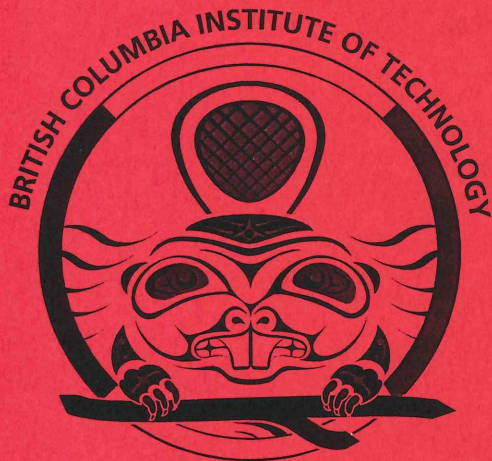


*British Columbia Institute of Technology*

## CO-ORDINATOR'S REPORT

1997 – 1998



**Submitted to:**

- ◇ BCIT First Nations Education Advisory Council
- ◇ Ministry of Advanced Education,  
Training & Technology
- ◇ Dr. Brian Gillespie, President, BCIT
- ◇ Dr. Gerry Moss, Vice President  
Student Services & Education Support
- ◇ Dr. Mal Stelck, Vice President  
Education

**By:**

**Brenda Ireland, M.A.**

**November 1998**

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## *Introduction*

### 1.0 INTRODUCTION

The First Nations Program & Services department was created in 1994 after securing the First Nations Education Coordinator's grant from the Ministry of Advanced Education, Training and Technology.

The 1994, BCIT's *Institute Research and Planning Survey* identified 34 students of First Nations ancestry participating in Institute programs. This number has increased dramatically over the ensuing years with 84 aboriginal learners enrolled in 1995/96; 126 in 1996/97 and 92 in 1997/98. The drop off in the 1997/98 is attributed to a staff leave of absence that curtailed recruitment initiatives.

The success that the First Nations Programs & Services department at BCIT has accomplished is directly related to the support that the department receives from the Institute's CEO and senior administrators. The commitment to increase aboriginal participation and success rates is reflected in a dedication of base funding to develop and implement aboriginal-specific access and support programs. BCIT is the only institute in the province, and possibly Canada, to employ a full-time cultural/spiritual advisor to support the aboriginal learner. Although the challenge of fitting aboriginal initiatives into funding profiles not designed to address the needs of the aboriginal learner has been, at times, frustrating, the Institute's senior administrators not only continue with their financial support but seek ways to increase it.

The First Nations Programs & Services department has been unsuccessful in securing matching funds to initiate a comprehensive First Nations Technology Access Program for three consecutive years. Since aboriginal people are so drastically under-represented in technology training and careers, the reasons for not being successful to be both frustrating and mystifying.

*Funding Sources***2.0 First Nations Programs & Services  
Funding Sources****2.1 Full -Time Equivalency (FTE) Allocation**

➤ 1997/98 FTE allocation	21
➤ 1997/98 FTE delivered	21

**2.2 First Nations Programs & Services  
Funding Sources**

➤ MAETT Grant:	\$	75,000
➤ FTE Allocation		<u>118,311</u>

<b>Total Budget</b>	<b>\$</b>	<b>193,310</b>
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*FTE Delivered  
Programs***3.0 First Nations Programs & Services  
Access and Transition FTE Delivered****3.1 Fundamentals of Electricity & Electronics for  
Aboriginal People**

This is an entry-level program which prepares aboriginal learners for a career as an Electronics Technician, Computer Systems Support Technician, Electrician, or Security Alarm Installer. The pilot program began in February 1997 and 9 of 13 students graduated in July: 6 into Electricity and Industrial Electronics and 3 into Electronics Common.

***FTE Delivered  
Programs***

**3.2 Transition to Trades and Technology**

This is a continuous intake program providing cultural-relevant student success and support initiatives for all aboriginal students in both trades and technology programs.

