

Post-Secondary Indigenous Board Member Gathering

E-BINDER BRIEFING PACKAGE

MINISTER ANNE KANG
ADVANCED EDUCATION AND SKILLS TRAINING

Microsoft Teams Meeting

1:00 p.m. to 4:30 p.m.

May 21, 2021

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Post-Secondary Indigenous Board Member Gathering
1:00 p.m. to 4:30 p.m.
May 21, 2021

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AGENDA ITEM: OPENING COMMENTS

Speaking Points:

Introduction and Acknowledgements:

- Hello everyone and good afternoon.
- I'm Anne Kang, Minister of Advanced Education and Skills Training, and the MLA for Burnaby-Deer Lake.
- I'm speaking to you from the territory of the Musqueam, Squamish and Tsleil-Waututh ['tSLAY Wah-tooth'] peoples.
- Thank you to Knowledge Keeper, Rebecca Duncan, and Métis Elder, Phil Gladue, for your heartfelt welcoming words and marking the path for this Gathering in a good way.
- I would also like to express my gratitude to those who will be presenting today and those have helped to plan our Gathering. Thank you to:
 - Tyrone McNeil, President, First Nations Education Steering Committee

TAB 1

- Susie Hooper, Minister for Post-Secondary Education, Métis Nation BC
- Verna Billy-Minnabarriet, Chair, Indigenous Adult and Higher Learning Association
- Patrick Kelly, Facilitator
- Jessica Wood, Assistant Deputy Minister, Ministry of Indigenous Relations and Reconciliation, who will be presenting later in the programme along with Ron Rice who is the Executive Director, Victoria Native Friendship Centre
- The planning team of my Ministry staff, representatives of FNEESC, MNBC, IAHLA, the Crown Agency and Board Resourcing Office of the Ministry of Finance and volunteer board members.
- Finally, thank you to all of the Indigenous Board Members participating in our Gathering today.

Opening Remarks – Why are we here

- We're here today for a number of reasons. First and foremost, we thank you, all the board members on this call, for the time and the energy you devote to making a positive difference for the learners at your respective institutions and across B.C.

TAB 1

- We are here also to build on the momentum established through the first Gathering in September 2019, and under my predecessor, the Honourable Melanie Mark. She worked tirelessly to improve the post-secondary system for Indigenous learners and left a strong foundation for us to build on.
- It is my honour to be here today, to learn about your challenges, to hear your experiences, to work together to identify opportunities for improvement.
- I look forward to our discussion today on the challenges and opportunities you face as Indigenous board members, in your board-membership roles, and in supporting the success of the Indigenous students at your institutions.
- In particular, I want to hear your experiences in:
 - Implementation of the Declaration on the Rights of Indigenous Peoples Act;
 - Addressing systemic change with respect to anti-racism through capacity building for all board members; and
 - Supporting learners and institutional operations through times of emergency through to recovery.

TAB 1

- We know that post-secondary education is key to unlocking the full potential of Indigenous British Columbians and their communities, and to our province's overall success.
- Learners are eager to forge their futures. And your dedication to post-secondary education helps them get there.
- I look forward to observing, listening and learning throughout the day.
- Thank you and over to our next speaker, Tyrone McNeil of FNEESC...

TAB 1

Background:

- As of July 2018, all public post-secondary institutions had at least one board member who identified as Indigenous.
- To support these board members, the first Post-Secondary Indigenous Board Member Gathering was held at the Musqueam Cultural Education Resource Centre in Vancouver on September 20, 2019.
- 25 Indigenous board members representing 16 public post-secondary institutions participated in the Gathering. Invitations were limited to Indigenous board members only.
- The key themes discussed throughout the day included:
 - Education and greater capacity-building for all board members on the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Indigenous teachings and practices, and effectively partnering with communities;
 - Challenges which divert board focus away from policy and students, and
 - Improvements to the board member onboarding process.
- This second Gathering is expected to have a similar level of participation and representation.
 - Patrick Kelly of the Leq'á:mel (Stó:lō Nation) First Nation will facilitate;
 - Welcoming words will be provided by a First Nations Knowledge Keeper, Rebecca Duncan, and a Métis Elder, Philip Gladue;
 - The Honourable Anne Kang, will provide some opening remarks, closing reflections, and participate as an observer during the rest of the Gathering;
 - Tyrone McNeil, President, First Nations Education Steering Committee, Susie Hooper, Minister, Post-Secondary Education, Métis Nation BC, and Verna Billy-Minnabarriet, Chair, Indigenous Adult and Higher Learning Association will also provide some opening remarks and closing reflections;
 - Jessica Wood, ADM at the Ministry of Indigenous Relations and Reconciliation, and Ron Rice, ED of Victoria Native Friendship Centre, will present on the *Declaration of the Rights of Indigenous Peoples Act* and facilitate a discussion on its implementation across government and the post-secondary education system; and
 - Two other open discussions will address anti-racism and capacity building and support and decision-making in times of emergency through recovery.

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AGENDA ITEM: ANTI-RACISM AND CAPACITY BUILDING

Speaking Points:

- Racism and hate have no place in B.C. communities.
- Our Government has a moral and ethical responsibility to tackle systemic racism and discrimination in all its forms.
- Our Government is taking specific steps to fight racism, such as:
 - Responding to the Human Rights Commissioner's report on disaggregated data, so that we have better data and better governance of that data;
 - Developing BC's first *Anti-Racism Act*, which will be developed through a thoughtful and thorough research and consultation process to identify what areas the Act might cover;
 - Modernizing the *Police Act* to address issues like mental health, harm reduction and systemic racism, so everyone is treated fairly; and

TAB 2

- Increasing funding to the Resilience BC Anti-Racism Network during the pandemic.

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Broader Capacity Building

- We realize this Gathering is the least we can do to support Indigenous board members.
- We look forward to hearing from you about additional ways to increase Indigenous voice in post-secondary leadership and board positions, as well as build broader capacity for all board members.
- Some topics we have heard may be worth further exploration include:
 - Ensuring Indigenous representation continues on every public post-secondary institution's Board of Governors;

TAB 2

- Finding additional ways to bring Indigenous board members together on a regular basis to discuss Indigenous post-secondary education and skills training;
- Develop and implement training for all board members, leadership, faculty and staff on Indigenous history, rights, teachings and practices.
- Exploring options to increase the involvement of Indigenous communities in the selection of Indigenous board members; and
- Working with public post-secondary institutions to increase Indigenous representation on Senates and Education Councils.

