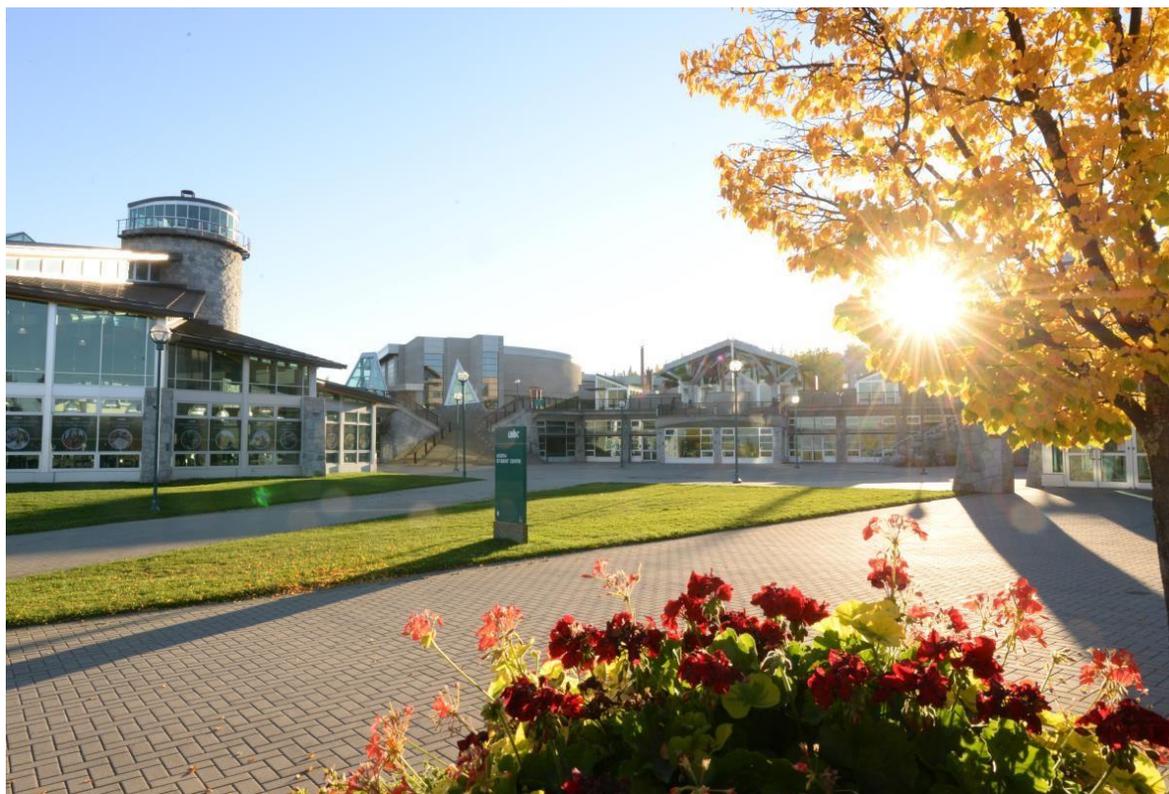


**Aboriginal Service Plan**  
2017/18 – 2019/20



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## Letter from the President



**Office of the President**

January 31, 2017

The Honourable Andrew Wilkinson  
Ministry of Advanced Education  
PO Box 9080 Station Provincial Government  
Victoria BC V8W 9E2

Dear Minister Wilkinson,

The University of Northern British Columbia (UNBC) is committed to providing a personal learning experience of the highest quality to our students. We acknowledge that for some of British Columbia's citizens, there may be barriers in accessing higher learning opportunities. The support provided by the Ministry of Advanced Education to assist UNBC in offering unique programs with the Aboriginal Services Plan (ASP) is invaluable. UNBC students, staff, faculty, and administration celebrate the opportunity to have ASP program offerings at our institution to reduce potential barriers and enhance high-quality learning experiences. Working alongside Aboriginal community partners and Aboriginal leadership, UNBC aims to enhance access, retention, completion, and transitions for Aboriginal students with ASP funding.

