



**CONNECTING COMMUNITIES:** PRINCIPLES FOR MUSQUEAM-UBC COLLABORATION

*A student review, produced as part of a UBC Sustainability Scholars project.*

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**ABOUT THIS REPORT:** The insights in this report were drawn from interviews with individuals from the Musqueam Indian Band and the University of British Columbia with success working collaboratively between the two communities. Six informants work at Musqueam and nine work at UBC, in a variety of capacities. Input from both Musqueam and UBC representatives guided the development of this project from beginning to end. This report was completed between August and November 2015. Thank you to all for sharing your time, information, wisdom, and experience.

This report was written by Aaron Lao, a graduate intern and Master's student at the School of Community & Regional Planning, in collaboration with the Musqueam Indian Band and UBC. The report was made possible through the UBC Sustainability Scholars program, an initiative providing UBC graduate students with funded internship opportunities. The project focused on wellbeing and collaboration, and was supported by Jessica Carson and Leona Sparrow (Musqueam Indian Band), Matt Dolf (Wellbeing at UBC) and Marko Pajalic (UBC Sustainability Initiative).

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*This report is a resource  
for individuals at Musqueam  
and UBC who recognize the  
value of effective, meaningful  
collaboration, and seek to  
strengthen the relationship  
between our communities.*

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**MUSQUEAM & UBC:** The University of British Columbia resides on the traditional, ancestral, and unceded territory of the Musqueam people, who have lived on the land since time immemorial. This land has been a place of learning, partnership, and culture long before the university existed. Everybody at the university has an obligation to act respectfully as newcomers to the land, to learn about the history of the land, and to be genuine partners in the relationship. Engagement with Aboriginal communities, particularly with Musqueam, is a key priority in UBC's strategic plan. At Musqueam, the

Treaty, Lands & Resources department has worked tirelessly to engage with the university, to inform and educate people about Musqueam's presence. This report hopes to build on this relationship. It serves as a resource for those looking to develop collaborative programs, on sustainability, wellbeing, and other topics. Collaboration can create great opportunity for both parties, including a richer educational experience for students at both Musqueam and UBC. Partnership can improve our programs, expand our perspective, and foster rewarding relationships.

# **HISTORY OF THE RELATIONSHIP**

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*Relationships between First Nations and universities are not new. However, history is laden with negative and harmful interactions that must be acknowledged in order to build strong relationships moving forward. Before entering into a partnership, it is important to have a strong understanding of the history informing the current relationship between Musqueam and UBC.*

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# THE COLONIAL UNIVERSITY

*“Let’s face it:  
‘Research’ is a dirty word.”*

Universities and First Nations have a dark history that must be acknowledge for true reconciliation to occur. While many may see universities as research-producing institutions contributing to the public interest, academia can also be a tool of colonization, appropriation, and oppression.

In a colonial relationship with Indigenous peoples, researchers extract information from a community, publish the knowledge to their own benefit, and leave the community with nothing. Cultural knowledge is held collectively by Indigenous communities, but there is a legacy of academics attaching their names to research on Indigenous knowledge, essentially claiming it as theirs.

Some encounters resulted in more than just knowledge being taken from the community. Many artifacts and sacred items have been taken from First Nations people by universities. A recent example of unethical academic behaviour was demonstrated when a UBC professor obtained blood samples from

a First Nation community in the 1980s for arthritis research. He eventually left UBC and brought the blood samples with him overseas. He conducted other research projects with the samples, without the community’s consent, and widely published the results without reporting them directly to the First Nation.

UBC staff must realize the university is not necessarily an asset to Musqueam. Student and faculty often want to do research with the community based on their own interests, not Musqueam’s. The community is often asked to take on projects they are not interested in, and do not stand to benefit from.

This history should not mean UBC should shy away from collaboration with Musqueam. Rather, it is a call to reform the relationship into a respectful, mutually beneficial one. This report seeks to support this sort of positive relationship-building between the two communities.

# NEWCOMERS TO THE LAND

*“The broader relationship  
is still in its infancy.”*

Musqueam and UBC’s formal relationship started with the Treaty, Lands & Resources department at the Musqueam Indian Band reaching out to UBC. Despite their proximity, UBC had very little awareness about Musqueam, and few Musqueam community members had any interaction with the university.

