

In the North, For the North, By the North: The Extraordinary Vision of Aron Senkpiel for the Betterment of the North Through Education

Amanda Graham

Introduction

In June 2002, Yukon College awarded Aron Senkpiel, dean of its Arts and Science Division, an Honorary Diploma of Northern Studies. It was entirely fitting that Yukon College should award him that particular diploma because without his vision and tenacity, love and care, it would not exist. That August, the college also presented one of its top institutional awards, the President's Award for Improvement and Innovation, to Aron.¹ It seemed unlikely then, and now, that there could be anyone at the college who deserved it more. The award honours and recognizes "substantial and significant improvements to college programs or services." It would be hard to imagine what Yukon College, and the Arts and Science Division, would look like if the institution had not asked Aron to join it back in 1983.

From Aron's earliest association with the Yukon Teacher Education Program, he was an advocate for the development of post-secondary education capacity in the Yukon, first for the benefit of northerners and later for others who shared his vision. "In the North, for the North, by the North" was his guiding mantra. While he used the phrase again and again to describe many of the important projects he was involved with, it never lost its meaning for him. In the late 1990s, his vision for locally available post-secondary education, and what he often called an "Indigenous research capacity," drew him into the development of the University of the Arctic. The college and the community are the fortunate beneficiaries.

It is often easy to overlook greatness when it is a daily occurrence or when it is obscured by the routine business of administration. This account of Aron's contributions makes it evident that his vision—and the diligence with which he worked to achieve it—has had a truly profound effect on the college and

the community. In addition, his contribution to the University of the Arctic leaves a legacy that will have an equally profound effect on people in the north circumpolar region who will never meet him. As one of his mentors once remarked, one does not have to look hard to see his imprint everywhere.

Tragically, Aron passed away before the fullness of his works was accomplished. However, it is vital, for those still working to achieve the vision he saw so clearly, and those beginning their contributions, to know something of the course he took to cultivate university-level post-secondary education in the North so that it reflects the realities and dreams of northern people, not only in the Yukon, but in every part of the Circumpolar North.

YTEP to Yukon College: 1977–1983

In 1977, the Yukon Territorial Government signed an agreement with the University of British Columbia (UBC) to provide a Yukon Teacher Education Program (YTEP). At the time, university-level programming was generally unavailable in the Yukon, though various occupational training programs had been in place since the early 1960s. Yukon students who wished to attend university were assisted financially by the territorial government to pursue their degrees elsewhere. There was no option to stay in the Yukon. In the early 1970s, a community group had begun to try to establish a university in the North, with campuses in the Yukon and the Northwest Territories.² While little had come of the attempt, their activities did ultimately serve to encourage the Yukon government to make arrangements to offer an imported program: the UBC Yukon Teacher Education Program.

The YTEP program, which offered its first courses in January 1978, proved to be the modest beginning of what is now the Arts and Science Division of Yukon College.³ In 1980, Aron Senkpiel, then a lecturer in English at UBC, enthusiastically accepted an offer to transfer to Whitehorse to teach English for two years in the YTEP. His arrival in the Yukon in August with his wife, Elaine, and a big truck largely filled with books, marked the beginning of a relationship with the territory and with the development of university-level post-secondary education that bore magnificent fruit.

In 1982, when the Yukon Teacher Education Program finished, there was still a demand for university-level programming. In the summer of 1982, the Yukon government began acting on the recommendations of a study undertaken in 1979 called *Toward Yukon College* (see note 3). As a preliminary step in creating a Yukon community college, the YTEP was converted into a two-year liberal arts program under the academic oversight of the University of British Columbia. Aron Senkpiel became the coordinator of “UBC Programs.”

Work to establish the new Yukon College continued. The following year, on 23 March 1983, the Yukon Vocational and Technical Training Centre (YVTTC)⁴

and UBC Programs were officially merged to become Yukon College and the two were housed together. The UBC Programs division remained administratively and academically separate from the rest of the college, but only for a short time. Aron said that at the time his goal was “to marry UBC Programs and the YVTTC to maintain a quality academic program while transferring control to college administration.”⁵ The college itself was still administratively a unit of the advanced education branch of the Yukon Department of Education. It was, for a short time, “a college in name only.”⁶ To make it a bona fide institution, a development plan for the college was prepared and submitted to the government in March 1984. The plan laid out the process by which the college would become an institution that would “serve all of the post-secondary and continuing educational needs of the Yukon and assume various investigative and social critic functions”⁷ envisaged by the *Towards Yukon College* study. A short while later, the design for the new college building was approved.