In addition to meeting the targeted areas put forward by the Ministry of Advanced Education, this year's submission of upcoming ASP activities emphasizes the importance of community engagement and relationship building between UNBC and Aboriginal partners for the benefit of Aboriginal students. Including activities that profile the role of Elders, Aboriginal Alumni, Indigenous education scholars, and motivational speakers through reconciliation-related dialogue enhances our position to be bringing forward unprecedented opportunities in the North and beyond. In addition, the proposed internship program in First Nations governance and administration highlights the importance of working with both Indigenous and non-Indigenous stakeholders and governments to create career opportunities for First Nations students and build critical capacity in First Nations communities. Our efforts of ASP delivery to include all UNBC campuses is critical and this submission reflects even further growth in this area with university transition experiences proposed specifically for the Northwest and Southcentral regions.

As a higher learning institution, UNBC upholds the important role we have in being part of the reconciliation movement in Canada and we are proud to be actively moving forward in this regard. Attached please find the University of Northern British Columbia's 2017 submission for an Aboriginal Services Plan with supporting documents.

Sincerely,

A handwritten signature in black ink, appearing to read 'Daniel J. Weeks', written in a cursive style.

Daniel J. Weeks  
President and Vice-Chancellor

3333 University Way Prince George BC Canada V2N 4Z9

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## Acknowledgement of Traditional Territory/Territories

'*En cha huná*, respect for all living things', is the University of Northern British Columbia's motto. This motto was inspired by the Dakelh and truly encapsulates the University of Northern British Columbia's spirit and the principles of academic freedom, of respect for others, and the willingness to recognize different perspectives. The presence of the motto in the University of Northern British Columbia's core principles and practices is significant as it helps guide the way we build and foster strong and positive relationships with the communities in our region and enrich the experience of students, staff, faculty, and administration.

The value of being able to acknowledge traditional territory cannot be understated – it is the first step of honouring and respecting First Nations peoples. Therefore, the University of Northern British Columbia (UNBC) proudly acknowledges the many different traditional territories on which the University resides and where we have the privilege to be. We appreciate the opportunity to develop relationships of mutual trust, respect, and reciprocity where important learning communities exist and we celebrate Aboriginal traditions and culture. The University of Northern British Columbia is located and serves a significant portion of northern British Columbia. This geographical area is home to numerous First Nations and is divided into three academic regions: South-Central, Northeast, and Northwest. The University presently has four main campuses: Prince George, Terrace, Quesnel, and Fort St. John.

The Prince George campus is situated on the traditional territory of the Lheidli T'enneh and is part of the Dakelh (Carrier) First Nations. Lheidli T'enneh's traditional territory stretches over 4.3 million hectares, from the impressive Rocky Mountains, to the beautiful Interior Plateau, including the City of Prince George. The word *Lheidli* means "where the two rivers flow together" and *T'enneh* means "the people". The Fort George Indian Band Reserve was established in 1892 where the Fraser and Nechako rivers meet. The history of the First Nations people is a major part of the history of Prince George and the surrounding region. The South-Central Quesnel campus is situated on the traditional territory of the Lhatko Dene (Red Bluff Band), Nazko, Lhoosk'uz Den Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhatko, Nazko, and Lhoosk'uz are Dakelh (Carrier) First Nation, and ?Esdilagh is a member of the Tsilhqot'in Nation. The Northeast campus in Fort St. John is situated on the traditional territory of the Doig River, Blueberry, and Halfway River First Nations. The Northwest Regional Terrace campus is situated on traditional Ts'msyen territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert. Terrace also serves as the economic and central hub for many Haida, Haisla, Tahltan, Métis, Gitksan, Wet'suwet'en, and Nisga'a peoples. The University of Northern British Columbia holds an affiliation agreement with the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI), a federated Aboriginal post-secondary institution that was established in 1993. The Wilp Wilxo'oskwhl Nisga'a Institute is located in the Nass Valley and the village of Gitwinksihlkw, BC. This learning centre is a member of the Indigenous Adult and Higher Learning Association (IAHLA) and has established a strong partnership with the University of Northern British Columbia, offering students undergraduate and Master's degrees.

As part of the University of Northern British Columbia's protocol, territorial acknowledgement is an important part of our institutional practice and can be witnessed at events, functions, in classrooms, as well as many other celebrations.

## Situational Context

As a university "founded in the north and for the north", UNBC has a close relationship to the communities and peoples of northern British Columbia. Indeed, an important part of UNBC's mandate is to be responsive to the needs of northern British Columbia by providing educational opportunities and conducting research that benefit and support the region and its inhabitants. Faculty and staff at UNBC's main campus in Prince George and regional campuses are committed to creating an open and inclusive learning environment that brings the world to northern British Columbia and northern British Columbia to the world. This region's expansive geography, coupled with the diversity of its Aboriginal cultures and communities represents both an opportunity and a challenge in terms of providing access to culturally appropriate and meaningful higher education (see Appendix A).

