

BRITISH COLUMBIA FIRST NATIONS COORDINATORS (BCFNC) HANDBOOK:



**A Guide for Serving Aboriginal
Students in the Public Post-Secondary
System in British Columbia**

Dedication

Dedicated to the memory of Shirley Joseph, 1948 – 1997

Wet'suwet'en Nation

First Nations Coordinator, Langara College

Shirley was our first leader. She brushed the path for the work that has been done for the thousands of First Nations post-secondary students who have come through the system since 1990. All of our work, all of these words, owe honour to Shirley's guidance.

Insert Photo

“Shirley will be remembered, and will be an inspiration for all who loved her, and whose lives she touched, for her sense of grace, love of life, her commitment to justice, and her compassion for all whom she encountered on her journey through life.”

The Joseph Family

Our gratitude to Shirley's family for allowing this dedication.

Table Of Contents

Dedication	i
Table of Contents	ii
Important Thoughts	iv
About The Artist	v
Acknowledgements	vi
Introduction	i
Definitions	4
Advisor’s Role	5
PROVIDING ACADEMIC SUPPORT TO STUDENTS.....	5
Transition Into Your Institution.....	7
Transition From Your Institution.....	7
PROVIDING FINANCIAL SUPPORT TO STUDENTS.....	8
Indian Status:.....	9
Inuit Registration:.....	9
Métis Status:.....	9
TYPES OF FUNDING:	9
Band Funding:	9
Métis Funding:.....	12
Other Aboriginal Sources Of Funding.....	12
Employment Insurance.....	13
Social Assistance.....	13
Student Loans	13
Scholarships and Bursaries	13
Other Aspects of Financial Support	13
PROVIDING CULTURAL SUPPORT SERVICES TO STUDENTS.....	15
OTHER IMPORTANT CONNECTIONS WITH COMMUNITY:.....	178
ATTRIBUTES THAT BENEFIT ADVISORS	18
Coordinators Role:	19
STUDENT SERVICES:	19
PRACTICES, POLICIES, AND SYSTEMS:	22
INSTITUTIONAL PROCESSES.....	23
COMMUNITY RELATIONSHIPS.....	24
RELATIONSHIP BUILDING WITHIN THE INSTITUTION:.....	25
PROCESS FOR FIRST NATIONS PROGRAM PLANNING:	26
CONTRACT MANAGEMENT :.....	27
BUDGET MANAGEMENT :.....	28
STAFF SUPERVISION:	28
ATTRIBUTES THAT BENEFIT COORDINATORS	29
Roles And Responsibilities Of Both Coordinators And Advisors	30
PERSONAL WELLNESS	30
RESPONDING WHEN A STUDENT IS IN CRISIS.....	32
SUICIDE.....	33
RACISM.....	34
DEALING WITH DIFFICULT STUDENTS.....	35
FINALLY.....	37

APPENDICES	38
APPENDIX A.....	I
A History Of The Evolution Of The Aboriginal Post-Secondary Education And Training Policy Framework.....	i
APPENDIX B.....	VII
BCFNC Terms Of Reference.....	viii
APPENDIX C.....	IX
Sample Of Student Application Letter.....	ix
APPENDIX D.....	X
Sample Of Release Form.....	x
APPENDIX E.....	XII
Sample Of Aboriginal Admission Policy.....	xii
APPENDIX F.....	XIV
Sample Of A First Nations Student Association Constitution.....	xiv
APPENDIX G.....	XXV
A Guide To Proposal Writing.....	xxv
APPENDIX H.....	XXXIII
“Guidelines On Recognizing Suicidal Behaviors & How To Respond”.....	xxxiii
APPENDIX I.....	XXXV
EDUCATION AND ORGANIZATION RELATED WEB SITES.....	XXXIV
Aboriginal Organizations.....	xxxv
Advising Assistance:.....	xxxv
British Columbia Government.....	xxxv
Bursaries And Scholarships:.....	xxxvi
Canadian Government.....	xxxvi
First Nations Post-Secondary Services And Programs.....	xxxvi
General Information (Aboriginal).....	xxxvii
Media.....	xxxvii
Relevant Articles Found On The Web:.....	xxxviii
APPENDIX J.....	XXXIX
RECOMMENDED TEXTS, JOURNALS, AND VIDEOS.....	XL
Books.....	xxxix
Journals/Abstracts/Theses.....	xlii
Videos.....	xliv

THINK REST SHARE LEARN

**ACT CELEBRATE BELIEVE
BREATHE BECKON LISTEN**

**RESIST WEEP TRY SPEAK
EMBRACE TRANSFORM PRAY**

**LAUGH SLEEP WORK FEED
REJOICE CREATE HOLD**

WALK CLEANSE LIVE TOUCH SEE

MOVE KEEP SMILE

HEAR RUN FEEL LOVE STAY



ABOUT THE ARTIST AND THE LOGO



We would like to acknowledge the artist **Fabian Quocksister** for the cover logo of the BC First Nations Coordinators Handbook.

Fabian Quocksister, Dee-Kla-Nala Kwaksistala, was born an Inherent Hereditary Chief of the Laichwiltach Nation in Campbell River, BC. His family name, “Kwaksistala” means, “Smoke around the world.” His given name, “Dee-Kla-Nala” means “Honored one who looks at the Thunder Bird.”

Fabian titled this piece "**Guidance.**"

The image is of a human holding a copper/book that represents wealth and knowledge.

The hawk represents prayers being answered.

The Eagle is bringing the prayers and dreams up to the Great Spirit.

The smoke rising in the distance is a reminder of community and the importance of bringing the knowledge we gain in our studies, back to our communities.

“I would like to thank the Great Spirit for blessing me with the gift of creation. I would also like to thank my mother and father for giving me my blood of the Coast Salish and Laichwiltach Nations. And most respectfully, I would like to thank the Lekwungen People, my motherland, for allowing me to live in their traditional territory.”

Gilakasla!

Fabian Quocksister

Acknowledgements

The following people shared their knowledge and experience to make this project happen:

Coordinators and Advisors

Joanne Stone-Campbell, BC Institute of Technology
Greg Claeys, Royal Roads University
Brenda Crabtree, Emily Carr Institute of Art and Design
Jeanine Cooper, Secretary, Camosun College
Marlene Erickson, College of New Caledonia
Murphy Greene, North West Community College
Vivian Hermansen, North Island College
Rosalyn Ing, University of British Columbia
Rahal Jalan, Institute of Indigenous Government
Janice Juarez, Simon Fraser University
Roger John, University of Victoria.
Graeme Joseph, University of British Columbia
Robert Kiyoshk, Vancouver Community College
Ruth Kroek, Malaspina University College
Barbara Little, Northern Lights College
Ruth Lyall, Camosun College
Faye Martin, Camosun College
Sandee Mitchell, Project Coordinator
Lyle Mueller, Okanagan University College
Theresa Neel, North Island College
Dave Pearson, Langara College
Dave Seaweed, Douglas College
Marie Scoretz, Malaspina University College
Peggy Shannon, Capilano College
Janice Simcoe, Camosun College
Roberta Stewart, Justice Institute
Sandy Staatis, Vancouver Native Education Center
Fran Tait, Malaspina University College
Sandy Tait, University College of the Fraser Valley
Robyn True, College of the Rockies
Sheila TeHennepe, University of British Columbia
Alan Tremayne, Northern Lights College
Blaine Wiggins, Open Learning Agency
Darlene Willier, Kwantlen University College
Alannah Young, University of British Columbia

Other Contributors

Jacob Beaton, Coppermoon Productions
Gene Joseph, the Joseph Family
Indian Student Support Program (ISSP)
Mary Longman, University of Victoria, Faculty of Education
Trish Parent, Vancouver Island Regional Métis Management Association
Jeff Smith, Aboriginal Coordinator, Vancouver School District.
Susan Wilson, Camosun College

**This project was funded by
The Ministry of Advanced Education: Aboriginal Special Projects Fund.
Copyright 2002 – Ministry of Advanced Education.
Province of British Columbia**

INTRODUCTION

It is an honour to be able to write the introduction to this important document. First Nations Coordinators within the British Columbia post-secondary system have wished for this kind of resource for many years. I need to start this by expressing thanks to the Aboriginal Special Projects Fund for making this a possibility and to researcher/coordinator Sandee Mitchell for making it a reality.

My work as a First Nations Coordinator goes back to September 1991. The previous year, the *Report of the Provincial Advisory on Post-Secondary Education for Native Learners* (soon and still known as the “Green Report”¹) had been presented to the Ministry of Advanced Education and Technology (“the Ministry”). The report included some very disturbing information. At the time 80% of First Nations students enrolled in the K-12 system did not complete high school. 41% of First Nations people had less than a Grade Nine education. Only 3% had any university level education. The majority of Aboriginal people who enrolled in post-secondary education did not complete. Many of the recommendations of the Green Report were acted upon. Among these was that the Ministry provide targeted funding for public colleges, university colleges, and institutes to establish First Nations Coordinator positions to support First Nations student success. A base of First Nations Coordinators was established fairly quickly. The first group of us met in Vancouver in October 1991 hosted by Shirley Joseph, then of Vancouver Community College.

From the first days, we realized that the position of First Nations Coordinator is a challenging one. It is one thing to say that these positions were supposed to support student success. It was quite another to define what that meant and develop ways to do it. We needed to examine the academic, financial, social, and cultural needs of the students we had been hired to support, and establish or learn ways to help them meet these needs. That was, and continues to be, an extraordinary challenge.

Another of the huge issues facing us was that we were working in institutions and within a system that was not designed for our people or communities. What did institutions need to do to support First Nations student success? What barriers had been erected that got in the way of First Nations student access? What systems had been established that supported First Nations student failure? What role did First Nations Coordinators need to play if these barriers were going to be taken down and replaced with something that worked for the students we serve?

Yet another major issue that we had to deal with was that many of our institutions had lost touch – or never established touch in the first place – with local First Nations or Aboriginal organizations that could supply institutions with students, fund those students, offer expertise to institutions about community education needs, and work together with institutions to provide student support. What did we, as First Nations Coordinators, need to do to establish these connections in order to promote student success?

¹ For a history of the evolution of the Green Report to the Aboriginal Post-Secondary Education and Training Policy Framework see Appendix A p 46.

Then there was programming and curriculum. For too long the majority of First Nations post-secondary students had been expected to thrive in classrooms that did not acknowledge their history, systems, current realities, or goals. First Nations Coordinators could not be said to be supporting First Nations student success if we did not establish influence in curriculum.

At that first gathering of First Nations Coordinators we talked about all of these things and we were also told that we needed to gather and present data to provide evidence that our positions were achieving results and needed to remain in place.

Finally, we knew that it would likely be necessary to bring additional resources into our institutions if we were to see our visions become realities. The job of First Nations Coordinator was, and continues to be, a daunting task.

Over the years we have evolved. There were only about nine of us at that first gathering. Now there are at least 52 people in the system who have official responsibility to promote First Nations student success. In the early 1990's we formed a Council that would provide field-based input to the Ministry and ensure communication amongst ourselves.²

We have seen student numbers explode. Most institutions report that their First Nations populations have at least doubled over the past ten years. Many have quadrupled. We are seeing more and more evidence of student success. The First Nations contingent at graduation ceremonies keeps getting larger. Many of the Aboriginal students who have gone through the system over this time have become professionals, technicians, and tradespeople who are now involved in establishing self-determination and development for our communities.

Many of our institutions have altered their systems and ways. Most now have better ways of supporting First Nations students. Along with having a First Nations Coordinator on site, many institutions have established spaces for First Nations students, now welcome them with art and other demonstrations of culture, ask their communities what is needed and respond to the answers. Many have established Aboriginal admissions policies and practices that enable students to enroll. Many have devised sponsorship practices that work for the institutions, students, and their Bands. Many have developed and funded new positions to work with the Coordinator. Many have established First Nations Education as an institutional priority.

We have also seen many institutions develop good or at least better relations with community and other education providers. Most institutions and many programs have established First Nations Advisory Councils or Committees that ensure or assist community involvement in and direction to the institution. Many Affiliation Agreements have been negotiated and many community-based programs have been established. Most institutions supported having Aboriginal representation on their Boards.

We have seen a great deal of success in programming. Far more First Nations students now have access to relevant curriculum and career preparation. First Nations Studies has been established to the point that two provincial First Nations Studies articulation committees are now in process of being established. Choice and success has increased.

² For the BC First Nations Coordinators Council Terms of Reference see Appendix B, p 51.

And many of us have learned a great deal about bringing in resources. We were right; it was necessary and the fruits of our labours and those who laboured with us are seen in the increased services, programs, and connections that we can now view.

But we are still left with the same responsibilities. We have a long way to go and much work to do before we are finished. Our communities are still in a place of healing and development. Many of our people are still crying. Many of our young people – and not so young people – still don't believe that they can master education. Our programming is still vulnerable to being subsumed or abandoned. The system we work in, though improved, is still not geared to First Nations student success, and when it sees itself as threatened, it draws inward and puts us at risk of losing that which we have accomplished.

Our institutions and our communities are still learning to trust each other. We still need to work with both to build those things, which will result in authentic, integral education for our people. New challenges await us as we still work on the old ones.

This guide is for First Nations Coordinators and Advisors who work at the heart of all of this. It describes much of the work we do and contains suggestions about how to do that work. In order to gather the information that forms this guide, Sandee Mitchell met or talked with all of the Coordinators and Advisors listed on the acknowledgement page. She asked about what each of those people did, what knowledge they wished they had when they started their work, and what knowledge they would like to pass on to other Coordinators and Advisors. She compiled an enormous list of tasks and responsibilities performed and held by First Nations workers in the system and presented it to the Aboriginal Coordinators Training Session in May 2002. Delegates examined the list and talked about what it meant. From that this document was formed.

We know that there are many roles now played in First Nations Education. Some of this guide is directed at those who provide student support. We have called this the “Advisor’s role.” Some of it is directed at those who are responsible for systemic change and development. We called this the “Coordinator’s role.” We are perfectly aware that many individuals do both. We also know that it is not possible for any one person to do all the things that are outlined in this guide. Nevertheless it is crucial that student support and systemic change take place and continue to take place if we are to achieve the goals we started with. We need the support of our institutions and our communities to do this. We hope that this guide helps that process.

I acknowledge and honour each of you who are involved in this work. It is incredibly hard but also incredibly fulfilling and incredibly important. Thank you/*miigwech* to each of you for making things better for our children and grandchildren.
Health and Peace to every one of you,

Janice Simcoe, Chair, First Nations Education and Services, Camosun College
Past Chair, BC First Nations Coordinators Council

DEFINITIONS

Advisor: Describes the position or role that provides direct student support services. In some institutions these positions are called Student Service managers or Student Development Workers.

Advisory Committee: Describes the groups or committees that provide information and direction to specific programs. Some Advisory Committees include membership from the institution; some are entirely community based.

Advisory Council: Describes the groups or councils that provide information and direction to institutions in regards to First Nations programming and/or services. Some Advisory Councils include membership from the institution; some are entirely community-based.

Coordinator: Describes the position or role that is responsible for establishing systemic change and Aboriginal program/service development and/or management within institutions. In many institutions these positions also provide student support services.

First Nations/Aboriginal: These terms are both used in this guide to refer to the descendents of the indigenous peoples of what is now called North America. We used both terms because they are both used by various institutions (we also are aware that there are institutions use the term “Indigenous”). “First Nations,” when used in our system, intends to reflect inclusiveness. The institutions that use it refer to the diversity amongst our peoples, including those who are called Indians, Métis, and Inuit. It reflects the sovereignty of our Nations, and primacy of our relationship with these lands. The institutions that use the term “Aboriginal” also use it to reflect inclusiveness, in the way that the Canadian Constitution defines Aboriginal peoples: Indian, Métis, and Inuit.

ADVISOR'S ROLE



What we are calling “Advisors” are those people who provide direct support services to students. Components of this may include:

Academic Services: this involves providing information and assistance about what programs and services the institution has to offer; helping students to develop education plans and strategies; organizing study groups and other learning activities; assisting with admissions/registration processes and assisting students to move forward with their education.

Financial Services: this involves assisting students to access Band funding or assistance from Métis organizations or other Aboriginal organizations; providing information about bursaries and scholarships; liaising with students’ funders; and providing assistance to students in financial crisis.

Cultural Services: this involves planning or hosting cultural events; assisting students to get in touch with those who can provide them with cultural teachings; and supporting spiritual and emotional wellness.

It is important to take a wholistic approach. When you are working with students always remember to look at the physical, emotional, mental, and spiritual well being of that person.

Remember too that you are often the first contact that students have and it is so important to make them feel welcome.

Providing Academic Support to Students

Here are some of the tasks you may need to do to provide academic support to students:

- Follow up with students who have made contact with you either personally, by phone, or by email. See how they are doing and let them know that you are there for them if they get stuck or overwhelmed with details of the application process.
- Provide students with tips on how to prepare for assessments.
- Refer students to the assessment center who do not have the prerequisites for their program of interest.
- Review transcripts, requirements and make recommendations.
- Assist students with their educational planning by providing them with information on how to apply, when to apply, what courses they need to take and in what order they should be taken. Explore as many options as you can to ensure they make informed decisions. This will help them take control of their own education.

- Make students aware of tutoring or learning skills services that are available within your institution.
- Assist students who have learning challenges to locate funding for testing.
- Mail students information if they are unable to access your institution for whatever reason.
- Attend Career Fairs on behalf of your programs and institution.
- Encourage students to access tutoring before they are in crisis.
- Assist students in arranging funding through their Band for tutoring.
- Organize and provide workshops on study skills specific to First Nations' learners.
- Provide knowledge of time management and study skills or make referrals to appropriate student services.
- Provide verification of student enrollment to various organizations upon the student's request.
- Sometimes advocate on behalf of students who are in crisis or have medical problems and need medical withdrawals from courses or programs.