In Response to the In Plain Sight Report

- Indigenous peoples, as all British Columbians, deserve fair, just and equal treatment and a right to professional services in health care.
- As allies and partners, we are committed to doing our part to right the wrongs and create safe places, ensure cultural safety and humility, and recognize the human rights of Indigenous peoples and all peoples of colour within our post-secondary systems.
- I acknowledge the important findings in Dr. Mary Ellen Turpel-Lafond's report: In Plain Sight and recognize our shared responsibility for helping to implement some of the recommendations that relate to post-secondary health programs.
- The recommendations within the In Plain Sight report provide an opportunity to address the root causes, and end systemic racism in our health care system.
- My Ministry staff are reviewing the report and working with Indigenous and post-secondary partners and the Ministry of Health to develop immediate actions acknowledging that systemic racism permeates all aspects of our society, not just healthcare

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AGENDA ITEM: IMPLEMENTATION OF THE UNDRIP AT PUBLIC POST-SECONDARY INSTITUTIONS

Speaking Points:

Declaration on the Rights of Indigenous Peoples Act –

General

- The Declaration on the Rights of Indigenous Peoples Act (Declaration Act) is an important step towards true and lasting reconciliation — which will uphold Indigenous rights and create stronger communities, good jobs and economic growth.
- Our government is taking action together with Indigenous peoples to build a stronger B.C. that includes everyone.
- We've worked with Indigenous leaders and talked with business, labour and municipal leaders across B.C. to make sure we get this right.
- We're creating a clear and transparent process for ensuring Indigenous peoples are included in the decisions that directly affect them and their territories.

TAB 3

- True and lasting reconciliation takes time, but we're making progress.
- Bringing provincial laws into alignment with the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) won't happen overnight, but we're committed to a concrete plan developed with Indigenous peoples and regular reporting on progress.
- We're making progress and we'll continue to work together with Indigenous peoples to build an even stronger, more inclusive and more just B.C. that will create a better future for everyone.
- The B.C. government is committed to working with Indigenous peoples including First Nations, Métis and Inuit partners to implement the Truth and Reconciliation Commission (TRC) Calls to Action and the Declaration Act.

Declaration Act – Post-Secondary Specific

- At the Ministry, we are working to fully adopt and implement the post-secondary education and training-related UN Declaration Articles and TRC Calls to Action.

TAB 3

- This includes working with the Indigenous Post-Secondary Education and Training Partners to co-develop a comprehensive strategy that includes:
 - Working with public post-secondary institutions to continue advancing systemic and cultural change fostering a public post-secondary education system that is respectful, relevant, responsive, and receptive to Indigenous learners, institutes and communities.
 - Continuing to implement the post secondary-related Calls to Action of the TRC and the UN Declaration, including establishing Indigenous language programs with Indigenous partners.
 - Collaborating with Indigenous institutes and organizations to advance government support for Indigenous-controlled post-secondary institutions, and to ensure they have the ongoing funding they need to deliver programs in their communities.
 - Supporting the delivery of programs that advance self-determination and that foster partnerships to meet community needs, including Indigenous languages, teacher

TAB 3

education, health and land-based learning programs.

- The mandate letters for all public post-secondary institutions request that they incorporate the UN Declaration Articles and the TRC Calls to Action within the context of their mandate.
- The Ministry also requests that institutions implement the education-related TRC Calls to Action relevant to each institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.
- This year will be the third time the Ministry will request institutions to provide an update on their progress in addressing the post-secondary education and training-related UN Declaration Articles and TRC Calls to Action as part of their Institutional Accountability Plan and Report (IAPR).
- All 25 public post-secondary institutions have reported their progress, and the overall impressions are that institutions are taking thoughtful approaches,

TAB 3

engaging with local Indigenous people and communities, and implementing comprehensive initiatives to address all the post-secondary education-related UN Declaration Articles and TRC Calls to Action the Ministry identified.

Background:

- The Declaration Act, passed on November 26, 2019, represents a historic first, B.C. is the first province to be putting the United Nations Declaration on the Rights of Indigenous Peoples into action — recognizing in law the human rights of Indigenous peoples.
- Developed in collaboration with the First Nations Leadership Council at the direction of First Nations, this legislation creates a framework for reconciliation in B.C., in keeping with the TRC Calls to Action.
- With the Declaration Act, British Columbia became the first province to bring the internationally recognized standards of the UN Declaration into provincial law.

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TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

TRUTH AND RECONCILIATION COMMISSION (TRC) Calls to Action Related to Ministry of Advanced Education and Skills Training Mandate (actions most relevant to Indigenous Board Member Gathering highlighted)

#	TRC Call to Action
1	We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
12	We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
16	We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.
23	We call upon all levels of government to: <ul style="list-style-type: none"> i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all healthcare professionals.
24	We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28	We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.
50	In keeping with the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.
55	We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to: The educational ... attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.

TAB 3 Appendix:

Implementation of TRC Calls to Action and UN Declaration Articles

#	TRC Call to Action
57	We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
62	We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. ... Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63	We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: <ul style="list-style-type: none"> i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.
86	We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.
92	We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (UN Declaration) Articles Related to Ministry of Advanced Education and Skills Training Mandate

#	UNDRIP article
13.1	Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
13.2	States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.
14.1	Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
14.2	Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
14.3	States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.
15.1	Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
15.2	States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.
21.1	Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
21.2	States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.
34	Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

Examples of Action Taken - TRC Calls to Action 2017 - 2020

<i>Ministry of Advanced Education and Skills Training</i>	
Calls to Action #	
43 to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.	We are proud to be the first jurisdiction in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples. Bill 41, the Declaration on the Rights of Indigenous Peoples Act, passed unanimously on November 26, 2019, a historic day for British Columbia.
43 to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.	Every public post-secondary institution receives a mandate letter outlining key priorities for supporting reconciliation. We are working with our education partners to break down barriers, support systemic change and improve educational outcomes for Indigenous learners
7 Eliminate educational and employment gaps 11 adequate funding to end the backlog of First Nations students seeking post-secondary education	In 2021-22, each of the 25 public post-secondary institutions in B.C. are receiving targeted funding to implement new programs, activities and services for Indigenous learners. This funding will help strengthen partnerships and collaboration with local Indigenous communities and address systemic barriers that have been standing in the way of success.
7 Eliminate educational and employment gaps	In April 2020, in response to the COVID-19 pandemic, AEST provided \$1.5 million in top-up funding to the Indigenous Emergency Assistance Fund to support Indigenous learners facing a short-term financial emergency. An additional \$1 million more was provided by AEST in April 2021.

TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

<i>Ministry of Advanced Education and Skills Training</i>	
<p>7 Eliminate educational and employment gaps</p>	<p>In June 2020, we announced with SFU, a new First Peoples' Gathering House to open on the Burnaby Campus in 2023.</p> <p>The project was jointly funded by the B.C. government (\$6.4 million) and SFU (\$8.6 million) for a total projected cost of \$15 million and represents a step toward lasting reconciliation with Indigenous Peoples in B.C. and Canada.</p>
<p>7 Eliminate educational and employment gaps</p>	<p>In May 2018, the Province a new student housing facility at College of New Caledonia in Prince George providing 12 furnished student rooms, a suite for an Elder who will provide student support, a shared kitchen, living area, washrooms and laundry facilities as well as a designated area for cultural practices, teachings and activities.</p> <p>Announced in May 2018, at total Cost of \$5.5 million and AEST providing \$4.3 million, it is anticipated the Indigenous student housing building will be completed in 2020.</p>
<p>7 Eliminate educational and employment gaps</p>	<p>On June 4, 2018, the Province expanded the Provincial Tuition Waiver Program to former youth in care students who are either taking a foundation program or apprenticeship training at 10 union-based training providers, effective July 1, 2018. Union-based training providers are accredited by the Industry Training Authority.</p>

TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

<i>Ministry of Advanced Education and Skills Training</i>	
<p>7 Eliminate educational and employment gaps</p>	<p>In September 2018, AEST launched the Community Workforce Response Grant Program (CWRG) to provide assistance for communities and industries to support in-demand skills training. The CWRG's <u>Indigenous Communities Stream</u> provides funding to communities for the skills training and supports needed to meet local labour market needs. The CWRG is funded under the Workforce Development Agreement.</p>
<p>7 Eliminate educational and employment gaps</p>	<p>Since 2018, the Ministry has allocated \$30M over 3 years to the Indigenous Skills Training Development Fund (ISTDF) for projects putting leadership in Indigenous communities in the driver's seat to respond to labour market opportunities by working with education and training partners.</p>
<p>28 require all law students to take a course in Aboriginal peoples and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p> <p>42 federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the Constitution Act, 1982, and the United Nations Declaration on the Rights of Indigenous Peoples,</p> <p>44 develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.</p> <p>50 we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and 6 Truth and Reconciliation Commission of Canada understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.</p>	<p>In Sept. 2018, AEST launched Canada's first Indigenous law program at the University of Victoria as an answer to Article #50 of the Truth and Reconciliation Commission's Call to Action. This is a dual four-year degree program in Canadian Common Law and Indigenous Legal Orders.</p> <p>On September 3, 2020, AEST announced the expansion of the Fraser Law Building on the UVic campus to house a new National Centre for Indigenous Law. \$13 million provided by the B.C. Government and \$9.1 million from Crown Indigenous Relations. The Law Foundation of B.C. provided \$5 million. By 2021/22, the investment by the Province will reach a steady state of \$1.8 million.</p>

TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

<i>Ministry of Advanced Education and Skills Training</i>	
<p>62 Educate teachers to integrate Indigenous knowledge and teaching methods.</p>	<p>June 2019, a \$2.7 million investment in Indigenous teacher education training at the Nicola Valley Institute of Technology (NVIT) which includes:</p> <ul style="list-style-type: none"> • \$1.4 million toward teacher education seats for Indigenous students. • \$730,000 for two Master of Education Cohorts (with UBC). • \$600,000 to integrate Indigenous knowledge and culture into the B.C. Education Curriculum - \$50,000 to 8 institutions for the B.C. Public Education Teacher program and \$200,000 for the Assoc. of B.C. Deans of Education to support coordination and collaboration across the institutions. <p>In 2017-18, the Ministry of Education provided \$260,000 to NVIT and UBC to develop and expand Indigenous teacher education programs, and invested \$65,000 to create 15 new Indigenous teacher education seats at Vancouver Island University's Cowichan campus.</p>
<p>43 We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.</p>	<p>As of July 2018, all 25 public post-secondary institutions have Indigenous representation on their boards of governors, compared to just 11 institutions in 2012.</p>
<p>16 We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p> <p>14 iv: The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.</p>	<p>\$2 million in March 2019 to First Nations Education Steering Committee to pilot the Indigenous Language Fluency Degree in community.</p> <p>\$75,000 in March 2019 to Nicola Valley Institute of Technology to work with First Nations communities on language revitalization.</p>

TAB 3 Appendix: Implementation of TRC Calls to Action and UN Declaration Articles

<i>Ministry of Advanced Education and Skills Training</i>	
<p>10 (iii) Culturally appropriate curricula</p>	<p>To support institutions in their systemic change efforts, in 2018 AEST funded an open-text series of Indigenization guides developed by BCcampus and a steering committee of Indigenous leaders from B.C. universities, colleges, and institutes, the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, and Métis Nation BC. https://bccampus.ca/projects/indigenization/</p>

AGENDA ITEM: JOINT DECISION MAKING WITH COMMUNITIES

Speaking Points:

Government Approach to Joint Decision Making

- Government is committed to ensuring post-secondary education and training is responsive, relevant and receptive to Indigenous peoples in B.C.
- Self-determination is the core of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration), and through the *Declaration on the Rights of Indigenous Peoples Act*, Government has committed to working in consultation and cooperation with Indigenous peoples.
- Government is committed to working with Indigenous representatives when developing policies, programs and services that affect Indigenous rights. This includes First Nations, Métis and Inuit people, wherever they live in the province, including remote and urban locations, on- and off-reserve.

Post-Secondary Approach to Joint Decision Making

- This Government is committed to implementing the Declaration Act. An important component of the Declaration Act is acknowledgment of the right of Indigenous peoples to self determination.
- Specifically for my Ministry, this means encouraging and supporting partnerships and joint decision making between post-secondary institutions and Indigenous communities.
- I would like to highlight some recent leading practices we have heard from post-secondary institutions that support joint decision making. For example post-secondary institutions are:
 - Working with Indigenous community partners, both in discussions and writing of agreements. Partnerships should show respect and an exchange of effort from all sides.
 - Providing help for shared access to resources (such as library, internet, faculty expertise) for community partners.