In particular, UNBC has committed to serving the needs of Aboriginal communities and peoples in northern British Columbia by developing policies and programs that support and encourage Aboriginal students. In 2016/2017, Aboriginal students represented 11.2% of the overall undergraduate student population. Of the over 13,000 UNBC alumni, 910 or 7% of the total are Aboriginal with 25.2% of that number earning more than one university credential. The programs funded by the Aboriginal Service Plan are an important component of the broader support system offered by UNBC. In the future, it is anticipated that the pressures on this support system will increase substantially, the population of Aboriginal students accessing post-secondary education continues to grow. Despite the fact that Aboriginal graduation rates are still significantly lower than the provincial average of 83.6%, between 2011 and 2015, the high school graduation rates for Aboriginal students increased over 7% to 63.8%<sup>1</sup>. The anticipated growth in Aboriginal student enrolments at UNBC necessitates the development of a comprehensive strategy to help Aboriginal students access post-secondary education.

UNBC takes a holistic approach to support services, one that respects and reflects the diverse cultures throughout northern British Columbia. It also requires an understanding that Aboriginal students face a number of challenges when it comes to succeeding in post-secondary education. The University currently has several programs that support Aboriginal student success. These include the Northern Transitions Program (NTP) and the Supporting Aboriginal Graduate Enhancement program (SAGE). While the NTP is designed to help new students prepare for and navigate their transition into university studies, the goal of SAGE is to assist Aboriginal students in their transition into graduate studies. Additional programs funded by the Aboriginal Service Plan and outlined in this application complement these programs like the NTP and SAGE and, in doing so, represent a critical part of UNBC's overall strategy to respond to these challenges and provide the types of supports that are needed to foster success.

The UNBC Aboriginal Service Plan Steering Committee is comprised of representatives from a variety of departments and organizations which are involved in Aboriginal programming. These include: Department of First Nations Studies, First Nations Centre, Student Affairs, and Regional Programs. The Committee is committed to providing each program in the Aboriginal Service Plan with clear terms of reference, job descriptions, and expectations. The Committee meets regularly to plan and prioritize goals and objectives. The alignment of the different areas of expertise of each of the Committee members provides opportunities for creative and diverse programming ideas and activities. As such, the Committee is an important part of ensuring effective program activity, engagement, and outcomes.

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<sup>1</sup> Government of British Columbia. Nov 2016. Six-Year Completion and Grade 12 Graduation Rates - 2015/16 Province - Public and Independent Schools Combined. Accessed Jan 20, 2017. <https://www.bced.gov.bc.ca/reports/pdfs/graduation/prov.pdf>

Under the existing Aboriginal Service Plan, UNBC is able to offer a range of programs that are designed to help Aboriginal students transition into post-secondary education and expose the University community to Aboriginal ways of knowing and learning. The Regional Aboriginal Academic Coaches Program supports student success at our South-Central and Northwest regional campuses, which have a higher percentage of Aboriginal students than our Prince George campus. Student enrolment at our regional campuses is also supported by the Spring into Transition - Regional Experience program. This program provides a pathway for Aboriginal secondary students to experience post-secondary education prior to attending university. As such, it is an important part of UNBC's outreach to Aboriginal communities across northern British Columbia.

Another important aspect of UNBC's outreach strategy is our Aboriginal Community Connections Coordinator (ACCC). The ACCC works closely with Aboriginal communities in our region in areas such as relationship-building, student recruitment and the overall administration of the Aboriginal Service Plan. The Elders in Residence program is designed to support the Indigenization of the University by integrating Elders and Knowledge-holders from across northern British Columbia into courses, events and other academic activities. This program creates important connections between the University and the Aboriginal communities it serves. The Elders also serve as role models and mentors to Aboriginal students who look to them for guidance and inspiration. Another program that inspires Aboriginal students is the Aboriginal Alumni Speaker Series. This program connects Aboriginal students with Aboriginal Alumni who have navigated the post-secondary education system at UNBC and gone on to successful careers in areas such as business, government, and the non-governmental sector.