Tips

- You will need to be able to advocate on behalf of students who have learning challenges in the classroom. For example, Residential School survivors may panic in response to authority in classrooms and this can affect their ability to perform on tests. One solution is to provide a quiet, safe space for testing. Encourage students to talk to their instructors or the disability department in your institution to arrange special circumstances for writing exams and tests.
- It will be useful for you to have knowledge of various learning styles of adult learners.
- A great deal of the work that we do as Advisors involves answering questions by phone. Keep a list of names and phone numbers of people who contact your office and note the nature of their calls.
- Be aware of the services that are available for students who have literacy issues or learning challenges and, when appropriate, refer students to these services.
- Academic support is sometimes done by email; however, be aware that it can be time consuming unless you have prepared documents about frequently asked questions to send in reply.

Transition into your Institution

Students that are coming into your institution have a lot of questions that they may not even know how to ask. The following is a series of suggestions for you to make the transition as smooth as possible:

- Arrange, organize, and conduct campus tours for potential students.
- Provide information about programs, admission processes, prerequisite requirements, GPA requirements, and potential waiting lists.
- Make students aware of the support systems that are available and the steps needed to access them.
- Let out-of-town students know the importance of putting their names on wait lists for Aboriginal housing or other subsidized housing. Have them do this as early as possible.
- Encourage students to place their names on wait lists for day care well in advance (a year if possible).
- Make students aware of how to get prerequisites needed to get into programs of interest.
- Provide students with resources and contacts within the institution.
- Arrange for students to meet with program managers. Provide information about course work and expectations.
- Arrange for current students to talk with potential students.
- Support student applications for funding. Talk to students about the importance of having good communication with their funding sources.
- Help students to identify any barriers that may get in the way of their student experience and then work to remove or work around some of these obstacles. It is important for students to be aware of all the challenges that may present themselves to them.
- Make sure students are aware of their responsibilities around registration, withdrawing from courses, taking care of tuition and books, budgeting, seeking support services and communication with their instructors around extensions.
- Maintain lists and contact information to be able to keep in touch with potential students.

Transition from your Institution

Students who are preparing to leave your institution also have transition needs. Here are some suggestions for you to assist them.

- Be aware of upcoming Career Fairs and try to attend at least two per year. As well as promoting your own institution and programs, this helps you to keep knowledgeable about other institutions and provides you with great networking opportunities.
- Provide students with contact names at other post-secondary institutions.
- Let your contacts know that you have made referrals to them so they can follow up.
- Know of the application processes to other institutions or graduate programs.
- Provide brochures and other important information.
- Assist students with the application process of other institutions, if and when appropriate.
- Provide information about employment opportunities for graduates.
- Develop a data management system to track graduates (this helps you prove that students' education is worthwhile and helps to ensure that you will still be here to help other students.)
- Be aware of the challenges that students and communities may face when students return to their communities after they have completed their education. Coach students on how to make a smooth transition to home.

Planning for convocation is the responsibility of some Advisors and some Coordinators. If you are responsible for this, work closely with students to plan this event. You need to set a date, find a location, and talk about food. Are you going to have the event catered? If so, who is going to pay? If it is going to be a team effort, who is going to be responsible for what? You need to send out invitations, invite local Chiefs and Elders and other VIPs, create an agenda, and maybe arrange a keynote speaker.

Providing Financial Support to Students

Becoming Eligible

Students who are registered as Status Indians or registered Inuit are eligible for post-secondary education benefits. This may include tuition, travel, book and living costs, but the extent of eligibility depends on what kind of program the student is taking and whether he or she is part-time or full-time.

Students who are recognized as Métis may be eligible for some education benefits that are administered by the Métis Provincial Council of BC.

Many students, by the time they reach post-secondary, have sorted out any membership issues. Some, however, do not yet have their Indian, Inuit, or Métis registration in place. They may ask for your assistance in obtaining documentation that enables them to claim benefits.

Indian Status

People who are eligible for Indian status are those who are children of Status Indians or children of Status Indians who gave up or lost their status. Students who wish to claim or reclaim status will have to contact Indian and Northern Affairs Canada (INAC) for application/registration forms (see <http://www.ainc-inac.gc.ca> for more information). Students who are applying for status will need documentation about what First Nation they are from and whether or not their parent(s) were Status Indian/Band member(s) of what Nation. The first step is to contact:

Indian Affairs and Northern Development
600-1138 Melville Street
Vancouver, BC V6E 4S3
Phone (604) 775-5100 or (604) 666-2059
Fax (604) 775-7149

Inuit Registration

Inuit students who are not connected to their villages or homelands may also contact Indian and Northern Affairs Canada to see if they are registered, or they may be able to seek information and assistance from the Native Education Centre in Vancouver at (604) 873-3761.

Métis Status

People who are eligible for Métis status have an ancestral connection to the children of Indian women and European men who founded the Métis Nation (for more information see <http://www.metisnation.ca>). Students who wish to claim Métis status will need to contact their local of the Métis Provincial Council of British Columbia (<http://www.mpcbc.bc.ca>). Students will need to produce verification of ancestry, obtained either through a Métis organization recognized by the Métis Provincial Council of BC, or from a genealogy search obtained through a verified genealogist.

Types of Funding

Band Funding

A major service that Advisors provide to students who are Status Indians and Band members is to assist them with applications for Band or Tribal Council funding. Please note that there are varying application deadlines for Band funding. Some are as early as January; some Bands allow students to apply right into the summer. Check, if possible, what kind of deadlines the student will face.

Encourage students to write a letter to the Education Coordinator at their Band. Generally, the letter should include the following:

- A brief introduction of who they are and who their parents/grandparents are. If the student does not know whom his or her parent(s) is/are, which is common for people who have

been adopted or did not grow up with their family, a brief explanation of this situation is appropriate. Sometimes students will feel a range of emotions and may need your support in writing this letter or talking about their feelings around this issue. (See an example of such a letter in Appendix C, p 53)

- In the letter students should state that they are applying for post-secondary funding and specify whether they are planning to take full or part time studies. Students should briefly discuss their educational history and where they are currently at with their educational pursuits. Students should outline short term and long term goals. For example:

“My short-term goal is to complete upgrading and then take a ten month certificate program in Child and Youth Care. That will lead into my long-term goal, which is to obtain a Bachelor's Degree in Child and Youth Care.”

Students should outline program information, including the length of program(s) and costs for tuition and books. Students will often rely on you to provide them with this information or ask you where they can get this information. (If you don't have this information you can request an Institutional Appendix document from your institution's Financial Aid centre. Financial Aid must have this information for student loan applicants).

STRONGLY recommend that your students request the funding policy from their Bands in this letter. The policy should tell students how long the Band is willing to fund them for Certificates, Diplomas, and Degrees, as well as other important information.

Application:

Students should send their letter to the Band Education Coordinator with any other information that the Band has requested, such as their high school or previous college transcript or a letter of acceptance from the institution the student is applying to. Students may not be able to provide a letter of acceptance if they have just applied to the institution, or if the institution has not released letters of acceptance yet. Explain to students that they should not wait for an acceptance letter before submitting their Band application. Students should send their applications to their Bands and let the Bands know that they will forward their letter of acceptance as soon as they have received it. Students should get their applications in as early as possible in case the Band works on a “first-come-first-served” basis.

Students should allow at least four weeks for their Bands to get back to them in writing. Encourage students to follow their application up with a phone call to ensure that the application has been received and to check the status of the application. Students need to know that good communication with their Bands is crucial.

Following Through

Once the Band has approved student-funding applications, it is crucial that the students follow through on Band expectations. If they are required to submit progress reports and don't their living allowance may be late or cancelled. If they are required to reapply every year, they must do so. It is really heartbreaking when continuing students miss application deadlines because they thought they were okay throughout their whole education.

Students also need to be aware of how long their sponsorship letters for tuition and books last. Some Bands approve funding for a year at a time; some only for a semester at a time. Make sure that students know when to request and file a new sponsorship letter.

Another thing to bear in mind is that many institutions have mandatory health plans for students. Usually Status Indian students can opt out of these plans by showing their status card to the plan administrator but there are time deadlines for doing this. If students do not opt out in time, their Bands may refuse to pay the premium and the students' education may be put in jeopardy. Please make sure that affected students are aware of this.

Application Checklist

- Letter of request/intent
- Previous transcripts
- Information about program content and objectives
- Length of program (short-term and long-term)
- Tuition/books costs
- Acceptance letter from institution (or promise to provide acceptance letter when it becomes available)
- Completed application form.

Student Responsibility Checklist

- Providing proof of registration to the Band
- Ensuring that sponsorship has been received each term
- Opting out of mandatory medical plans
- Providing progress reports when requested
- Reapplying for funding on time each year.

Band Funding Policies

Band funding policies vary. The following information is based on funding policies that many Bands are following and can be helpful to you. Please, **DO NOT** assume that all Bands' policies fall within these guidelines. It is very important to request a copy of individual Band policies.

Most Bands require that students take a minimum course load (usually 4 courses/12 credits) in order to receive a living allowance while they attend school. Under special circumstances, students may be given permission to take 3 courses (9credits) per semester, as long as they take 4 or 5 courses the next semester. Bands may also allow students to take a reduced course load if they are facing health, personal or family constraints. It is important for students to communicate with their Bands directly to ensure they are honouring the Band policy.

Students who are pursuing a degree need to inform their Bands about what timelines they will be looking at. For example:

A Bachelor's degree in Social Work is considered a 4 year degree and will take four years (or 32 months) to complete if the student is finishing 5 courses per semester or 10 courses per year. If the student takes 4 courses per semester, it will take 40 months to complete this degree.

A Bachelor of Education is considered a 5 year degree and will take five years (or 40 months) to complete if the student is finishing 5 courses per semester or 10 courses per year. If student takes 4 courses per semester, it will take 48 months to complete this degree.

Bands generally will fund students for 40 months to complete a 4-year degree and 48 months to complete a 5-year degree. Bands that fund graduate degrees will usually provide 24 months of full support.

For students who want to study on a part-time basis, most Bands will cover the cost of tuition and books only.

Métis Funding

Tuition, fees, books and supplies sponsorship may be available to Métis students through the Métis Provincial Council of British Columbia (MPCBC). Provincial criteria states that these students must provide Métis identification. This can be in the form of a photocopy of a Métis card issued by a Métis organization recognized by the MPCBC, a letter verifying Métis citizenship from a Métis local recognized by MPCBC, or a genealogy search provided by a verified genealogist.

Students apply through their Métis local. There are seven locals in British Columbia. Each has a representative who sits on the Employment and Training Committee, which is the decision-maker for Métis funding applications. Contact information can be found at <http://www.mpcbc.bc.ca/>. Students will have to go through an application process. Students on Employment Insurance may be able to continue to receive EI benefits while training but decisions such as these must go through the Métis funder.

We suggest that you, as an Advisor, contact the Métis local in your area to obtain funding applications and further information.

Other Aboriginal Sources of Funding

There are some Aboriginal Human Resource Development Agreement (AHRDA) budgets allocated to assist students who are not able to access other sources of funding. Assistance usually covers only tuition, fees, supplies, and books. Eligible programs are certificate or diploma programs that take two years or less to complete. Please contact your local Band or most local Friendship Centre to see if any of these resources are in your community.

Employment Insurance (EI)

Students on Employment Insurance may be able to continue to receive EI benefits while doing short-term training but arrangements must be made prior to the training start date. Advise students to visit their local EI office to discuss questions about this source of assistance.

Social Assistance (SA)

Students on Social Assistance MAY be able to continue to receive SA benefits while doing non-student loan eligible short-term training or upgrading but this option is now very limited. Students must make arrangements with their worker or Training Consultant before starting on their education plan.

Student Loans

Students in post-secondary or career programs may be eligible for student loans if they do not have any other options. We suggest that you refer student loan applicants to Financial Aid offices. Also, there is an excellent website about student loans and other financial options at <http://www.bcsap.bc.ca>.

Scholarships and Bursaries

Students need to check out their eligibility for grants based on academic achievement (scholarships) and financial need (bursaries). See http://www.ainc-inac.gc.ca/ps/ys/sbaas_e.html for a good start.

Please see Appendix I for websites to seek this kind of funding.

Other Aspects of Financial Support

Following are other tasks and responsibilities you may need to take on in regards to Financial Support Service:

- Provide students with long distance telephone access to request sponsorship from their Band or other funding agency.
- Fax application packages to funders on behalf of students.
- Send sponsorship forms to funding agencies. Receiving tuition sponsorship forms and recording them into your institution's student records system at your institution or ensuring that they get to the accounting department within your institution. Keeping copies of these forms on file.
- Send bookstore sponsorships forms to the appropriate bookstores. Keep copies of these forms on file.
- Help students understand funders' educational policies and procedures, and the institution's policies and procedures that apply to funding.
- Ensure that students are aware of the importance of following the above policies and procedures.
- Write letters of support or conditional letters of acceptance to funding agencies on behalf of students.

- Provide copies of Band policies and application forms to students and keep copies on file.
- Build good relationships with Bands and other Aboriginal organizations that provide funding to students.
- Assist students, when appropriate, to fill out Band or Métis application forms.
- Provide progress report forms to students who need them.
- Work with students who feel intimidated when dealing with their Bands. Students who have been dislocated from their home communities may feel very uncomfortable making requests or seeking answers from their Bands. You may support students like this by advocating on their behalf and teaching them how to respectfully advocate for themselves.
- Provide information to Band education workers who may not have a lot of experience with post-secondary or post-secondary students. This is an excellent opportunity to do mutual teaching/learning processes.
- Work with students to set up food banks and clothing exchanges.
- Solicit donations from the local community to support students who have financial need.
- Write letters to community organizations to solicit food vouchers and gift certificates.
- Provide students with a letter supporting their fundraising.
- Provide student names and identifying eligible students for college and university bursary and scholarships.
- Maintain a file of bursary and scholarships that are available only to First Nations students and, when necessary, assisting students by writing letters of support and providing copies of grades.
- Participate in the selection process for bursaries and scholarships.
- Refer students for emergency loans and emergency services.
- Maintain an information board advertising summer and post-graduate employment opportunities for students.
- Encourage students to stay away from unnecessary debt with student loans. You may want to sit down with the student who is thinking of taking out a student loan in addition to his/her Band funding and costing out what his/her financial picture might look like for ten or twelve years after graduation.

- Refer students to other funding sources such as the Financial Aid office, Human Resource Development Canada (HRDC), and Adult Basic Education Student Assistance Program, (ABESAP).
- Communicate with social workers and other funding authorities on student's behalf when requested to by the student.

TIP: Always ensure that you have a signed "Release of Information" form before providing any information to Bands or funding agencies about students. The Freedom of Information/Protection of Privacy Act requires employees of institutions to have written consent to provide information about a person to anybody. If you are working with Bands or other funding agencies that require registration or progress information about students you must have this document. For a sample of a Release of Information form see Appendix D, p 54.

Providing Cultural Support Services to Students

A major part of our role is to provide cultural support to students. The part of our job that requires us to provide a place of comfort and recognition to students nearly always has cultural aspects. This can be difficult. Not all Advisors have cultural knowledge or training. Not all Advisors work on their own territory. The students we serve come from many, many backgrounds. Some are very well grounded in cultural teachings; some have never been provided with any knowledge; and there are many in between. Moreover, we tend to serve students from many Nations with many different kinds of teachings and ceremonies, and we work in and are watched by the holders of the territories in which our institutions are located. Here are some points to consider:

- Knowledge of local First Nations is crucial to your work. Visit the local people. You can start at the Band office if you don't know anyone. Bring a gift to the Chief and tell him or her who you are and what kind of work you are doing in their territory. Ask for advice about how you can learn more about the local people and history.
- Be friendly and respectful to those who are willing to be your teachers. Learn to be quiet about the things you should be quiet about and to ask permission before you share knowledge you have gained.
- When speaking publicly always acknowledge the people of the local territory.
- Learn about local politics if you can but stay neutral if there are any conflicts.
- Honour the cultural differences that exist between Nations. They make us unique.
- Share with students that knowledge around protocol issues is crucial.
- Ask permission to build relationships with spiritual leaders in the community.
- Seek out cultural teachers who are from other Nations or places. They too have much to share and they will help you be able to provide as much support to as many students as possible.

- Make yourself visible in the community. Be prepared to attend and support First Nations' events in the community, both formally and informally.
- Conduct yourself with honour. The community watches.
- Also treat yourself with honour. Remember who YOU are, that you are a cultural and spiritual being and your knowledge and practices and beliefs are your teachings. You are not less than those who have greater cultural knowledge and you are not more than those who have had less opportunity for learning than you. Keep open to teachings and they will come.

When you have done your learning you will be better prepared to provide cultural support to students. Important aspects of doing this are:

- Honor the diversity within our Nations.
- Understand and act on First Nations protocols.
- Be aware of cultural events that are going on in the community and encouraging students to attend.
- Know where students can access cultural activities such as sweats and healing ceremonies.
- Bring students to cultural activities upon request and when appropriate.
- Connect students with cultural people in the community upon request and when appropriate.
- Provide guidance and cultural support upon request and when appropriate.
- Facilitate talking and healing circles upon request.
- Direct students to medicines needed for prayer and smudging.
- Facilitating or arranging drumming and singing workshops or gatherings.
- Encourage students to explore their own cultural backgrounds.
- Work to create cultural awareness and sensitivity within your immediate department and within the institution.
- Work with your institution's Aboriginal student group to organize socials, fundraisers, and awareness days.
- Be prepared to advise students on who they should invite to certain functions.
- Provide guidance to students on local protocol issues and ensuring that local protocol is followed when your institution is involved.