As the interaction began and trust was gradually built, programs such as Bridge Through Sport and Musqueam 101 were established, allowing members of both communities to interact with each other. Further initiatives such as hən̓q̓əmi̓n̓əm̓ language classes and the Indigenous Community Planning program developed on Musqueam’s terms.

UBC fostered the relationship by establishing institutions such as the First Nations House of Learning. Some professors and staff reached out to Musqueam to form relationships and start new programs. UBC also released an Aboriginal Strategic Plan in January 2009, which became the first completed portion of Place and Promise, UBC’s broader strategic plan.

The relationship between Musqueam and UBC was formalized by the signing of the Memorandum of Affiliation by both parties in December 2006. This established the Development Committee facilitating ongoing communication between Musqueam and UBC administration.

# THE RELATIONSHIP TODAY

*“Having people from UBC here is great –  
the kids look up to them.”*

Today, the relationship has strengthened and more collaborative projects have begun. The Musqueam community, with support from some staff at UBC, have worked determinedly to inform and educate people about UBC’s presence on Musqueam land.

The UBC staff interviewed acknowledge there is greater recognition of Musqueam on campus, and a greater desire to recognize them. While sometimes this is in a tokenistic manner, there is authentic interest in fostering a meaningful relationship. As a result of this growing interest, Musqueam is inundated with invitations for partnerships, which has been challenging given the limited capacity of Band Administration.

There is also interest among Musqueam community members to engage with UBC. Musqueam 101 has successfully brought fascinating presentations from professors and researchers to the reserve. Actions such as the transfer agreement with Langara College aim to bring more Musqueam students to UBC.

More broadly, people recognize an entire generation of people need to be informed and educated about the effects of colonialism, both historic and ongoing. While many people may have a general knowledge of Aboriginal people in Canada, it is often not very deep. We all have a role to play in building a strong relationship between UBC and Musqueam, if not by direct collaboration, by education and awareness.



## EXISTING PROGRAMS

Individuals with an existing relationship between Musqueam and UBC can be excellent resources. The following is a list of some of the programs and departments with existing collaborations between Musqueam and UBC.

- Awakening the Spirit canoe project (UBC School of Social Work, Faculty of Education, Faculty of Forestry, and Musqueam)
- Beaty Biodiversity Museum
- Bridge Through Sport, including Musqueam Youth Program, Homework Club, annual soccer tournament, etc.
- Development Committee
- First Nations and Endangered Languages Program hən̓q̓əmi̓nəm̓ classes
- First Nations House of Learning
- Museum of Anthropology, including the Renewal & Reciprocal Research Network, Native Youth Program, 'To Wash Away the Tears' exhibition, and 'čəsnaʔəm: the city before the city' exhibition
- Musqueam 101
- Musqueam-UBC Archaeology Field School
- Student Housing & Hospitality Services, naming new buildings in Totem Park
- UBC Active Kids Program
- UBC Faculty of Forestry, Aboriginal Forestry specialization and Cedar Science Investigators program
- UBC Faculty of Education, Indigenous education programs
- UBC Faculty of Law, Indigenous Legal Studies Program
- UBC Farm Musqueam Garden
- UBC Library
- UBC School of Community & Regional Planning, Indigenous Community Planning
- UBC Sustainability Initiative, Sustainability Scholars Program
- Youth Creative Writing program

## FURTHER RESOURCES

This report is not meant to be a comprehensive overview of the history of UBC and Musqueam. Those unfamiliar with the relationship should do further research. The following list contains some preliminary resources to begin with.