**4.0 Other BCIT Department FTE Delivery:  
First Nations Access Programs**

**4.1 Electricity and Electronics Area**

Fundamentals of Electricity & Electronics for Aboriginal People is a program that started in October with the first four weeks delivered at the Vancouver Aboriginal Friendship Centre. Electricity and Electronics is the first area within the Institute to provide FTE for aboriginal specific access programs, and is, therefore, honoured and acknowledged by the First Nations Advisory Council members, staff, and, of course, the students.

***Non-Academic Base  
Funded Initiatives***

**5.0 Other Base Funded Initiatives**

**5.1 Cross-Cultural Curricula Development Project**

Development of cross-cultural training curricula for delivery to Renewable Resources, Health Sciences, and Business professionals and instructors as part-time studies and career development courses (See page 5 of the enclosed Winter Part-Time studies calendar).

**5.2 Aboriginal Student Retention Strategy**

Development of an aboriginal student success course, duration 30 hours.

*Non-Academic Base  
Funded Initiatives*

**5.3 Administrative Initiatives**

**5.3.1 Data Base**

Development of a data base specifically for First Nations Programs & Services with capacity to record and report statistical information for recruitment, admissions, retention, and placement of aboriginal students. The data base will be made available to all the First Nations Post-secondary Coordinators and Advisors in the province free of charge. BCIT will not, however, be able to provide data base support and colleagues requiring such assistance will be referred to the data base developer.

**5.3.2 Student Services Integration**

Integration of First Nations Programs & Services, the NOW Project (IBT initiative), and ERC (Education Resource Centre for Students with Disabilities) has begun. The goal is the development of an effective and efficient unit that addresses the needs of shared clients as well as creation of an operative integration model.

**5.3.3 First Nations Programs & Services Web Page**

Accessible through BCIT's web site:  
[www.bcit.bc.ca](http://www.bcit.bc.ca)

**5.3.4 First Nations Crest**

Launch of First Nations Programs & Services crest 4 April, 1998 which depicts the beaver: symbol of industriousness, tenacity, and loyalty. The beaver is circled by the Medicine Wheel.

*Fee for Service*

**6.0 Aboriginal Program Delivery: Fee for Service: Other BCIT Department**

**6.1 Mount Currie Forestry Technician and Technologist Training Program**

Renewable Resources (Forestry Option) and Industry Services Program

Although this is an industry service initiative with the cost remaining a challenge for the Nation, the program is a success. The technician program that is currently being delivered has been designed to National Standards and will prepare the students to succeed in a forestry career. The program has been delivered in Mount Currie since the fall of 1996.

*Proposed Initiatives*

**7.0 Proposed Initiatives**

**7.1 First Nations Community Maintenance Worker**

Being developed as a CHMC partnership, this thirteen week program will provide community members with the basic skills to complete effectively and safely community maintenance in carpentry, plumbing, electrical, drywall and finishing.

**7.2 Dogrib Community Service Board (DCSB) Proposal**

BCIT First Nations Programs & Services, BCIT International, H.A. Simons Ltd., Aboriginal Engineering Ltd., TransTech Interactive, and Aurora College formed a Training Consortium to develop and submit a proposal in response for a "Call for Proposals" to develop a Treaty 11 Dogrib Dene Comprehensive five-year Education and Training Strategic Plan.

*New Program Delivery*

**8.0 New Program Delivery**

**8.1 CST Entry for Aboriginal People**

Scheduled to begin February 8, 1998, this program is a BCIT and Vancouver Sunshine Coast Aboriginal Labour Development Society partnership. The target intake is 18 with an overage of two. The program is designed to provide aboriginal learners with the skill to enter and complete a Computer Systems Technology Diploma Program. Provisional acceptance is granted for CST upon acceptance into the entry program.