- Provide students with contacts in the community for taking care of their spiritual needs while they are studying.
- Work with student unions or councils to organize and maintain First Nations' student organizations that can work with you on cultural issues.

Other Important Connections with Community

You need to stay connected with community if you wish to provide wholistic support services to students. Here are some strategies you may use to do this:

- Develop contacts within the local First Nations community at Band offices and other First Nations or Aboriginal organizations and services.
- Visit with those contacts to provide updates about changes in your institution.
- If time and budget permits, keep the community informed about important dates and upcoming events at your institution by producing a newsletter.
- Participate in external First Nations' education-related committees such as advisory committees or agency boards
- If time permits, attend high school leadership classes to make connections with youth.
- Involve the community in events at your institution.
- Liaise with First Nations counselors in secondary schools and education coordinators within Bands.

Try to involve the community, as much as you can, in decision-making processes for your department and your institution. This supports the on-going work of the Advisory Council that supports your work. Treat them with honour.

ATTRIBUTES THAT BENEFIT ADVISORS

- Excellent advocacy and conflict resolution skills.
- Strong writing skills.
- Knowledge of the BC post-secondary system
- Computer literacy.
- Ability to facilitate workshops and meetings.
- A degree or at least two years of post-secondary education.
- Knowledge of the institution's program base and services system.
- Academic counseling experience.
- A good sense of humor.
- Compassion.
- Humility.
- Good organizational skills.
- Ability to challenge your own biases and beliefs.
- Ability to keep one's personal life and professional life separate.
- Excellent leadership skills.
- Skills and knowledge of how to deal with racism and harassment issues.
- Ability and willingness to make referrals when necessary.
- Ability to set boundaries.
- Ability to maintain detailed student files.
- Strong ethical and professional values.

COORDINATORS ROLE



What we are calling “Coordinators” are those people who are responsible for the systems and environments provided to First Nations students at our institutions. Coordinators may be responsible for the following:

- Ensure that student services are in place
- Provide leadership to set up practices, policies, and systems that support First Nations student access and success
- Build community relations, including bringing cultural or community experts into the institution
- Build relationships between First Nations programs and services departments with other areas of the institution, including providing cross-cultural information or training to other areas of the institution
- First Nations program planning or development
- Proposal writing and budget
- Staff supervision.

Student Services

The majority of students we serve have complex lives that include children, community, and extended family responsibilities. Students may also carry significant cultural responsibilities and often have their education complicated by the need to find ways of walking between two (or more) very different worlds with very different value systems.

The students we serve often have to sort out complicated funding processes. They are unlikely to have strong financial supports behind them but are very likely to carry financial responsibility for people other than themselves. They are quite likely to distrust or fear educational institutions and processes. They may have to work through personal histories that convinced them they were incapable. They may be seeking cultural learning at the same time they are seeking academic credentials. In the “Advisor’s Role” section, we talked about tasks and processes to support students through a one-on-one (or group) approach. The following are tasks and processes that help develop a systemic support system. Coordinators may be responsible or partially responsible for some or all of the following:

Academics, facilities, and marketing

- Address access issues by developing admissions policies for First Nations students. For an example of such a policy, please see Appendix E, p55.

- Carry knowledge about the roles, responsibilities, and relationships of faculty, staff and students and ensuring this information is communicated to students.
- Collect and maintaining information about all First Nations programming on campus.
- Ensure that there is First Nations-dedicated space on campus to provide an environment where students are comfortable studying, discussing issues, and resolving problems.
- Work with the institution to collect art or other cultural symbols to welcome students and give them a sense of belonging.
- Maintain a resource centre of books and videos for student research projects.
- Keep up on current events and issues, and interpretations of them. Being willing to speak about current issues to individuals or groups.
- Keep current on First Nations literature and other forms of knowledge.
- Develop and facilitating processes to address systemic racism and its impact on students.
- Work to ensure that students with physical disabilities have access to the First Nations services area.
- Provide advocacy or seeking resolution for students who are conflict with instructors.
- Follow up on complaints from students, community, and the institution.
- Tracking student numbers, graduation rates, and post-institution experiences.
- Support the set-up and maintenance of a functional website for the First Nations services department.
- Develop brochures about services and programs.
- Attend career fairs to promote services and programs.
- Organize mail-outs to high schools, upgrading centres, and First Nations organizations to provide information about services and programs.
- Support the development of a First Nations Student Association:
Most if not all, institutions have by now established some form of First Nations Student Association. Some are affiliated with the institution's main Student Society; some are stand-alone. Some have formal processes and work from a political perspective; some are very informal and are focussed on social or cultural activities.

Student associations provide excellent value. They can provide peer support, student voice, learning activities, social services kinds of support, and advocacy. They can organize events. They can build connection with community.

Student associations can also be prone to conflict. When disagreement occurs, it can often be traced to conflicting visions about what the association should be.

When invited, Coordinators can work with student associations. Some of things you may be able to provide are:

- Mentoring and advising when students are engaged in planning events and activities.
- Assisting with fundraising for functions and activities.
- Assisting partnership building with the institution's Student Society.
- Providing leadership training to students.
- Organizing or facilitating conflict resolution processes when necessary.
- Sharing ways of alternative methods of governance as students are setting up leadership processes.
- Assisting the development of constitutions. For an example of a First Nations Student Constitution see Appendix F, p 57.

Financial

- Provide information and advice for your institution as it sets up systems and processes to record tuition and book sponsorships.
- Develop and maintain a system within your institution that supports student access to Band funding, other agency funding, and financial aid.
- Set up systems to facilitate funders' needs for information.
- Provide advocacy for students who are having communication or other problems with their funders.
- Maintain a file of bursaries and scholarships available to First Nations students.
- Administer and/or participating in the selection process for bursaries and scholarships for First Nations students.
- Develop New Student Awards. You may have the opportunity to develop new awards for students in your institution. There are a number of steps that you need to go through to set up bursaries and scholarships for students at your institution. The first step is to find a donor or sponsor. This may be very difficult or it might be easy. The trick sometimes is just to be prepared to respond to someone who wants to donate money or wants to honour a person who has passed away or retired. It is very important to establish good relationships with people in your institution's Foundation. They will help you "be there at the right time" and they carry expertise about how to fundraise, set up endowment funds or one-time-only awards, and administer on-going awards. The process will include:

- Choose criteria for recipients, such as they have to be engineering students or they need to participate in community activities, or they need to carry a certain grade point average. This is often the decision of the donor.
- Work with the Foundation to establish an endowment fund and to plan fundraising activities or events to raise money for it.
- Develop an application form and process.
- Ensure that students are aware of the award and apply for the award.
- Choose recipients.
- Plan awards ceremonies or working with others in the institution to integrate the giving of your new award into existing ceremonies or functions.
- Thank and in other ways honor the donors and those who participated in fundraising activities.

Cultural

- Organize feasts or ceremonies, including graduation ceremonies. This may involve ensuring that local protocol is followed; ensuring that there is food available; organizing dancers and speakers; preparing agendas; and providing students' names and Nations.
- Invite Elders and other cultural experts to provide cultural teaching for students.
- Work with your physical resources people to establish processes for students to smudge or perform other ceremonies that involve fire. If this planning doesn't take place, smoke alarms may be set off and this of course would cause its own difficulties. Another issue with fire ceremonies is that some people are highly sensitive to smoke. There are ways to meet everybody's needs but this usually requires planning.
- Coordinate drumming or other ceremonies that involve noise with certain area's need for quiet.
- Teach or providing cultural experts to teach students about local protocols.
- Maintain contact lists of cultural experts who can provide services to students.
- Organize peer-counselling workshops.
- Develop processes for Elders in Residence or Elders Counselling programs and services.
- Work with your institution to increase its First Nations art collections.
- Organize events for First Nations artists, writers, and filmmakers to showcase their work.

Practices, Policies, and Systems

Appropriate student support cannot exist in a vacuum. Coordinators play an important role in developing the system environments that promote retention and success. This starts with a good awareness of institutional process.

Institutional Processes

Learn as much as you can about how the institution views itself. What is the mission statement and how important is it in decision making? What is the Strategic Plan and how does it relate to your work? How do members of the institution influence future strategic planning? What kinds of relationships does the institution have with other education providers, with various sectors of the external community, with the Ministry? What kind of advocacy does it respond to? What kind does it ignore? What kinds of students does the institution want to attract? How does it do this? What kinds of policy drive the institution? What kinds of informal practices drive the institution? What is the relationship between the two? How does the institution create policy? How and why does the institution change policy?

Learn as much as you can about how the institution plans for and processes budget. How are priorities set? What are the timelines? Who has influence on and responsibility for decision making? How long does it take to implement a decision? What are the factors that can change a decision? What are the budget factors that provide stability? What are the budget factors that hamper innovation? How does the institution work with new money or soft money or base money? How does it make decisions around budget partnering with external groups?

Learn as much as you can about institutional processes. Who counts students and how? How are academic records recorded and kept? How are tuition-related records recorded and kept? How are students informed about academic processes? How are they informed about money-related processes? Who makes decisions about programs? How are programs approved? What factors lead to them getting cut? What are the institution's hiring processes? What obligations does it have to what employee groups?

Learn as much as you can about the institution's approach to students. What factors provide access to students? What barriers keep them out? How does the institution define student success? What does it do about student success? How does it respond when students aren't being successful? What does it do about human rights, harassment, and racism issues?

This seems like a lot of information gathering. It is. You don't need to memorize the strategic plan or know how to implement all the institutional practices but it is extremely helpful to know about them. Your job, in so many ways, is to be a change-maker. How can you plan the change you wish to see in an organization that you don't know?

If you have a good supervisor, the two of you can explore these questions together. Be willing to be taught and then be willing to teach.

Here are a few things regarding policy that Coordinators do in this area:

- Affect strategic planning.

- Manage First Nations program and or services budgets.
- Affect the institution's ways of collecting, recording, and interpreting information about student numbers.
- Affect the process of administering sponsorships.
- Affect policies and practice around racism and other forms of harassment.
- Affect admissions and retention processes.
- Affect student success planning and initiatives.
- Affect institutional approaches to culture and diversity.

Community Relationships

It is often the role of the Coordinator to guide the relationship building between the institution and the community. As Coordinator, you need to create relationships with community if you don't already have them established.

First Nations/Aboriginal Advisory Council Work

A major component of this is the work that is done with the First Nations Advisory Council. Here are some things that you as a Coordinator may do when working with the First Nations Advisory:

- Define your role with the Advisory Council.
- Demonstrate and encourage teamwork within the Advisory Council.
- If required, take minutes of meetings.
- If required, organize meetings by contacting advisory committee members, setting the agenda, booking a location, and organizing food and refreshments.
- Act as a key First Nations representative to the institution and a key institutional representative to the community.
- Involve the Advisory Council in decision-making around program development, services development, community relations and other issues related to your department or other First Nations initiatives in your institution.
- Ensure that anything that you do involving program development and services in your institution is approved through the First Nations Advisory Council. The Advisory Council is there to provide support and recommendations when dealing with issues and controversies that arise in your work.
- Provide written progress reports to the Advisory Council on a quarterly basis or as appropriate.
- Act on recommendations outlined by the Advisory Council.

The Advisory Council is there to provide you with guidance and support. The work of the committee and its members can be invaluable. Honour them.

Other Community issues:

- Ensure that the community, beyond the Advisory Council, knows who you are and what you are doing. You must be visible in the community.
- Keep the community informed about program and service changes within the institution.
- Work with other education and services providers in the First Nations community to ensure that you are networking for rather than competing for resources. Join community boards and inter-agency groups if possible.
- Make sure that you eat with community members sometimes. This might be at feasts or it might be at lunch but you need to eat with people to have connection.
- Attend funerals when you knew the deceased or work closely with his or her family members.
- Attend at least three major community functions a year. You have to know the community to be able to represent it. You have to have credibility within the community for its people to take you seriously. Also, many believe that if you are known you will be prayed for. If you are prayed for you will be taken care of.
- Conduct yourself well in public.

If you have good relationships with the community you can facilitate bringing community members to the institution to provide presence and teaching to students and members of the institution. Community members carry many gifts.

Relationship Building within the Institution

We cannot stress enough the importance of building relationships with those in the institution. As we have said a number of times, a major role of the Coordinator is to be a change-maker for the betterment of the students and good relationship building makes this possible over the long term.

Establish ways of making connections with as many layers of the institution as possible. Try to get on the agenda to present information to the Board of Governors, the Education Council, Deans' Committees, department meetings, student support areas, union meetings, student society meetings – all the places that you might find allies.

At these meetings provide information about the work you are doing. Let them know about numbers of students your area serves, and what these students expect to do with their education. Share knowledge about the strengths of the students as well as the challenges students' face. Let your potential allies know about the diversity of tribal groups in British Columbia. Share with them what people are talking about when they refer to traditional territories. Share some of our history around education with them. Share what you and they can do together to make things

better. Ask for help and you will likely get it. Offer assistance. Someone will take you up on your offer.

Don't spend too much time trying to convert those who resist you. When you are acting as a change-maker, you have to expect that there will be people who don't want to change, who view change as threatening, or who do not recognize your voice. It is a good strategy to not judge the institution by these people. If you try to change an entire organization all at once, it will either fight you or ignore you and then you will have to use all your energy combating that instead of pursuing your original goal.

By the same token don't spend all your time with only those who openly support you. You need these friends and supporters but you also need to travel the institution. There are many, many potential allies out there who just need to hear your voice. Find them.

Once you have a critical mass of supporters you can do amazing things. This includes affecting the systems we talked about earlier in this section. It also includes the opportunity to build programs.

Process for First Nations Program Planning

- Conduct a needs assessment to guide program planning.
- Establish a community based and/or industry based program advisory committee to plan and respond to needs assessment. This committee can include faculty, students and community representatives.
- Ensure that First Nations perspective and voice are part of the program planning process.
- Present your program idea to the institution's First Nations Advisory Council.
- Engage in partnership building or affiliation agreements with other program, courses within your institution or within the industry and the community, (when appropriate.)
- Look to other institutions and programs for guidance.
- Generate institutional support by involving senior administrative people and faculty and other colleagues in your planning.
- Examine articulation issues before getting into the planning stages.
- Develop a budget.
- Develop funding proposals for new and current programs (for an excellent guide to proposal writing, see Appendix G, p 69.)

- Examine facility issues – where will your program be housed and how will rent and services be dealt with if it is off campus?
- Learn about your institution’s accreditation procedures and follow through with Education Council processes.
- Submit funding proposals to appropriate sources. If these are successful:
- Recruit students.
- Consider who is going to teach in the program and research union contracts and concerns that may affect your program.
- Hire instructors to teach in the program and staff to support the program and students.
- Launch the program.
- Follow up with evaluations and student tracking.

Things to consider when doing program planning:

- Seek the advice and support of Elders and other community members.
- Consider resources for students who have disabilities.
- Be aware of cross-cultural, including intertribal, issues.
- Be aware of the supports you may need to build in for “high needs” students.
- Design how the program will recognize student achievements.
- Consider the need to empower students to take control of their own education.
- Consider whether or not you need training to do proposal writing.

Some Other Responsibilities that some Coordinators Have or are Considering:

Contract Management

Contract management is the process of delivering programs at cost to community organizations. We recommend that Coordinators work with their institution’s contract training or community education areas when a request or opportunity for a third party contract is provided.

Budget Management

Some coordinators are budget officers and they need to know how to set up a budget. They must also have a clear understanding of actual costs of faculty, staff, facilities, supplies, travel, equipment, and other costs associated with this part of programming and services. Budget officers are responsible for the cash flow in and out of their departments. This enables them to know how First Nations dollars are being used and to participate in budget planning, but such a position does not necessarily provide access to new dollars. This is a subject that coordinators need to discuss with their supervisors or Deans.

Staff Supervision

Many Coordinators are responsible to supervise others. This might include advisors, support staff, work-study students, practicum students, tutors, program managers and faculty.

Learn how to be a supportive and a fair supervisor. Treat people in the way that you want them to treat students.

Follow through with processes such as evaluations and let each one of them know, at least once a week, the things that they are doing well. Also be prepared to provide direction and support about how they might improve their work.

Attributes that Benefit Coordinators

- Excellent advocacy and conflict resolution skills
- Facilitation skills
- Approachability
- Experience working on or with Boards and Councils
- University Degree
- Demonstrated research, writing and critical thinking skills
- Strong knowledge of First Nations issues
- Experience working in the First Nations community
- Optimism
- Proposal writing skills
- Supervisory experience
- Knowledge of cross-cultural issues, and ability to facilitate cultural competency training
- Excellent leadership skills
- Excellent organizational skills
- Experience in curriculum/program development
- Knowledge of the BC post-secondary system
- Excellent communication skills
- Knowledge of First Nations cultures and practices.
- Ability to multi-task
- Willingness/ability to work hard
- Advocacy skills
- Creativity, vision
- Courage
- Negotiation skills
- Perseverance
- Willingness/ability to take risks
- Believability
- Public speaking skills
- Patience
- Kindness
- Strong ethics and professional values
- Honour

ROLES AND RESPONSIBILITIES OF BOTH COORDINATORS AND ADVISORS



There are some roles and responsibilities that must be performed by both Coordinators and Advisors. Our overreaching goal and purpose is to provide an environment that supports entry, retention, and completion for Aboriginal students. A big part of this is to deal with students' fears and concerns, to work with students when crises threaten to interrupt their education, to intervene when appropriate, and to take care of ourselves so that we can carry on to serve the next student or meet the next situation.

