feedback Report – Quesnel Campus



UNBC First Nations Centre | February 2, 2018 | Quesnel Campus

UNBC Student Feedback - Elder in Residence

Our Elder, visited classes as follows:

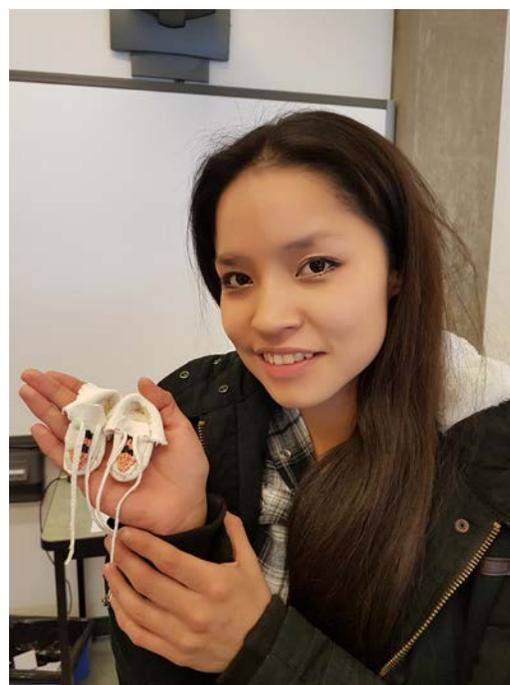
- NURS year 4 (20 students)
- NURS year 3 (24 students)
- NURS year 2 (24 students)
- SOCW year 4 (13 students)
- CNC's SOCW Diploma (10 students)

The Elder opened the week with a prayer. In between class visits, she spent her time in a classroom making moccasins with all those who visited. Another Elder, visited with our Elder in Residence on Wednesday and Thursday and shared more moccasin making, embroidery, and beading tips with students and staff.

Participation in activities were as follows:

- 12 Aboriginal students visited with Doreen at various times throughout the week. Some of them made moccasins between classes,
- Several other students came to visit and to make moccasins in between classes,
- 12 UNBC, CNCSU and CNC staff and faculty visited Doreen in the moccasin making classroom and some tried their hands on this,
- Smudging event: 10 students, faculty, and staff members participated,
- Elders Luncheon: over 20 Elders and members of the local Bands, plus over 30 students from both UNBC and CNC programs.

Elders, community members, students, faculty and staff all loved the program and the presence of an elders on campus throughout the week. Students enjoyed visits and having lunch with Doreen. A number of students really appreciated the Elders Luncheon as it gave them the opportunity to interact with several Aboriginal elders in the comfort of the campus. The program transformed our campus for a week - the ambience was different. Having a classroom dedicate to making moccasin all week provided a space for students to de-stress. A couple of students turned a corner of the moccasin classroom into a study space. Our Aboriginal students were so happy to have their Elders and family members on campus and visited with Doreen when they were in between classes. They loved the experience. We all loved the experience and are grateful to be able to offer it in Quesnel.



How did you hear about the Elder in Residence event?

Response	Count
Posters	4
Social Media (Facebook, Twitter, Instagram, etc.)	1
Word of Mouth	6
Classroom Presentation	8
Media Release (Radio, UNBC website, etc.)	
Other	2

How did you interact with the Elder?

Response

1.	The Elder taught me how to make moccasins.
2.	Attending the Elder lunch, participating in prayer. Participating in the moccasin making workshop and learning the craft from the Elder!
3.	Physically worked with and asked frequent questions about moccasins making or threading.
4.	Introduced myself and we tweaked moccasins together.
5.	Through conversation, she shared her past and we as a class, reflected and asked many questions.
6.	We listened to her stories and asked questions.
7.	Group discussion.
8.	During the presentation.
9.	Listened to her story about her life.
10.	She explained her experience in residential school and there was question and answer time.
11.	Really glad to have had her come speak to our class.
12.	It was a positive insightful experience, very eye opening.
13.	Asked questions and listened to her stories.
14.	She engaged with us and she told us her story.
15.	Through listening to her story-telling and asking constructive questions.
16.	Talked with them.

What did you like about this event?

#	Response
1.	Learning an ancient craft.
2.	Bringing community together (students, elders community members, teachers) to get to know each other and learn from one another.
3.	Enjoy seeing Elders here at the UNBC/CNC campus, makes me feel closer to my culture.
4.	I enjoyed seeing the Elders here in the Quesnel campus.
5.	The relevance to social inequities and potential explanations as to why there are so many Aboriginals with mental health issues.
6.	I love listening to stories.
7.	Knowledge and insights given.
8.	Gained insight on the history of the Elder.
9.	The Elder's perspective on First Nations Health.
10.	Good community event – wish there had been more notice about it. I would have changed my schedule to be a participate more.
11.	It helps make connections and relationships with First Nation Community.
12.	It was eye opening. Her stories were powerful.
13.	It was eye opening and she changed my perspectives.
14.	Loved it!!!
15.	Speaking my language while being with people.
16.	I thought it was nice as I got to meet others and lunch was good.

How does having the opportunity to interact with the Elder in Residence support the goal of enhancing academic studies for students at UNBC?