Yukon College Development and Northern Studies: 1983–1989

Post-secondary education was becoming an increasingly important issue to Yukoners. The territory was going through the Yukon 2000 community consultations, a wide-ranging planning exercise that involved much community consultation,⁸ and higher education was often cited as a “thing that matters.” Lionel Orlikow’s 1986 report, *The Option to Stay: An Education Strategy for the Yukon*, advocated increased college autonomy, among other things. At the time, Aron was involved in the discussions between the Yukon Government and UBC that resulted in a three-year plan to separate UBC Programs from its parent university and gradually install an independent university transfer program at Yukon College. In anticipation of its future responsibilities, Aron and other college people began the planning and development of courses, and certificate and diploma programs that would be offered under the Yukon College imprimatur. UBC Programs was soon renamed the University Transfer Division, to mark its anticipated parting from UBC supervision.

In 1987, the government released its “White Paper on College Governance and Phased Implementation,” which outlined the orderly separation of the college from the government’s advanced education branch, culminating in the college’s independence from 1 January 1990. One result of this planning was that, in the spring of 1987, Aron was offered the position of coordinator, University Transfer Division, Yukon College. The following day, Aron wrote to his boss at UBC to say that he was going to accept the offer. He told Ron Neufeld: “I have looked forward to this for a long time and consider it a very appropriate way to make my commitment to the college more permanent.”⁹

Aron took that commitment seriously. The college was to move into its new facility in less than seventeen months. As the move loomed, college officials,

Aron among them, recognized that the new building would inevitably raise Yukoners' expectations of expanded and new programming. Some was already in place: the conversion work was completed a year early. The University Transfer Division became "the North's first autonomous university-level program."¹⁰ Despite the advances, there remained, for Aron, a sense of urgency. Early in 1988, he was interviewed by Nancy McLeod for an *Up Here* article she was writing on "Optimistic Whitehorse." As they toured the new college, Aron told her "there's so much to do here...So much that needs to be done, and has to be done, and so much left to do." McLeod explained to readers that "last year, Aron Senkpiel helped Yukon College emerge from under the wing of the University of British Columbia." Aron explained proudly that "it took three years of work" but that in the end it would "ensure that the programs we deliver here are comparable in all ways with what a student would take if they were to go to the universities of Toronto or British Columbia."¹¹ But Aron had even more ideas for the Division.

In March 1988, the University Transfer Division faculty submitted a proposal, "The Diploma in Northern Studies: A Proposal for Integrated Programs in Native Studies, Northern Science, and Northern Outdoor and Environmental Studies," to the territorial government. The proposed program was to offer students a range of approaches to the study of the North while developing in them "the critical [reflection] and consciousness we in the North need."¹² The proposal was accepted and announced by Minister of Education Piers McDonald in the territorial legislature on 19 April 1988:

It gives me great pleasure to inform the House today of the creation of Canada's first northern studies program in the north, based at Yukon College.

This represents a major advance in the educational policy of the Yukon government and in the concept of Yukon College. It represents the College's first step beyond technical training and beyond extension services, towards self-sufficiency in higher education.

It is a result of local needs and local ideas to meet those needs. It is a result of imagination, determination and cooperation, and I believe it will result in Yukon students reaching higher educational goals.¹³

The Northern Studies Program would "allow Northerners to do what people from other regions of the country could do: learn about their region while living in it."¹⁴ It would also answer the education official who once remarked that "we know from experience that we cannot teach what we do not know."¹⁵ The northern studies courses, which built on the traditional first-year arts and science courses already being offered, were planned to start in the Fall 1989 term. The first students intent on earning the diploma began their first-year classes in September 1988 at the same time that the division assumed responsibility for faculty appointments. Yukon Commissioner Ken McKinnon

mentioned the Northern Studies Program in the Speech from the Throne not long after that, on 10 January 1989:

This fall, the opening of the new Yukon College campus inspired new educational ambitions for Yukoners. The design and public governance embody some of the highest ideals of our communities. Perhaps more than any other single facility in the territory, it reflects our hopes and our plans for the future. That enthusiasm is widely shared, as shown in the overwhelming interest in our unique new northern studies program. For the first time, northerners will be able to study in such important fields as northern science, northern justice, native studies, and northern outdoors and environmental studies without having to leave the north.¹⁶

The Yukon College official opening, on 1 October 1988, was well attended by friends and supporters of the institution—and of the idea of the institution. During the formalities, the Yukon Territorial Government announced it would establish a \$1 million endowment fund to support the northern and Yukon research that was clearly needed to allow the college to undertake the social critic function envisioned in the 1979 *Toward Yukon College* report.