The journey from the time that students enter our institutions to when they leave can sometimes present huge challenges for both the student and the Advisor or Coordinator. As you are probably aware, many of the students that we work with are learning for the first time about the history of Aboriginal and Settler relations in Canada. Some of the students that we serve are survivors of the Residential School system, many have grown up having very negative experiences with school in general, and many have experienced racism. Some may also feel a sense of displacement, dislocation, and lack of identity. When personal issues such as these surface, they are often accompanied by a range of emotions and feelings such as, sadness, anger, fear, and sometimes rage. Sorrow, confusion, or anger that they didn't know they carried within them begins to surface and this can send students into crisis.

Students often need support when dealing with their feelings and emotions and they need to do some healing. They will find their way to your office and you may spend hours just listening while they sort through their thoughts and feelings. Some institutions have First Nations Counselors that you can refer students to, but most don't. It is so important for you to build relationships with Counselors at or near your institution so that you can feel comfortable making referrals. Often, however, when students are dealing with issues that come up for them or trigger them, it is important for them to have another First Nations person to talk to. There are times that that will be you, and you need to be ready.

Personal Wellness

It is your responsibility, your obligation to yourself and the spirit world, to become aware of all that is you, and to feed yourself, nurture yourself, and love yourself. If you wish to support others, you must start by supporting yourself.

If you have come to this work as a First Nations person you too will have experienced many of the issues we know are faced by students. It is likely that at some time in your life you have had your intelligence or integrity questioned because you are Aboriginal. It is likely that you have questioned your own identity: who you are, what you stand for. It is likely that you have experienced rage as you learned of the horrors perpetrated upon your ancestors, and it is quite possible that some of those horrors have been perpetrated on you. It is likely that you have been a target of racism. It is likely you have been denied access to dreams or goals because of your appearance or ancestry or family circumstance or systems that have been erected to keep people "like you" out.

If you have come to this work as a non-Aboriginal person you are aware or will soon become aware that people will see you as carrying the baggage of these things mentioned. That too is a difficult burden to carry.

All of this is challenging. It likely means that you have “triggers,” words, circumstances, or expressions that evoke painful emotional – sometimes physical – responses. It means that you have your tears. It means that some things make you want to fight, some things make you want to run, and some things make you want to hide. You may have developed survival skills that allow you to fight or run or hide without seeming to.

We hope that you have had the opportunity to work on your healing before you started this work. If so, you have learned or begun to learn how to work with your past and your present and your future in ways that will bring hope to you and those you serve.

Even if you have done a lot of healing work, or don't see yourself as particularly pained by your past or your knowledge, in your work as a Coordinator or Advisor you will still come face to face with people or situations that trigger you or exhaust you.

Take care of yourself. Have a plan of self care. Pray, rest, talk, cleanse. Keep doing so.

Here are some things to think about when it comes to your own personal wellness:

- Make sure that you have strong support systems for yourself both within your institution and outside the institution.
- Arrange regular debriefing sessions with someone that you can trust, who understands who you are and what you do.
- Know what kinds of community resources are in place for healing. Go to those people or places yourself when you need to heal.
- Take time for yourself and your family.
- Treat your body well. Feed it good food, stretch it, make your heart beat. Give it sleep.
- Learn how to say no. We cannot be involved with everything without something suffering.
- Take time to renew your spirit and to practice your ceremonies.
- Give thanks to the Creator for gifts of learning, endurance, and renewal.

Following are the some of the very challenging situations Coordinators and Advisors face in their work.

Responding when a student is in crisis

Much of our work in this area is to provide a supportive environment for students who are in crisis, to practice good listening skills and to be able to respond in a way that is helpful and non-threatening. Our goal is to provide support and to be able to refer students to appropriate resources that will assist their situation.

- Know what counselling resources are available within your institution and within the community at large.
- Be aware of the process to access funding dollars for counselling support through Non-Insured Health Benefits (NIHB). You can get up to date information by calling 1-800-317-7878. Maintain a list of registered psychologists who are approved through NIHB.
- Keep appropriate members of your work team informed when a student that you are concerned about is in crisis. At the same time be conscious of confidentiality issues. Ask students' permission whenever possible and only share what is necessary and appropriate.
- Assist students in dealing with administrative impacts, which often occur to students as a result of crisis. For example you may need to advocate for a student to be able to write an exam late or be granted a compassionate withdrawal because of a death in the family.
- Contact instructors on behalf of students who are experiencing crisis, if and when appropriate.
- Assist students who are triggered by content in course materials. Acknowledge what is happening to them and help them to work through or address their concerns with appropriate sources. If the trigger effect has resulted in course failure or other negative outcome, walk the student through processes such as grade appeals, compassionate withdrawal, or even acceptance of a learning experience. Every situation is different. You may want to work with the counselling centre or ombudsman office in these situations.
- Get to know the safety/security people at your institution and make sure you know how to contact security in an emergency.
- Be aware of the policies and practices at your institution for dealing with issues of violence and discrimination.
- Know your institution's appeal and complaint processes so that you can share this information with students if necessary.
- Be aware of liability issues.
- Follow up with students who are in crisis or who are having a difficult time. Be prepared to call students at home or to meet them for coffee.
- Be able to sit and listen for long periods of time.

- Be aware that more knowledge that you can have about crisis intervention the better!
- Be aware of the stages of grieving to assist students who have experienced loss.
- Have knowledge of alternative forms of healing.
- Be aware of your “duty to report” when you suspect that a student is in danger of hurting him or herself or hurting others.
- Be aware that suicide rates in our communities are three times the national average. Suicide has no respect for economic, social or economic background.

Suicide

Recognize that you are quite likely to face the issue of suicide amongst the students you serve. When you are dealing with a potential or attempted suicide, seek help! (See Appendix H for guidelines on recognizing suicidal behaviors and how to respond).

- Work with your department, colleagues, and counselling centre to outline department protocol when faced with a student who is suicidal.
- Know what resources are available in your community and who the contact people are.
- Arrange workshops and have guest speakers come into the institution throughout the year to speak on suicide and other forms of crises. Exam time may be a crucial time for students.
- Have resources and information available to give to students that you are concerned about.
- Plan how to approach this topic with a student that you suspect may be suicidal.
- Expect that you may need to take control of a situation that seems to be out of control.
- Always remember that crises take priority over everything!
- Have an open-door policy for students so that they know that they can drop in when they are in need and they won't be turned away.

If you have the experience of having a student complete or nearly complete suicide, recognize that you will experience shock and grief. Even if you have to take a leadership role in responding to the situation, you need to find a place and space for your own feelings. Do not bottle them up or try to be “strong” for everyone else. Honour your heart.

Remember that it is very important to commemorate grief with ceremony. Know your community so that you have someone to call in difficult times.

Racism

Racism, discrimination and other forms of harassment are a reality in students' lives. We live in a socially stratified and race-conscious society, and we have all been taught to make judgements based on skin colour and cultural identity. Anyone who claims to have never been affected by racist teachings is deluding him or herself. In one way or the other we all have been influenced by the existence of racism.

First Nations students are quite likely to come into an institution expecting to be treated in a racist manner, and for many students this expectation proves true. It may be overt and deliberately cruel. We all know students who have been taunted by fellow students for getting a "free" education or not contributing to the tax base. We know that there are people who think that First Nations people are all drunks, or stupid, or lazy, or "easy." Some, even in our workplaces or classrooms, will openly express such beliefs. Maddening as this is, overt racism can be the easiest form to deal with. Offenders can be confronted or charged with inappropriate conduct or, in the case of staff or faculty, ethical violations.

It is the covert forms of racism that are more difficult to deal with. Students may hear things like "you're so smart for a Native" or "how are you going to manage self-government when you can't even agree what to call yourselves" or they may be singled out in class all the time to speak for all Aboriginal people or they might hear that it was "natural superiority" that led to "Indians" being "conquered." Students may not know if this is intellectual curiosity, or ignorance or racism, especially if other students don't find it offensive. You can tell students that if words or actions from others make them uncomfortable they have a right to do something about it. That may include learning how to confront those who make them feel uncomfortable or it may include having others, including you, intervene on their behalf.

If you find yourself having to deal with an issue of racism directed against a student – or against yourself – seek assistance. Some institutions have harassment or human rights officers and these people can be excellent allies. Another source of help is your First Nations Advisory Council. There are likely to be members on it who have experience dealing with such issues and they may be a great support or be able to refer you to a support. They may also be able to influence institutional practices that harm First Nations students.

If you can, use such incidents as catalysts for learning and teaching. Racism harms everyone: its victims, its perpetrators, and the environment that houses it.

Dealing with "Difficult" Students

We are guaranteed to come across students who frustrate, bewilder, and, on occasion, frighten us. We most often see these students when they are angry or in chaos. We are fully aware that students do experience racism, discrimination, and various forms of harassment, and their

situation may be the result of this. When we hear complaints, we have to check the circumstances first.

But we do see students who seem to deliberately sabotage their own education, even though they continually state that they want to carry on with it. We see students who seem comfortable only when surrounded by chaos. We see students who go from worker to worker or agency to agency seeking assistance and advice but never seeming to actually use what they are given. We see students who cannot or will not acknowledge their own roles in uncomfortable or unpleasant situations. We see students whose pain is so deep that they are a trigger away from speaking or acting with violence.

We know that much of this behaviour is a reflection of the students' pain, fears, and experienced trauma. We also know that it can be a result of intergenerational trauma. We know that students may have acquired or developed survival skills that served them in the past but are harming them now. These skills may include avoidance and learned helplessness. They may include maintaining a "small presence" in order avoid being a target. They may include blaming or shouting before one is blamed or shouted at. They may include constant vigilance and going on the offensive as soon as a situation seems threatening.

If we judge and punish students for these behaviours or demand that they stop, we are adding to the students' collection of evidence that the world is indeed a frightening, punitive, and dangerous place. We may be telling them to abandon the only things that have kept them going so far.

But we also know that survival skills are not the same thing as living skills. We want students to move forward from merely surviving to experiencing the joy, beauty and fulfillment of learning and giving. We can be a part of guiding students to learn new approaches. An approach you can take is:

- Let the student vent. Listen carefully without interrupting or telling them what to do. Paraphrase back to them to make sure you know what they are saying and they know that you are listening to them. Validate their voice. Sometimes this is all the student needs. If they want to stop the process after this, let them.
- If the student wants to keep moving forward, gather or share information about the situation. Was there a way of averting it before the incident or before the circumstance became so complicated? Is there a way of resolving it through process or policy?
- Ask them what you can do, and they can do to address the issue. Make it clear that they have a role they have to play but you will support them as they do what it is that they need to do.
- Work with them to develop an action plan. Send them off to do their part. If necessary accompany them. If not, guide them on their way.
- Do your part. Document.

- Later, check in with them to let them know the result of your work. Ask them about what they did. Move forward, if necessary, with further action plans and check-ins.

At the same time there are some things that you will need as you go through the process, particularly with a student who is very angry at the outset:

- First, the anger is not about you. Learn ways to not take it personally. Be aware of your own triggers so that you don't get caught up in it.
- Second, you are allowed to have boundaries. Students do not have the right to shout at you or touch you or threaten you. Sometimes you need to state these boundaries and if the student cannot abide by them, you may stop the process and refer the student elsewhere. If the student seems dangerous you should NOT be attempting to resolve this on your own. Connect with co-workers and the institution's safety people before going any further.
- Third, debrief and cleanse. Connect with colleagues or co-workers who can let you talk about the situation. Learn to cleanse yourself of negative spiritual energy that you might have absorbed. Do the same for your surroundings or office if necessary.
- Fourth, see this as a learning experience and apply that learning to the next situation. Carry gratitude for the opportunity to learn.

This approach supports students to find new skills. Your role is to model approaches to resolution rather than to fix situations. Students may need to go through it with you two or three times before they will instigate resolution processes themselves. If students are able to learn from this, you will be providing them with a fine gift. If you learn from this, you will have greater skills and knowledge to do your work. The appearance of a "difficult" person can also be a fine gift.

However we do acknowledge that sometimes this approach does not work. Some students have negative survival skills so deeply ingrained that it takes a great deal of time and effort to work through them. Sometimes it is better that students step away from their education until they can get other issues sorted out. Sometimes they need to work through these issues with someone other than who they started with. If you find that you are becoming frustrated or agitated with a particular student's approach, seek help. Go to your co-workers or an Elder or a counsellor and seek guidance. You do not have to do it all.

Finally...

The work that we do as Advisors and Coordinators is very rewarding work. Students often come to our institutions feeling overwhelmed, feeling like they don't belong and feeling that they are not capable or smart enough to be students. Most often, by the time they leave our institutions, they are more self-confident, have found their voice and have begun to discover their wisdom. The spiritual and academic growth they have experienced is tremendous. To be a part of their journey and to witness their success is a beautiful gift. This is the stuff that feeds our spirits and makes the work that we do so incredibly rewarding.

We also have the honour of contributing to the wellness and self-reliance of communities. The students we serve will go back to or into village-based, urban, Métis, and northern communities and they will make a difference. They will influence and build the systems and structures that will affect our children and grandchildren. They will keep the continuum moving.

We are here on this earth, in this life, because our ancestors were able to survive long enough to continue their lines. We get to be a part of renewal and rejuvenation. We raise our hands in gratitude for this gift.

Thank you for reading this. Take care and work well.

APPENDICES



Appendix A

A History of the Evolution of the Aboriginal Post-Secondary Education and Training Policy Framework.

(Thanks to Lyle Mueller, First Nations Coordinator, Okanagan University College, and former BC First Nations Coordinators Council member for providing the background and framework for this history).

In the late 1980's, in response to knowledge that First Nations learners were severely underrepresented in the post-secondary system in British Columbia, a Provincial Advisory Committee on Post-Secondary Education for Native Learners was formed to develop a report for the Ministry of Advanced Education, Training, and Technology. The task of this committee was to "recommend strategies to improve the participation and completion rates of First Nation students in the post-secondary system" (*Report of the Provincial Advisory Committee on Post Secondary Education for Native Learners*, Executive Summary, p 1).

The terms of reference for the committee were:

- Advise the Ministry on the development and implementation of policy on post-secondary education for Native learners.
- Assist the Ministry on the developing systems and gathering statistics and relevant research the will determine the effectiveness of post-secondary services and programs for Native students.
- Examine current and alternate methods of affiliation agreements.
- Identify, review and comment of key issues as they affect accountability, effectiveness and quality of education to post-secondary opportunities for Native learners.
- Consult with all provincial regions with all parties involved in access to post-secondary education for Native learners.
- Provide minutes of meetings to Bands, Tribal Councils, Native Congress, and post-secondary institutions.
- Liaison with this Committee and Ministry of Education, the Ministry of Native Affairs, Indian Affairs Canada, and Employment and Immigration Canada.
- Undertake special projects or tasks in keeping with the Terms of Reference.
- Report to the Minister of Advances Education, Training and Technology.

The co-chairs of the committee were:

- Chief Gordon Antoine, Coldwater Band, Merritt, BC
- Dr. Peter Jones, President, Fraser Valley College

Members of the committee were:

- Jo-Anne Archibald, Supervisor, Native Teacher Education Program, First Nation House of Learning, UBC.

- Jeannette Armstrong, Director/Administrator, En'owkin Centre, Penticton BC.
- Doug Baker, Principal, Nicola Valley Institute of Technology, Merritt, BC.
- P. Terrance Brown, Barrister and Solicitor, L'ax Ghels Community Law Centre Society, Terrace, BC.
- Nicholas Butchard, Student, University of Victoria.
- Ernie Collison, Band Manager, Massett, BC
- Minnie Croft, Haida Elder, Vancouver, BC.
- Eric Denhoff, Associate Deputy Minister, Ministry of Native Affairs.
- Pat Edzerza, President, Tahltan Tribal Council, Dease Lake, BC.
- Dr. Glenn Farrell, President, Open Learning Agency, Vancouver, BC.
- Howard Green, Former Director, Native Education Centre, Vancouver, BC.
- Edward John, Barrister and Solicitor, Carrier-Sekani Tribal Council, Prince George, BC.
- Chief Robert Louie, Barrister and Solicitor, Westbank Indian Band.
- Edward McMillan, Vice Principal, (Nisga'a Tribal Council), New Aiyansh, BC.
- Theresa Neel, Education Coordinator, Services Branch, Sto:lo Nation Canada (Chilliwack Area Indian Council)
- Rozalee Tizya, Self-Government and Education Coordinator, United Native Nations, Vancouver, BC.
- Richard Vedan, Board Chairman, Native Education Centre and Faculty, Vancouver Community College.

Committee advisors were:

- Dr. Les Bullen, Consultant, Ministry of Advanced Education, Training, and Technology.
- Christie Brown, Manager, Ministry of Advanced Education, Training, and Technology.
- Ms. Robin Ciceri, Director, Ministry of Advanced Education, Training, and Technology.
- Dr. Jack Newberry, Director, Ministry of Advanced Education, Training, and Technology.

Committee resource persons:

- Rick Connolly, Director, Ministry of Education.
- John Ellis, Director Employment and Immigration Canada.
- Margaret Filmer, Research Officer, Ministry of Advanced Education, Training, and Technology.
- Ron Penner, Manager, Indian and Northern Affairs Canada.
- Juanita Tupper, Director, Indian and Northern Affairs Canada.

