

Pathway Partnerships with Indigenous Post- Secondary Institutes

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Purpose of the project

Initiated from the The British Columbia Council on Admissions and Transfer (BCCAT)'s call for proposals on Pathway Partnerships with Indigenous Post-Secondary Institutions responds to the provincial initiatives to improve educational access and outcomes for Indigenous learners.

The goal of this study was to explore current practices that help support and enhance Indigenous students' experiences in post-secondary education. This project resulted in a deeper understanding of current transfer credit pathways between IAHLA and public post-secondary institutions.

PARTNERSHIPS WITH INDIGENOUS POST-SECONDARY INSTITUTIONS: TRANSFER CREDIT PROGRAMS & PATHWAYS



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FULL REPORT



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Report Authors: Jennifer Anaquod, Jason La Rochelle, Heather Simpson, Dawn Ursulick | Infographic by Drawing it Out | © BC Council on Admissions & Transfer March 2022

Who was involved

Institutions	Admis- sions/ Registrar	Recruiting	Program Managers	Senior Manage- ment	Indig- enous Student Support Services	Elders	Faculty
NVIT	x	x	x	x		x	x
NEC			x	x			
Nuxalk College				x			
Seabird Island College				x			
UBC		x			x		x
JIBC	x					x	
UNBC		x					
Douglas College			x				
UFV	x				x	x	

Indigenous methodology

Indigenous methodology was used to collect data that focused on relationships and honouring story

Virtual circles of gathering

Elder was various institutions

Cross section of roles to privilege all voices

Six main themes emerged

Relationships

Place and Space

Transferability

Interconnectedness

Current Practices

Restricted Pathways

Relationships

Relationships were identified as a critical component of successful transfers.

Disrupted relationships were a key takeaway.

Loss of knowledge transfer

The want for a key person to navigate the relationships but what happens when this person moves on?

Place and Space

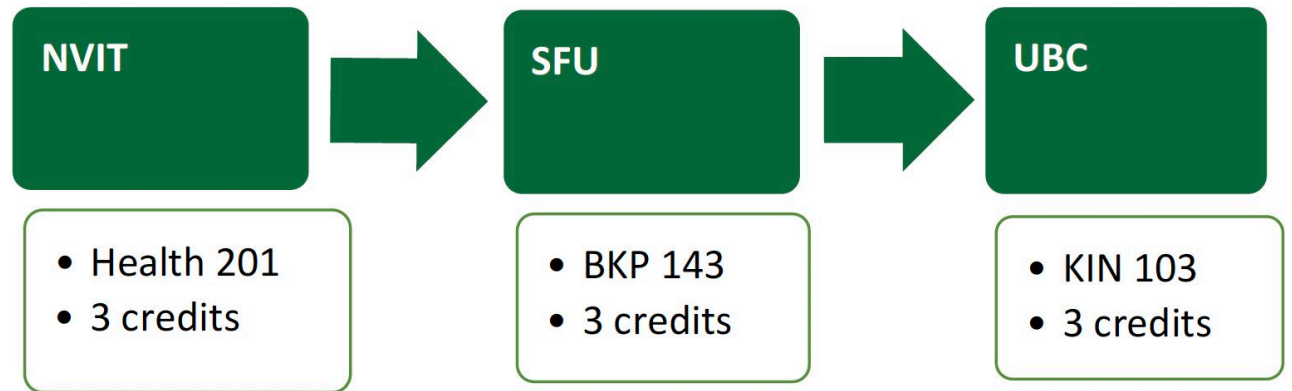
Partnerships able to physically connect students with both spaces found success in this practice.

Helping student navigate –pace – both physical and virtual during the application.

Difficulty navigating spaces that are geographically spread out

Transferability

- Visibility
- Transfer knowledge
- Triangulation
- Competing priorities
- Loss of knowledge



Interconnectedness

- Access to Elders
- Culture and ceremony
- Ability to stay home
- Ability to return home

“And the community you come from, the cultural ceremonies you come from and how you belong to all of that, and then when you transition into going into a post-secondary that grounding will give you something. To reflect back on and give you support, because in post-secondary, it's quite different.” (Elder 1)

Current practices

- Admissions
 - IAHLA providing wrap around supports
 - Difficulty in navigating larger institutes without the close connections
- Financial services
 - IAHLA's having direct understanding of funding
 - Moving into a larger institute means separate departments handling different aspects of application.
- Accessibility services
 - Access to services important part of a successful journey

• *“And a lot of bias in the way Indigenous students are treated about their money and their funding, as opposed to non-Indigenous students, totally.”*
(Participant 10)

Restricted pathways

Difficulties in helping students navigate multiple steps in the application process. This can be as simple as students not having access to printers, difficulty in connecting with appropriate support staff, and issues with accessing official transcripts. Many IAHLA institutions compile courses from multiple institutions to create a



Recommendations

- Creating space to build relationships between IAHLA's and receiving institutes
- Creating navigator roles
- Visibility and knowledge of current transfer pathways on all levels
- Ensuring those who have fostered the relationships and hold pathway partnership knowledge have the opportunity to pass this knowledge on.
- Clear transfer credit information
- Keeping pathways as part of program changes or renewal
- Addressing own assumptions and biases

Conversations since the project

- Viability of transfer credits – what do the courses transfer into the receiving institution as?
- Who decides what they transfer as?
- What happens to the value of Indigenous content courses when transferred?
- Maintaining relationships during program reviews and curriculum changes
- How to build relationships with everyone involved



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