The Northern Studies diploma was but one element of a three-pronged approach to developing the college's capacity for "the provision of rigorous, relevant university-level programming about the North."¹⁷ The two others were the *Northern Review*, a multidisciplinary journal originally published by the Northern Review Society, founded by Aron Senkpiel and Norm Easton in 1987, and the Northern Research Institute, which was announced in 1989 and opened, with Donner Canadian Foundation support, in 1992.

In September 1988, as it began the first semester of classes in its new location, Yukon College assumed responsibility for faculty appointments in the new University Transfer Division. At the time, the division had but one full-time instructor. The northern studies programming, the addition of a Certificate in Science, and the expanding demand for local university-level programming, meant that more faculty were going to be needed.

Parallelling the establishment of northern studies at Yukon College, were Aron Senkpiel's efforts to expand transfer acceptance for the division's courses, to improve connections with university-based northerners, and to locate opportunities for networking in northern studies. In November 1988, Yukon College and Yukon government officials attended the Association of Canadian Universities for Northern Studies (ACUNS) two-day annual meeting and conference in Ottawa. Dan Odin, deputy minister of education, gave a presentation, "ACUNS and Yukon College: A New Partnership," that made a case for the admission of Yukon College and the Northwest Territories' Aurora College to ACUNS. The following day, the council members voted to amend the association's by-laws to permit the two northern colleges to join. In

June 1989, the new college members each sent representatives (Aron was the Yukon College representative) to an ACUNS council meeting, and both were important participants of the new Northern Colleges Committee.¹⁸ Recognizing the potential benefits offered by its involvement, Yukon College hosted the ACUNS conference and council meeting in Whitehorse the following spring. Aron Senkpiel was instrumental in establishing the northern colleges as vital partners in ACUNS, a relationship that continues to this day and has created many opportunities for expanding the Yukon's place and reputation in the study of the North.

In November 1989, Lakehead University's new Centre for Northern Studies hosted the "First Annual Conference of the Association of Circumpolar Universities." The theme of the conference was the role of circumpolar universities in northern development. Aron attended the meetings and presented a paper that described the initiatives at Yukon College and the collaboration with ACUNS. The Yukon College presence at the conference can be seen now as an indication of the path that Aron would begin breaking for the division, the college, and the territory.

Yukon College Independence and Growth: 1990–1995

1990-91 was another year of growth in the Arts and Science Division under Aron Senkpiel. It was the sixth straight year of growth in enrollments:

Much of this growth was the result of the continued development of the Division's Northern Studies program. In its course registrations climbed from 57 in the fall term of 1989 to 216 in the winter term of 1991. That is, in its second year of delivery, Northern Studies now registers the equivalent of 43 full-time students.¹⁹

The first criminology courses, supporting the Northern Studies Program's northern justice and criminology concentration, began in January 1990 and were one source of the growth in northern studies enrollments. There was no resting, however: development of a two-year diploma program in northern renewable resource management began. To meet local demand for advanced programming, the division began discussions with the University of Alaska Southeast in Juneau to extend the satellite-delivered University's Masters of Public Administration (MPA) program to students located at Yukon College. Undergraduate preparatory courses started in the fall of 1990 at the same time that the division was offering the first of its northern studies science and outdoor and environmental studies courses. MPA graduate courses were first offered in the spring of 1991.²⁰

During the summer of 1990, Aron and the Arts and Science Division prepared a funding proposal directed to the Donner Canadian Foundation for the creation of a "Northern Research Institute" for the college. The

proposal, "In the North, For the North: A Proposal for a Northern Research Centre at Yukon College,"²¹ was developed by a team of faculty who saw its potential as a "major catalyst of northern research," one that would "provide a home for visiting scholars and students doing northern research...[and] provide the research expertise needed by various agencies, associations, and governments."²² The proposal was submitted to the Donner Canadian Foundation in September and was successful. A three-year grant of \$227,000 established a research centre and permitted the hiring of Norm Easton as the founding director of research in 1992.