#	Response
1.	This interaction could peak someone's interest in learning more about First Nations culture.
2.	Again, it helps me see what field I want to go into or have as a career. Aboriginal Lawyer – possible.
3.	It would help others see from different views of how an Aboriginal Elder teaches traditional ways.
4.	Yes, without it I would not have had this opportunity to hear from such a credible source.
5.	As nursing students we will be interacting/caring for First Nation People and it is good to be reminded of where they are and how we can help them and be respectful.
6.	Gives us unique point of view.
7.	Creates diversity and cultural competence.

8.	As a student nurse, it was important to understand her perspective when it comes to seeing Indigenous population.
9.	Great asset.
10.	Build cultural competency and safe care to Indigenous population.
11.	Yes!
12.	It was great especially for Nursing and Social Work students as it gives a broader picture of trauma and system side.
13.	It created and reinstated a much needed awareness of Indigenous peoples.
14.	Very inviting environment, lunch, everyone welcome.
15.	It's nice to see familiar faces and they are encouraging for education.

How does the Elder presence help to informally encourage future partnerships and future collaboration within the university?

#	Response
1.	She welcomed everyone and shared her culture, her language, and her knowledge.
2.	Expanding our understanding and involvement with local culture
3.	Provides insight into the community's struggle.
4.	We have First Nation Studies and I think having individuals present, helps us better understand.
5.	Allows collaboration with diverse populations.
6.	To better the relationship between the school and Indigenous population and understanding the resources that can be offered to Indigenous population. In addition to cultural competencies.
7.	Provides firsthand knowledge and experience which helps facilitate better understanding about indigenous peoples' needs.
8.	Yes! She had great insight, suggestions, and feedback.
10.	It empowers the future generations to advocate on behalf of these vulnerable people and encourage higher education for these disadvantaged people.
11.	It helped with my future practice and continuous belief in the University to include Indigenous populations.
12.	Feels more support is offered.
14.	At times it can be overwhelming, the calmness of Elders helps.

How does interaction with the Elder help to increase student success? Please explain

#	Response
1.	The Elder was here to help with questions and is very encouraging to the students.
2.	We all have knowledge to share and the presence and involvement of local Elders in the Quesnel campus is a new and engaging experience many of us students may not have the opportunity to experience otherwise.
3.	An Elders presence will most definitely encourage the students that are in training.
4.	Provides credible knowledge, utilizes a real time success story to extrapolate how difficult their past really was.
5.	By creating awareness of our Elder community.
6.	She raises awareness.
7.	She raised awareness.
8.	Because our culture and language being identified throughout community strengthens it (the community). Neychannilya.
9.	Yes, I believe it shows support and some culture that some people don't get to see.

Do you believe that interaction with the Elder encourages an enhanced receptivity towards learning about Aboriginal culture? Please explain.

#	Response
1.	Yes, learning first- hand about First Nations Culture removes preconceptions that people might have.
2.	Yes! Its more tangible when you have hands on exposure and experience. It is exciting!
3.	Yes, I believe the Elders are knowledgeable in the history of Aboriginal culture.
4.	Enhanced my empathy toward societal structures (homeless shelters) and encouraged myself to be mindful of other's past.
5.	Yes.
6.	Definitely when we meet others, we learn and there is less stereotyping and fear involved in interactions.
7.	Yes, provides personal experience and improves communication skills.
8.	Yes, her ability to tell her story in such a powerful way encourages learning and receptiveness. Her us of silence was super powerful. She was not afraid of silence and that is something in Western culture we are not accustomed to.
9.	Yes! If we learn of what happened in all of its truth, we can change it and "fix it" and begin to heal. Representation is key.
10.	Absolutely. As a student nurse, qualitative information aids in improving our future practice.

Appendix F – Themes Derived from Engagement Sessions (Facilitated Sessions)

Bridging and Support Programs (new name: Transition Programs, Pathways and Linkages)

- Recruitment Officer (understands and approaches communities based on their uniqueness, provides support for adult learners)
- Aboriginal Cultural Connections Coordinator (ACCC)
- Spring into Transition (replacement program)
- Academic Coaches (replacement program - see next item)
- On-line Academic Coaches to help with pathways, services, supports (using Skype, Face-time, or BlueJeans for example)
- Orientation and Academic Program support
- Offer Aboriginal Science Camps geared towards older teens
- Develop an “Orientation” Handbook: glossary of terms and common language used in the university environment to help Aboriginal students more easily navigate through the system
- Advertise services and programs that are available to support Aboriginal students and provide information on how they can access them
- Develop a cultural awareness element to the Orientation sessions held by the university
- Coach helps Aboriginal students access research funding such as SSHRC
- Develop the Campus Cousin Program in the region and focus on students who are on Academic Probation
- Offer peer/student speaker series to regional students so they learn about life on campus and aspirational opportunities
- Establish departmental Aboriginal student reps to help all students; the Campus Cousins are doing some of the work as well as the Aboriginal Student Life Coordinator
- Extend invitations to Faculty to hold office hours in the First Nations Centre
- Implement a model similar to the BC Government for parental support services
- Create a family residence on campus.
- Create more supports for mature students (e.g. daycare hours that align with evening class schedules)
- Increase the number of practicums being done in Aboriginal communities to reduce the amount of travel required by students
- Develop programs that prepare Aboriginal students before they arrive at UNBC so they can effectively navigate the system and process