The final report, dated January 28, 1990, was presented to the Honourable Bruce Strachan, Minister, Advanced Education, Training and Technology. The *Report of the Provincial Advisory Committee on Post Secondary Education for Native Learners*, soon known as the "Green Report" made the following recommendations:

1. That the Ministry of Advanced Education, Training and Technology, implement the recommendations of this report in close consultation with, and have the concurrence of, First Nations people at local, regional and provincial levels.
2. That the Minister appoint at least one First Nation Director, representing status and non-status Native persons, to the governing board of every public post-secondary institution in British Columbia by March, 1991.
3. That public post-secondary institutions establish First Nation Advisory Councils by September, 1990; mandated of these Councils is to advise governing boards on matters pertaining to post-secondary education for First Nations; advisory councils to be chaired by First Nations Board member identified in recommendation #2.
4. That the Ministry of Advanced Education, Training and Technology, establish a senior management position responsible for Native advance education and appoint a Native person to that position by September, 1990.
5. That the Provincial Advisory Committee on Post-Secondary Education for Native Learners function to advise government until recommendations #2, #3 and #4 have been implemented; at such time the Committee's work will be absorbed by the First Nations Congress Education Secretariat.
6. That a Provincial Council, enacted by legislation, and reporting directly to the Minister of Advanced Education, Training and Technology, be established; senior level representatives from the four universities, colleges, institutes, faculty, student association, Ministry, and First Nations institutions should be included in council membership.
7. That the Ministry of Advanced Education, Training and Technology, provide direct formula funding to existing and developing First Nations post-secondary institutions by April 1, 1990, and that standardised accreditation and individualised affiliation agreements form the basis for this.
8. That the Ministry of Advanced Education, Training and Technology, fully support the Implementation Planning Group's recommendation for a Division of Aboriginal Studies within the Faculty of Arts and Science; and that First Nations be represented on the University of the North's Board of Governors and Senate.
9. That the Ministry of Advanced Education, Training and Technology, chair a tripartite committee of First Nations, Provincial and Federal governments, with a mandate to address cross-jurisdictional issues related to post-secondary education for First Nations peoples; and that the Ministry ensure that there is appropriate First Nations representation on all future Ministry committees when

issues pertaining to First Nations arise (e.g. Joint Planning Advisory Council, Council of Principals).

10. That the Ministry of Advanced Education, Training and Technology, in cooperation with the First Nations, actively encourage the delivery of cross-cultural awareness courses to post-secondary administrators, faculty, support staff, students and to the public at large.
11. That the Ministry of Advanced Education, Training and Technology, by September, 1990, provide targeted funding to public post-secondary institutions to establish coordinator positions with the responsibility of providing student services for First Nations.
12. That the Ministry of Advanced Education, Training and Technology, fund First Nations teacher language training, and that First Nations languages be recognised for academic credit in the public post-secondary system.
13. That all provincial universities, in concert with other post-secondary institutions, review and revise admission and program policies to accommodate the participation of First Nations students while maintaining academic standards.
14. That post-secondary institutions exercise affirmative action and employment equity - in the hiring of First Nations administrators, faculty and support staff; and that annual reports be submitted to the Minister.
15. That the Ministry of Advanced Education, Training and Technology, work with individual institutions to restructure Adult Basic Education curriculum and delivery methods to incorporate skills development and on-the-job training opportunities to meet local demand.
16. That the Ministry of Advanced Education, Training and Technology provide funding for transition programs and that these programs are available through public and First Nations institutions.
17. That the Ministry of Advanced Education, Training and Technology support the recommendations of the Provincial Advisory Committee on Literacy as identified in the report "Opening the Doors, to respond to the urgent need of First Nations for the delivery of community-based literacy programs.
18. That resources be provided to develop new curriculum and evaluate existing curricula, and that a resource centre be established to coordinate these functions and to act as a clearinghouse for relevant curriculum materials.
19. That the Ministry of Advanced Education, Training and Technology, and provincial post-secondary institutions, be accountable for provincial dollars

allocated for First Nations, and that student participation and completion rates be made available in annual reports to First Nations.

20. That the Ministry of Advanced Education, Training and Technology, approve full student loan status for Adult Basic Education full and part-time programs and that it be made forgivable; that scholarships and bursaries be designated for First Nations students, and that Native institutions have direct access to these assistance programs.
 21. That the Ministry of Advanced Education, Training and Technology provide funding for the development and delivery of innovative distance education programs, in both rural and urban centres, that combine technology and face-to-face instruction, and that instructors and tutors be Native whenever possible.
- (* priority)

In November 1992, the *Report of the Provincial Advisory Committee on Post Secondary Education for Native Learners Status Report on Follow-up Action* was released by the Ministry of Advanced Education, Training, and Technology. This report charted action taken on recommendations from the Green Report. The review provided by this report, combined with consultation with Aboriginal Coordinators from post-secondary institutions, and Aboriginal-controlled institutions were used to develop the *Aboriginal Post-Secondary Education and Training Policy Framework* (the "Policy Framework"). The Policy Framework recognized developments and provided a policy focus for continued development based on the original Green Report recommendations.

With respect to public post-secondary institutions, four mandatory steps to program development were defined. Each public post-secondary institution was required to have:

1. Employed an Aboriginal education coordinator.
2. Established an Aboriginal advisory committee.
3. Established an Aboriginal access policy.
4. Aboriginal program development.

The steps provided an assurance that institutions were utilizing the funds for Aboriginal Coordinators as they were intended. Secondly, Aboriginal communities were being consulted. Third, Aboriginal students were encouraged to participate in post-secondary education. Finally, after institutions had demonstrated these commitments, confidence in appropriateness of Aboriginal program development could be assured.

Initially there was an expectation that institutions would reallocate existing resources to Aboriginal program development. It proved to be very difficult to cultivate support from within the institution while at the same time arguing that resources should be taken from some programs for the purpose of supporting Aboriginal program development. As a result, the Aboriginal Special Projects Fund evolved to provide resources for Aboriginal program development. If institutions had demonstrated their commitment by completing

the first 3 steps, the special project fund provided development funds for 2 to 3 years. If at the end of the development period the project could demonstrate success, the institution would be granted base funds for the continuation of the program.

This process facilitated the goals of the Green Report, and the Policy Framework. It led to enhance Aboriginal participation and success.

At this writing (2002), direction and strategies are in transition. The Policy Framework is under review and new planning processes are being formulated. Aboriginal Education continues to move forward in the post-secondary system but exactly how it will play itself out in the future remains to be seen.

Appendix B

BRITISH COLUMBIA FIRST NATIONS COORDINATORS COUNCIL

TERMS OF REFERENCE

Background

The British Columbia First Nations³ Coordinators Council (hereafter “Council”) has been in existence since 1992. Its purpose is to:

1. Represent the voices of First Nations Coordinators and Advisors working within the public post-secondary system in British Columbia, including colleges, institutes, agencies, and universities. This group is hereafter referred to as BCFNC (British Columbia First Nations Coordinators.)
2. Act as an advisory and advocacy group to the Ministry of Advanced Education, Training and Technology (hereafter “the Ministry”) to enhance success among First Nations students in the public post-secondary system in British Columbia.
3. Plan and coordinate training sessions for BCFNC.

Support

The Council receives funding from the Ministry which supports Council function and provides for two annual training sessions for those supported by the Aboriginal Coordinator grant.

Mandate

The Council is the elected representative body of the BCFNC. The Council will act as a planning body and advocacy group for the BCFNC and First Nations programming and services within the public post-secondary system.

Purpose

The Council promotes the development of strategies to increase the access, retention, and success rates of First Nations learners within the British Columbia public post-secondary system. The Council advises the Ministry on policy process and on the implementation of First Nations post-secondary education policy such as the Aboriginal Post-Secondary Education and Training Policy Framework.

Structure

³ The term “First Nations” is used in its broadest sense to include all people of Aboriginal ancestry including status and non-status Indians, Métis, and Inuit.

The Council includes five positions. Four of these positions will be held by members of BCFNC. The fifth position is an advisory position and is held by the Manager of Aboriginal Education (MAETT) or designate. Council members serve two-year terms. The Chair has an additional year added to his or her term to ensure continuity. Elections take place during the BCFNC training sessions held in the spring. All BCFNC members present may make nominations, accept nominations, and vote.

Decision-making

Decision-making will be achieved by consensus, which in this case means that each Council member agrees in principle and is willing to support a decision. In the event that Council cannot reach consensus, it has the authority to refer issues to the BCFNC as a whole.

Roles and Responsibilities

The Council includes the following positions:

Chair:	The Chair is responsible for calling and chairing meetings. The Chair is the primary spokesperson for Council.
Co-Chair	The Co-Chair will be selected by Council on an ad hoc basis, and serve as Chair in the Chair's absence.
Secretary	The secretary is responsible for recording, maintaining, and communicating minutes and other information for the benefit of Council and other BCFNC members.
Financial Officer	The financial officer is responsible for Council related finances.
Aboriginal Manager	The Manager will serve the Council as an Advisor on Ministry issues.

The Council will meet a minimum of four times a year. One meeting each year will include Senior Ministry officials.

Council may develop ad hoc committees, including non-Council members, to deal with specific issues.

The listserv for BC First Nations Coordinators is bcfnc@nlc.bc.ca. You must be working in BC First Nations post-secondary education to subscribe to this list. To subscribe please contact Don Hill at Northern Lights College, dhill@nlc.bc.ca

APPENDIX C

Sample of Student Application Letter

Eagle Village First Nations

Attn: _____

Address

May 2, 2002

To whom it may concern:

My name is _____. My mother is _____ and my father is _____. I am a member of the Eagle Village First Nation and my registry number is _____.

I am writing to request post secondary funding to begin my studies at _____ in _____. I would like to begin my studies in September 2002 on a full time basis. I have just recently applied to _____ and therefore, I am unable to provide a letter of acceptance at this time. I will forward my letter of acceptance as soon as I am able.

My short-term goal is to take the First Nations Studies Diploma Program, which is a university transfer program that allows me to go into third year studies upon completion. My long-term goal is to obtain my Bachelors in Social Work. I have a strong desire to work in the field of social work in the area of child welfare.

I have met all of the prerequisites for this program and have enclosed my transcript for your review. Please send me a copy of your education policy so that I can make my self aware of your guidelines and so that I know what is expected of me. If you have any further questions, please feel free to contact me at _____.

In Good Spirits,

APPENDIX D

Sample of Release Form
(Thanks to UBC)

RELEASE OF INFORMATION FORM

I _____ give permission for _____
(Print name of student) (Name of professional)

of _____
(Name of agency or profession)

to contact the individuals listed below and for him or her to share, and release all

pertinent information/files related to _____
(Specify situation or all)

with them, and for them to share and release all pertinent information/files with him or her.

1. _____ of _____
(Name of recipient of information) (Agency or profession)

2. _____ of _____
(Name of recipient of information) (Agency or profession)

3. _____ of _____
(Name of recipient of information) (Agency or profession)

_____ Date: _____
(Signature of student)

_____ Date: _____
(Signature of witness)

(Print name of witness)

APPENDIX E

Sample of Aboriginal Admission Policy

(Thanks to UVic)

The University of Victoria - First Nations, Métis & Inuit Special Category for Admittance

The First Nations, Métis & Inuit and Special Category is designed for applicants who may not qualify under the normal categories of admission. Reasons for Denial of Admission might include a Grade Point Average too low to qualify for admission; GED or Grade 12 completion equivalency; lack of English 12; Math 12 or a second language 12. Under no circumstances does applying under this category guarantee admission.

To apply in these categories, you must provide:

- A completed UVic application
- A personal letter stating your educational history and non-educational achievements including, but not limited to cultural work; other volunteer work and personal development. If your grades suffered because of family situation or personal difficulties, this may be considered "extenuating circumstances", please describe. Also describe your educational goals and objectives and how you plan to work with and/or on behalf of Aboriginal people with your education.
- Two letters of reference, one of which should be from an Aboriginal organization (Band; tribal council; friendship centre, Aboriginal Education Department). Your references should be able to speak to your academic ability to succeed at university.
- Two completed Special Access Application Forms completed by your reference people.
- Two copies of Official transcripts from any post-secondary institutions you have attended. If applying for 1st Year Admission (i.e. not transfer) you must also submit secondary transcripts.
- A \$25.00 application fee if all transcripts from BC/Yukon institutions (secondary/post-secondary). \$65 if outside of BC.
- A \$100.00 fee is required after your acceptance to the University of Victoria.

The Senate Committee on Admission, Re-registration and Transfer (SCART) assesses your ability to succeed at university based on your educational history, non-educational achievements, your application and your letters of reference.

The Special Access Application Forms can be picked up at the Admissions and Records office located in the University Centre. For more Admissions information contact Admissions Services at 721-8121 or email at admit@uvic.ca. The Admissions website is www.uvic.ca/adms. Ensure that the forms are fully completed and all of your documents are submitted. Any missing documents or incomplete forms could delay processing of your application. Please note some schools such as Child & Youth Care and Social Work require submission of application to their respective offices as well as to UVic

Admissions. For assistance contact: Bill White, UVic Aboriginal liaison Officer at 721-6326 or by email wmwhite@uvic.ca or Roger John, Faculty of Human & Social Development Aboriginal Student Advisor at 721-6274 or by email at rogerj@uvic.ca.

*First Nations, Métis & Inuit applicants who applied through the general process and were denied admission can reapply under the Firsts Nations, Métis & Inuit Special Category.

APPENDIX F

Sample of a First Nations Student Association Constitution
(Thanks to FNSA at Camosun College)

CONSTITUTION OF THE FIRST NATIONS STUDENT ASSOCIATION OF CAMOSUN COLLEGE

(Ratified October 28, 1999)

Preamble: Acknowledgement of the Territory

The First Nations Student Association represents many Nations and peoples. We acknowledge that we live and study on the traditional territories of the Lekwungen, Esquimalt, and Saanich peoples. We thank these Nations for their hospitality. We will be mindful of the values, beliefs and traditions of this land, and will always strive to be respectful to the local People and their ancestors.

Purpose Of This Constitution

The purpose of this constitution is to guide First Nations students who choose to contribute to the First Nations student community at Camosun College by participating in the First Nations Students Association. This constitution is meant to encourage participation, sharing of knowledge and other resources, and sharing of responsibilities to ensure that the work of the First Nations Student Association is achieved and serves, in the best ways possible, First Nations students at Camosun College.

1. **Who We Are**

The name of our organization is the FIRST NATIONS STUDENT ASSOCIATION ("FNSA").

2. **Definitions**

I FNSA

- a) "First Nations Student" means a student currently registered at Camosun College ("Camosun") who is descended from the indigenous peoples of North America and includes status, non-status, Métis, Inuit, and Native American people;
- b) "Member of FNSA" means any First Nations Student at Camosun;
- c) "FNSA Alumni" ("Alumni") means any former Camosun student who has met the
- d) criteria of a "First Nations Student."

II FNSA Council

- e) "FNSA Council" means the body that provides leadership and guidance to FNSA;
- f) "Member of FNSA Council" means a member of FNSA who is responsible for one or more portfolios set out under this Constitution;
- g) "Advisory Member of FNSA Council" means a person, as defined in Section 8, who may attend FNSA Council meetings to provide information and advice.

III FNSA Meeting

- h) A "FNSA meeting" is any formal meeting of FNSA members including FNSA Council meetings, Leadership Conferences, Annual General Meetings and Extraordinary General meetings.

Iv Other Resources

- i) "First Nations Advisory Council" ("FNAC") is the community body composed of representatives of First Nations organizations, including FNSA, and agencies that provide advice and direction to the college regarding First Nations issues;
- j) "First Nations Education" ("FNED") is the Camosun department that provides services to First Nations students, liaison between Camosun and the First Nations community, and a variety of other responsibilities to enhance First Nations student success and comfort at Camosun.

3. What We Do

I The purpose of FNSA is:

- a) To provide a comfortable and supportive environment in which First Nations students can pursue their academic goals;
- b) To foster cultural, social, and recreational opportunities for First Nations students at Camosun, and to promote spiritual, emotional, intellectual, and physical well-being of First Nations students at Camosun;
- c) To contribute to special activities that welcome First Nations students, provide cultural and social education, and provide inspiration and opportunities for First Nations students to achieve their educational goals.

II The purpose of FNSA Council is:

- a) To act on the direction of FNSA members;

- b) To confer with FNED to ensure that First Nations student needs are addressed;
- c) To ensure that First Nations students at Camosun have access to services and resources by interacting with other organizations and agencies;
- d) d) To advise Camosun and represent FNSA through the FNAC and the Camosun College Student Society ("CCSS").

4. **When We Meet**

We value communication and cooperation and expect our members to work together, on an on-going basis, to reach common goals. Our formal meetings will take place as follows:

- a) An Annual Leadership Conference to elect FNSA Council members will be held early in the Fall semester;
- b) The FNSA Council will meet at least ten (10) times per year;
- c) An Annual General Meeting will be held early in the Winter semester to review Council activities;
- d) Extraordinary General Meetings may be called as described in Section 12.

5. **Establishing A FNSA Council/Leadership Conferences**

FNSA Council consists of the CCSS First Nations Student Executive and the Saanich Adult Education Centre Director, both of whom are elected through CCSS procedures, and FNSA members who are elected at the annual Leadership Conference. Council members will serve one-year terms. Council will work together by consensus, as described in Section 10.

- a) A Leadership Conference will be held each fall to establish a FNSA Council;
- b) The conference will be called at least two weeks in advance by FNSA Council members whose terms are coming to a close. Ideally, the date of the Leadership Conference will be known before the end of August;
- c) The Leadership Conference will be publicized by posters which will be placed on all campuses, communication with FNED, the FNSA newsletter, and the general student newspaper;
- d) A nomination box will be set up in the FNED office two weeks prior to the Leadership Conference; as well potential Council members may be nominated at the Leadership Conference;

- e) Election of the Speaker, Budget and Finance Councillor, Information Councillor, Cultural Councillor, and Members At Large will take place at the Leadership Conference.