*Affiliation Agreements*

**9.0 Affiliation Agreements**

**9.1 Wilpo Wilxo'oskwht Nisga'a**

An affiliation agreement is currently being negotiated between BCIT and the Nisga'a Tribal Council's post-secondary entity: Wilpo Wilxo'oskwht Nisga'a.

*Student Services*

**10.0 Student Services Contact**

The First Nations Programs & Services staff delivered 15,106.3 hours and 4502 services from April 1, 1997 to March 31, 1998. Services included assessment; student success instruction; funding, admission and other advocacy; spiritual and personal advising; elder guidance; job search assistance; community referral, and cross-cultural training.



## 11.0 Outreach and Recruitment

### *Recruitment Initiatives*

Venue	Number
Career Fairs	16
Campus Tours	20
Conferences	15
Community Events	20
Major Special Events	03
APEC	
➤ North American Indigenous Games	
➤ Blueprint for the Future	
Conference host/sponsor	01
➤ Aboriginal Youth Entrepreneur Symposium	
Student for a day host	01

## 12.0 BCIT's First Nations Education Advisory Council Members

Please see appendices for *Council Terms of Reference*

### *Advisory Council Members*

- Nancy Nyce                      Northwest Representative (Chair)
- Paulette Seymour              First Nations Representative:  
BCIT Board of Governors
- Chris Robertson              Business Representative (BCIT  
graduate)
- Jackie Grandbois              Women working in trades  
Representative (BCIT  
graduate)
- Marlene Erickson              Northeast Representative
- Donald Dapp                    Lower Mainland Representative  
& Trades (BCIT graduate)
- Tom Blackbird                Southwest Representative  
(Renewable Resources, GIS  
graduate)
- Robin Billy                    Interior Representative:  
Kamloops (Environment)
- Natalie Wood                 Instructor, Employment and  
Education Access Program  
(Kwantlan College)

**Advisory Council  
Members**

- 1997/98 Report
- Bob George Elder Advisor (Tsleil waututh)
  - Ivy Chelsea Technology Student Representative
  - Vacant Island Representative
  - Vacant Southeast Representative
  - Vacant Trades Student Representative

*Ex-officio Members*

- David Kipling BCIT Education Council
- Mike Wanstall BCIT Education Council
- Brenda Ireland First Nations Coordinator
- Kim Cameron First Nations Advisor
- Phil L'Hirondelle First Nations Cultural/Spiritual Advisor
- Jim Mitchell Director, Student Services
- Peter So BCIT Board of Governors

**13.0 First Nations Programs & Services Staff**

**Staff**

- Coordinator 80 %
- Advisor 100
- Administrative Assistant 100
- Cultural/Spiritual Advisor 60
- Elder Advisor 20

**14.0 Other**

**14.1 Honorary Doctorate for Elder Advisor**

BCIT's Elder Advisor will be receiving an Honorary Doctorate of Technology at the February convocation.

**Other**

**14.2 BCFNC Membership**

BCIT's First Nations Coordinator has been elected to the B.C. First Nations Post Secondary Education Coordinator's Council and will be developing a presentation regarding the roles and responsibilities of First Nations Coordinators/Advisors as well as challenges in aboriginal education for the Advanced Education Council of B.C.

*Appendix 1*

**BCIT First Nations Programs & Services**

**TERMS OF REFERENCE**

**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**

**TERMS OF REFERENCE**

**For**

**FIRST NATIONS EDUCATION ADVISORY COUNCIL**

**Revised: May 29, 1998**

## **FIRST NATIONS EDUCATION ADVISORY COUNCIL**

### **1. POLICY**

- 1.1 The First Nations Education Advisory Council shall be established by the Coordinator and Co-Chairs of First Nations Education Advisory Council, First Nations Programs and services
- 1.2 Ad hoc Advisory Committees may be established when a new program or initiative is being considered. The ad hoc committee may become a permanent Advisory Committee if and when the new program or initiative has been approved and when such a Committee is deemed necessary by the Advisory Committee and the First Nations Coordinator and Vice President – Education and/or Vice President – Student Services and Education Support. This ad hoc committee will report to the Advisory Council.