Mentorship and Leadership

- Create learning activities for K-12 students of the importance of a post-secondary education and career opportunities (e.g. science camps, university students sharing their experiences)
- Create leadership opportunities for Aboriginal students that is based on a 2-way cultural understanding
- Develop mentoring programs for students that allow them to stay on top of their studies as the academic course is delivered
- Create a peer mentoring program for new students (\$500 paid to mentors at end of year for their service work)
- Establish departmental Aboriginal student representatives to help all students
- Create an Indigenized Toast Master’s Program to help Aboriginal students learn to speak with confidence in public settings, learn to introduce themselves in their traditional language, and acknowledge the territory
- Learning to practice public speaking in a safe space could start with traditional story-telling sessions

Addressing Gaps in Programming

- Create an Aboriginal Action Plan that guides, aligns, and embeds the Aboriginal Service plan programs and activities within the greater context and vision of the university
- Create an Aboriginal Lead and Team to continue to enhance the Aboriginal community engagement, develop a continuous improvement process for the Aboriginal Service Plan, create important linkages to programs and activities, prepare funding proposals, grant applications, and carryout fundraising initiatives
- Strengthen partnerships and collaborations
- Align with the Indigenous Mentorship Network – Pacific Northwest (associated with UNBC’s NCCA).

 - Aboriginal Science Camp for Youth (Yr 1)
 - Summer ‘Indigenous Research’ Institute (Yr 2)
 - Summer ‘Research and Practice’ Institute (Yr 3)

- Develop an annual engagement and consultation process that aligns with the development of the ASP submission and increases the number of opportunities delivered throughout the year (feedback, developing programs, communicating and marketing programs, reporting back to communities on outcomes)
- Develop a marketing strategy that increases the internal and external community awareness and visibility of the ASP activities/programs being offered on an annual basis
- Develop an engagement strategy that includes hosting events with communities, presenting to Elder groups with food and sign-up and creating newsletter that can be circulated
- Mentorship in Research thru NCCA - Indigenous Mentorship -Northwest Program

Respecting Traditional Laws & Incorporation of Cultural Protocols (new name: Cultural Awareness, Education, Experiential Learning)

- Elders-in-Residence (UNBC begins funding of successful program in 2018/19)
- Indigenizing curriculum and ensuring all UNBC educational practices and pedagogies are anchored, informed and grounded in Indigenous knowledge
- Create more language programs (e.g. Haida Gwaii Language)
- Cultural awareness training for Indigenous and non-Indigenous faculty and staff
- Performances that connect to Indigenous Culture (i.e. Digging Roots)
- Create a video to help dispel stereotypes of Aboriginal Peoples
- Create a breakfast for Elders
- Have Open House schedule at FNC - whereby people are invited in at the beginning of every semester so people feel comfortable to approach the FNC).
- Create land-based programming opportunities
- Create cultural experiences of living off the land: hunting, trapping, survival; Connection to the land: spirituality, food preservation
- Create more experiential learning courses such as the First Nation’s Cottonwood canoe, the construction of the traditional Pit House

Student/Community/Public Participation & Developing Relationships

- Arts and Knowledge Festival
- Alumni Speaker Series (including high profile people like Candy Palmater)
- Aboriginal Scholars in Residence
- Develop Aboriginal Service Plan programs and activities that encourage more Aboriginal male students to participate
- Other activities such as song, drumming, story-telling, pow-wow (e.g. evening events for families)
- Establish partnerships to co-develop programming and increase Aboriginal Service Plan opportunities

Appendix G – Aboriginal Service Plan Committee Terms of Reference

UNBC commits to working with Senate in 2018/19 to review the current Aboriginal Service Plan Committee membership. The new Office of Indigenization will lead the review and will recommend a structure that enhances the representation of our students, community partners, and faculty.

Background:

UNBC is Canada's premier small, research-intensive university, with internationally recognized academic and research programs that prepare its graduates in select areas of high relevance to the peoples of our region, province, and beyond. Our vision is to be a student-centered, research-intensive university, uniquely Northern and personal in character, responsive to the region it serves, of national and international acclaim.

Aboriginal⁶ learners, and the communities they come from, are an integral part of the UNBC community. UNBC demonstrates our commitment to Aboriginal learners and their communities by providing relevant supports that address the academic, social, emotional, and cultural needs of Aboriginal learners.

The Aboriginal Service Plan is a Ministry of Advanced Education initiative to support post-secondary institutions in advancing successful and meaningful experiences of Aboriginal students in post-secondary education. UNBC is committed to working with the Ministry in achieving the Aboriginal Service Plan goals. These goals are:

1. To increase access, retention, completion and transition opportunities for Aboriginal learners;
2. To strengthen partnerships and collaboration in Aboriginal post-secondary education; and
3. To increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

The UNBC Aboriginal Services Plan Steering Committee works together to achieve the goals and delivery of Aboriginal Services Plan projects funded by the Ministry of Advanced Education. This committee was called together through the Senate Committee on First Nations and Aboriginal People (SCFNAP).