Musqueam website:

<http://www.musqueam.bc.ca/our-story>

Musqueam Through Time film:

<https://www.youtube.be/FiekdmBRhoo>

UBC Aboriginal Portal, Musqueam & UBC:

<http://aboriginal.ubc.ca/community-youth/musqueam-and-ubc>

UBC-Musqueam Memorandum of Affiliation:

<http://aboriginal.ubc.ca/files/2011/01/UBC-Musqueam-MOA-signed1.pdf>

UBC Aboriginal Strategic Plan:

<http://aboriginal.ubc.ca/strategic-plan>

Background on governance at Musqueam:

<http://www.musqueam.bc.ca/governance>

Background on Sparrow Supreme Court Decision:

<http://indigenousfoundations.arts.ubc.ca/home/land-rights/sparrow-case.html>

# CORE PRINCIPLES

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*These six core principles reflect values that were repeatedly emphasized by successful collaborators. While this list is not exhaustive and each project is unique, these principles present a foundation off which to build a strong working relationship. UBC and Musqueam have had many successes collaborating, because of the hard work of staff, and a recognition of these important shared values.*

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## MUTUAL BENEFIT

Effective projects are those of benefit to both the Musqueam community, and UBC. Especially given the small size of the Musqueam community relative to UBC, Musqueam Administration does not have the capacity to engage in projects not in the community's interest.

Creating a project benefitting both parties requires listening, open-mindedness, and flexibility. A potential project partner cannot enter the relationship with their own pre-determined process and desired outcomes. Instead, a true partnership starts with good intentions and an openness to doing what Musqueam wants and needs.

It is important to be flexible, and to know the project may change as the relationship forms. Start with, "This is my thinking - what do you want to do?", as opposed to, "This is my project - would you like to participate?"

Potential partners must think deeply about what each community needs, and how they might benefit. This may mean joint decision-making over the project, and shared ownership of the results. (It may no longer be just "your" work.) The most engaging and sustainable projects are those that successfully benefit both partners.

## TIMELINESS

Staff at UBC generally must have an awareness of the need to engage Musqueam early on. Oftentimes, Musqueam is asked to participate partway into a process, when the invitation should have been provided at the beginning of the process. It is important to engage with the other party before the project is too defined, to gain their input and improve the project's design.

A timely approach is important not only to give Musqueam an opportunity to provide meaningful input, but also to allow for an adequate turnaround time for Musqueam staff. The limited staff at Musqueam administration often have to respond to many requests, and delays can happen.

Timelines at UBC and Musqueam are sometimes quite different. UBC operates in four-month sessions, with students joining and leaving the university every year. Projects must often be organized around funding timelines. Meanwhile, Musqueam Administration operates within fiscal year cycles but community priorities often shift in both predictable and unpredictable ways. Collaborators must be aware of each other's timelines, whether it is the back-to-school rush, or fishing season.

## MEANINGFUL COLLABORATION

For collaboration to be meaningful, Musqueam must have more than superficial input into the project. Asking Musqueam for their input at one stage of the project, or asking Musqueam for an art piece for a new building is not meaningful collaboration. Coming with a finalized project with a blank space for Musqueam's contribution is more akin to asking for a favour than fostering a deep relationship.

Rather, meaningful collaboration means Musqueam is deeply involved in the leadership and decision-making behind the project early on in the design of the project. While this may take longer for the project to move along initially, it often results in better designed programs, and avoids difficulties later on.

Collaborative projects must include a common vision, shared responsibilities, and a strong relationship beyond the one project. Collaboration should not be transactional; rather, it should be about growing a long-term relationship. Open-mindedness, flexibility, and a willingness to listen are once again key skills to accomplishing a meaningful collaborative relationship.

## LISTENING & OPEN COMMUNICATION

Listening and open communication are important at every stage of a project, from its initial design, to its delivery, to following up. Working documents should reflect everybody's thoughts and suggestions, not just those of one side.

It may be difficult to keep both parties apprised of all updates and decisions, but those involved in successful collaborations reported that their perseverance in maintaining open communication always paid off. If there is no response from one party, it means the process is paused, not moving forward. One side should not go ahead on their own and complete the project without ongoing input from the other.

Genuine listening is important to establishing trust, encouraging learning, and creating a space where different opinions can be heard. As much as possible, relationships should be person-to-person, as opposed to between institutions and online. This means UBC staff should make an effort to go to Musqueam and be seen in the community, and vice-versa. Interviewees said having an ongoing contact person on each side was very helpful in building a long-term relationship.