## Lessons Learned

UNBC takes great pride in its overall commitment to community and the values of respect, responsibility, reciprocity, and relevance as expected of everyone through Indigenous epistemology and quoted by respected Indigenous scholar Jo-Ann Archibald<sup>2</sup>. With that said we also know that we must improve our connections with external communities and partners and continue to include the student voice in decisions that affect them.

One of the key lessons learned during the development of this year's application is that the University needs to create a more comprehensive strategy for student and community engagement in the development of the Aboriginal Service Plan. While there is considerable and direct engagement with the various campuses, engagements with students and communities tends to be more indirect and general in scope. Students and community members are aware of and participate in our Aboriginal Service Plan programs, but the Aboriginal Service Plan Committee needs to involve them more closely in the decisions that are made about the existing and future programming. In moving forward, the Provost's Office is organizing a workshop in December to bring together key internal and external members to contribute to the Aboriginal Service Plan and the University's strategies in the area of Indigenization.

The University and the Aboriginal Service Plan Committee recognize that there is a need to improve the monitoring of programs and the mechanisms used for obtaining feedback from participants. While there has been some success in collecting such data, there is a need to do so much more in a systematic and regular way. Closer reporting and monitoring of the Aboriginal Service Plan programs will ensure that the funds

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<sup>2</sup> Archibald, J. (2007) *Indigenous Storywork: Educating the Heart Mind, Body and Spirit*. UBC Press. Vancouver.

<sup>5</sup> Indigenous perspectives on Health (IPOH)

<http://www.unbc.ca/releases/37944/new-textbook-gives-voice-indigenous-perspectives-on-health>

<sup>6</sup> The Cross-Cultural Indigenous Knowledge Exchange program (CCIKE)

<http://www.unbc.ca/first-nations-studies/cross-cultural-indigenous-knowledge-exchange>

allocated are being fully spent and that the goals of these programs are being realized. Therefore, UNBC will provide enhancements to the financial tracking and reporting mechanisms to further support the Aboriginal Service Plan Committee in their planning process. It is also important that in 2017/18, UNBC establish cross-training initiatives related to program offerings that limit the impact of potential position vacancies. Lastly, it is important for the University to articulate in a clearer manner the financial and in-kind commitments that are being contributed to support Aboriginal Service Plan programs and the Aboriginal student experience more generally at UNBC. There are many people at the University who have devoted considerable time and energy in this area and this needs to be fully recognized.

The UNBC Aboriginal Service Plan programs and activities receive significant media and social media attention. While there was a definite increase in participation within the context of the UNBC internal community, for 2017/18, the University will work to strengthen external communications about Aboriginal Service Plan activities to increase participation of Aboriginal students from both the School District and College levels.

## **Institutional Commitment**

UNBC's institutional commitment to the above mentioned needs is integral to the success of Aboriginal students, and the University will continue to build upon lessons learned in previous years and work with community to create stronger more developed Aboriginal Service Plan programs. UNBC is developing a Strategic Enrolment Management Plan that will promote and improve awareness of the University's academic programs especially those that align with Aboriginal community needs. This recruitment plan will also enhance and develop relationships with Band Councils and educational coordinators within communities, and Aboriginal District Principals and education coordinators in schools and school districts. This plan will enhance partnerships with Indigenous Adult and Higher Learning Association (IAHLA) schools and UNBC transfer schools by promoting and improving awareness of the transfer agreements. By committing to new relationships with local and regional organizations such as Northern Development Initiative Trust, students can come full circle in their educational journey with supports they receive, from entering into Post-Secondary to transitioning out into community.

UNBC is committed to reconciliation by creating initiatives that address some of the Calls to Action put forth by the Truth and Reconciliation Commission in 2015. At the administrative level, a Senior Advisor to the President on Aboriginal Relations was appointed in July 2015. The Academic Action Plan contains a commitment to Indigenization and UNBC is in the process of developing an Aboriginal Action Plan which will articulate key strategies and priorities on Indigenization and decolonization. The above-mentioned workshop that is being organized by the Provost's Office in December will be a key part of this process.