The UNBC Aboriginal Service Plan Steering Committee serves to provide the necessary institutional guidance for the coordinated implementation of the UNBC Aboriginal Service Plan in the context of UNBC's broader commitments to Aboriginal learners. The committee is responsible to the Vice President Academic and Provost, and reports to both the Senate Committee on First Nations and Aboriginal Peoples and the Vice President Academic and Provost.

Principles:

Our success in supporting Aboriginal learners depends on working in *collaboration* with diverse Aboriginal communities to increase the *receptivity* of university and to ensure university programming is *relevant*. Inherent in our vision to develop the next generation of leaders is a commitment to supporting students *holistically* and *respectfully*. The UNBC Aboriginal Service Plan Steering Committee is one measure to support the UNBC vision and the Ministry of Advanced Education's Aboriginal Services Plan objectives.

⁶ The term *Aboriginal* is intended to reflect the diversity of Indigenous, First Nations, Aboriginal, Metis, and Inuit Peoples that UNBC serves in providing university level education.

Purpose:

The UNBC Aboriginal Service Plan Steering Committee serves to *develop, oversee, administer, and review* the Aboriginal Service Plan funding. The Aboriginal Service Plan funding focuses on:

- Giving voice to the educational needs and goals of Aboriginal learners
- Addressing barriers to post-secondary education for Aboriginal learners through
 - Raising the awareness, receptivity and relevance of university for Aboriginal learners;
 - Increasing access and easing the transitions;
 - Increasing retention and completion rates;
- Strengthening partnerships and collaboration to increase the relevance of the programming designed to meet the above purposes

Goals:

The Steering Committee goals are to:

1. Provide guidance on the alignment and coordination of UNBC's Aboriginal supports and services, especially with respect to how the UNBC Aboriginal Service Plan is integrated into the UNBC context;
2. Develop and review the framework for Aboriginal services and supports that are consistent with the Ministry of Advanced Aboriginal Service plan; and
3. Design UNBC Aboriginal Service Plan initiatives that promote the success of Aboriginal students, both undergraduate and graduate students.

Goal Implementation:

The UNBC Aboriginal Services Plan Steering Committee will:

- a. Work internally and externally to develop relevant proposals and programs that meet Aboriginal Service Plan goals and objectives;
- b. Consult with the Ministry through the monthly Aboriginal Service Plan coordinators meetings to ensure that the programs at UNBC are of the highest quality and are the best match possible for the program's priorities;
- c. Review the implementation and progress of UNBC's Aboriginal Service Plan programs on a quarterly basis;
- d. Provide the Senate Committee on First Nations and Aboriginal Peoples, the Vice President, Academic and Provost, the President, and Ministry with required reports;
- e. Report regularly to the Senate Committee on First Nations and Aboriginal Peoples regarding the development and outcomes of the Aboriginal Service Plan; and
- f. As appropriate, communicate with local and regional Aboriginal communities about Aboriginal Service Plan programming and opportunities.

Membership:

The UNBC Aboriginal Service Plan Committee will be constituted by a balanced participation of Aboriginal community representation and UNBC representation. Each member of the committee is dedicated to enhancing the goals of the Aboriginal Service Plan to serve the needs of our current and future UNBC Aboriginal learners.

Membership from the Aboriginal Community to include:

- one Elder;
- one Lheidli T'enneh representative;

- one Aboriginal Regional Representative from one of the traditional territories in the UNBC region;
- one member from a Prince George Métis Association or Regional Métis Association; and
- one NUGSS and/or Aboriginal Student Representative; and
- one GSS and/or Aboriginal Student Representative.

Membership from the UNBC Community to include:

- Chair of the First Nations Studies Department;
- Tenured or tenure-track faculty member;
- Manager of Aboriginal Student Engagement;
- Dean of Regional Programs;
- President’s Senior Advisor on Aboriginal Relations;
- Vice Provost Student Engagement; and
- A Recording Secretary.

Meetings will allow for participation through in-person and distance-delivery methods.

Member Responsibilities:

Chair – the Chair is responsible for calling meetings and providing an agenda in advance. This committee will be Chaired by the Vice Provost Student Engagement.

Co-Chair – selected from committee membership for a 1-year term, the Co-Chair will serve as the Chair in the Chair’s absence.

Recorder – the Recorder is responsible for working with the Chair to schedule meetings, recording minutes, and communicating the schedule, minutes and other information for the needs of the committee.

Meetings:

The UNBC Aboriginal Service Plan Steering Committee will meet on the third Wednesday in the following months:

- August
- September
- October
- November
- January
- February
- March
- April
- May*

Additional meetings in the months of January and May will likely be needed.

*The May meeting will consist of a one-day retreat to celebrate the accomplishments of the past year and to prepare planning for the upcoming year. During this retreat, a meeting schedule for the following year will be developed, identification of the UNBC Aboriginal Service Plan strengths, identification of solutions to barriers that arose during the previous year, potential new initiatives, sharing of ideas from other universities.

Decision-Making:

The UNBC Aboriginal Service Plan Steering Committee will endeavour to follow a traditional Indigenous sharing and consensus-making model. There will be full discussion and participation by members on topics, issues and initiatives related to Aboriginal learning, and the needed supports and services.