### **2. PURPOSE AND OBJECTIVES OF THE ADVISORY COUNCIL**

- 2.1 To advise the Institute on policy and ensure BCIT's responsiveness to the needs of First Nations learners and communities.
- 2.2 To advise the Institute on strategies to involve First Nations learners and communities in education needs assessment, program planning, development, implementation and evaluation.
- 2.3 To advise Institute on bicultural training (methods and implementation) for BCIT administration, faculty and support staff.
- 2.4 To respond to or make recommendations to the Institute's Education Council regarding curricula review/delivery methods and recommend changes relevant to First Nations learners.
- 2.5 To assist in the establishment and annual update of a five-year estimate of career opportunities for First Nations graduates of BCIT.
- 2.6 To promote career opportunities for First Nations BCIT graduates.
- 2.7 To provide advice concerning resources, services, facilities and support First Nations students.
- 2.8 To assist in the procurement of bursary and scholarship support as well as program development funding.

- 2.9 To advance the Institute's role and accomplishments in meeting the needs of First Nations learners and communities as well as advocate the Institute's position with government and the general public.
- 2.10 To provide input into key Institute Administrative Committees by having a member of the Board of Governors and Education Council sit on the First Nations Education Advisory Council.
- 2.11 To assist BCIT in the creation of capital and fund raising campaigns in support of First Nations trade and technology training and make recommendations to how these funds are disbursed (target projects).
- 2.12 To encourage the recruitment of aboriginal staff by providing recommendations in the selection of staff as required.

### **3. RELATIONSHIPS OF FIRST NATIONS EDUCATION ADVISORY COUNCIL**

- 3.1 The First Nations Education Advisory Council ultimately relates to and advises the President of BCIT
- 3.2 The First Nations Education Advisory Council normally relates to the first Nations Program Coordinator for the functions described under Section 4.
- 3.3 The First Nations Education Advisory Council a representative may be invited to serve as a member of an Institute advisory body which may be comprised of a Board representative, one or more Advisory Committee Chairpersons, the Vice President – Student Services and Education Support, Vice President – Education, the First Nations Program Coordinator, and other designated representatives.
- 3.4 No individual member of First Nations Education Advisory Council may represent the Council as a whole either internally or externally with out prior consent of First Nations Education Advisory Council.

### **4. OPERATION OF FIRST NATIONS EDUCATION ADVISORY COUNCIL**

#### **4.1 Composition**

The First Nations Education Advisory Council will be comprised of representatives from First Nations from northern, interior and island regions as well as alumni, the professions, trades programs, technology programs, two representatives of the Education Council and two students, one each from trades and technology, and a Board of Governors

representative. Ex-officio members will be BCIT Administrative representative and staff.

#### 4.2 Selection of Members

The President appoints members to the First Nations Education Advisory Council based upon recommendations from the First Nations Coordinator and the First Nations Education Advisory Council. Individuals should be qualified to provide advice on the various purposes and objectives of the Council as outlined in Section 2 above.

#### 4.3 Conflict of Interest

Although a Council member may be affiliated with a specific Band, Tribal Council, First Nations association or business, the member is expected to act as an individual guided by his/her expertise, experience and interest to advance trades and technology training to all First Nations learners and communities. If an Advisory Council member should enter a contractual agreement with BCIT, they would automatically become an ex officio member. Members are to declare perceived conflict of interest.

#### 4.4 Term of Appointment

All appointments are for a stipulated period of up to three years. Council membership will normally not exceed six years. Recruitment to fill the student chairs will commence as soon as the current student representatives graduate.

#### 4.5 Election of Co-Chairs

Co-chairs are to be elected by voting members to serve for a term of two years renewable for an additional year for a maximum of three years.