TAB 4

- Changing course/program offerings to meet specific community needs.
 - Planning transition strategies for learners to transition to further education/training, or to work.
- The Ministry also promotes the practice of establishing and utilizing Indigenous Advisory Councils in a meaningful way and with proper community representation.

Current Examples of Ministry Partnerships and Protocols:

- The Ministry is co-developing, with Indigenous and post-secondary partners, a comprehensive strategy that responds to the Truth and Reconciliation Commission's (TRC) Calls to Actions and the Articles of the UN Declaration.
- The Ministry, FNEESC, and IAHLA have committed to review their existing Protocol Agreement which supports ongoing collaboration and reinforces a commitment to Indigenous post-secondary education in British Columbia.

TAB 4

- Staff have regular meetings with MNBC to support the post-secondary education aspects of the Métis Nation Relationship Accord II.
- We're working with the Union of BC Indian Chiefs, FNEESC, and the Ministries of Education and Children and Family Development to better support First Nations children and youth-in-care on their educational journeys.
 - On May 26th, 2020, we signed the First Nations Children and Youth in Care Protocol, which commits the parties to reduce barriers to post-secondary education and training through legislative and/or policy and practice reform, including a policy framework for improved educational outcomes and accountabilities.

Pandemic Response:

- In response to the pandemic, the Ministry sought the expertise of Indigenous partners as part of an Indigenous Reference Group to help shape Government's guidance to public post-secondary institutions for education, research and on-campus services.
- The Ministry continues to engage with Indigenous partners, including First Nations Education Steering Committee (FNESC), the Indigenous Adult and Higher Learning Association (IAHLA) and Métis Nation BC (MNBC), to help shape what Government's guidance for the fall return to in-person, on-campus activities.
- My Ministry also supported Indigenous learners in managing the impacts of the pandemic by increasing the Indigenous Emergency Assistance Fund to \$1.5M in 2020 and \$1M in 2021.

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Background:

- In late April, MNBC received an anonymous letter from a Métis citizen that included an email from the Executive Director of Indigenous Initiatives and Partnerships at BCIT, sent to an unknown number of individuals, allegedly containing several inappropriate statements in relation to Métis people and their status in B.C.
- MNBC staff reached out to BCIT the week of April 20th, and were not satisfied with the level of BCIT's acknowledgement of or response to the matter.
- On May 7th, BCIT's senior leadership reached out to MNBC, when it was allegedly agreed a joint statement, including a number of BCIT commitments, would be issued.
- On May 9th, a statement of apology was issued by BCIT, but MNBC claims that the BCIT commitments from the draft statement were not included, which was not well-received by MNBC.
- Immediately following the release of the statement, MNBC was approached by the media and responded to their questions, expressing their dissatisfaction with the lack of next steps outlined within the statement.
- MNBC is calling on government to initiate a third-party investigation into racism at B.C.'s post-secondary institutions, similar to the investigation into systemic racism in B.C.'s health care system which culminated in the *In Plain Sight* report.

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AGENDA ITEM: REFLECTIONS

Speaking Points:

Reflections – What I heard

- I would first like to thank everyone for welcoming me to participate in this Gathering. I feel honoured to have been an observer and witness to today's discussions.
- The wealth and depth of experience, knowledge and dedication in this virtual space today is truly evident and humbling.
- I thank you all again for your work each day to better the post-secondary education experiences for Indigenous learners across the province.
- [INSERT OBSERVATION #1]
- [INSERT OBSERVATION #2]
- [INSERT OBSERVATION #3]
- As a result of our discussions today I commit to:

TAB 6

- Host the Post-Secondary Indigenous Board Member Gathering every year
- Explore amendments to legislation to require all PSIs to have at least one Indigenous board member
- With Indigenous partners, co-develop options for post-secondary institutions to increase Indigenous representation on Senates and Education Councils
- Thank you all for your participation today. I look forward to continuing our work together for positive change for all learners in our post-secondary education and skills training system.
- I will now pass the virtual mic to Tyrone of FNEESC for his reflections.

TAB 7: Indigenous Post-Secondary Board Member Virtual Gathering – Half-Day Agenda

Date: Friday, May 21, 2021

Time: 1:00 pm to 4:30 pm

Location: Zoom Video Conference

Time	Activity	Description
1:00pm – 1:05pm	Welcome	Facilitator welcomes participants and outlines video call protocols. <ul style="list-style-type: none"> Patrick Kelly
1:05pm – 1:20pm	Welcome and Roll Call	Welcome from First Nation and Métis representatives. <ul style="list-style-type: none"> Rebecca Duncan, Knowledge Keeper, Squamish & Musqueam Phil Gladue, Métis Elder-in-Residence (JIBC) Facilitator completes roll call of participants.
1:20pm – 1:45pm	Opening Addresses	Opening remarks from Ministry of Advanced Education and Skills Training (AEST), First Nations Education Steering Committee (FNESC), Métis Nation BC (MNBC), and Indigenous Adult and Higher Learning Association (IAHLA). <ul style="list-style-type: none"> Honourable Anne Kang, Minister, AEST Tyrone McNeil, President, FNESC Susie Hooper, Minister, Post-Secondary Education, MNBC Verna Billy-Minnabarriet, Chair, IAHLA
1:45pm- 2:25pm	Facilitated Open Discussion	Anti-racism and broader capacity-building <ul style="list-style-type: none"> How can we better support Indigenous and non-Indigenous board members? What actions to advance systemic change could be explored?
Stretch Break (15 min)		
2:40pm- 3:20pm	Facilitated Open Discussion	Jessica Wood (ADM, Ministry of Indigenous Relations and Reconciliation), Ron Rice (Executive Director, Victoria Native Friendship Centre) set context and facilitate discussion. <ul style="list-style-type: none"> <i>B.C.'s Declaration on the Rights of Indigenous Peoples Act</i> legislation and what it means for PSIs. Discussion regarding how all board members and PSIs can support implementation of the UN Declaration.
3:20pm- 3:55pm	Facilitated Open Discussion	Indigenous rights in times of emergencies and support for joint decision-making with Indigenous communities <ul style="list-style-type: none"> What have we learned from the post-secondary systems response to the pandemic? How do we support effective and respectful partnerships with communities throughout the recovery and into the future?
3:55pm- 4:15pm	Reflections on the Gathering	Reflections from AEST, FNESC, MNBC and IAHLA. <ul style="list-style-type: none"> Honourable Anne Kang, Minister, AEST Tyrone McNeil, President, FNESC Susie Hooper, Minister, Post-Secondary Education, MNBC Verna Billy-Minnabarriet, IAHLA
4:15pm- 4:30pm	Summary, Next Steps and Closing	Facilitator closes the Gathering. <ul style="list-style-type: none"> Summarizing what was heard. Identifying next steps and closing the Gathering.