Our commitment to the Aboriginal Service Plan initiatives and programming furthers our goals on reconciliation through community and student engagement, honouring Elders and cultural practices, and recognizing the diverse strengths and needs of our Aboriginal learners and community partners. Our governance and committee structures are inclusive of Aboriginal dialogue, these include the Senate Committee on First Nations and Aboriginal Peoples (SCFNAP), Provost's Committee on Pedagogical Practices (PCPP) - Indigenization and the Aboriginal Services Plan Committee (Appendix B), and Regional Advisory Councils (Appendix C). As part of our commitment to Indigenization and the Aboriginal communities and organizations of our region, we are in the process of developing a President's Advisory Council on Aboriginal Relations.

UNBC's President's Office is also supporting the Lheidli T'enneh Translation Initiative in which local Elders are working with UNBC faculty, staff, and students to translate campus signage into Dakelh language. On September 30, 2016, the University signed a Memorandum of Understanding with the Lheidli T'enneh Nation

(See: <https://www.unbc.ca/releases/41339/lheidli-tenneh-and-unbc-strengthen-ties-sign-mou>). To celebrate this important event, UNBC revealed a new sign leading into the campus written in Dakelh; Nisdeh Nekeyoh Hohudel'eh Baiyoh, the words mean "House of Learning". As well, the Lheidli T'enneh flag now permanently flies beside the UNBC, British Columbia, and Canadian flags.

Overall, Aboriginal Service Plan programs have triggered significant changes in the way that the University engages with and recognizes Aboriginal peoples. For example, the Elder in Residence program have increased the visibility and participation of Aboriginal Elders in academic courses, events, and other gatherings at our campuses. In response, the University has revised its policies and protocols regarding Elders to recognize the important role that they play in the life of the University. It is now a standard practice at all events to acknowledge traditional territories and we are developing innovative ways of including Indigenous practices and foods within our catering and event services.

## Engagement

### Description of Aboriginal Student Engagement

Partners	Engagement	Interests	Outcomes
<b>Aboriginal Undergraduate and Graduate Students</b>	<p>Student engagement with ASP funded Aboriginal Alumni Speaker Series and Elder in Residence activities through student participation in events and activity evaluations.</p> <p>In addition, there were scheduled engagements between students and guest Alumni speakers and Elders.</p> <p>Also, students have continuous and ongoing engagement with the Aboriginal Community Connections Coordinator.</p>	<p>Students desire to connect with culture, home, and Elders.</p> <p>That Aboriginal voice be represented across the institution through engagement with Elders and Alumni through presentations and individual class participation.</p> <p>That students have a confirmation of cultural identity, presence, and successes in institution.</p> <p>That students are being well informed of events.</p>	<p>Monthly engagement with cultural supports provided by the Elders in Residence.</p> <p>Students appreciated the community connectedness and presence of Elders and Alumni who may have been from their home community. Contributed to a sense of belonging for Aboriginal students at UNBC.</p> <p>More than one hundred students participated in the activities during the last activity year (Alumni Events and Elders in Residence).</p> <p>Evaluation/Survey forms provided to students after their participation in every activity to inform subsequent activity proposals and identify key issues, advantages, and challenges of the Elder in Residence and Aboriginal Alumni Aboriginal Service Plan activities.</p>
<b>Lheidli T'enneh (Central Campus)</b>	<p>Continuous consultation and engagement with Lheidli T'enneh Nation (LTN) leadership, staff, and community members on ASP supported activities and programs (e.g. Aboriginal Community Connections Coordinator, Alumni Speaker Series, and Elders in Residence program).</p> <p>As a result, consultation related to Aboriginal</p>	<p>Institutional facilitation of academic programming and engagement activities.</p> <p>That partnerships exist in experiential learning course offerings.</p> <p>That there be a partnership in a language translation initiative to translate campus signage into the Lheidli T'enneh dialect of Dakelh.</p>	<p>A Lheidli T'enneh Elder was the first Elder for the Elders in Residence program.</p> <p>A Lheidli T'enneh Alumnus was the first speaker of the Alumni Speaker Series.</p> <p>Ongoing collaboration with the Senior Advisor to the President for Aboriginal Relations to seek opportunities that fulfill community needs (e.g. employment and training programs and language revitalization). Proposal to fund an initiative in this area was</p>