6. **Responsibilities of Council**

The major responsibility of FNSA Council Members is to school and studies. Each FNSA Council Member will be responsible to FNSA Council. FNSA Council is responsible to FNSA. FNSA Council Members will work together to plan and present cultural, educational, and social activities. In addition, FNSA Council is responsible for the following:

- a) Call FNSA Council and general meetings;
- b) Call Leadership Conferences;
- c) Call Annual General Meetings;
- d) Call Extraordinary General Meetings;
- e) Assist with the implementation of FNSA objectives and purposes;
- f) Exercise care, diligence, skill, and respect in performing duties as a FNSA Council Member;
- g) FNSA Council Members will, whenever possible, form committees to better enable them to achieve the goals of their positions and of FNSA in general. Committee members may be any member of FNSA including Alumni and Advisory Members.

7. **FNSA Council Membership**

- a) The FNSA Council membership of FNSA shall consist of FNSA members who are responsible for six portfolios;
- b) At least one member will be a Lansdowne student and at least one an Interurban student;
- c) Ideally, FNSA Council will have male and female representatives and will include at least one student from one of the Nations on whose territory we live and study;
- d) Four members of FNSA Council must be continually present to constitute a formal FNSA Council meeting;
- e) One person may take responsibility for one or more portfolios with the following exceptions:

- I. One person may not hold more than one portfolio for which there is signing authority;
 - II. The CCSS Executive position and the Speaker portfolio may not be held by the same person.
- f) Two or more people may share responsibility for one portfolio if FNSA members who attend the Leadership Conference agree. When this option is chosen, the members sharing the portfolio must clearly state in writing to other members of FNSA Council and to FNSA, via the newsletter or other means, how they are going to divide the tasks and responsibilities of that particular portfolio. If the shared portfolio includes signing authority, only one member of the group sharing the portfolio will have signing authority.

8) **Council Portfolios**

FNSA Council portfolios are as follows:

- a) Speaker
- b) First Nations Executive to the CCSS
- c) Saanich Adult Education Centre (SAEC) Director to the CCSS
- d) Budget and Finance Councillor
- e) Information Councillor
- f) Cultural Councillor
- g) There may also be At Large positions for members who want to contribute their specific talents to FNSA Council.

9. **Advisory Members of FNSA Council**

A group of Advisory Members will be established to advise and support FNSA Council. These may include:

- a) an Elder or Elders;
- b) a representative from education or training programs at the Victoria Native Friendship Centre;
- c) a student from the University of Victoria;
- d) a First Nations high school student from School District 61, 62 or 63;

- e) a delegate from FNED.

All Advisory members will be invited by the new FNSA Council once it has been established. FNSA Council has the right to request the resignation of Advisory Members.

10) **Tasks And Responsibilities Of Council Portfolios**

a) **Speaker:**

- Accountable to FNSA Council and FNSA and speaks on behalf of FNSA Council;
- Responsible for editorials;
- Member of FNAC;
- With the First Nations Executive to the CCSS and FNED, coordinates special events, such as the First Nations Awareness Week and the annual Welcoming Feast;
- Liaises, on behalf of FNSA, with FNED.

b) **First Nations Executive to the CCSS:**

- Advocates for FNSA to the CCSS;
- Writes monthly reports to CCSS, which are also forwarded to FNSA Council and the FNAC;
- Liases on behalf of FNSA and CCSS with FNED;
- Member of FNAC;
- With Speaker and FNED, coordinates special events;
- Is responsible for the maintenance of the computer in the FNSA room;
- Confers with the Budget and Finance Councillor on all spending of FNSA money;
- Signing authority for all FNSA accounts;
- Is an elected position through CCSS election procedures and is a paid position through CCSS.

c) **SAEC Director to the CCSS:**

- Represents SAEC students who are registered Camosun College students to FNSA and the CCSS;
- Is responsible to ensure that SAEC students have access to FNSA programs and student newspapers;
- Ensures that SAEC students are aware of First Nations events and activities that taking place at Lansdowne and Interurban;
- Ensures that First Nations students at Lansdowne and Interurban are aware of First Nations events and activities that are taking place at SAEC;
- Is an elected position through CCSS election procedures and is paid honoraria through CCSS.

d) **Budget and Finance Councillor:**

- Develops annual budgets;
- Keeps financial records;
- Makes monthly financial reports to FNSA Council and, when appropriate, to CCSS;

- Confers with the First Nations Student Executive regarding FNSA accounts and spending;
 - Is responsible for special accounts required for gaming activities;
 - Develops a year-end budget report.
- e) **Information Councillor:**
- With Speaker, develops agendas for FNSA meetings;
 - Acts as recorder for FNSA meetings;
 - Within 48 hours of FNSA meetings, informs FNSA Council members who were not able to attend those meetings about what took place;
 - Maintains and distributes records of FNSA meetings.
- f) **Cultural Councillor:**
- Coordinates cultural activities;
 - Seeks out Elders and other cultural advisors to provide cultural services to FNSA members.
- g) **Members At Large:**
- FNSA members who have specific talents that they wish to contribute to FNSA Council may be elected as Members at Large and take on responsibility for specific tasks or projects.

There is no limit on how many times a particular member may serve on FNSA Council, as long as it is agreeable to the FNSA members gathered at the Leadership Conference.

If a Council member can no longer serve, FNSA Council may name another candidate to serve until the next Leadership Conference.

11) **Making Decisions**

Decisions will be made by consensus among FNSA Council members. Advisory Members are expected to contribute to discussions but must respect the process of consensus building among FNSA Council members and need to exercise caution in terms of attempting to influence outcomes. The process of consensus must adhere to the following principles:

- *process is as important as the product;*
- *every voice, opinion, and life experience is important;*
- *discussion is on going and the highest value is respect.*

Ideally, the outcome of discussion is unanimous and unreserved agreement, but when it is not:

- a) FNSA Council Members continue to discuss the issue until they have reached an agreement that all can support, if not completely agree with. Each member must have

the sense that he or she has not betrayed her or his values or belief system, or those of his or her ancestors and Elders by agreeing to a particular action;

- b) FNSA Council members who are concerned about a particular direction that other Council members wish to follow may agree to follow that direction for a time with the stipulation that discussion will be revisited after observing for a specific time period how well that direction is serving FNSA;
- c) If decision making breaks down, attempts will be made at mediation and if that is not successful, an extraordinary general FNSA meeting will be called by an Advisory Member of FNSA Council. The meeting will not be attended by regular FNSA Council members and will be facilitated by an impartial person. Advisory members of FNSA Council may attend to share information about the issue but may not take part in decision making. This meeting must be attended by at least 12 FNSA members. FNSA's decision on the issue or issues will be final.

12) **FNSA Council Meetings**

- a) Regular meeting times for the Fall semester will be established and posted in FNSA facilities within one week of the Leadership Conference (see "When We Meet, sec 3);
- b) Regular meeting times for the Winter semester will be established and posted in FNSA facilities within one week of the beginning of classes;
- c) FNSA Council meetings may be called during the Spring and Summer sessions with one week's notice. All FNSA Council members will be called and notice of meetings will be posted in FNSA facilities;
- d) All FNSA Council meetings will begin with a circle in which members speak to their feelings of well being and shake hands with each other.
- e) Any FNSA member may attend and contribute to FNSA Council meetings but will not take part in decision making.

13. **General Meetings**

- a) An Annual General Meeting ("AGM") will be held each year early in the Winter semester. The purpose of this meeting is to review FNSA Council activities, plan for future activities, and make amendments to this Constitution as necessary. Each FNSA Council member will make a report and be available for questions.
 - I. The AGM will be called at least two weeks in advance by FNSA Council.
 - II. The AGM will be publicized by posters which will be placed on all campuses, communication with FNEED, the FNSA newsletter, and the general student newspaper.

- b) An Extraordinary General Meeting (“EGM”) may be called by FNSA Council or by an Advisory Member of Council to deal with special circumstances or emergencies that require the voice of FNSA as a whole.
 - I. Extraordinary General Meetings may be called with 24 hours notice.
 - II. Notices will be posted in any FNSA facilities and provided to FNED.
 - III. FNSA Council will reach as many FNSA members as possible by telephone and email;
 - IV. EGMs must have a minimum of 12 people present to make decisions (see sec 14).

14. **Decision Making at General Meetings**

Decision making at General Meetings (AGMs and EGMs) may occur by private ballot or by a consensus process. If the consensus process is desired, the following will take place:

- a) Each member is given the opportunity to speak and there will be a call to decide if consensus has been reached;
- b) If consensus is not reached, the large group will break into small circles to discuss the issue. Each small circle will select a Speaker; each member of the small circle will be provided the opportunity to speak;
- c) Each Speaker will present the voice of his or her group and there will be a call to decide if consensus has been reached;
- d) If large group consensus still cannot be reached, the small circles will be reconfigured with different participants and the process will be repeated;
- e) If consensus is not reached at the return to the large group the issue will go to majority vote by private ballot.

15. **Acknowledging Departing Members**

All persons who have served on FNSA Council will be acknowledged for their contributions. The names of those who have served the previous year will be publicly announced by the Speaker at the annual Welcoming Feast in September.

In addition, whenever possible, members who are leaving FNSA Council will be presented with gifts, particularly when a member has been extremely generous with time, knowledge, and other resources.

16. **Resignation of FNSA Council Members**

FNSA Council members may resign for personal reasons without censure from other members of FNSA.

FNSA Council members who do not attend three consecutive meetings may be deemed to have resigned. If FNSA Council deems that an absent member has resigned, that member will be notified as such.

17. **Removal of Council Members**

FNSA Council members may be asked to resign. Reasons may include, but are not limited to: embezzlement of funds, harassment or defamation of other Council or FNSA members, inability or refusal to follow through with FNSA Council responsibilities, drug or alcohol intoxication at FNSA meetings, dismissal by Camosun, or academic probation by Camosun as long the probation is in effect.

The process by which a FNSA Council member may be asked to resign is as follows:

- I. A letter will be drafted by FNSA Council to the member in question informing him or her that their resignation has been requested;
- II. A FNSA Council meeting will be called to discuss allegations. If there is a decision to proceed with the process and the member in question does not offer his or her resignation, an Extraordinary General Meeting will be called:
 - a) All reasonable efforts will be made to schedule the meeting to fit the member in question's schedule;
 - b) The member in question must attend the meeting and may bring a support person;
 - c) The member in question's unexplained absence may be deemed to be a resignation. If an emergency arises which will prevent the member in question from attending, he or she must inform FNSA Council and FNED prior to the meeting;
 - d) An Advisory member of FNSA Council or a Camosun conflict specialist may facilitate. An Elder or Elders may be asked to attend to provide advice and direction;
 - e) Before proceedings begin, an announcement will be made that participants are bound to Rules of Circle." In this case "Rules of Circle" will be defined thus: "All participants will in turn be given the opportunity to speak openly and honestly. A talking stick, feather, or other implement may be used. All conversation and process will be kept in confidence and will not be discussed or shared with anyone who has not participated in the circle, although final decisions may be shared."
 - f) The allegations will be discussed brought forward to the member in question in an environment that provides safety to all;

- g) The member in question will be given the opportunity to respond to the allegations. If he or she has brought along a person for support that person may also speak;
- h) The facilitator will request that all attending the meeting voice their opinions on whether or not the member should be asked to resign or what other processes should take place;
- i) If at least 75% of FNSA members present ask that the member resign, the member will be deemed to have resigned.

18. **Making Amendments To The Constitution**

Any proposed amendments to this constitution will be dealt with at the AGM.

- a) Proposed amendments must be put forward in writing to FNSA Council by December 10;
- b) The meeting must be called by January 10 and must take place by January 31;
- c) A copy of the actual wording of the proposed amendment must be published in the FNSA newsletter, the general student newspaper, submitted to the FNED Office, and be posted on all campuses;
- d) All FNSA Council members and Advisory members of FNSA Council members must be informed of the proposed amendment. This may be included with the AGM publicity as defined in Sec 12-a-i;
- e) When this Constitution is amended at an AGM, the meeting must be attended by at least 30 FNSA members including at least 75% of Council members.

APPENDIX G

(Thanks to The First Nations Steering Committee and ISSP for generously sharing this guide)

A Guide to Proposal Writing

Prepared by the
Indian Studies
Support Program
(ISSP)

This Guide to Proposal Writing was prepared by the Indian Studies Support Program (ISSP) Committee. It is intended to be used by anyone who is preparing a proposal, either for ISSP funding or for any other funding agency.

We cannot guarantee that your use of this guide will ensure approval of your proposal for funding. However, we hope that you find the suggestions included in the Guide useful and that they help you create effective and successful proposals.

Proposal Titles

A proposal title should be both concise and clear, and should indicate the nature of the work to be done. The proposal title should relate to the funding source, and it should focus on the outcomes to be achieved, not on the methods that will be used.

It is best to avoid words that are unimportant, including words such as ‘Studies on...,’ ‘research on the Problem of...,’ or ‘A Proposal for...’ In addition, ‘cute’ titles and the use of acronyms and/or jargon in titles is not recommended.

It is not always necessary to list the projects’ location in title.

The Title Page

Some funding sources will have specific requirements for what is to be included on the proposal title page. If this is the case, follow those requirements exactly. If the funding source does not have strict requirements, it is good practice to include:

- a) The title of the project;
- b) The name of organization submitting the proposal;
- c) The name of the organization to which the proposal is being submitted
- d) The start and end dates of the project;
- e) The total funds requested (optional);

- f) The names, addresses, and signatures of project directors and/or officials approving submission; and
- g) The date of the proposal submission.

Proposal Summary

Every proposal, even a brief one, should have a well-written summary. This summary is sometime referred to as an Executive Summary or an abstract.

Some proposal reviewers read only the summary, and many others rely on the summary to provide an overview of the project. Since the summary often provides a first and last impression, it is one of the most important elements of the proposal.

The summary should be included first in the proposal. However, it is usually best to write the summary last, when it is easiest to summarize the points made in the proposal itself.

The summary highlights the information which follows in each major section of the proposal, and describes (1) the problem or need; (2) the purpose and goals of the project; (3) who will be served; (4) methods, procedures, and program activities; (5) who will carry out the project; (6) where the project will take place; (7) the time frame for the project; (8) the background and qualifications of your staff and organization; (9) the cost of the project (optional); and (10) the benefits of the project.

Why should a funding agency give you funding? This question should be answered in your proposal summary.

Table of Contents

The Table of Contents identifies the major sections of the proposal. Lengthy or detailed proposals may also include a list of tables, list of figures, or a list of appendices.

In the Table of Contents list the titles of all major sections and subsections, along with the page numbers on which they begin.

Introduction

The introduction to the proposal begins with a statement of what is being proposed. Do not assume that your reader is familiar with the subject about which you are writing. Instead, provide sufficient detail so that the project would be clear to an uninformed person.

In the introduction, provide enough information for the reader to place your proposed project in a contest. Show how your project will make a significant contribution to your community and/or address an important need. While it is important to not exaggerate, be sure to clearly articulate the importance of your project.

It is useful to briefly describe your organizational history or project team's background, explaining why you are qualified to undertake the proposed project. This may include a discussion of the achievements and prior research, training and project implementation experience of your organization.

The introduction should conclude with an outline of the content and arrangement of the sections that follow. This conveys a sense of order and helps the reader better understand the flow of the proposal.

Statement of Need

Given the increasing competition for fund-raising support, it is important that your project stand out as being particularly worthy of funding. This section can demonstrate that worthiness, and should indicate the need the project will address. The significance of the need can be shown using a variety of data and information sources.

6.1 Suggestions for this section

1. Describe the problem and why it occurs, using appropriate statistical data and qualitative information. This description establishes the central idea that will guide the proposed project.
2. Convince the funding agency of the importance of your project and the contribution your project will make.
3. Link prior research and experience with this project in order to demonstrate your knowledge of the field.
4. The Statement of Need should answer the following questions:
 - i. What is the need?
 - ii. What are the separate elements or facets of the need?
 - iii. What is the extent of the need (numbers affected, rate of occurrence etc.)?
 - iv. How long has the need existed?
 - v. What prior attempts have been made to address or reduce the need, and what were the results of those efforts?
 - vi. What other resources exist to address the need, and what is the gap between the need and available resources?
 - vii. What is your organization's history as it relates to the need?
 - viii. What consequences might arise if the need is not addressed?

Goals and Objectives

Clearly described project goals and objectives are essential in a proposal.

The project goals should describe the anticipated outcome of the project in a general way. It is not always possible to directly measure project goals. For example, if a proposal was being sent to an agency which funds projects dealing with special needs education, a project goal may be:

“This project will address the issue of special needs education in our school.”

Project objectives, on the other hand, are more specific than the project goals, and are usually easier to measure. For example, the objectives for the same special needs proposal might include:

“this project will aim to:

-- hire an education specialist to identify how many students in our school have special needs;

-- develop workshops for our teachers to help them understand how to assist students with special needs; and

-- design specific programs for students with special needs.”

It is important to remember that goals and objectives indicate outcomes to be achieved, not activities which will be undertaken.

Goals and objectives should be reasonable and achievable given the available resources and time available for the project.

Methodology

How are you going to do it?

The methodology section, one of the key aspects of a proposal, may include the following sub-sections:

Introduction

The introduction to the methodology section briefly summarizes the project's overall approach or procedures, and emphasizes any innovative or unusual techniques being proposed.

It may also explain how you will transfer what you learn to other areas with similar needs.