## ACKNOWLEDGEMENT OF HISTORY

Collaborators must be aware of the history of Aboriginal relations in Canada. While an individual at UBC may be entering into a relationship with Musqueam for the first time personally, there is institutional and historical baggage imbued in the relationship that must be addressed, and which affects the relationship between Musqueam and UBC today. Those who are unaware of the depth of the impacts of colonialism will have difficulty understanding the complexity and sensitivities in the current relationship.

Individuals at UBC hoping to work with Musqueam should do their research beforehand. The resources listed earlier in this report are an introduction to the Musqueam-UBC relationship. Further learning on the broader history of Aboriginal relations is key.

Finally, even well-informed collaborators at UBC must be ready to learn from their Musqueam partners. The Musqueam community has been patient and persistent in educating people at UBC, including when mistakes are made.

## AWARENESS OF CAPACITY

It is important to acknowledge the difference in size between UBC as an institution, and Musqueam administration. The Treaty, Lands & Resources department in particular, which liaises with UBC, is comprised of fewer than ten staff. UBC collaborators must be aware of the potential capacity limitations for these staff, who have significant responsibilities outside of liaising with UBC. This may mean longer turn around times, or that certain projects will not be able to move forward.

UBC collaborators should come to the table with an understanding of the history of the Musqueam-UBC relationship, and with enough information for Musqueam to quickly understand the proposal. Consider the above principles when designing the proposal, especially around mutual benefit, so only high-quality requests are forwarded.

Musqueam staff should also be aware of capacity limitations at UBC. For example, professors may have more flexibility and ability to start new projects than staff in their respective departments.

**THE FOUR R'S - RESPECT, RELEVANCE, RECIPROCITY, RESPONSIBILITY:**

For another perspective on relationships between First Nations and universities, consider Kirkness and Barnhardt's "Four R's". They present an alternative set of principles for effective collaboration as academics in the field. This is a research-based paper that is not specific to UBC and Musqueam, but can certainly be applied to this relationship. This is a supplemental resource that may complement the six principles presented in this report.

*[www.afn.ca/uploads/files/education2/the4rs.pdf](http://www.afn.ca/uploads/files/education2/the4rs.pdf)*

**C+CP ENGAGEMENT PRINCIPLES:**

Campus + Community Planning at UBC has developed a set of principles for engaging with surrounding communities, including Musqueam. Projects related to planning and development processes may find these principles relevant.

*<http://planning.ubc.ca/vancouver/projects-consultations/consultations-engagement/ccp-engagement-principles>*

# **TIPS FOR SUCCESS**



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*The following section contains tips for UBC and Musqueam staff who may not have an existing relationship, but see opportunities for collaboration. Some of the tips may be relevant to your project, while others may not be. Staff in both communities are very open to collaboration, and are very willing to listen to new ideas. It never hurts to just reach out, ask a question, and open the door to collaboration.*

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# CREATING THE PROPOSAL

## *Considerations for UBC staff before contacting Musqueam*

**GET INFORMED:** Don't enter the relationship without any knowledge. See the resources listed in this report as a starting point, and also talk to other UBC staff who have worked with Musqueam before, such as at the First Nations House of Learning.

**BE FLEXIBLE:** Ensure your proposal can change to meet Musqueam's needs as you learn about them from the community. Have a contingency plan in case there is a delay in the response, or if Musqueam would not like to partner on this particular project.

**SHARE OWNERSHIP:** Consider who will have ownership of the program and any research generated from it - is this UBC's program, or will there be shared ownership? Information about the community itself may have to stay within the community and be kept confidential.

**ENSURE MUTUAL BENEFIT:** Projects must benefit not only UBC and its students, but the Musqueam community too. Begin with a desire to support Musqueam's interests, followed by discussions to determine what this might look like. Be wary of duplicating existing services at Musqueam.

**COMMIT RESOURCES:** In the successful collaborations surveyed, UBC committed staff time and funding to projects. The project lead must be able to do a lot of the work in setting up the project. It should be recognized that Musqueam provides many resources, in addition to allowing UBC to operate on its traditional, unceded lands, such as community knowledge, staff time, and access to information and community spaces.