Partners	Engagement	Interests	Outcomes
	<p>Skills and Employment Training (ASET) opportunities, course development, and language revitalization initiatives were undertaken and discussions related to formalizing the relationship between UNBC and LTN was initiated.</p>	<p>Increased initiatives related to UNBC providing training and employment opportunities with Lheidli T'enneh through proposal writing activities and engagement.</p>	<p>completed.</p> <p>Based on the existing MOU between the Lheidli T'enneh Nation and UNBC which was signed September 30, 2016, UNBC continues to develop the partnership and support new initiatives. A new entrance sign in the Lheidli T'enneh dialect of the Dakelh language was unveiled and a new flag pole to permanently fly the Lheidli T'enneh flag was installed.</p>
<p><b>College of New Caledonia (Central Campus)</b></p>	<p>Senior Advisor to the President on Aboriginal Relations regularly participates with College of New Caledonia's (CNC) Community Advisory Committee where specific Aboriginal Service Plan related goals and activities are articulated.</p> <p>Although not directly associated with Aboriginal Service Plan activities, UNBC and CNC have continuous dialogue related to transition opportunities for students in the School of Social Work and the School of Nursing as they may move from CNC to UNBC for degree completion.</p>	<p>Ongoing relationship and shared interest in capacity building.</p>	<p>Continued working partnership on Missing and Murdered Woman memorial walks.</p> <p>UNBC has a regular presence of CNC's Elder, Darlene McIntosh on campus and in classes.</p> <p>Senior Advisor to the President on Aboriginal Relations regularly meets with Aboriginal staff and administration at CNC and provides guest lectures and presentations.</p> <p>The CNC Community Advisory Committee work continues to contribute to highlighting and informing the interests, opportunities, and challenges.</p> <p>There is ongoing support for the Aboriginal Community Connections Coordinator.</p>
<p><b>Métis Society (Central Campus)</b></p>	<p>Engagement meetings twice per year for planning sessions. Weekly visits of Elders to campus.</p> <p>Support for Elders in Residence program.</p>	<p>Advocating for Métis presence throughout the University.</p>	<p>In 2016/2017 two Métis Elders participated in the Elders in Residence program.</p>

## **Policies and Process(es) to Ensure Respectful Use of Traditional Knowledge and/or Indigenous Intellectual Property**

UNBC continues to follow clear and defined policies and guidelines to ensure the respectful use of Traditional Knowledge and Indigenous Intellectual Property. The University's Research Ethics Board (REB) oversees the implementation of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans and takes special consideration to ensure that researchers respect Chapter 9 of the guidelines, "Research Involving the First Nations, Inuit, and Métis Peoples of Canada." Notably, the UNBC Research Ethics Board ensures that researchers are working collaboratively and respectfully with communities. In the spirit of reconciliation, UNBC has signed a number of Memorandums of Understanding (MOU) with First Nations that specifically address the need for appropriate and thorough communication and consultation in regards to the use of Traditional Knowledge and Indigenous Intellectual Property. UNBC signed its most recent Memorandum of Understanding with the Lheidli T'enneh Nation in September 2016 and the Skidegate Band Council in August 2017. Recently, UNBC began revising several existing protocols to create an overall University Protocol Guide which outlines the procedures that faculty, staff, and students must follow when engaging with Aboriginal Elders, arranging major ceremonial events, caring for cultural artifacts, and installing Flags and Signage, which governs the translation of University signage into local First Nations languages. The draft Guide will be presented to the University community for input prior to final approval and implementation.

### **Overview of Proposed Plan**

The UNBC Aboriginal Service Plan contains a wide range of initiatives, beginning with activities to attract Aboriginal students to post-secondary studies and to make them comfortable with that transition. A number of initiatives then are designed to provide inspiration and experience. There is also a proposed program to help students begin their career transition following the completion of their university studies.

UNBC is committed to providing culturally inclusive, safe learning environments for students, staff, and faculty. UNBC strives to provide respectful, informational and relevant dialogue with the Aboriginal and non-Aboriginal institutional communities about the Truth and Reconciliation Call to Action. UNBC is cognizant of the challenges students' face walking in two worlds and succeeding in both. The University is also very aware of how the expansive geography and diverse Aboriginal communities should influence the development of the University's Aboriginal Service Plan. The diverse needs of the UNBC region are an integral consideration for culturally appropriate and meaningful service models. With the knowledge of these external factors, UNBC has adapted its Aboriginal Service Plan to focus on transitions to university, transitions out of university, and enhancing holistic cultural support. Cultural development and identity is critical to the academic and personal success of Aboriginal learners. Based on surveys through our Aboriginal Service Plan programs, we have received confirmation of our goals of increasing retention, receptivity, respect, and relevance for students and the University community alike.