Program Activities

This section of the proposal describes in detail all of the activities to be undertaken, how and when the activities will be carried out, and by whom. In effect, the methods section is a description of how the project goals and objectives will be achieved.

The project methods must be justified – that is, it is important to explain why the proposed approach is appropriate.

It may be useful to organize your activities according to one of the following formats:

By Phases of Activity. Identify major project phases, outline the activities chronologically under each phase, and includes a description of each task.

In Chronological Order. For straightforward projects with a limited number of activities, include a chronological listing of tasks with a brief description of each task.

Activities under Each Goal/Objective. List each objective separately, then list and describe the tasks and activities that will be implemented to achieve the objective.

Whichever format is chosen, the proposal should include:

- 1) Clear and manageable steps and distinct activities;
- 2) A description of why the procedures will produce intended outcome;
- 3) A realistic time frame; and
- 4) A plan for addressing any problems which may arise.

Proposal Support

This section identifies groups or organizations that support and/or will be involved with the project implementation. It is useful to describe the nature of that support or participation, and documents from the organizations stating their support, such as BCRs, letters from language authorities, letters from schools etc., should be included in an appendix.

Staffing and Administration

This section should describe the plan for administering the project. It can include an indication of the staff people needed for the project and, if applicable, it can indicate the consultants or advisory boards to be involved in the project implementation.

In some proposals, it may be necessary to include the title of each staff member, a description of their roles and responsibilities, and the amount of time (full-time or part-time, duration of appointment) required from each project staff person.

In some cases, it may also be useful to describe the administrative structure of your organization, and to indicate the procedures, which will be used for the coordination of the project.

In this section, it may also be useful to describe the qualifications of the project staff, and biographical information and/or resumes can be included in an appendix.

Work Plan/Timetable

The work plan or timetable is a useful tool for demonstrating that the proposed project activities can be completed within the time scheduled.

The work plan can also serve as a project implementation and monitoring tool, useful for evaluating the progress made.

The use of charts and graphs is often a useful method for showing the work plan in a visual way.

Evaluation

Funding agencies often require evidence of your plans to evaluate the effectiveness of the project. The evaluation section of your proposal may present a plan to assess the extent to which the project objectives are accomplished. This plan can also serve as a guide for monitoring and modifying project activities.

Each project objective should have a related evaluative measure, which may include measurable data and details regarding how data will be gathered and analyzed.

It is useful to include in this section:

1. What is going to be evaluated?
2. What information will be collected
3. The source's of the information
4. The instruments/procedures for data collection, if applicable.
5. How the data will be compiled and analyzed.
6. The timelines for evaluative efforts.
7. Who will be responsible for the evaluation?
8. Plans for reporting and using results.

You may also describe how you will use evaluative data in program planning, in decision-making, and in maintaining accountability to the funding agency.

This description may include a plan to submit interim reports, final reports, or other information.

If a third party will conduct the evaluation, or if the evaluation design and procedures will be determined after the project is funded, staff times and budget allocations for this activity should be described. You should also ensure that the evaluation activities described in this section are reflected in the Work Plan/Timetable.

Outcomes

This section provides an opportunity for you to explain the products of your work, and to emphasize the short-term and long-term results expected from the successful completion of the project. You may indicate the benefits that will be realized by completing the project goals and objectives.

In addition, if the project is expected to result in indirect or long-term benefits, identify those in this section.

Legal Status

In any proposal, it is important to indicate the status of your organization, such as its legal standing or affiliation with another organization. It is also useful to attach copies of any documents demonstrating that your organization is in good standing, such as current licenses or certificates.

Detailed Budget

A proposal always requires an indication of the costs associated with each project component. Many funding agencies specify the form in which budgets are to be presented and define which costs are allowable. In that case, always follow the instructions carefully, and become familiar with the funding agency's fiscal policies and regulations.

If you need help with budget development, obtain it. Also ensure that your budget is realistic and well justified.

In some cases, you may be asked by a funding agency to modify your budget (up or down.) Use caution if you are asked to scale down the objectives or scope of a project to match available funds. It pays to know bottom lines and postpone or refuse projects that are fiscally doomed from the start.

In preparing your budget, indicate all potential funding sources, and indicate which of those are confirmed and unconfirmed.

Budget Justification

You may want to include a section, which describes the basis for your budget estimates. For easy cross-referencing, you may simply footnote an item listed in the Budget and describe it in this section.

Plan for Future Funding

Few funders are interested in funding projects indefinitely. If your project will require funding beyond the period for which you are requesting funds, it is useful to include a plan describing how subsequent funds will be obtained.

Dissemination of Results

Funding agencies are showing increased interest in the distribution of information and project results so that they have a broad impact. If you have plans to share your project results with other interested organizations, you should describe those plans in the

proposal. Your willingness to promote information sharing or to extend the impact of your project may be viewed favorably by funding agencies, and may increase your chances of securing funds.

The information-sharing component of your project can range from informing others about a project through presentations and media strategies, to more in-depth strategies such as workshops and training manuals.

General Remarks

Generally, it is important to make your proposal clear and concise. It is crucial that you provide all of the information requested by the funding agency, but do not “pad” your proposal with unnecessary information. Most importantly, always stay within the length limits set by the funding agency. Attach supporting documents in appendices, and make sure that your proposal is complete. Finally, it is imperative that you submit your proposal before the deadline, preferably by mail or by courier. Faxed proposals are often not accepted, and it is difficult to ensure that it is received in a complete and clear manner.

Good luck with your proposal writing.

APPENDIX H

“Guidelines on recognizing suicidal behaviors & how to respond”

We would like to acknowledge that the following information has been lent to us by the Victoria Kwagiulth Urban Society Suicide Prevention & Intervention publication: *You've Got a Friend*.

How to Recognize a Depressed Person/Signs and Symptoms of Depression are:

1. A disturbance in sleep patterns.
2. Appetite changes.
3. Withdrawal from usual social activities.
4. Avoidance of families and friends.
5. Loss of interest in sex.
6. Lack of interest in personal appearance.
7. Crying spells – uncontrollable weeping.
8. Lack of energy.
9. Inability to concentrate and make simple decisions.
10. Irritability – sudden bursts of temper.
11. Anxiety and restlessness.

How to Recognize a Suicidal Person

1. A previous suicide attempt.
2. Talk of death or suicide, their own or that of another person.
3. Are making plans for death or absence. The person who talks of a specific plan with well worked out details and timing is a very high-risk suicide risk.
4. Have been very upset and agitated but suddenly become calm and cheerful (the decision has been made).
5. Getting their affairs in order.
6. Expression of suicidal thoughts.
7. Talk indicating helplessness and hopelessness.
8. An extreme change in eating habits or sleeping patterns.
9. Changes in school performances. Either becomes a student or else working below normal standards.
10. Personality changes.
11. Excessive use of alcohol or drugs.

How to care for the Potential Suicide

1. Accept what is said and treat it seriously.
2. Keep the person company. Listen to him/her. Talking serves to ground the person and will provide a link to reality.

3. Do not debate whether suicide is right or wrong. Do not add to the person's guilt by saying, "How could you think of this? Think how your parents and friends would feel."
4. Help the person recall how he or she used to cope. Ask what the person needs most right now.
 - * food? * sleep? * money? * a hug? * answers?Talk openly and freely about the person's intentions. Try to determine whether the person has a plan for suicide. **The more detailed the plan, the greater risk.**
5. Call the police if the situation is immediately life threatening. If you have 911 in your area make use of number, particularly if the person has already acted and requires medical care.
6. Do not leave the person alone if you believe the risk of suicide is immediate. Trust your suspicions that the person may be self-destructive.
7. Do not promise you will keep the person's intentions a secret. You may lose a friend, but you may save a life.

APPENDIX I

Education and Organization Related Web Sites

Aboriginal Organizations

Aboriginal Healing Foundation

<http://www.ahf.ca/>

British Columbia Association of Aboriginal Friendship Centres

BC First Nations On-Line Community

<http://www.bcfm.org/>

British Columbia Residential School Project

<http://www.prsp.bc.ca>

British Columbia Teacher Federation (BCTF) Taskforce on First Nations Education

<http://www.bctf.ca/Social/FirstNations>

First Peoples Cultural Foundation

<http://www.fpcf.ca/>

First Peoples on School Net

<http://www.schoolnet.ca/aboriginal/>

First Nations Chief's Health Committee

<http://www.fnchc.ca>

First Nations Schools Association

<http://www.firstnations-schools.bc.ca>

First Nations Education Steering Committee

<http://www.fnesc.bc.ca/>

Métis Provincial Council of British Columbia

<http://www.mpcbc.bc.ca>

Métis National Council

<http://www.Métisnation.ca>

Yinka Dene Language Institute (First Nations Languages in BC)

<http://www.cnc.bc.ca/yinkadene/>

Advising Assistance:

BC Post-Secondary Transfer Guide

<http://www.bccat.bc.ca/>

Links to a Better Education (Learning Skills)

<http://www.chemistrycoach.com/linkstoa.htm#Links>

National Academic Advising Association

<http://www.nacada.ksu.edu/>

British Columbia Government

Aboriginal Education – Ministry of Advanced Education

<http://www.aved.gov.bc.ca/aboriginal/>

Aboriginal Education – Ministry of Education
<http://www.bced.gov.bc.ca/abed/>
Centre for Curriculum, Transfer and Technology
<http://www.c2t2.ca/>
British Columbia Coordinators Contact List
www.aved.gov.bc.ca/aboriginal/ab-list.htm
Centre for Education Information
<http://www.ceiss.org/>
Guide to Aboriginal Organizations and Services in British Columbia
<http://www.gov.bc.ca/mcaaws>
Ministry of Advanced Education
<http://www.gov.bc.ca/aved>
Ministry of Community, Aboriginals, and Women’s Services
<http://www.gov.bc.ca/mcaaws/>
Provincial Government Website
<http://www.gov.bc.ca>

Bursaries and Scholarships:

Aboriginal Achievement Awards
<http://www.naaf.ca/>
Chiefs’ Health Careers Initiative Bursary and Scholarship Program
<http://www.fnchc.ca>
First Citizens Fund
<http://www.mcaaws.gov.bc.ca/fcfund/index.html>
Scholarships
<http://www.ammsa.com/ammsabursary.html>
Student Awards
<http://www.studentawards.com>

Canadian Government

Aboriginal Human Resources Development Strategy
<http://www.hc.sc.gc.ca/fnihb/chp/fnihcep/training/ahrds.htm>
Aboriginal Student Employment Program
http://www.ainc-inac.gc.ca/ai/aw/ase_e.html
Department of Indian Affairs Canada
<http://www.ainc-inac.gc.ca>

First Nations Post-Secondary Services and Programs

British Columbia Institute of Technology
<http://www.aps.bcit.ca/>
Camosun College
<http://www.camosun.bc.ca/apfn/fne/index.php>
Capilano College

<http://www.capcollege.bc.ca/student-services/first-nations.shtml>
College of New Caledonia
<http://www.cnc.bc.ca/Calendar/Services.html#ser9>
College of the Rockies
<http://www.cotr.bc.ca/sservices/firstnat.htm>
Douglas College
<http://www.douglas.bc.ca/calhtm/geninfo/gservf.htm#first>
Emily Carr Institute of Art and Design
<http://www.eciad.bc.ca/eciadMain/Services/html>
Institute of Indigenous Studies
<http://www.indigenous.ca>
Justice Institute
<http://www.jibc.bc.ca/student/f-student/html>
Kwantlen University College
<http://www.kwantlen.bc.ca/counadvs/first/first.htm>
Langara College
<http://www.langara.bc.ca/aboriginalstudies/>
Malaspina University College
<http://www.mala.ca/services/student-support/firstnations.htm>
<http://web.mala.bc.ca/firstnations/>
Nicola Valley Institute of Technology
<http://www.nvit.bc.ca/>
North Island College
<http://www.nic.bc.ca/>
Northern Lights College
<http://www.nlc.bc.ca/student-services/firstnations.html>
Northwest Community College
<http://www.nwcc.bc.ca/>
Okanagan University College
<http://www.ouc.bc.ca/fns/>
Royal Roads University
<http://www.royalroads.ca/ste/indigenous/icrcourses.htm>
Selkirk College
<http://www.selkirk.bc.ca>
Simon Fraser University
<http://www.sfu.ca/student-services/nsc/>
<http://www.sfu.ca/fns/>
University College of the Cariboo
http://www.cariboo.bc.ca/student_resources/sub_pages/educational_support_services.htm
[1#6](#)
University College of the Fraser Valley
<http://www.ucfv.bc.ca/stuserv/fnations.htm>
University of British Columbia
<http://www.longhouse.ubc.ca/>
University of Northern BC
<http://www.unbc.ca/firstnations/centre/>

University of Victoria
<http://web.uvic.ca/ablo/>
<http://web.uvic.ca/indigenous/advisor/liaison.html>
<http://web.uvic.ca/igov/>
<http://web.unic.ca/indigenous>
Vancouver Community College
<http://www.vcc.bc.ca>

General Information (Aboriginal)

Aboriginal Links
<http://www.bloorstreet.com/300block/aborcan.htm>
Aboriginal Super Information Highway
<http://www.abinfohwy.ca>

Media

First Nations News and Windspeaker Classroom Education
<http://www.ammsa.com/classroom/>
Ravens Eye
<http://www.ammsa.com/raven/>
Turtle Island News
<http://www.turtleisland.org/>

Relevant Articles Found on the Web:

- Darling-Hammond, L. 1998. *Unequal Opportunity: Race and Education*. The Brookings Review, Spring, pp 28-32. Accessed on SIRS March 21, 2000. URL: http://www/hst-article-display?id+XA1508-730850&artno+022742&type+ART&sound+no&key+native_a3
- Glanton, A. Dahleen. 1991, May 19. *Blacks on Campus: You Discover Which Battles Need Fighting*. Chicago Tribune, Chicago, Ill. US. Section 4, pp. 1 SIRS Knowledge Source. Accessed on March 21, 2000. URL: <http://hst-article-display?id=XA1508-730850&artno=004776&type=ART&sound=no&key=college>
- Harslett, Mort. 1998. *Teacher Perceptions of the characteristics of Effective Teachers of Aboriginal Middle School Students*. Edith Cowan University, Western Australia. Accessed on Nov. 19, 2000. URL: <http://www.aare.edu.au/98pap/har98093.htm> .
- Herbert, Jeannie; Anderson, Lynette & Stehbens, Clare. 1999. *Do We Belong...In The System?* Symposium Presentation. URL: <http://www.aare.edu.au/00pap/her00699.htm>. Accessed on Nov. 19, 2000
- Jensen, Robert. 2001. *Being colorblind does not offset innate advantages of white privilege*. University of Texas. Kansas City Business Journal, January 5, 2001. Accessed on Feb. 15, 2001. URL: <http://uts.cc.utexas.edu/~rjensen/freelance/justseeaperson.htm>.

- Jensen, Robert. 2001. *Don't deny the brutality of history*. University of Texas. Dallas Morning News, February 6, 2001. Accessed on Feb. 2, 2001. URL: <http://uts.cc.utexas.edu/~rjensen/freelance/confederacy.htm>.
- Jensen, Robert. 1999. *More thoughts on why system of white privilege is wrong*. University of Texas. Baltimore Sun. July 4. Accessed on Feb. 22, 2001. URL: <http://uts.cc.utexas.edu/~rjensen/freelance/whitefolo.htm>.
- Jones, Alison. 1999. *Pedagogy by the Oppressed: The Limits to Classroom Dialogue*. University of Auckland, NZ. Presented at AARE-NZARE Conference 1999. Accessed on Nov. 19, 2000. URL: <http://www.aare.edu.au/99pap/jon99117.htm>
- Labelle, Hugette. 1997. *Ecological Knowledge (TEK) and its Integration into CIDA Programming*, Global Knowledge and Local Culture of the International Global Knowledge 97 Conference, Ms., recent past President of CIA, referred to local cultures as alternative information banks. Accessed on Jan. 10, 2001. URL: http://www.acdi-cida.gc.ca/cida_ind.nsf/852562900065549f85256228006a0064/1645cf567e6cc9ae852564c30073d2d2?OpenDocument
- Mike Lee, *New World Habitation Tricky Issue*. <http://www.kennewick-man.com/recasting/story2.html>
- Shearer, Di. 1998. *Life Experience and Cultural Understanding*. Australian Assoc. for Research in Education. Conference paper. Adelaide, Australia. Nov.-Dec. Accessed on Nov. 19, 2000. URL: <http://www.aare.edu.au/98pap/she98233.htm>
- Six Nations. 2001. *Great Law of Peace – Haudenosaunee*. http://sixnations.buffnet.net/Great_Law_of_Peace/ accessed 23/09/2001
- University of Oklahoma Law Centre. *The Iroquois Constitution* <http://www.law.ou.edu/hist/iroquois.html> also

APPENDIX J

Recommended Texts, Journals, and Videos

(Thanks to Mary Longman, Faculty of Education, University of Victoria)

Books

Adams, Howard. 1989. Prison of Grass. Fifth House Publishers. Saskatoon, SK, CA.

Assembly of First Nations (AFN) National Indian Brotherhood. 1972. Indian Control of Indian Education. Ottawa

Assembly of First Nations (AFN) -National Indian Brotherhood. 1988. Tradition and Education: Towards a Vision of Our Future. Vol.1 Ottawa

Atleo, E.R. 1991. A Study of Education in context. In Celebration of Our Survival, D. Jensen and C. Brooks, Eds. UBC Press. Vancouver, BC.