#### 4.6 Decision Making Process

Consensus agreement will be sought in each decision-making process but when this appears unattainable any member of the Council may call for a vote.

#### 4.7 Agenda for Meetings

Meeting agenda will be determined by the First Nations Coordinator in consultation with the Advisory Council.

#### 4.8 Minutes of Meeting

It is the responsibility of the First Nations Coordinator to prepare and circulate draft minutes of meetings to all members for approval before circulation to the Vice-President of Student Services and Educational Support and senior management.

#### 4.9 Recommendations by the First Nations Education Advisory Council

From time to time, the First Nations Education Advisory Council may pass a formal resolution, which they wish to transmit to the President. Such resolutions shall be communicated through the First Nations Coordinator and, if required, Advisory Council Co-chairs or alternate, to the President and shared for information at the Education Council or the Board of Governors. From time to time, senior management representatives may be requested to attend Advisory Council meetings to discuss First Nation issues.

#### 4.10 Frequency of Meetings

There shall be a minimum of two meetings per year.

#### 4.11 Annual Progress Report

The Advisory Council will prepare an annual statement about the overall assessment of initiatives preferably by June of each year.



*Appendix 2*

**BCIT First Nations Programs & Services**

**STRATEGIC PLAN SUMMARY**

**1994 - 1997**

**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**

**FIRST NATIONS EDUCATION ADVISORY COUNCIL  
STRATEGIC PLANNING SESSION  
4 OCTOBER, 1997**

***First Nations Programs & Services  
Strategic Plan & Three Year Operational Plan 1994  
Summary & Progress Report***

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**Strategic Plan & Three Year Operational Plan 1994 (revised January 1995)**

**Mandate:** Increase First Nations participation and success rates in trades and technology training as well as employment by developing partnerships, programs and services that meet the expressed needs of aboriginal learners and communities.

**Proposed Objectives:**

*1. Increase First Nations Participation, retention, graduation and placement rates at BCIT that reflect the percentage population ratios of First Nations people in the province (approximately 5%). The target First Nations student population for BCIT will be 200 by 1996-97 academic year and 650 by 2000-2001.*

Student population 1994 - 95: 34

Student population 1995 - 96: 80

Student population 1996 - 97: 95 as of Sept 1996

125 as of November 1996 (community-based delivery)

140 as of January 1997 (Fresh Start for First Nations intake)

*2. Establish a First Nations Access to Trades and Technology Training and Placement Program that ladders First Nations learners from life-skills development through to graduation which incorporates career-orientation, practicum placement, and culturally-appropriate and gender-specific support services.*

A 20 week access program into the School of Trades Training (Fresh Start for First Nations) was presented in February 1996 funded by Human Resources Development Canada (HRDC). The program will continue and the second session is scheduled for January 1997 funded jointly by BCIT (FTE) and South Coast Aboriginal Management Board and Sto:lo Nation. An applied academics upgrading program has been developed for access into the technology area and has been approved by the President and senior executive. The Aboriginal Branch division of the Ministry of Education, Skills and Training is supportive but is expecting the Institute to secure corporate partnerships in the development and delivery of the program.

*3. Develop and implement and First Nations transition program that will enhance retention and success rates.*

The initial First Nations Transition To Technology Program (FNTP) was introduced in 1995 and offered students a mathematics and communication review, a pre-introductory computer, a student success course, and a cultural awareness course supported by First Nations Elders. The program was offered to both technology and trades students entering programs requiring Grade 12 prerequisites. The 1996 program was extended to four weeks and was offered to technology students only because of the difficulty in providing mathematics reviews at two very different levels. The 1996 FNTP provided students with a more comprehensive mathematics review component.

*4. Create a First Nations Entrepreneur Skills Development Model that meets the specific and diverse needs of First Nations communities/individuals.*

BCIT's Marketing and Development office in conjunction with the Venture Program has approached a major bank about the feasibility of creating a mobile Venture Program that could travel around the province providing interest-specific entrepreneurial training to a variety of clients including First Nations, women and youth.