*The Aboriginal Community Connections Coordinator, the Spring into Transitions program, the Aboriginal Alumni Speaker Series, the Elder in Residence initiative, and the Aboriginal Academic Coaches, along with the proposed new programming, will enhance holistic support for students when they enter post-secondary*

and when they are ready to graduate and start their careers back in the communities. Students will leave as responsible, respectful, and engaged members of society. Our programs all support the Aboriginal Service Plan's intention, providing relevant, responsive and respectful programming, and community-based delivery of programs that are supported by communities. They also help to address barriers to post-secondary access along with the transitions of Aboriginal learners to and from post-secondary education.

## Proposed Programs and Activities for 2017/18

Title	Aboriginal Alumni Speaker Series: Celebrating Circles of Wisdom
Minimum or Additional Funding	Minimum
Priority Ranking	
New or Continuing	Continuing
Category	Outreach Activities and Events
Description	In 2016, the University initiated the Aboriginal Alumni Speaker Series to recognize the value of UNBC's Aboriginal alumni. Each year, Aboriginal alumni who are identified by faculty, staff, and students are invited to present at UNBC campuses as part of this series. They are invited to speak about their educational and post-graduation journeys and the opportunities and challenges they have faced. This program covers all event, travel, and accommodation costs. The Aboriginal Alumni Speakers Series will consist of eight sessions per year. Each session will have approximately fifteen to twenty students, staff, and faculty attending. As of October 2016, the events are also available through live streaming, allowing remote communities and K-12 school classrooms to participate. The UNBC Aboriginal Alumni Speaker Series demonstrates the diverse ways that Aboriginal alumni make unique contributions to their communities and the province through their careers after UNBC. With alumni from northern British Columbia and beyond, this program highlights the success of our Aboriginal graduates and the barriers they may have faced in their journeys. To engage the alumna/alumnus in further dialogue after the session, invitations are extended to all attendees to join a luncheon or coffee session.
Rationale	Aboriginal alumni are important members of the University community and contribute to the overall Aboriginal student experience. UNBC maintains an Aboriginal student population of at least 10%, and currently has over 750 self-declared Aboriginal alumni. This means that 6% of UNBC graduates are Aboriginal and based on 2015's graduation statistics, 29% of the total Aboriginal graduates obtained multiple degrees at UNBC. This series provides inspiration to our current and prospective students and ensures meaningful dialogue about barriers to education, helping UNBC remain relevant, responsive, respectful, and receptive to the communities it serves. UNBC is applying for the final 2 years of funding for this program, based on the successful delivery of last year's program which reached over 200 participants. This program will then transition into the REDx Speaker series.
Related Goals	<p>(1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Alignment with Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>

Measuring Success	The success of this program will be measured in two ways: (1) 160 participants per year, based on running 8 events, with 20 participants per event. (2) Achieve an overall positive rating of 75% from our surveys. At each event evaluation forms are provided to all attendees for feedback on the quality, impact, and effectiveness of the event. The evaluation forms also gather qualitative data, which is used to direct our marketing efforts more efficiently.			
Location(s)	UNBC Central Campus (Prince George, BC); depending on community demand and/or speaker availability, the Northwest (Terrace), South Central (Quesnel), and Northeast (Fort St. John) Campuses may also be used as event sites.			
Timing	Start Date	June 1, 2017		
	End Date	May 31, 2018		
	Duration	12 months		
Future Plans	This program began in January 2016, and its first full year was 2016/17. This year's request is for the second year of the three-year program.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$10,000	\$ 10,000	\$0
	Institution Contribution	\$ 0	\$0	\$0
	Other or In- Kind (Identify Source)	\$ 0	\$0	\$0
	Total	\$10,000	\$ 10,000	\$0
<b>Activities/ Programs Delivered in Aboriginal Communities</b>				
Support, capacity and readiness of the Aboriginal community	Support letters included at the end of this document.			