Auger, Dale F. 1997. Empowerment through First Nation Control of Education: A Sakaw Cree Philosophy of Education. In Ponting, J.Rick. In First Nations in Canada: Perspectives on Opportunity, Empowerment, and Self-Determination. McGraw-Hill Ryerson Ltd. Toronto, ON p.326-351

Barman, J., Hebert, Y. and McCaskill, D., (Eds.). (1986). Indian Education in Canada. Volume 1: The Legacy Vancouver, British Columbia: UBC Press

Barman, J., Hebert, Y. and McCaskill, D. (Eds.). (1987). Indian Education in Canada. Volume 2: The Challenge. Vancouver, British Columbia: UBC Press

Battiste, M. and Barman, J. (Eds.). (1995). First Nations Education in Canada; The Circle Unfolds. Vancouver, British Columbia: UBC Press.

Battiste, M.(Ed.). (2000) Reclaiming Indigenous Voice and Vision Vancouver, British Columbia: UBC Press

Battiste, M. and Henderson, J. (2000). Protecting Indigenous Knowledge and Heritage. Saskatoon, Saskatchewan: Purich Publishing.

Cajete, G. (1994) Look to the Mountain, an Ecology of Indigenous Education. Skyland, NC: Kivaki Press ISBN 1-882308-65-4

Calliou, B. (2001). Aboriginal Education in Canada. A Study of Decolonization. Canadian Educators Press.
ISBN 1-896191-05-3 Order: 905-826-0578

- Castellano, M., Davis, L. and Lahache, L. (Eds.). (2000) Aboriginal Education, Fulfilling the Promise. Vancouver, British Columbia: UBC Press
- Connell, Szasz, M. (1974) Education and the American Indian, the road to self-determination since 1928. Albuquerque, New Mexico: University of New Mexico Press
- Chaikin, Ira, & Cole, Douglas. 1990. An Iron Hand Upon the People: The Law against the Potlatch on the Northwest Coast. Douglas & McIntyre. University of Washington Press.
- Cleary, L.M. & Peacock, T.D. 1998. Collected Wisdom: American Indian Education. Allyn and Bacon, MA. US.
- Clements. Misconceptions of Culture: Native Peoples and Cultural Property under Canadian Law.
- Comeau, P. & Santin, A. 1990. The First Canadians: a profile of Canada's Native People Today. J. Lorimer Press, Toronto, ON, CA. Chapter 7, Education. p. 119-140.
- Cordova, V.F. 1996. Doing Native American Philosophy. In From Our Eyes, Learning from Indigenous Peoples. Edited by O'Meara, Sylvia & West, Douglas A. Garamond Press, Toronto, ON, CA Cove, *The Gitksan Traditional Concept of Land Ownership.*
- Crowfoot, Strater. 1997. "Leadership in First Nation Communities: A Chief's Perspectives on the Colonial Millstone." From Ponting, J. Rick. In First Nations in Canada: Perspectives on Opportunity, Empowerment, and Self-Determination McGraw-Hill Ryerson Ltd. Toronto, ON. CA.
- Deloria, Vine, Jr.. 1978. The Indian Student amid American Inconsistencies. In The Schooling of Native America, edited by T. Thompson. Washington, DC.: American Association of Colleges for Teacher Education.
- Douglas, Frances R. & Smith, Douglas, B. 1998. "Women in Between: Indian Women I Fur Trade society in Western Canada" From: Canadian History: PreConfederation. 5th Edition. Harcourt & Brace. Toronto, BC, CA. p.64-78
- Stackhouse, John. "Canada's Apartheid," (A 14 story series from the *Globe and Mail*)
- Tuhiwai, Smith, L. (1999) Decolonizing Methodologies. Research and Indigenous Peoples. New York, NY. : Zed Books
- Fleras, Anna J. 1992. The Nations Within: Aboriginal State Relations in Canada, the United States, and New Zealand. Oxford University Press, Toronto, ON, CA.
- Fox, Trish. 1994. Voices Under One Sky. Nelson Canada.

- Frideres, James S. 1998. Aboriginal Peoples in Canada – Contemporary Conflicts. Prentice Hall Canada Inc., ON, CA
- Freire, P. 1970. Pedagogy of the Oppressed. Herder and Herder. New York, US.
- Furniss, Elizabeth. 1994. Victims of Benevolence. Arsenal Pulp Press, Vancouver, BC, CA
- Glavin, Terry. 1990. A Death Feast in Dimlahamid . New Star book Ltd. Vancouver, BC, CA.
- Haig-Brown, Celia. 1988. Resistance and Renewal: Surviving the Indian Residential School. Arsenal Pulp Press Ltd. Tillacum Library. Vancouver, BC. CA
- Haig-Brown, Celia. 1995. Taking Control: Power and Contradiction in First Nations Adult Education. UBC Press. Vancouver, BC, CA
- Hampton, Eber. 1995. “Towards a Redefinition of Indian Education,” From First Nations Education in Canada: The Circle Unfolds. Edited by Battiste, M. & Barman, J. UBC Press, UBC, Vancouver, BC.CA. p.5-46
- Hart, Michael Anthony. 1996. “Sharing Circles: Utilizing traditional practice methods for teaching, helping and supporting,” from In Our Eyes, Learning from Indigenous Peoples. Edited by O’Meara, Sylvia & West, Douglas A. Garamond Press, Toronto, ON, CA
- Holloman, Michael. 1996. “A Native American Identity in Art Education,” from Our Eyes, Learning from Indigenous Peoples. Edited by O’Meara, Sylvia & West, Douglas A. Garamond Press, Toronto, ON, CA
- Karpnski, Eva & Lea, Ian. 1993. Pens of Many Colors – A Canadian Reader. Harcourt Brace Jovanovich, Canada. Inc.
- Marshall, Daniel. 2000. Those Who Fell From The Sky. Rainbow Press. Duncan, BC
- McCarthy, Cameron. 1995. “Multicultural Policy Discourses on Racial inequality in American Education,” from Ng, R., Staton, P. & Scane, J. 1995. Anti-Racism, Feminism, and Critical Approaches to Education. Ontario Institute for Studies in Education. Toronto, ON
- Mercredi, Ovide and Turpel, Mary Ellen, In the Rapids.
- Miller, J.R. 1991. “Owen Glendower, Hotspur, and Canadian Indian Policy,” from Sweet Promises: A Reader on Indian-White Relations in Canada. Toronto University of Toronto, Toronto, ON, CA

- Ng, R., Staton, P. & Scane, J. 1995. Anti-Racism, Feminism, and Critical Approaches to Education. Ontario Institute for Studies in Education. Toronto, ON
- Pettipas, Katherine. 1994. Severing the Ties that Bind: Government Repression of Indigenous Religious Ceremonies on the Prairies. The University of Manitoba Press, Winnipeg, MA. CA.
- Ponting, J. Rick. 1997. In First Nations in Canada: Perspectives on Opportunity, Empowerment, and Self-Determination. McGraw-Hill Ryerson Ltd. Toronto, ON. CA.
- Rezai-Rashti, Goli. 1995. "Multicultural Education Anti-Racist Education, and Critical Pedagogy: Reflection on Everyday Practice. & Connecting Racism and Sexism: the Dilemma of Working with Minority Female Students," from Ng, R., Staton, P. & Scane, J. Anti-Racism, Feminism, and Critical Approaches to Education. Ontario Institute for Studies in Education. Toronto, ON
- Regneir, R. 1995. "The Sacred Circle: An Aboriginal approach to Healing Education at an Urban High School," from Battiste, M. & Barman, J. First Nations Education in Canada: The Circle Unfolds, UBC Press, UBC, Vancouver, BC. CA. p.313-329
- Regnier R. 1995. "Warrior as Pedagogue, Pedagogue as Warrior: Reflections on Aboriginal Anti-Racist Pedagogy," from Ng, R., Staton, P. & Scane, J. 1995. Anti-Racism, Feminism, and Critical Approaches to Education. Ontario Institute for Studies in Education. Toronto, ON
- Ross, Rebecca 2000. "Ten Years after "Cross Lake Education authority Local Control of Indian Education," from Roger. Neil. Voice of the Drum: Indigenous Education and Culture. Kingfisher Publication. Brandon, MB. CA
- Smith, Dan. 1993. The Seventh Fire. Key Porter books Ltd. Toronto, ON
- Snider, John. 1996. "*Scholarship, Morality and Apologies for Empire,*" from Our Eyes, Learning from Indigenous Peoples. Edited by O'Meara, Sylvia & West, Douglas A. Garamond Press, Toronto, ON, CA
- Tuhiwai, Smith, L. 1999 Decolonizing Methodologies. Research and Indigenous Peoples. Zed Books. New York, NY. US.
- Van Kirk, Sylvia. 1980. Many Tender Ties – Women in Fur Trade in Western Canada 1670-1870. Watson & Dwyer, Winnipeg, Manitoba.
- York, J. 1990. The Dispossessed: Life and Death in Native Canada. Little Brown & Co. Toronto, ON, CA.

Journals/Abstracts/Theses

- Absolon, Kathy. 1995. *Unlearning Racism & Decolonizing Our Minds: a critical task for First Nations Educators and Coordinators.* (unpublished)
- Archibald, Jo-Ann. 1995. "Honoring What They Say: Postsecondary Experiences of First Nations Graduates," Canadian Journal of Native Education. University of Alberta. Vol. 21, #1, 1995. p.161-226
- Bowker, Ardy. 1992. "The American Indian Female Drop-out," Journal of American Indian Education. Vol.31. No. 3 p. 3-17
- Brant, Clare C. 1990. "Native Ethics and Rules of Behavior," Canadian Journal of Psychiatry. Vol 35(6) August pp. 534-539.
- Frideres, James, S. 1998. Aboriginal Peoples in Canada: Contemporary Conflicts. Prentice Hall Canada. Scarborough, ON. CA
- George, Leonard. 1991. "Native Spirituality, Past, Present, and Future," from In Celebration of Our Survival: The First Nations of British Columbia. Eds. Doreen Jensen & Cheryl Brooks. UBC Press. Vancouver, BC, CA. pp.160-169.
- Hanohano, P. 1998. "The Spiritual Imperative of Native Epistemology: Restoring Harmony and Balance to Education," Canadian Journal of Native Education. University of Alberta. Vol. 23, No.2, 1998. p. 206-219.
- Kirkness, V. 1995. "Our Peoples' Education: Cut the Shackles; cut the Crap; Cut the Mustard," Canadian Journal of Native Education. University of Alberta. Vol. 22, No.1.
- Kirkness, V. & Barnhardt, R. 1991. "First Nations and Higher Education: The four R's – Respect, Relevance, Reciprocity, Responsibility." Journal of American Indian Education. Vol. 30, No. 3 – May. p.1-15
- Mander, Jerry. 1991. "What you don't know about Indians: Native American issues are not history," Utne Reader. Nov-Dec. pp67-74.
- McIntosh, Peggy. 1990. "White Privilege: Unpacking the Invisible Knapsack," Independent School, Winter90, Vol.49 Issue 2, p31-5p.
- McIntosh, Peggy. 1993. "Examining Unearned Privilege," Independent School, Winter93, Vol.79 Issue 1, p61-2p
- Martin, Peter. 1992 "Considerations for Aboriginal Adult Education Program Planning." Canadian Journal of Native Education. University of Alberta. Vol. 20, No.1.

- Moore, Arthur J. 1985. *Cultural and Value Differences Between Natives and Non Natives: some intercultural misunderstandings*. Presented to The Alberta Provincial Judges Association Program, Cultural Awareness. Lethbridge, AB. CA. Sept. 29-Oct. 2.
- Ray, Arthur. 1996. "I Have Lived Here Since The World Began," Legends of the First Encounters. Lester Publishing. Toronto, ON, CA. pp.38-45.
- Roddick, B.J. 1993. "Learning Circles for Lifelong Learning Connections," Adult and Community Education. Alberta Assoc. for continuing Education Journal Vol. 21, September p.107-114
- Sinclair, Chief Justice Murray. 1997. *The Historical Relationship Between the Canadian Justice System and Aboriginal People*. Transcript of Presentation made to the Aboriginal Justice Learning Network Constituency Group Meeting. Aylmer, PQ. CA
- Smith-Mohamed, K. 1998. "Role Models, Mentors, and Native Students: Some Implications for Educators," Canadian Journal of Native Education. University of Alberta. Vol. 22, No. 2, 1998. p.236-259
- Stackhouse, John. "Canada's Apartheid" (A 14 story series from the *Globe and Mail*)
- Tate, D.S., & Schwartz, C.L. 1993 "Increasing the Retention of American Indian Students in Professional Programs in Higher Education," Journal of American Indian Education. Fall. p.21-31
- Weatherford, Jack. 1991. "The Trade in Indian Slaves," from: Native Roots. Ballantine Books. Pp.129-147
- Weaver Sally. *Federal Difficulties with Aboriginal Rights Demands*.
- Wray, Lynnette. 2000. *Women of the Ktunaxa Nation: Constructing Meaning as Adult Learners*. Masters of Education Thesis, University of Calgary. Calgary, BC. CA
- Wright, B. 1991. "American Indian and Alaska Native higher education: Towards a new century of academic achievement and cultural Integrity," *Indian Nations at Risk Task Force Commissioned Papers*. Dept. of Education. Washington, DC. US.
- Wright, D. 1998. "Preparing First Nations Students for College: The Experience of the Squamish Nation of British Columbia," Canadian Journal of Native Education. University of Alberta. Vol. 22, No.1, 1998. p. 85-92

Videos

BC Treaty Commission. Looking Back, Looking Forward: A Review of the BC Treaty Process

BC Treaty Commission. What's the Deal with Treaties? (excellent video for secondary level students) 1-800-665-8330.

Preview video at: <http://www.bctreaty.net/education/treatyhandbook.html>

Bear, J. (19). Pulling Together, Part 1: An Untold BC History, Part 2: Unfinished Business, Part 3: Ayuuklh Nisga'a – A Common Bowl, Part 4: Delgamuukw v. The Queen – Aboriginal Rights, Part 5: Watching Over Qwaii Hanass. 30 min. Distributor: Open Learning Agency. 1-800-663-1653

Coyes, G. (1997). No Turning Back: The Royal Commission on Aboriginal Peoples. 47 min. Distributor: NFB. *Contemporary Canadian Politics.

Wiltshire, J. (19) It's Time: First Nations and the Future of BC. First Nations Summit Society. #0 min. 1604-990-9939. * Understanding land claims and treaty process.

Vancouver School Board. (1993). First Nations, The Circle Unbroken. Volumes 1-7
Directors: Geraldine Bob, Gary Macuse, Deanna Nyce, Lorna Williams. 20-25 min. each. Distributor: NFB

Welsh, C. (1997) . Kuper Island, Return to the Healing Circle. Gumboot Productions. 50 min. Distributor: NFB.

Obomsawin, A. (1986). Richard Cardinal: A Cry from a Diary of a Métis Child. 29 min. Distributor: NFB.

Cuthand, D. (1999). Patrick's Story 24 min NFB
The Gift of Self Esteem. 13 volumes with teacher guide. Kelowna, BC.: Filmwest Associates Distribution Ltd. * a First Nation production. Excellent for career and personal planning for grades 9 - post-secondary.

Walker, J. (1996) Place of the Boss, Utshimassits. 48 min. Distributor: NFB

Williams, L. (1995). The Mind of a Child. 60 min. Distributor: NFB.

University of Victoria (2002) Critical Incidents V: Diversity and Inclusion. 30 min. Victoria, BC.

Index

A

Academic services, 5
Academic support to students, 5
Academics, facilities, marketing, 19
Acknowledgements, vi
Admission policy, Appendices E, xi
Advisors and Coordinators roles and
Advisor attributes, 18
responsibilities, 30
Advisors role, 5
Appendices, 38
Artist's biography, v

B

BCFNCC terms of reference,
Appendices B, vii
Band funding, 9
Budget management, 28

C

Community connections, 17
Community relationships, 24
Constitution, Appendices F, xiii
Contract management, 27
Coordinator attributes, 29
Coordinators role, 19
Cultural, 22
Cultural services, 5
Cultural support, 15

D

Dedication, i
Definitions, 4

E

Eligibility, 8
Employment Insurance funding, 13

F

Financial responsibilities, 21
Financial services, 5
Financial support to students, 8

Following through, 11
Funding, 9
Funding application checklist, 11
Funding checklist, 11
Funding Policies, 11

G

Guide to proposal writing, Appendices
G, xxiv

I

Indian status, 9
Institutional processes, 23
Institutional relationships, 25
Inuit registration, 9

M

Métis funding, 12
Métis status, 9

O

Other aspects of financial support, 13
Other sources of funding, 12

P

Personal wellness, 30
Policy framework, Appendices A
Practices, policies, systems, 23
Program planning, 26

R

Racism, 34
Recommended resources, Appendices J,
xxxix
Release of information letter,
Appendices D,

S

Scholarships and bursaries, 13
Social Assistance funding, 13
Staff supervision, 28
Student application letter, Appendices C
Student crisis, 32
Student difficulty

Student loans, 13
Student services, 19
Suicide, 33
Suicide prevention/intervention,
 Appendices H, xxxii

T

Tips, 6
Transition of student, 7, 8

W

Website for Aboriginal Organizations,
 Appendices I, xxxiv
Website for advising assistance,
 Appendices I, xxxiv
Website for BC Government,
 Appendices I, xxxiv
Website for bursaries and scholarships,
 Appendices I, xxxv
Website for Canadian Government,
 Appendices I, xxxv
Website for First Nations Post-
 Secondary Services and Programs,
 Appendices I, xxxv
Website for General Aboriginal
 Information, Appendices I, xxxvii
Website for media information,
 Appendices I, xxxvii
Website for relevant articles,
 Appendices I, xxxvii