**GET INSTITUTIONAL SUPPORT:** It is important projects are sanctioned by UBC, whether through a Faculty member or department head. This helps ensure the many requests Musqueam receives are of high quality. Projects which interact with the community directly will require a UBC Ethics review, and a Musqueam research permit. Allow plenty of time for processing these permits.

**GET ADVICE:** UBC staff such as Linc Kesler at the First Nations House of Learning, or Daniel Justice with the First Nations and Indigenous Studies program work regularly with Musqueam, and are generous in providing feedback to others about their proposals. Of course, their capacity also has limits, so there may be a delay in response.

# MAKING THE CONNECTION

## *Tips for UBC Staff entering the relationship*

**DO IT EARLY:** Make contact with Musqueam early on in the project, before things become too defined. If Musqueam's input is a key to the proposal, waiting too long to reach out may jeopardize the project. This also provides more time for Musqueam to respond to the request.

**FIND THE RIGHT CONTACT:** It can be difficult to identify who to contact at first. UBC staff with an existing relationship with Musqueam may be helpful to consult. Matters can be referred to the UBC-Musqueam Development Committee through Linc Kesler and Daniel Justice. For one-off speaking engagements, the head of a unit can go through both UBC Ceremonies and Johnna Sparrow-Crawford, Manager of Protocol & Communications at Musqueam. Leona Sparrow, head of the Treaty, Lands & Resources department can be a contact for classroom speakers, long-term projects, and research requests. In any case, people can phone reception at 604-263-3261 and be directed further to appropriate staff members.

**BE PATIENT:** It may take some turnaround time for Musqueam to respond, especially during busy times. UBC collaborators may have to be persistent and send more than one message, especially if the project requires Musqueam's input.

**PROVIDE ADEQUATE INFORMATION:** Musqueam should be provided with all the information needed to understand the request. This includes being clear about the project's intent, the outcome and how it will be used, and the collaborator's relationships to UBC and Musqueam. A document like an FAQ sheet may be useful.

**EXPLORE OPTIONS TOGETHER:** The initial conversation should be an open-ended exploration of where the project may go. UBC collaborators should lay out their interests and the skills they can offer, and then listen genuinely to what Musqueam's interests are. It is important at this point to also consider the assets in the Musqueam community and traditional knowledge, and how those may contribute to the project.

**BE ABLE TO MOVE ON:** It would be impossible for Musqueam administration to handle every request from UBC's 70,000+ population. Musqueam must be strategic, and focus only on the projects that most align with their priorities. Musqueam may not want or have the immediate capacity to partner on a particular project. This does not mean that the project is badly designed, or not important, but simply not right for the community at the moment.

# BUILDING THE RELATIONSHIP

*Joining the Musqueam  
community as an outsider*

**VISIT MUSQUEAM:** Building a relationship with the Musqueam community involves going down to Musqueam as often as possible. Look for community events open to the public, such as Aboriginal Day, and attend those. UBC staff are welcome to attend Musqueam 101, a weekly program organized jointly by UBC and Musqueam. UBC staff can also go on a tour of Musqueam, organized through somebody with an existing relationship to the community. Staff should commit time to be at Musqueam.

**ESTABLISH TRUST WITHIN THE COMMUNITY:** It is important for collaborators in an ongoing project to be seen in the community. This provides the opportunity to talk to community members affected by the program. UBC collaborators can learn a lot from the community, and about the community. Visitors represent the broader university in the eyes of the community, so it is important that the representatives who come to Musqueam are respectful, open, and aware they are part of a broader relationship.

## SUSTAINABILITY SCHOLARS PROGRAM

Case Study 1

This very report grew out of an ongoing relationship between Musqueam and UBC. As UBC was preparing its 20 year sustainability strategy, staff at the UBC Sustainability Initiative reached out early on to Musqueam, whose voice was missing from the plan. Musqueam representatives sat on the steering committee and a beneficial working relationship developed. The resulting strategy contains an acknowledgement of Musqueam's presence and contributions at the university.