Appendix H – Letters of Support



Teaching Universities, Institutes and Aboriginal Programs Branch
Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

January 22, 2018

Re: Letter of support for the UNBC Aboriginal Service Plan

Lheidli T'enneh Nation (LTFN) is pleased to provide this letter of support for the 2018 submission of the UNBC Aboriginal Service Plan (ASP), which includes numerous programs and initiatives that are relevant to our community needs and student success. As the UNBC Central campus sits on Lheidli T'enneh territory, we value being able to contribute to ASP initiatives.

The Aboriginal Service Plan helps build on the relationship between UNBC and the LTFN where our Elders, Alumni, and learners are provided with various opportunities such as having our Elders participate in the Elder in Residence Program. UNBC and LTFN signed a Memorandum of Understanding in September 2016 and it is important that continued opportunities made available through ASP funding are sought for the benefit of our community.

We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed through the programs and positions made possible by the Aboriginal Service Plan. We will continue sharing ideas of how UNBC can better support the educational needs of Lheidli T'enneh Nation over the coming year.

Sincerely,

Chief Dominic Frederick

College of New Caledonia

OFFICE OF THE PRESIDENT



January 16, 2018

Ministry of Advanced Education
Teaching Universities, Institutes and Aboriginal Programs Branch
Box 9877, Stn Prov Govt
Victoria, BC V8W 9T6

**Re: Letter of support for University of Northern British Columbia 2018 – 2019
Aboriginal Service Plan**

To whom it may concern:

The College of New Caledonia (CNC) is pleased to provide this letter of support for University of Northern British Columbia's (UNBC) Aboriginal Service Plan 2018 - 2019. Many Aboriginal students at CNC transition to UNBC and close collaboration is a vital element of their seamless transition.

The staff of the Aboriginal Resource Centre meet quite regularly with the UNBC First Nations Centre with the goal of sharing best practices and supporting the Aboriginal students as they transition from CNC to UNBC. The Advisors both participate in key recruiting events and this provides an opportunity for an even closer relationship.

We support UNBC's Aboriginal Service Plan proposal as a key component of Aboriginal student success.

Sincerely,

A handwritten signature in black ink, appearing to read 'HR'.

Henry Reiser
President

NADLEH WHUT'EN INDIAN BAND

January 16, 2018

University of Northern BC
First Nations Centre
Prince George, BC



Re: Letter of support for the UNBC Elder in Residence Program

To Whom It May Concern:

The Elder in Residence Program helps our learners by providing personalized and culturally relevant academic support for students beyond their classroom learning. In 2016/17, the UNBC Aboriginal Service Plan met the needs of our community and Aboriginal learners through funding for the Elder in Residence Program by connecting our students to community and culture with reciprocal knowledge sharing. We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed.

We are pleased to provide this letter of support for the UNBC Aboriginal Service Plan that includes the Elder in Residence Program, which is relevant to community needs. We look forward to continuing discussions on how UNBC can better support the educational needs of members of the Nadleh Whut'en First Nation over the coming year.

Sincerely,

NADLEH WHUT'EN BAND


Councillor Tanya Stump

P.O. BOX 36, FORT FRASER, B.C. V0J 1N0 — PHONE: 690-7211 - FAX: 690-7316

Scott Green
Associate Professor
University of Northern BC
3333 University Way
Prince George, BC

January 28, 2018

Re: Letter of support for *Elder in Residence Program*

The *Elder in Residence Program* has been a great benefit to students in my classes by providing personalized and culturally relevant perspectives, helping students to extend their understanding and thinking about very challenging issues around land management (*my teaching field*). During the last academic year, the UNBC Aboriginal Service Plan has provided an important service to both Aboriginal and non-Aboriginal students in my classes through its funding for the *Elder in Residence* program. To date, I have had elders speak to students in three of my four courses, and as such the impact for my students is significant. I look forward to the future success and working partnerships with the ASP programming at UNBC to engage and help Aboriginal students succeed, because when they succeed, we succeed!

I am pleased to provide this letter of support for the UNBC Aboriginal Service Plan, which includes the *Elder in Residence* program that is relevant to my needs as a professor. I look forward to continuing discussions on how UNBC can better support the educational needs of Aboriginal students in the future.

Sincerely

A handwritten signature in black ink, appearing to read 'S. Green', written over a light blue horizontal line.

Scott Green



SKIDEGATE BAND COUNCIL

BOX 1301, SKIDEGATE, B.C. V0T 1S1 PHONE (250) 559-4496 FAX (250) 559-8247

January 25, 2018

Aboriginal Services Plan Steering Committee
University of Northern British Columbia,
3333 University Way,
Prince George, B.C. V2N 4Z9

To Whom It May Concern:

UNBC is now in its fourth year of arranging accredited training in the Haida language and culture and related First Nations Studies and Education courses for a cohort of students who we hope will become teachers. Skidegate Band Council has received funding primarily from outside sources, such as TRICORP and the Gwaii Trust.

It has been a significant challenge for the students (9 now remaining in the Education diploma program) to go back to school and juggle their studies with their other duties as parents, workers, and members of the community. It has also been a continued challenge for the Band Council to secure funding for this program on a semester by semester, year by year basis. But having UNBC come to the table with administrative and staff support has helped the students adapt to post-secondary expectations, and has also helped the Band Council secure the necessary support. In the past two years, Jennifer Dysart has been especially useful in fulfilling one of these supportive roles funded by the Aboriginal Service Plan (ASP). As an academic coach, Ms. Dysart supported students with their learning, and she has been indispensable in assisting GwaaGanad, Diane Brown, in delivering the upper-level Haida language courses. GwaaGanad is a respected matriarch with Skidegate Haida as her first language. Ms. Dysart's presence in the program provided additional support to enable a smooth teaching and learning process.