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TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

Date: Friday, May 21, 2020 Time: 1:00pm to 4:30pm

Location: Zoom Videoconference

Colour Coding Legend:

Red Text: Logistics

Green Text: Background Info

Black Bold Text: Speaking Points

Yellow Highlight: Facilitator Speaking Points

Time	Activity	Description	Facilitator Notes
1:00pm – 1:05pm	Welcome	Facilitator welcomes participants and outlines the event and house rules.	<p>1:00 – Welcome participants and introduce facilitator.</p> <p>1:00 – Overview of event and house rules.</p> <ul style="list-style-type: none"> The planning of this event has been a collaborative effort led by the Ministry and included FNESC, MNBC, IAHLA, CABRO and five volunteer board members from UNBC, Douglas College, VCC and NIC, although two volunteer members, one from NIC and one from UNBC, have moved on from their respective boards. To begin, we would like to give you a little more context on the purpose and intent for the day and on how this day came about. In 2016 and 2018, Government held board governance and orientation workshops for post-secondary board members. The event in September 2018 was specific to public post-secondary boards and included a breakout session on Indigenization in post-secondary education. The Ministry will continue to hold more of those workshops, but those are not what today is all about. As of July 2018, all 25 public post-secondary institutions have Indigenous representation on their boards of governors compared to only 11 institutions in 2012. The 2019 Gathering generated a lot of interesting discussion and valuable ideas. Some of the main themes of discussion included:

TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

			<ol style="list-style-type: none"> 1. Recruitment <ul style="list-style-type: none"> • <i>Having more than one Indigenous board member per board.</i> 2. Onboarding <ul style="list-style-type: none"> • <i>Improving and streamlining the onboarding process.</i> 3. Training <ul style="list-style-type: none"> • <i>Building greater capacity for boards as a whole</i> 4. Retention (and Succession) <ul style="list-style-type: none"> • <i>Recognizing strengths and valuing expertise of Indigenous board members, but not looking to them to carry the whole load.</i> <p>➤ An overarching context of marginalization (racism/isolation)</p> <ul style="list-style-type: none"> • <i>Establishing working groups or networking groups – virtual or in-person</i> <ul style="list-style-type: none"> • Building on discussion from the first Gathering, today is all about you. We want to hear from you about your experiences as Indigenous Board Members and to work together to turn the dial even further. • Today is a unique type of Gathering, and it transcends the more traditional relations between the Minister and Board Chairs, as well as the Ministry and institution Presidents. • Similar to the first Gathering, some institution Presidents inquired about today wanting to be involved, which is totally understandable. We believe that at some point in the future, we <i>should</i> all gather together. However, we maintained that this Gathering is special and developed specifically for you, the members of post-secondary boards who identify as Indigenous. • To be clear, though, that today is not about disrupting or changing those established relationship channels. Today is unique and intended to be a temperature gauge - a check-in - that focuses specifically on Indigenous board members, to learn from you and better understand your experiences and thoughts in relation to your board positions. • So here we are, and we are excited that you have all joined us.
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TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

			<ul style="list-style-type: none"> • The purpose today is to hear from you, to get a better understanding of your experiences as Indigenous board members; it is also an opportunity for us to collectively identify some of the areas where you may feel you need supports and focus on how we can work together to enhance the experience of participating on a public post-secondary institution board. • The discussions we will have today are meant to be interactive dialogues. • You will have plenty of opportunities for sharing experiences and framing what actions moving forward may look like • It is important to learn what is working for you and what is not, and what could improve the experience for you and future Indigenous board members. • We will not be taking detailed notes today, but we do intend to create and share some high level summary notes on various discussion items. Individuals may take their own notes if they desire. • There is one formal break and the virtual meeting will remain active. Please feel free to engage in informal discussion at this time. <p>1:05 – Welcome Rebecca Duncan, Knowledge Keeper, Squamish First Nation and Philip Gladue Métis Elder to speak.</p>
1:05pm – 1:20pm	Welcome	<p>First Nation Knowledge Keeper and Métis Elder welcome participant and acknowledge territory, peoples and culture Rebecca Duncan, Knowledge Keeper, Squamish Nation and Philip Gladue, Métis Elder</p> <p>Facilitator Conducts Roll Call</p>	<p>1:05 – 1:20 – No action required</p> <p>Thank Knowledge Keeper Rebecca Duncan and Elder Philip Gladue for attending and welcoming remarks.</p> <ul style="list-style-type: none"> • At this point in time, I will read out the names, and which institution you represent, of those who RSVP’d for the Gathering. When I read your name, please say a quick hello. <p>Read member names and institutions from RSVP document.</p>

TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

1:20pm – 1:45pm	<p>Opening Remarks</p> <p>Acknowledgement of Board Member Contribution</p>	<p>Honourable Anne Kang <i>Minister of Advanced Education and Skills Training</i></p> <p>Tyrone McNeil <i>First Nations Education Steering Committee (FNESC)</i></p> <p>Susie Hooper <i>Métis Nation BC (MNBC)</i></p> <p>Verna Billy-Minnabarriet <i>Indigenous Adult and Higher Learning Association (IAHLA)</i></p>	<p>1:20 –Welcome and introduce Minister Kang.</p> <p>1:20 -1:30 – Minister Anne Kang, Advanced Education and Skills Training</p> <ul style="list-style-type: none"> • Supporting students, board members and staff at institutions. • Thank Indigenous board members and acknowledge their contributions <p>1:30 – Welcome and introduce Tyrone McNeil, President, FNESC, Stó:lō Nation</p> <p>1:30 – 1:35 – Tyrone McNeil, President, FNESC, Stó:lō Nation</p> <p>1:35 – Welcome and introduce Susie Hooper, Minister, Post-Secondary Education, MNBC.</p> <p>1:35 – 1:40 – Susie Hooper, Minister, Post-Secondary Education, MNBC</p> <p>1:40 – Welcome and introduce Verna Billy-Minnabarriet, Chair, IAHLA.</p> <p>1:40 – 1:45 – Verna Billy-Minnabarriet, Chair, IAHLA</p> <p>1:45 – Thank our dignitaries for their opening remarks.</p>
1:45pm – 2:25pm	<p>Virtual Sharing Circle</p> <p>(Open Discussion)</p> <p>Anti-Racism and Broader Capacity Building for Public-Post-Secondary Boards</p>	<p>Discuss racism at institutions and on boards and the need for broader capacity building for all board members on public-post-secondary boards</p> <p><i>Topics may include:</i></p> <ul style="list-style-type: none"> ▪ <i>Anti-racism initiatives and supports for board members, institutions and students</i> ▪ <i>Roles in addressing racism</i> ▪ <i>Capacity building for all board members</i> ▪ <i>The burden of advocating for reconciliation and</i> 	<p>1:45 – 2:25 – Facilitator to lead circle</p> <p>Participants given opportunity to respond to any of the following questions:</p> <ul style="list-style-type: none"> ○ <i>How are institutions dealing with racism? How are boards dealing with racism?</i> ○ <i>What more can be done?</i> ○ <i>What is the role of boards, institutions, government in dealing with racism?</i> ○ <i>What supports are available to board members, students, faculty/staff?</i> ○ <i>How can we better support Indigenous and non-Indigenous board members?</i> ○ <i>What more can be done to build greater capacity across all board members?</i> ○ <i>What can be done to reduce the burden of advocating for reconciliation?</i> ○ <i>What actions to advance systemic change could be explored?</i>

TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

		<i>anti-racism</i>	<ul style="list-style-type: none"> ○ <i>What could requirements in PSI mandate letters for better supports for Indigenous board members look like?</i> ○ As a board member, you play a key role in governing the institution, but the whole weight of pressing forward with reconciliation does not rest on you – it’s the responsibility of the whole board, and of the leadership and staff of the institution. We want to emphasize that the responsibility does not rest only on your shoulders, and We also want to give you some tools to be able to ask the right questions at the board table. ○ Ensure that the group does not get stuck on individual questions. ○ Manage flow of comments and questions. ○ Listen for key themes to recap in the afternoon. <p>2:25 – Remind participants that the break is an opportunity to stretch, eat, use the washroom. Remind participants to be ready to continue discussion at 2:40pm.</p>
2:25pm – 2:40pm	Stretch Break		2:25 – 2:40 – No action required.
2:40pm – 3:20pm	Keynote Presentation and Discussion	<p>Jessica Wood (ADM, MIRR) and Ron Rice (CAM) to set context and facilitate discussion.</p> <p><i>Declaration on the Rights of Indigenous Peoples Act legislation and what it means for boards.</i></p>	<p>2:40-3:20 – Introduce Keynote Speakers and Topic</p> <ul style="list-style-type: none"> • Government has committed to implementing the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission’s Calls to Action. • Mandate letters for all 25 public post-secondary institutions ask them to incorporate the UN Declaration and TRC Calls to Action within their specific mandate and context, and further to support lasting reconciliation with Indigenous peoples by developing and implementing initiatives that increase the participation and success of Indigenous learners and respond to the education-related Calls to Action of the TRC. • In November 2019, Government passed the <i>Declaration on the Rights of Indigenous Peoples Act</i>. • This new law is an important step towards true and lasting reconciliation — which will uphold Indigenous rights and create stronger communities. • Implementing the UN Declaration will help us continue to build a stronger B.C. that includes everyone. • This work is about ending discrimination, upholding basic human rights and

TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

			<p>ensuring more economic justice and fairness.</p> <ul style="list-style-type: none"> • Here to talk to us more about the Declaration Act and the important work happening to support the implementation of the UN Declaration is Jessica Wood. • Jessica is an Assistant Deputy Minister with the Ministry of Indigenous Relations and Reconciliation. She will address the topic from government’s perspective. • Co-Presenting with Jessica is Ron Rice, former Chair at Camosun, who will address the topic from the board/institution perspective. • Following the presentations, we will have some time for questions and comments. <p>2:40-3:20 – No action required</p>
3:20pm – 3:55pm	<p>Virtual Sharing Circle</p> <p>(Open Discussion)</p> <p>Indigenous rights in times of emergencies and support for joint decision-making with Indigenous communities</p>	<p>Share experiences related to support for Indigenous Board members and communities in times of emergency.</p> <p><i>Topics may include:</i></p> <ul style="list-style-type: none"> ▪ Board activities during emergencies ▪ Improvement to emergency response strategies on boards and at institutions ▪ Additional supports for Indigenous board members during emergencies ▪ Ministry role, institution role and board role during emergencies ▪ Increasing capacity of all board members to ensure better response to future emergencies 	<p>3:20-3:55 – Facilitator to lead circle</p> <p>Participant given opportunity to respond to any of the following questions:</p> <ul style="list-style-type: none"> ○ <i>How is it going? How has your experience been during the pandemic?</i> ○ <i>What is going well on the board and/or at the institution?</i> ○ <i>What additional supports are needed for boards and/or students?</i> ○ <i>What role can the Ministry play?</i> ○ <i>What have we learned from the post-secondary systems response to the pandemic?</i> ○ <i>How do we support effective and respectful partnerships with communities throughout the recovery and into the future?</i> <p>Other possible Guiding Questions:</p> <ul style="list-style-type: none"> ○ What are your recommendations for improvement? ○ How could the government/institution response to the pandemic be improved?

TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

			<ul style="list-style-type: none"> ○ How can we increase the capacity of all board members to ensure the best possible operational efficiency in times of emergencies? ○ Is there other professional development that you would recommend for board members that would help improve emergency response in the future? <p>Listen for key themes to recap in the afternoon.</p>
3:55pm – 4:15pm	Reflections	<p>Reflections from AEST, FNESEC, MNBC and IAHLA.</p> <ul style="list-style-type: none"> ○ Honourable Anne Kang, Minister, AEST ○ Tyrone McNeil, President, FNESEC ○ Susie Hooper, Minister, Post-Secondary Education, MNBC ○ Verna Billy-Minnabarriet, Chair, IAHLA 	<p>3:55 – Reintroduce the dignitaries from AEST (Minister Kang), FNESEC (Tyrone), MNBC (Susie) and IAHLA (Verna) to provide some of their reflections on what they heard today.</p> <ul style="list-style-type: none"> ● We have reached the end of the discussion sections of our agenda. Before we move to recapping what we heard and identifying some next steps, we will hear some reflections on the Gathering from the Honourable Anne Kang, Tyrone McNeil from FNESEC, Susie Hooper from MNBC and Verna Billy-Minnabarriet from IAHLA.
4:15pm – 4:30pm	Next Steps	<p>Facilitator & All Participants</p> <ul style="list-style-type: none"> ○ <i>Recap</i> ○ <i>Summarizing key recommendations</i> ○ <i>Dialogue</i> 	<p>4:15 – Summarizing key recommendations from the day. Key points to be provided via instant messaging or on group whiteboard for all to see.</p> <ul style="list-style-type: none"> ● As a group, let’s recap the key points of the day, underscore the most important take-aways and summarize our next steps. ● Allow for dialogue if necessary. <p>Guiding Questions (if required):</p> <ul style="list-style-type: none"> ● How was today? ● What other networking opportunities should we be identifying? ● Do you feel there should be future Indigenous Board member gatherings? ● If so, what should we cover at the next Gathering? ● What other supports should we be identifying for Indigenous board members? ● A big thank you to everyone who participated today.

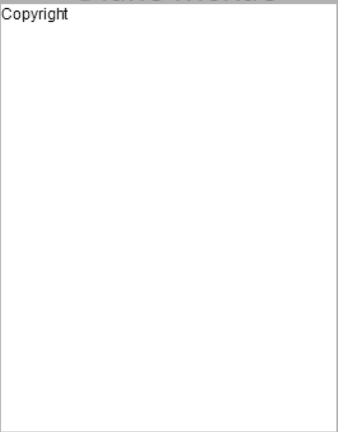

TAB 8: Post-Secondary Indigenous Board Member Gathering – Facilitator’s Annotated Agenda

			<ul style="list-style-type: none">• Please complete the survey that we will share with you, as we welcome your feedback for the next Gathering.• This has been an important Gathering that will inform your work and ours as we return to our respective offices or continue working remotely.• Thank you’s to be provided by AEST representative (TBD)• Among the thank you’s, we should all give a virtual round of applause to thank:<ul style="list-style-type: none">○ Rebecca Duncan Knowledge Keeper and Philip Gladue Métis Elder○ The various Nations from whose land we have connected to this video conference. Acknowledgement for hosting us today and everyday.○ Minister Kang, Tyrone McNeil, FNEESC, Susie Hooper, MNBC, and Verna Billy-Minnabarriet, IAHLA.○ Facilitator: Patrick Kelly.○ The staff at FNEESC, MNBC, IAHLA, CABRO, and AEST.○ And above all, you. All of you in the room today. Your dedication and commitment are contributing to improving post-secondary education for Indigenous, International and domestic students, every day.○ We are very appreciative to have had the opportunity to meet, dialogue and work with you today. THANK YOU!
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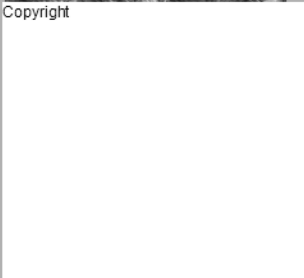

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Institution	Board members	Biography	Initial appointment and term
College			
BC Institute of Technology	Karin Hunt Photo requested	Copyright	2019-12-31 to 2021-07-31
Camosun	Tanya Leslie Clarmont Copyright	Copyright	2019-07-31 to 2022-07-31
Coast Mountain College	Nicole Halbauer, Chair Copyright	Copyright	2017-12-31 to 2023-07-31

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

<p>Coast Mountain College</p>	<p>Diane McRae</p> <p>Copyright</p> 	<p>Copyright</p>	<p>2018-03-21 to 2021-07-31</p>
<p>College of New Caledonia</p>	<p>Gil Malfair, Chair</p> <p>Copyright</p> 	<p>Copyright</p>	<p>2016-12-14 to 2022-07-31</p>

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

College of New Caledonia	<p>Derek Orr</p> <p>Copyright</p> 		2018-07-31 to 2021-07-31
	<p>Regina Toth</p> <p>Copyright</p> 		2018-07-31 to 2021-07-31
College of the Rockies	<p>Jared Basil</p> <p>Copyright</p> 		2020-07-31 to 2021-07-31
Douglas College	<p>Brian Haugen</p> <p>Copyright</p> 		2018-07-31 to 2022-07-31

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Douglas College	<div>Rebecca Jules</div> <div>Copyright</div> <div></div> <div>Copyright</div>	2018-07-31 to 2022-07-31
	<div>Dave Seaweed</div> <div>Copyright</div> <div></div> <div>Copyright</div>	2014 to 2022
Emily Carr University of Art and Design	<div>Lindsay McIntyre</div> <div>Copyright</div> <div></div> <div>Copyright</div>	2020-11-26 to 2023-11-25
JIBC	<div>Bernadette Ann Spence</div> <div>Copyright</div> <div></div> <div>Copyright</div>	2017-12-31 Resigning effective Jun 30, 2021

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Langara College	<div data-bbox="359 154 756 203">Copyright</div> <div data-bbox="359 203 756 618"><div data-bbox="359 203 756 251">Janelle Dwver</div><div data-bbox="359 251 756 618"></div></div>	<div data-bbox="756 154 2016 203">Copyright</div> <div data-bbox="756 203 2016 618"></div>	2017-12-31 to 2021-07-31
Nicola Valley Institute of Technology	<div data-bbox="359 618 756 706"><div data-bbox="359 618 756 667">Sashia Leung, Chair</div><div data-bbox="359 667 756 706">Copyright</div></div> <div data-bbox="359 706 756 1154"></div> <div data-bbox="359 1154 756 1557"><div data-bbox="359 1154 756 1203">Hiliary Willis</div><div data-bbox="359 1203 756 1557"><div data-bbox="359 1203 756 1252">Copyright</div><div data-bbox="359 1252 756 1557"></div></div></div>	<div data-bbox="756 618 2016 706"></div> <div data-bbox="756 706 2016 1154"></div> <div data-bbox="756 1154 2016 1557"></div>	2016-12-31 to 2021-12-31
			2020-09-30 To 2021-09-30