Recognizing the long-term nature of the relationship, both sides wanted to continue engaging on sustainability. When UBC began the Sustainability Scholars program, which provides student internships with partner organizations, an internship between Musqueam and UBC was proposed. Musqueam took the lead in defining

the scope of the first internship, which took place in the summer of 2014 and focused on Musqueam understandings of sustainability. UBC provided support in terms of funding and managing the hiring process. After a successful first internship, both parties were interested in continuing with the program, which has led to the author's current internship on wellbeing at Musqueam and Musqueam-UBC collaboration.

A beneficial aspect of the program is that the student interns are provided the opportunity to work on site at Musqueam. This allows them to attend community events, meet community members, and communicate more openly with staff in Musqueam administration.

Visit <https://sustain.ubc.ca/get-involved/students/ubc-sustainability-scholars> to learn more about the program.

## INDIGENOUS COMMUNITY PLANNING PROGRAM

Case Study 2

The Indigenous Community Planning specialization at UBC's School of Community & Regional Planning (SCARP) is seen by the planning community as a unique and important planning program in Canada. This growing, new program was developed through a relationship between Professor Leonie Sandercock at SCARP, and Leona Sparrow and others with the Treaty, Lands & Resources department at Musqueam.

Leonie became concerned about the lack of Indigenous voices in planning after learning about Canada's troubling history with Aboriginal peoples as an immigrant and settler. She initially intended to develop a pilot course around Indigenous

planning, but realized it was important to consult with Musqueam regarding the course's development.

Leona responded to the request, and offered feedback, relevant literature, and insight on Indigenous ways of doing planning. Eventually, the course evolved into the full degree specialization that it is today. Musqueam continues to be involved. Each year, incoming SCARP students are invited to a welcome dinner at Musqueam, where they learn about the community, and Musqueam's own planning process.

Visit <http://icp.scarp.ubc.ca> to learn more about the program.

# NAVIGATING THE UNIVERSITY

## *Tips for Musqueam Staff engaging with UBC*

**FIND THE RIGHT PERSON:** There are over 70,000 people at UBC, so determining who to contact can be very difficult. Staff at Musqueam who have existing relationships at UBC – Treaty, Lands & Resource in particular – can share their contacts. UBC staff active in the community, such as Ryanne James with Bridge Through Sport, or Susan Rowley from the Museum of Anthropology, can also be helpful resources. Musqueam also maintains regular contact with the First Nations House of Learning. Campus + Community Planning is interested in engaging with Musqueam, and are willing to direct Musqueam staff to the right people at UBC. These are all potential sources of information to find the right person to connect with at UBC. Otherwise, people can look up staff in the UBC Directory, at [www.directory.ubc.ca](http://www.directory.ubc.ca).

**CONNECT WITH A FACULTY MEMBER:** Within the university, it is helpful to get connected with a professor, as they may have the flexibility and support to explore new initiatives in a way staff members with pre-defined roles may not. However, this is not necessary, as many successful, existing collaborations have happened with staff members in interested units at UBC.

**REACH OUT:** One interviewee noted UBC has less formal protocol than outsiders may expect. If there is a potential project you would like to contact somebody at UBC about, it may be worth sending an email to that person directly, and then exploring the relationship further. Collaborations such as the “To Wash Away The Tears’ exhibition at the Museum of Anthropology began this way. Just ask!

# BRIDGE THROUGH SPORT

*Case Study 3*

Bridge Through Sport was established in 2002 after initial meetings between Musqueam administration and UBC. The idea was to bring UBC to Musqueam, with programming focusing on physical recreation as well as educational support for Musqueam youth. Wellbeing, especially in terms of physical activity and recreation, was identified as a key area for collaboration.

Responsibility for the resulting program is shared between UBC's First Nations House of Learning and UBC Recreation, and Musqueam's departments of Health, Education, Recreation, Facilities, Language & Culture, and Treaty, Lands & Resources. This collaboration allows for units to share the workload, and also makes the program sustainable, as it does not rely on one person to operate.

Ryanne James, from the First Nations House of Learning, spends about three evenings a week at Musqueam, for four to seven hours each time. This intense community involvement has allowed Ryanne to be widely recognized in the

community. People from Musqueam and UBC see her as a contact person when collaborating between the two communities. Leona Sparrow, with Musqueam's department of Treaty, Lands & Resources, helms the relationship at Musqueam. She offers support in terms of navigating Musqueam administration and the many partners involved in Bridge Through Sport.