In September 1991, as the third year of northern studies began, the division launched its Renewable Resources Management Program. An instructor had been hired in August and enrollments were encouraging. Indeed, the registrar reported that year that "Yukon College is facing massive successes in terms of the numbers of students who are attending this year."²³

The division's success with its northern studies programs was celebrated in a couple of the many testimonial letters received in support of the program's nomination for an Association of Community Colleges of Canada (ACCC) excellence award. In his letter, Ken Coates, a former Yukoner and professor of history, wrote:

It is one of the most important educational programmes ever undertaken in Canada in the field of northern studies. The Northern Studies Programme represents, in my mind, the very best of what community colleges have to offer: high quality instruction, careful attention to the transferability of credits, a detailed and careful response to community needs and interests, a teaching initiative that is closely related to the local research activities and facilities, and innovation in instructional design and implementation.²⁴

Ron Neufeld, who had been the UBC supervisor of the Yukon Teacher Education Program, said that "even at this early stage of development, the Northern Studies Program is having a noticeable impact on many aspects of the college as an education and training facility."²⁵

The development of new programs and the addition of new courses increased the pressures on the division and on its dean to ensure transfer credit for its courses. To that end, Aron and other college officials discussed transfer issues with the BC Council on Accreditation and Transfer (BCCAT). They were able to have Yukon College courses included in the province-wide transfer guide, which simplified the movement of students into programs at any of the listed institutions—Yukon students could now move easily into southern institutions and non-Yukon students could easily add Arts and Science Division courses to their programs.²⁶

In 1992, the Northern Human Service Worker/Bachelor of Social Work Program (NHSW/BSW), in cooperation with the University of Regina, was

launched at the college—the college’s first undergraduate degree program open to all (the first-ever was the Yukon Native Teacher Education Program, which offered BEd degrees exclusively to students of First Nations ancestry), to train northern people for northern social work. While much of the impetus for the NHSW/BSW came from the community, Aron played a considerable role in securing the program and helped to develop the course, SW 200, Introduction to Social Work.

Aron believed in coring and laddering courses as a way of efficiently building a variety of programs. In practice this meant developing and offering a limited selection of arts and science courses that satisfy program requirements and electives for as many students as possible. With this in mind, during 1992, the division developed and added a Women’s Studies Program, which offered a certificate and a diploma, in response to community demand following a highly successful college public lecture series on women’s issues. By building on courses already being offered, the new program required developing only a few new courses.

At the time that the college was looking at expanding opportunities for Yukoners, Aron was keeping Yukon College in the limelight in the circumpolar arena. It had not been possible for anyone from the college to attend the second Circumpolar Universities Association conference in Tyumen, Russia but Aron’s interest in strengthening the program’s international connections continued. The circumpolar world was changing as a result of the sudden end of the Cold War, and the new Arctic cooperation possibilities in the region. In December 1992, at the third conference “on the role of Circumpolar Universities in Northern Development,” held in Rovaniemi, Finland, some twenty or more rectors and presidents adopted the Constitution of the Circumpolar Universities Association. Yukon College’s president, Sally Webber, signed on the college’s behalf, making the institution a founding member of this significant organization.

The momentum in the Arts and Science Division continued. In 1992 the division created two chair positions, one for science and the other for social sciences and humanities, to support faculty and assist students as well as contribute to the daily running of the division. In addition, international links were being forged to improve the variety of programs offered in the territory. In March 1993, University of Alaska Southeast (UAS), Yukon College, and the Yukon Teacher’s Association signed a Memorandum of Understanding (MOU) to undertake the delivery of the UAS Master of Education program in Whitehorse.

In 1994, Aron’s work in northern studies was recognized by the faculty and staff of the division. Their nomination reads, in part:

He must be recognized as an untiring supporter of a greater role for Yukon College in the Study of the North...His commitment to Northern Studies has brought him and Yukon College to the attention of academics and administrators in many countries of the Circumpolar North.²⁷

It should be noted, though, that Aron's achievements lie not only in the realm of northern studies. In the same year that he was nominated for his northern studies work, there were eighteen local graduates of the Master of Public Administration program that he had been instrumental in securing for the Yukon. The program was so successful in meeting the need for locally available advanced education that, on 21 September 1994, another MOU was signed between Yukon College and University of Alaska Southeast to "jointly extend the satellite-delivered MPA program of the University to the Yukon." The program is still offering courses and producing graduates.