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

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<p>North Island College</p>	<p>Christopher Sacrlatti</p> <p>Copyright</p>		<p>2020-10-31 to 2021-10-31</p>
<p>Northern Lights College</p>	<p>Sharon McLeod</p> <p>Copyright</p>	<p>Copyright</p>	<p>2016-12-14 to 2022-07-31</p>
<p>Okanagan College</p>	<p>Gloria Morgan, Chair</p> <p>Copyright</p>	<p>Copyright</p>	<p>2016-06-30 to 2022-07-31</p>

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Okanagan College	<div>Andrea Alexander</div> <div>Copyright</div>	Copyright	2020-07-31 to 2023-07-31
	<div>Karlev Scott</div> <div>Copyright</div>		2019-07-31 to 2022-07-31
Selkirk College	<div>Kris Salikin</div> <div>Copyright</div>		2018-07-31 to 2022-07-31

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Selkirk College	<div>Deborah Gay Bird</div> <div>Copyright</div>	2021-04-19 to 2022-07-31
	<div>Christy Lynn Anderson</div> <div>Copyright</div>	
Vancouver Community College	<div>Nadia Belokopitov</div> <div>Copyright</div>	2018-07-31 to 2022-07-31

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Universities		
Kwantlen Polytechnic University	<div>Copyright</div> <div>Rhiannon Bennett</div> <div>Copyright</div>	2019-07-31 to 2022-07-31
	<div>Copyright</div> <div>Kim Baird</div> <div>Copyright</div>	2020 to 2023
Royal Roads University	<div>Copyright</div> <div>Lori Simcox</div> <div>Copyright</div>	2017-12-31 to 2024-12-31

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Simon Fraser University	<div>Chris Lewis</div> <div>Copyright</div>		
University of BC	<div>Chaslynn Gillanders</div> <div>Copyright</div>		2017-12-31 to 2023-07-31
University of BC	<div>Steven Point</div> <div>Copyright</div>		2020 to 2023

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

University of the Fraser Valley	<div>Copyright</div> <div>Connie Swan</div> <div>Copyright</div>		2018-07-31 to 2021-07-31
University of Northern BC	<div>Copyright</div> <div>Andrew Robinson Vice Chair</div> <div>Copyright</div>		2018-07-31 to 2024-06-04
University of Victoria	<div>Copyright</div> <div>Merle Alexander</div> <div>Copyright</div>		2017-12-31 to 2021-12-31
	<div>Copyright</div> <div>Shelagh Rogers</div> <div>Copyright</div>		2015 to 2021

TAB 9 Indigenous board Gathering attendees (includes RSVPs up to April 22, 2021)

Facilitator	<div>Copyright</div> <div>Patrick Kelly</div> <div>Copyright</div>

Tab 9 Appendix:
Indigenous Post-Secondary Board Member Gathering 2021
Participants and Indigenous Identity

	Name	Institution	Indigenous Identity
1	Karin Hunt	BCIT	s.22
2	Tanya Clarmont	CAM	
3	Regina Toth	CNC	
4	Gil Malfair	CNC	
5	Derek Orr	CNC	
6	Jared Basil	COTR	
7	Diane McRae	CMTN	
8	Nicole Halbauer	CMTN	
9	Brian Haugen	DOUG	
10	Dave Seaweed	DOUG	
11	Rebecca Jules	DOUG	
12	Lindsay McIntyre	ECUAD	
13	Bernadette Spence	JIBC	
14	Kim Baird	KPU	
15	Rhiannon Bennett	KPU	
16	Janelle Dwyer	LAN	
17	Christopher Sacrlatti	NIC	
18	Sharon McLeod	NLC	
19	Sashia Leung	NVIT	
20	Hillary Witt	NVIT	
21	Andrea Alexander	OKAN	
22	Karley Scott	OKAN	
23	Gloria Morgan	OKAN	
24	Lori Simcox	RRU	
25	Kris Salikin	SEL	
26	Debbie Bird	SEL	
27	Christy Anderson	SEL	
28	Chris Lewis	Former SFU	
29	Steven Point	UBC	
30	Chaslynn Gillanders	UBC	
31	Connie Swan	UFV	
32	Andrew Robinson	UNBC	
33	Shelagh Rogers	UVIC	
34	Merle Alexander	UVIC	
35	Nadia Belokopitov	VCC	
36	Deborah Saucier	VIU	
37	Judith Sayers	VIU	

TAB 10: Post-Secondary Indigenous Board Member Gathering May 2021 Survey

Thank you for your involvement in the May 2021 Post-Secondary Indigenous Board Member Gathering.

In order to ensure that future Gatherings meet your needs, we welcome your feedback on today's Gathering.

1. What about the Gathering worked for you and what did not?
2. What should be on the agenda for future Gatherings of Indigenous board members?
3. Would you prefer future Gatherings to be in-person, virtual, or a combination of both?
4. Do you think you would benefit from meeting with only your Indigenous counterparts from other institutions at these Gatherings, or a blend of Indigenous and non-Indigenous board member counterparts?
5. Please check the topics you would be interested in learning more about or need training in:
 1. Board member roles and responsibilities.
 2. Government operations.
 3. Institution operations.
 4. Effective meeting participation.
 5. Common challenges and opportunities for Indigenous board members.
 6. Effective ongoing supports for Indigenous board members.
 7. Other, please describe.
6. What types of sessions would you like to see at future Indigenous Board Member Gatherings?
Please check the options you prefer.
 1. Round table/open discussions with counterparts from other institutions.
 2. Presentations from board governance experts.
 3. Presentations from institution staff.
 4. Presentation from veteran or past board members.
 5. Presentations from Government staff.
 6. Experts panel question and answer periods.
 7. Other, please describe.
7. Do you think you would benefit from meeting annually or other frequency? (Please specific frequency and time(s) of year that work best for you.)
8. Please provide any other feedback that you would like to share.

Please send your responses to: Bryan Dreilich, Director, Post-Secondary Engagement and Partnerships, Indigenous Policy & Engagement Branch, at Bryan.Dreilich@gov.bc.ca

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