*5. Facilitate the creation of First Nations businesses/contract companies or employment associations that support placement of First Nations apprentices/graduates.*

The Institute has evaluated the extent of community-based support services and developed working relationships with existing services including the Aboriginal Pre-employment Placement Network and the Council of Aboriginal Business.

*6. Develop and host a summer Career Orientation Program for First Nations secondary students.*

Insufficient time and resources to develop and implement.

*7. Develop partnerships which have clearly defined goals and commitments that empower individuals and communities and support First Nations education initiatives.*

The Institute has worked closely with local bands and Tribal Councils in the development and implementation of the Fresh Start for First Nations Program. Mt. Currie First Nation and the Sto:lo First Nation became partners in the program by graduating students from community-based pre-employment development projects into Fresh Start. Currently the Institute is developing partnerships with the Nlaka'pamux First Nation and the Mt. Currie First Nations for delivery of a four year forestry course at the community level that will provide students with the flexibility to attain either a technician or technologist diploma. Students interested in continuing their education in the RPF Pupil Program will be provided relevant courses.

*8. Develop support services that meet the specific needs of First Nations students/apprentices.*

The Institute provides services for First Nations students that includes a First Nations Advisor, First Nations Cultural Advisor and a First Nations Elder who offer personal counseling based on traditional First Nations approaches. Advocacy on behalf of students or prospective students continues: within the Institute at the admissions, department, school, instructor and service levels, with bands and other funding agencies re. sponsorship. Referral to First Nations specific community support programs is also part of First Nations responsibilities. First Nations Programs and Services provide on-going student success workshops and support. Peer counselor training (??) for second year students and alumni interested in becoming student mentors is scheduled to being in October.

*9. Increase administration, faculty and staff awareness of First Nations cultures/issues.*

First Nations Cultural Awareness Workshops have been provided to Renewable Resources staff and to Environmental Health, Broadcast Radio, and Renewable Resource Cooperative Education students. BCIT, Vancouver Community College and the Open Learning Agency have worked together to develop a proposal to secure funding to develop cross-cultural training materials/methods for use in the Provincial Instructor's Program. Workshop format materials will also be developed for local non-credit post-secondary use throughout the province. These materials/methods will be made available at cost to all post-secondary Institute's First Nations Coordinators/Advisors.

*10. Increase BCIT's profile in First Nations education.*

- community visits
- attend First Nations conferences as delegate and presenter
- BCIT First Nations Department Logo Contest
- Program Promotional brochures to each community, post-secondary institute in province

*11. Develop and present events which raise awareness of First Nations cultures/issues both on and off campus.*

BCIT has approached Ministry of Education, Skills and Training under the Safety and Security initiative for funding to provide cultural awareness events on campus to improve overall sensitivity to First Nations issues and cultures which would increase the comfort level of First Nations students on campus. Decision on funding pending.

*12. Address federal, provincial or institution policies that adversely affect First Nations trades and technology training.*

BCIT's First Nations Education Policy is currently being assessed by Board of Governors Policy Committee.

Federal policy changes especially related to First Nations Education funding are a constant concern especially those related to Human Resources Development Canada training.

### **Recommended Structure:**

Staff compliment:

- First Nations Coordinator
- First Nations Advisor
- Administrative Support

Coordinator will develop and implement approved external initiatives and supervise the First Nations Advisor/Support Staff in development and presentation of internal initiatives. Coordinator to report to vice-president, Education on education related program development issues and Director of Student Services on service-related programs.

### **Existing Structure:**

Staff compliment

- First Nations Education Coordinator (80%)
- Strategy to address funding cutbacks
- First Nations Advisor (100%)
- First Nations Cultural Advisor (60%)
- First Nations Elder (20%)
- Administrative Support (40%)

The Coordinator reports directly to the Director of Student Services with access to both the vice-president Student Services and Education Support and the vice-president, Education on comprehensive external and internal program development issues.