Looking Up and Out: 1995–2002

In 1995, Aron encouraged as many faculty as possible and—unusually—a staff member to attend the Fourth Circumpolar Universities Association (CUA) conference being held at the new University of Northern BC (UNBC) campus in Prince George. He thought it was important that Yukon College people should be known in the circumpolar northern studies community. The conference itself, as had previous conferences, offered further opportunities to bring college people and goals to the attention of circumpolar universities and faculty. The college's membership in the CUA proved providential when, on 19 December 1995, Canada-European Union (EU) funding for inter-university cooperation was announced: "The Canada-European Community Program for Cooperation in Higher Education and Training will support the development of international joint projects among universities, colleges and technical institutions in Canada and fifteen European countries" (HRDC press release, 19 December 1995).

Working with Outi Snellman, a representative of the University of Lapland, Aron developed a proposal for a northern plan for student mobility. On 27 May 1996, Lloyd Axworthy, minister of foreign affairs, and Douglas Young, minister of human resources development, announced support for six projects under the funding program. The Yukon College/University of Lapland's "North Consortium" proposal was one of the six that received funding. The proposal anticipated that "northern students will acquire new knowledge and skills by pursuing studies in another region of the North. Particular areas of study would be those of strategic significance to northern development and would address issues of economic, political, cultural and social importance to their home regions." Yukon College sent four students to Finland and received three students from Sweden and Finland. In addition, students from the EU

partners attended Nunavut Arctic College and UNBC. Students from other Canadian consortium members travelled to the EU partner institutions. Yukon College's participation and experience, spearheaded by Aron, would bear fruit in the following years.

One of the problems of Yukon post-secondary education that Aron continued to work on was that of developing ways to offer undergraduate degree programs in the territory. This goal had been of great importance to Aron but the need to offer an array of courses to meet the varied goals of students presented significant obstacles. The popularity of the Bachelor of Social Work degree program, which accepted both Indigenous and non-Indigenous students, suggested there was a real need for local undergraduate degree programs in the Yukon. In 1996, discussions began with the University of Alaska Southeast to attempt to develop a program in which Yukon students could take three years of a liberal arts degree at Yukon College, finishing with a fourth year in Juneau. The problems proved too great and, while the desire was there, the program did not prove feasible. The idea, however, was not shelved. Yukoners needed the opportunity to complete degrees while being able to remain in the territory.

In 1996, the Arctic Council, a high-level intergovernmental forum, was established to address environmental protection and sustainable development issues in the Arctic region. Education was clearly an important route to sustainable development. The Arctic Council, then, seemed to offer possibilities of achieving real benefits for the Yukon. The Arts & Science Division, while keeping an eye on the international possibilities, did not overlook strengthening its relations with the Canadian northern studies community. In 1996, a division member was elected to the board of ACUNS for a two-year term.

In March 1997, the Senior Arctic Officials (SAOs) of the Arctic Council entertained a presentation on the establishment of a university of the Arctic. The Council requested that an ad hoc task force investigate the feasibility of such a university. The Circumpolar Universities Association (CUA) was asked to undertake the work and Aron was an important member of this team. His interest and involvement in the development of post-secondary education in the North and his familiarity with the Canadian system of post-secondary education made him a natural choice. The ad hoc task force reported to the SAOs in October 1997. The outcome of this report was a request to the CUA to conduct a comprehensive feasibility study for the proposed "University of the Arctic" in collaboration with representatives of the Arctic Council's Permanent Participants and to provide recommendations that could be acted on at the September 1998 ministerial meeting of the Council.

Paralleling the work he was doing on the University of the Arctic, Aron was also working on deepening the Arts and Science Division's expertise.

Between 1997 and 1998, the Yukon Department of Renewable Resources and Yukon College concluded a contribution agreement to develop an ecosystem monitoring program and support an instructional position in biology. In many areas, the division was developing and revising courses, offering courses by distance delivery, and faculty were involved in a variety of research projects.