Also, as the class of 12 students neared the completion of their diploma in First Nations Studies, they were provided with an opportunity to spend a week living in "a true Haida Way" while attending a UNBC course at Hiellen Longhouse Village. Elder participation was incorporated into the curriculum providing a more holistic experience, and integration of language and culture. Students engaged with elders allowing them to speak and understand Haida (Xaaydaa Kill dialect) more thoroughly. Partial funding from the Aboriginal Service Plan Elder program provided students with the opportunity to live and speak the Haida language with the last remaining Haida elders that are fluent in the Haida language.

We hope that similar ASP support will be available as our students embark on the final year of their program.

Sincerely,

Barbara Stevens, CAO



STELLAT'EN FIRST NATION

BOX 760, FRASER LAKE BC V0J 1S0—PHONE (250) 699-8747 - FAX (250) 699-6430

www.stellaten.ca

January 15, 2018

Stellat'en First Nation
PO Box 760
Fraser Lake, BC V0J 1S0

Re: Letter of Support for Elder in Residence Program

Dear Ministry of Higher Education:

The Elder in Residence Program (ERP) helps our learners by providing personalized and culturally relevant academic support for students beyond their classroom learning. In 2016/17, the UNBC Aboriginal Service Plan met the needs of our community and Aboriginal learners through funding for ERP by providing support for students. We are looking forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed because when they succeed, we succeed!

We are pleased to provide this letter of support for the UNBC Aboriginal Service Plan which includes the programs that are relevant to community needs.

We look forward to continuing discussions on how ERP can better support the educational needs of the University of Northern British Columbia over the coming year.

Sincerely,

Chief Archie Patrick

Tannis Reynolds
First Nations Studies Lecturer
Tannis.Reynolds@unbc.ca

Date: January 22, 2018

Re: Letter of support for the, *Elder in Residence Program*

The, *Elder in Residence Program*, helps our learners by providing personalized and culturally relevant academic support for students in their classroom learning. In 2016/17, the UNBC Aboriginal Service Plan met the needs of Aboriginal learners through funding for the *Elder in Residence Program* by having well respected and knowledgeable elders visit our classroom. I look forward to the future success and working partnerships with the ASP programming at UNBC to engage and help Aboriginal students succeed, because when they succeed, we succeed!

I am pleased to provide this letter of support for the UNBC Aboriginal Service Plan which includes the *Elder in Residence Program* that is relevant to my needs as a First Nations Studies Instructor.

I look forward to continuing discussions on how UNBC can better support the educational needs of Aboriginal students in the future.

Sincerely;



Tannis Reynolds

KWADACHA EDUCATION SOCIETY

P.O. Box 79, Fort Ware, BC V0J 3B0
Tel: (250) 471-2002 • Fax: (250) 471-2080

February 1, 2018

Teaching Universities, Institutes and Aboriginal Programs Branch
Ministry of Advanced Education
Box 9877, Stn Prov Govt
Victoria BC V8W 9T6

Re: Letter of support for the Aboriginal Community Connections Coordinator

Kwadacha Nation is pleased to provide this letter of support for the 2018/2019 UNBC Aboriginal Service Plan, which includes the Aboriginal Community Connections Coordinator position, as the plan and its programs are relevant to our community needs.

The Aboriginal Community Connections Coordinator helps our learners by providing our students and community with a meaningful connection to UNBC. Supporting other Aboriginal Service Plan initiatives such as the Aboriginal Alumni Speaker Series and Spring into Transition, the Aboriginal Community Connections Coordinator helps ensure a smooth transition for new students and a continued community connection for current students. We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed through the programs and positions made possible by the Aboriginal Service Plan.

We look forward to continuing discussions on how UNBC can better support the educational needs of Kwadacha Nation over the coming year.

Sincerely,



Cathy Warren

Post Secondary Director



Appendix I – Promotion and Media

The following are examples of the types of promotion and media that was undertaken for the various Aboriginal Service Plan programs and activities:

a) Aboriginal Alumni Speakers Series



Aboriginal Alumni Speaker Series

Aleah Johnson

(Cert. Traditional Environmental Knowledge 2013 and BA Environmental Studies 2013)

Thursday, Oct. 19, 2017 | 12:00pm – 1:00pm | Gathering Place

Livestreaming available at www.unbc.ca/livestream

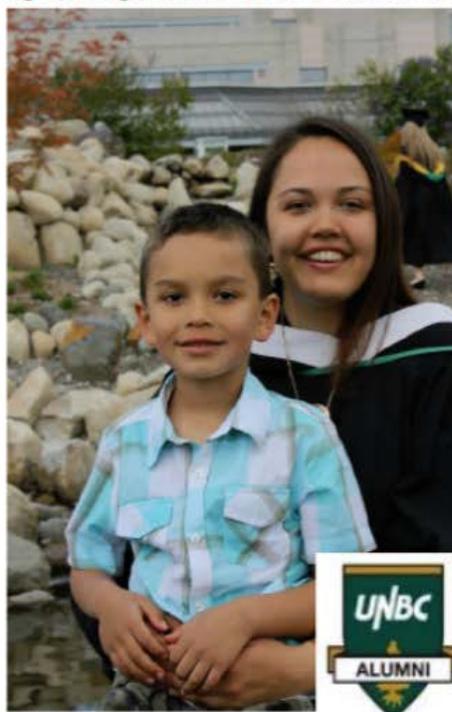
Contact: Shannon MacKay | 250-960-5329 | shannon.mackay@unbc.ca