The program brings UBC students to the Musqueam community as volunteers working with youth. The best volunteers are those who truly commit to spending time in the community and getting to know the youth they work with. They have to be thoughtful, respectful, and willing to listen and engage. The activities organized through Bridge Through Sport are meant to respond to the needs of youth in the community; those involved in the program must listen to youth voices. This keeps the program relevant and useful to the community.

Visit <http://bridgethroughsport.ubc.ca> to learn more about the program.

# DIRECTIONS FOR COLLABORATION

## **ENSURE PEOPLE ARE AWARE OF**

**EXISTING CHANNELS:** Staff at both Musqueam and UBC should be made aware of their representatives on the UBC-Musqueam Development Committee, so they know where to go if they have a proposal for collaboration. As of November 2015, the members of the development committee are: Leona Sparrow (Treaty, Lands & Resources, Musqueam), Larry Grant (Language & Culture, Musqueam), Linc Kesler (First Nations House of Learning, UBC), Margery Fee (Department of English, UBC), and Sue Rowley (Department of Anthropology and Museum of Anthropology, UBC).

## **CONSIDER ADDITIONAL CHANNELS**

**FOR COLLABORATION:** Courtenay Gibson, head of the Recreation department at Musqueam could possibly be an additional contact person with UBC for certain projects. She currently is the Divisional Lead for Community Services, a group of seven socially-oriented departments at Musqueam including Security, Health, Social Development, Education, and Recreation. This could open a new channel of communication for some UBC departments who are interested in exploring collaborative opportunities, particularly around community programs and projects. Any new communication channels could supplement the established Development Committee, or provide assistance if existing departments face capacity issues.

## **EXPLORE RECREATION PROGRAMS:**

There is high demand for recreational programming in the Musqueam community - programs are well-attended, especially by youth, and community members regularly express the importance of recreation to their wellbeing. However, resources for recreation programming are limited. There is potential for collaboration on short-term recreational programs lasting about six weeks, which the Recreation department is interested in. This would be short enough for students to begin and end a project in one term, with the support of a professor. Some courses, such as KIN 465 (Interculturalism, Health & Physical Activity) have a community-based experiential learning component already. More discussion would need to take place to explore Musqueam's specific needs, and what UBC could potentially offer to the community. An inherent part of wellbeing is the connectivity and community building fostered through collaboration between Musqueam and UBC.



**BRING MORE UBC STUDENTS TO**

**MUSQUEAM:** Many UBC students are eager to get involved and help out in the community, and community members have said that the youth at Musqueam enjoy interacting with UBC students. Bridge Through Sport presents an example of a program that brings select UBC students to Musqueam to share with and learn from the community. If this structure could be expanded to more students and more activities, while ensuring participants are committed and respectful, it could increase capacity at Musqueam.

**...AND BRING MORE MUSQUEAM COMMUNITY MEMBERS TO UBC:**

Many programs of interest to the Musqueam community exist at UBC, particularly around recreation. However, it is expensive for Musqueam to regularly bus youth between UBC and Musqueam. If a collaboration facilitated Musqueam participation in specific UBC recreational activities, including transport, it could meet a need in the community.

**CONTINUE EDUCATING PEOPLE AT UBC ABOUT MUSQUEAM:**

As emphasized in this report, an understanding of Canada's relationship with Aboriginal peoples is key to a healthy relationship. However, many staff and students are not aware of this history, nor Musqueam's presence. Especially with many people from abroad who may not be familiar with this history, it is important for UBC to continue to inform and educate people in partnership with Musqueam. Ongoing discussions on changes to curriculum to include Indigenous peoples are an example of hard work already being done on this front. This duty to inform and educate is the responsibility of all units at UBC, not just Musqueam.

**CONSULT INTERESTED UNITS:**

Besides Campus + Community Planning at UBC and the Recreation department at Musqueam, groups which have expressed an interest in collaborating include the UBC Bike Kitchen (which provides community bike maintenance workshops), and Family Outreach at Musqueam (which provides support to Musqueam parents in many ways, such as through workshops).