### **Initiatives Not Included in Strategic Plan**

Space allocation: expansion into adjoining classroom and office space to accommodate staff as well as student drop in Centre.

Data Base: has been implemented to provide student tracking options and statistical information.

**Appendix 3**

**First Nations Programs & Services**

**STRATEGIC PLAN**

**1997 - 2004**

**British Columbia Institute of Technology  
First Nations Education Council  
Strategic Plan  
July 1998**

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**PREAMBLE**

Traditionally, some First Nations communities reached consensus agreements based upon discussion and consideration of the consequences of any decision on the people who would come after, up to and including the seventh generation. The First Nations Education Council has, by consensus agreement, determined that this model will guide the structure of the 1998 Strategic Plan and that each BCIT fall intake will be defined as a generation. The First Nations Council members believe that if the best interests of the seventh generation of First Nations BCIT students are kept in mind, the patience and wisdom required to develop and implement programs and services to meet the needs of all aboriginal students and communities will be realized.

**MANDATE**

To increase First Nations participation and success rates in trades and technology training as well as employment by developing partnerships, programs, services, facilities, administrative processes, marketing strategies, and fund/friend raising under the guidance of First Nations people that meet the expressed needs of aboriginal learners and communities which:

- promote and support First Nations self-sufficiency and self-determination,
- reflect First Nations cultural values and ethics,
- utilize BCIT's expertise,
- access and support aboriginal training initiatives,
- assists the Institute in meeting its mandate as it relates to aboriginal people.

**STRATEGIC PLAN OBJECTIVES**

1. Develop internal partnerships that support institutional and global visions of First Nations education as articulated by aboriginal people.

2. Develop external partnerships that build capacity through completion of needs assessment initiatives, assistance with preparation and submission of proposals, and the development and delivery of programs which are directed by First Nations or aboriginal organizations.
3. Increase First Nations awareness of trades and technology training through comprehensive community-based initiatives.
4. Identify and address the short, medium and long-term space allocation needs of First Nations students and staff.
5. Develop administrative processes that quantifies the needs of aboriginal students, alumni and communities.
6. Develop and implement and maintain culturally relevant services and programs.
7. Develop and implement aboriginal mentorship programs to address the education and employment needs of aboriginal students and graduates.
8. Work toward the implementation of an Institute First Nations Education Policy.

## STRATEGIES FOR ACHIEVING OBJECTIVES

Strategies will be divided into short term (1-3 generation), intermediate term (3-5 generation) and long term (5-7 generation) goals.

### **1. Develop internal partnerships that support First Nations education as articulated by aboriginal people.**

Short term goals:

- Develop a Banner/Profs staff newsletter which will provide each department and program with information on First Nations Programs and Services.
- Complete a research project to identify and evaluate existing First Nations education delivery models relevant to BCIT.
- Organize a yearly Open House at the First Nations Programs and Services office.



Intermediate goals:

- Develop or adapt a First Nations education and delivery model that would fit BCIT environment.
- Implement First Nation outreach to internal departments and programs using personal visits and telephone contacts.

Long term goals:

- Facilitate the installation of aboriginal representation on each program Advisory Committee.
- Secure support from the Senior Executive board of Governors in realizing BCIT's mission statement as it relates to First Nations learners and communities.

**2. Develop external partnerships or to build capacity through completion of needs assessment initiatives, preparation and submission of proposals, and the development and delivery of community based programs as required.**

Short term goals:

- Inform BCIT departments and programs of the opportunities to develop training initiatives with First Nations communities to meet the Institute's mandate and mission statements.
- Educate BCIT departments and programs about First Nations funding capabilities.
- Facilitate community education needs assessments.
- Develop and implement job shadow opportunities for First Nations secondary students with BCIT students.
- Assess the potential of facilitating partnerships between local business, industry, and First Nations regarding employment, apprenticeship, and sponsorship.