Aleah Johnson is a member of the Wet'suwet'en nation and moved here several years ago from her home community of Moricetown, BC to attend school at UNBC. After several years of on and off schooling, she finally decided to get her degree in Environmental Studies with a focus in Natural Resource Management.

Her main interest was to see the impact of 'boom and bust' industries in rural communities. She was specifically interested how the influx of people and their families impacted local economies, could increase drug use, and how the increase or decrease of youth populations impacted the public education sector.

After graduation, Aleah was offered a job with School District #57 as an Aboriginal Education Worker where she continues to support students on a daily basis. These supports range from organizing and running after school clubs, training with students for Iceman and Triathlons, running a 'no cost' hockey program and providing social emotional/academic supports in group or individual settings. Currently, she is working on starting a community garden at the elementary school she works at.

The presentation will be followed by a luncheon in the Gathering Place.





Aboriginal Alumni Speaker Series

Lynda Price

(Cert. First Nations Public Administration 2004 and
BA First Nations Studies 2011)

Thursday, Nov. 30, 2017 | 11:00am – 12:00pm | Gathering Place

Livestreaming available at www.unbc.ca/livestream

Contact: Shannon MacKay | 250-960-5329 | shannon.mackay@unbc.ca

Lynda Carol Price is Nuxalk (Squinas)/Southern Carrier (Alexis) on her maternal side from Nagwunt'oo (Anahim Lake). On her paternal side her ancestors came from Norway. She is a proud mother of Carey and Kayla Anais Price and grandmother of Liv Anniston Price. She was born at Bella Coola, BC and raised by her parents on a ranch along Lessard Lake. Her mother, Theresa Holte, attended residential school at St. Joseph's Mission near Williams Lake, BC.

She is an alumna of UNBC where in 2011 she received her BA degree with a Major in FN Studies and Minor in Political Science. In 2015 she received her Juris Doctor of Laws degree. She is very proud of the fact that she began her post-secondary journey in incremental steps through the UNBC Weekend University program. She believes that in order to be successful you have to plan and map out your short and long-term goals to begin your journey.

Lynda is a former Chief of her community and first woman elected to the Union of BC Indian Chiefs' executive council. Over the years, she has served in several areas of leadership: SD #27 School Trustee, BC FN Leadership Council, UNBC Board of Governors, Carrier, Chilcotin Tribal Council, West Chilcotin Forest Products, Yunka Whu'ten Forest Products, BC First Nations Forestry Council, FN Schools Association, Cariboo-Chilcotin Aboriginal Training Centre, Nenqayni Wellness Centre, and on several task groups.

She now enjoys spending time with her family and working out of her own business office located in her home community.





Aboriginal Alumni Speaker Series

January 26, 2018

11:00am

Gathering Place

or at unbc.ca/livestream

The presentation will be followed by a luncheon. For more information, contact Shannon MacKay at shannon.mackay@unbc.ca.

Corbin Greening & Spencer Greening (BA POLS & FNST, MA FNST) (BA FNST, MA FNST)

Corbin Greening:

After graduating from UNBC in 2015 (BA, Political Science and First Nations Studies, MA First Nations Studies), Corbin moved to Prince Rupert and Hartley Bay to work with Gitga'at First Nation, of which he is a member. Excited and more than a little bit nervous to move to communities he was unfamiliar with, he was welcomed and found a second home. With a keen interest in traditional Ts'msyen governance, land tenure, and Aboriginal rights, Corbin became invested in his nation and his work as a Treaty Analyst, among other projects.

During his work, Gitga'at's Aboriginal rights were faced with new challenges from commercial and industrial development, but the Nation lacked legal resources. Leaders of the community encouraged Corbin to study Law, and he transitioned out of working directly for Gitga'at and into further studies. Corbin is currently in his first year of his Law degree (Juris Doctorate, JD) at the University of Victoria.



Spencer Greening:

Spencer Greening, Lo'goot, is a member of the Gitga'at First Nation. He currently holds a Bachelor's degree in First Nations Studies and an MA in interdisciplinary studies from the University of Northern British Columbia. He is currently a Ph.D student at Simon Fraser University. His research interests are Indigenous knowledge systems, language identity, and traditional Gitga'at law and politics. All of his research revolves around his deep connection to his home community, elders, territories, and the self-determination and decolonization of Indigenous peoples. He has worked professionally with his Nation for several years where he is an elected government representative for the Gitga'at and reg. Early works in government to government relations, culture and language revitalization, and as a village spokesperson. Spencer's personal connection to this work is very important, when he is not engaging with it professionally, he is spending as much time as he can on his traditional territory learning from his Elders.



a) Spring into Transitions

Spring Into Transition!