In 1998, the University of the Arctic idea continued to be developed. In January, the CUA formed a working group, which included Aron, to study the feasibility of the concept and of undertaking a more detailed feasibility study. In April 1998, the CUA working group presented its report to the meeting of the Standing Committee of Parliamentarians of the Arctic Region, which led to a resolution of that body in support of the concept. And, in October, the Interim Council of Associated Centres of Higher Education and Research of the University of the Arctic established a Program Development Team (PDT) to carry out the “development and delivery of a Baccalaureate Program in International Arctic Studies”; Aron was asked to be a member of the PDT.

In April 1999, the team circulated its “Preliminary Plan for Bachelor of Circumpolar Studies.” In this document, as in so many others referred to in this article, we see Aron’s imprint. Aron was intimately involved with the University of the Arctic and with the development of the University’s signature program, the Bachelor of Circumpolar Studies (BCS). He saw in the BCS one solution to the deep need in the Yukon for undergraduate degree programming as well as a way to expand the contribution of Yukon students and graduates to increasing circumpolar knowledge and connections. In June 2000, the Canadian government released a new policy framework entitled *The Northern Dimension of Canada’s Foreign Policy*, which underscored Canada’s commitment to circumpolar cooperation. The University of the Arctic was specifically mentioned. Funding, while not specifically set aside for this work, was to be made available for projects that served the policy. The University of the Arctic work with which Aron was involved was a beneficiary. In 2001, with the financial support of the Canadian government, Aron was released from his position as dean of the Arts and Sciences Division to spend his time on the University of the Arctic. He was required to meet many people in a variety of circumpolar countries as the PDT developed the first of the BCS core courses, BCS 100, Introduction to the Circumpolar World. He is the author of two of the fifteen modules.

Conclusion

Aron Senkpiel’s commitment to the development of post-secondary education was unwavering from the moment he arrived in the Yukon so many years ago.

The respect, and transferability, that Yukon College and the Arts and Science Division achieved under Aron’s guidance now extends across Canada,

the United States, and overseas. Today, we take for granted that respect and the ease with which our students are able to continue their educations at whatever universities they choose. In the early 1990s, we were looking for partners to help us gain acceptance for our courses. This is no longer the case. We owe much to Aron's hard work and his unflagging support for the faculty in the division. That the territory's youth now have an "option to stay," and a route for contributing greatly to the future of the Yukon, must be seen to have been, in part, the result of the tremendous work Aron has done for the college and the Yukon.

All who knew him, worked with him, and benefited from his extraordinary vision must salute Aron for the path he laid for post-secondary education in the North, and recognize his vitally important role in the development of the college, the territory, and the North Circumpolar region.

Amanda Graham is coordinator/instructor of the University of the Arctic program at Yukon College and was either a participant in, or an observer of, many of the formative events in Yukon College's history. She was managing editor of the Northern Review from 1992 to February 2004.

Notes

1. This paper is a revised version of the document I wrote on behalf of the Arts and Science Division to support our nomination of Aron Senkpiel for the President's Award for Improvement and Innovation, June 2002. The phrase "the betterment of the North through education" is taken from Aron's CV, in which he said that he was "keenly interested in the betterment of the North through education" (A. Senkpiel, "Academic and Professional Background," ca. 1992-93).
2. See Amanda Graham, "Not a Perfect Solution but a Good Illustration: The Life and Times of the University of Canada North, 1970-1985," *The Northern Review* 12/13 (Summer 1993/Winter 1994), 117-132; and Amanda Graham, "The University That Wasn't: The University of Canada North, 1970-1985" (unpublished MA Thesis, Lakehead University, 1994), PDF version, 2000, available at <<http://www.yukoncollege.yk.ca/~agraham/papers/ucn.pdf>>, 17-22, Chapters 2-3.
3. Early in 1979, while the first courses of the YTEP were under way, the territorial government's Department of Education commissioned a study into the best form for post-secondary education in the Yukon. The researchers began their community consultations in June. The report, *Toward a Yukon College: Continuing Education Opportunities in the Yukon* (Whitehorse: Department of Education), by Ernest Ingram, Abram G. Konrad, and James Small, is dated 1979. See also Aron Senkpiel, "Postsecondary Education in the Yukon: The Last Thirty Years" in Glen A. Jones, ed., *Higher Education in Canada: Different Systems, Different Perspectives* (New York: Garland, 1997), 285-323; and an abridged version of the same chapter