Intermediate goals:

- Facilitate and coordinate the delivery of programs in First Nations communities based on community needs assessments.

Long term goals:

- Coordinate the development of relevant modules for community delivery of programs.
- Empower community to deliver programs.

**3. Increase First Nations awareness of trades and technology training.**

Short term goals:

- Increase public relations initiatives to increase First Nations awareness of trades and technology training through attendance at Career Fairs, secondary schools and Band events.
- Work toward developing a common vision of education, training and development at all levels of the First nations community (Tribal Council, band, education coordinator, parents and children).
- Develop and distribute current brochures and information on First Nations initiatives at BCIT including community partnerships.
- Identify and acknowledge First Nations Alumni.
- Develop and promote First Nations ceremonies.

Intermediate goals:

- Develop a media strategy for increasing First Nations awareness of programs, services and partnerships available at BCIT.
- Educate band education coordinators and secondary school counselors about the Institute and relevance of trades and technology training for aboriginal students and communities.
- Develop initiatives that excite elementary school children and their parents about science and technology through demonstration and hands-on exposure.
- Develop First Nations Programs and Services Internet home page.
- Devise an interactive Internet program.

Long term goals:

- Facilitate the development of partnerships between BCIT, business, industry and First Nations.

**4. Coordinate the building of a First Nations facility on campus for BCIT students, programs and services.**

Short term goals:

- Create a Facilities Committee to assess and identify the short, medium and long term space allocation of First Nations students and staff.

Intermediate goals:

- Facilitate Committee to report possible location/design for First Nations facility and residences.
- Facilities Committee to develop and present strategy for implementing fundraising initiative for First Nations facility and residences.

Long term goals:

- Building of First Nations facility (and, possibly residences) at BCIT.

**5. Develop administrative processes that continue to identify and quantify the needs of aboriginal students, alumni and communities.**

Short term goals:

- Develop database that monitors student success and provides quantitative data on First Nations enrolment, service/program use, and success.
- Secure aboriginal representation on BCIT Board of Governors.
- Secure aboriginal representation on BCIT Program Advisory Committees.
- Secure aboriginal representation on BCIT Curricula Review Committees.

Intermediate goals:

- Have First Nation Education Coordinator employed by each Program area.

**6. Develop, implement and maintain culturally relevant services and programs.**

Short term goals:

- Secure funding for additional scholarships and bursaries.
- Create a tutoring program for students both on campus and through distance education.
- Develop processes to support First Nations staff, Cultural Advisory and Elder Advisor.
- Develop initiatives that promote and maintain strong student/staff relations.
- Access funding to expand First Nations support services and programs.
- Develop program and services evaluation and feedback processes.

Intermediate goals:

- Develop process of involving BCIT First Nations Programs and Services in cross-cultural awareness workshops with BCIT departments and staff.
- Implement First Nations lecture and workshop series to educate BCIT administrative, faculty and support staff.
- Implement First Nations support ceremonies for aboriginal students.

**7. Develop and implement aboriginal mentorship programs to address the needs of aboriginal students and graduates.**

Short term goals:

- Establishment of Student mentoring program that links aboriginal secondary students with BCIT First Nations students.

- Establish Student and Alumni peer mentoring program for students.

Intermediate goals:

- Establish a network of First Nations professionals to compliment staff efforts to improve student retention and success rates as well as student understanding of career options and planning.

**8. Work toward the implementation of the First Nations Education Policy.**

Short term goals:

- Establish a First Nations Education Policy Committee to assess the importance to the Institute, and if relevant,
- Present report on strategies to involve administration and Education Council in the development and implementation of policy.

**9. Establish a Task Force to develop a detailed work plan including budget by July 1, 1998.**