March 12-16, 2018



Are you a Grade 11 or 12 Aboriginal student? Are you planning to continue your education after high school? Would you like to experience university life for a week?

Join us at UNBC in Terrace and we will help you "Spring into Transition"! You will take a one-week university course where you will learn what it means to be a university student.

Tuition, fees, meals, and transportation are free for students who qualify. Accommodations not included.

Contact:
Shannon MacKay
Phone: 250-960-5329
Email: shannon.mackay@unbc.ca
Text: 250-640-0720

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

UNBC's First Nations Centre in Partnership with the BC Ministry of
Advanced Education

Spring Into Transition!

March 12-16, 2018 in Terrace

A one-week program for Grade 11 and 12
students to experience life as a university
student, meet new friends, learn new skills
and take a university course – **all for free!**
(accommodations not included)



Get your students engaged!

Do you know an Aboriginal student in grade 11 or 12? It's time for them to start thinking about what to do after high school!

UNBC's Spring Into Transition gives students an opportunity to come to our Terrace campus and experience what UNBC has to offer! Students will join us for one week (five days) and they will take one course with us worth three credits for when they begin their post-secondary education*.

Tuition, food, supplies, and activities are included. Transportation will be reimbursed.

Program Highlights

- + Free Course – ARTS 101
- + Cultural Activities
- + Career Advice/Guidance
- + Study Skills
- + Learn more about UNBC
- + Study Skills
- + Meet Professors

A fun-filled week with a focus on learning

Most of the week will be taken up with a UNBC course: ARTS 101: Learning Strategies. This course will help students identify their strengths as learners, master new learning strategies, identify career goals that suit their skill sets, and generally make a successful transition to university, all from an Aboriginal perspective! This course will include a mixture of in-class work, learning from Elders and other guest speakers, and experiential learning (field trips).



b) Elder in Residence

The UNBC First Nations Centre presents:

October Elder in Residence

Louisa Smith
October 16-20, 2017



For a detailed schedule, visit the First Nations Centre

Elder in Residence

Clifford Quaw Lheidli T'enneh Elder

January 22-26, 2018



Elder Clifford Quaw is a member of the Grouse Clan. He is a survivor of Residential School, graduate of the Vancouver Community College Instructor program, and an advocate for Aboriginal Education and community enhancement for his community of Lheidli T'enneh. Clifford enjoys sharing stories of his childhood and often uses humour in his teachings.

**Schedule available at
the First Nations Centre**

Elder in Residence

Doreen Patrick



Doreen Patrick is from the Nazko First Nation. Doreen attended Residential School at Williams Lake. She has a Carrier Language Teacher Training Certificate from Yinka Dene Institute, took various courses at Thompson Rivers University, and she is completing her Diploma in Counseling. Doreen is a past Chief of the Nazko Band. She is a mother, grandmother, and a great grandmother. Doreen is keen on Southern Carrier language and culture revitalization. She worked with members of the Southern Carrier communities to develop the Language program at the Quesnel campus. Doreen teaches language and culture classes locally and instructs in the FNST program at the Quesnel campus.

Doreen will be on campus from **January 29 to February 02** where she would be visiting classes, teaching students to make moccasins, and participating in other activities on campus.



b) Aboriginal Scholar in Residence

<https://www.unbc.ca/releases/45645/unbc-names-first-aboriginal-scholar-residence>

<http://www.princegeorgecitizen.com/search-results-7.10685?q=Dustin+Louie>

Aboriginal Scholar in Residence

UNBC is grateful for funding from the provincial government's Aboriginal Service Plan.

Dr. Dustin Louie

Dr. Louie is from Nee Tahi Buhn and Nadleh Whut'en of the Carrier Nation of central B.C. and is a member of the Beaver Clan.

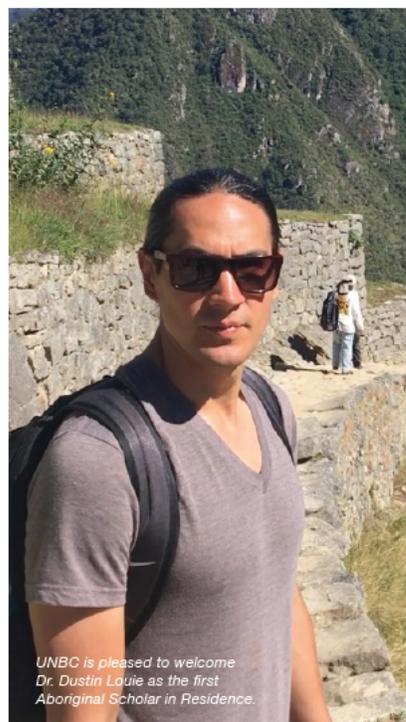
He is an Assistant Professor at the University of Calgary's Werklund School of Education, teaching courses related to Indigenous education, social justice and educational philosophy.

This semester, Louie will engage with the UNBC community through class presentations, events at the First Nations Centre and other campus and community activities.

For more information

Dr. Rheanna Robinson
Senior Advisor to the President on Aboriginal Relations
250-960-5294
Rheanna.Robinson@unbc.ca

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA



UNBC is pleased to welcome Dr. Dustin Louie as the first Aboriginal Scholar in Residence.