- in *The Northern Review* 12/13 (Summer 1993/Winter 1994), 90–105.
4. The Yukon Technical and Vocational Training Centre had grown out of the Whitehorse Training Centre, established in 1963. Its primary focus was occupational training and adult upgrading. In the late 1970s, it had begun to expand its offerings to include, among other things, a Business Administration program brokered from Red Deer College.
 5. Yukon College, Arts and Science Division, miscellaneous personnel information file. Used with permission.
 6. Senkpiel, "Postsecondary Education in the Yukon" in Jones, 293; also in "Postsecondary Education in the Yukon" in *The Northern Review* 12/13, 98.
 7. Ingram, et al., quoted in Senkpiel, "Postsecondary Education in the Yukon" in Jones, 292; also in "Postsecondary Education in the Yukon" in *The Northern Review* 12/13, 97.
 8. See Bryan T. Downes, "Yukon 2000: A Community-Based Planning Effort to Preserve 'Things That Matter,'" *The Northern Review* 23 (Summer 2001), 121–145.
 9. Ibid., copy of letter, Aron Senkpiel to Ron Neufeld, 3 April 1987.
 10. Senkpiel, "Postsecondary Education in the Yukon" in Jones, 297; also in "Postsecondary Education in the Yukon" in *The Northern Review* 12/13, 101.
 11. Nancy McLeod, "Optimistic Whitehorse," *Up Here*, Vol. 4, No. 3 (May/June 1988) [24–31], 26.
 12. Yukon College, University Transfer Division, "The Diploma in Northern Studies: A Proposal for Integrated Programs in Native Studies, Northern Science, and Northern Outdoor and Environmental Studies" (unpublished proposal, 1988), 22.
 13. Yukon Hansard, 26th Legislature, Session 5, April 19, 1988.
 14. Senkpiel, "Post-secondary Education in the Yukon" in Jones, 297; also in "Post-secondary Education in the Yukon" in *The Northern Review* 12/13, 101–2.
 15. Aron Senkpiel, "A New Northern Reality: Northern Research and Education at Yukon College," in *The Role of Circumpolar Universities in Northern Development: Proceedings of the First International Conference of the Association of Circumpolar Universities, Thunder Bay, ON, November 24–26, 1989*. Lakehead Centre for Northern Studies Occasional Paper 4. Thunder Bay, ON: Lakehead Centre for Northern Studies, 1991, [190–194], 191.
 16. Yukon Hansard, 26th Legislature, Session 6, January 10, 1989.
 17. University Transfer Division, "The Diploma in Northern Studies: A Proposal for Integrated Programs in Native Studies, Northern Science, and Northern Outdoor and Environmental Studies," March 1988, iii.
 18. The Northern Colleges Committee was proposed at the November meeting as a vehicle for exploring the ways the university members of ACUNS could be of assistance to the northern colleges and vice versa. Aron Senkpiel and Dr. Marianne Stenbaek were named co-chairs of the new committee.

19. Arts and Science, "Arts and Science Divisional Annual Report," 1990-1.
20. This program was offered to a single cohort of students and professors from Juneau came to Whitehorse to teach on weekends.
21. Arts and Science Division, August 1990.
22. Charles McCaffray, letter of transmittal, to Claire Fortier, Senior Programme Officer, Donner Canadian Foundation, 4 September 1990, 2.
23. Yukon College Annual Report 1991.
24. Ken Coates, University of Victoria, support letter for ACCC nomination, 12 November 1991, Yukon College, Arts and Science Northern Studies, ACCC Nomination file.
25. Ron Neufeld, University of British Columbia, support letter for ACCC nomination, 15 November 1991, Yukon College, Arts and Science Northern Studies, ACCC Nomination file.
26. The business of securing transfer credit for Yukon College courses is vitally important to the division. However, it is no longer necessary to maintain formal agreements with every institution. For example, acceptance of Yukon College courses by the University of Alaska Fairbanks will allow other American institutions to accept them as well. In the case of the University of Regina, from which the college brokers its education and social work degree programs, it was vital that University of Regina officials know exactly what is covered in Yukon College courses, so a more formal arrangement exists there.
27. Arts and Science Faculty, Nomination text for President's Award for Quality, June 1994.