Title	Aboriginal Community Connections Coordinator
Minimum or Additional Funding	Minimum
Priority Ranking	
New or Continuing	Continuing
Category	Outreach activities; Partnerships; Enhancement of programs; Student Support
Description	The Aboriginal Community Connections Coordinator (ACCC) position is designed to enhance and strengthen relationships with the Aboriginal communities within the UNBC region. The role of the ACCC is multifaceted as they plan, market, recruit, and coordinate the following activities: Aboriginal Alumni Speaker Series which will lead to the coordination of the REDx Speaker Series once the Alumni Series phases out; Northern Development Initiative Trust Corporation (NDIT) Government Internship Program in providing internship opportunities for students within regional communities; annual Spring into Transition Program for grades 11 and 12 students. Each of these programs are essential to building relationships and connecting to communities as part of the recruitment process for the Aboriginal Service Plan activities. In addition, the ACCC will work in the communities to gather feedback and develop partnerships. This position communicates and connects with approximately 10 to 15 bands throughout the year to help recruit students for the Alumni Speaker Series and the Spring into Transition Program. It is these same connections that help to coordinate and encourage bands to participate in the Government Internship Program and empower students to reconnect back into their communities.
Rationale	This position is critical for continuing student retention, supporting student needs through identified opportunities, and enabling student success within post-secondary education. This is the only position at the University that travels to regional communities to develop partnerships, foster feedback on Aboriginal Service Plan activities and future programming, and recruit to the internships and speaker series. Through letters of support from community partners, and the results of participant surveys from those who attended the Aboriginal Alumni Speaker Series, this position is deemed important to continuing to enhance Aboriginal educational success within the UNBC community and territories within the region.
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal postsecondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>These activities align with several Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities; (4) Aboriginal learners' transition seamlessly from K-12 to post-secondary education.</p>
Measuring Success	The success of this program will be measured in three ways: (1) total number of attendees at each event; (2) total number of students enrolling in post-secondary studies subsequent to attending the Spring into Transition Program, (each of these goals are identified in their respective program descriptions); and (3) engage and recruit from at least 10 communities/bands within the UNBC Region.

Location(s)	Prince George and throughout the UNBC Region.			
Timing	Start Date	June 1, 2017		
	End Date	May 31, 2018		
	Duration	12 months		
Future Plans	To transition the position to coordinating REDx Series, expanding the Spring into Transitions Program to the Terrace campus, and creating internship opportunities for students through the Northern Development Initiative Trust partnership.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$45,000	\$40,000	\$ 0
	Institution Contribution	\$30,000	\$25,000	\$ 0
	Other or In-Kind (Identify Source)	Northern Development Initiative Trust funds for Internship program	\$ 0	\$ 0
	Total	\$ 75,000	\$65,000	\$ 0
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Coordinator	\$ 45,000 (salary and benefits for up to a .8FTE)		
	Travel	\$ 10,000 (salary and benefits .2 FTE)		
	Supplies	\$ 15,000 (Regional travel to 2 – 3 Aboriginal communities over 6 months)		
	TOTAL	\$ 5,000		
<b>Activities/ Programs Delivered in Aboriginal Communities</b>				
Support, capacity and readiness of the Aboriginal community	Support letters included at the end of this document.			

Title	Elders in Residence Program	
Minimum or Additional Funding	Minimum	
Priority Ranking		
New or Continuing	Continuing	
Category	Student support services and initiatives. Development or enhancement of programs or courses.	
Description	<p>The Elders in Residence Program provides opportunities for an exchange of knowledge and worldviews critical to traditional learning. One Elder from a different community will be invited to participate in the Elder in Residence Program each month. This will include visits to academic classes that are related to their area of interest and knowledge, luncheons with invited guests, and one-on-one sessions with students. To enhance the Aboriginal student experience, Elders will host sharing / talking circles where students participate in important dialogue with staff and faculty. Based on these sessions and experiences, faculty may invite Elders back into their classrooms to continue to enhance the Aboriginal learning, cultural, and knowledge exchange which creates lasting relationships with the UNBC community and beyond.</p>	
Rationale	<p>Elders are a critical component of traditional learning. This initiative is an important contribution to continuing to build a welcoming and appropriate learning environment for Aboriginal students. It provides important opportunities to share and reconnect with Elders, their culture, bridging home, and identity for students.</p>	
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal postsecondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</p>	
Measuring Success	<p>Success for this program will be measured in the following ways (1) Achieve an overall positive rating of 75% from survey results collected from students after each Elder Event, quantitative data will also be collected to help identify what works and does not work, and best practices for this program; (2) UNBC is proposing to have 8 different Elders throughout the year, and our goal is to have representation from at least 6 different communities; (3) Attain event participation levels of 20 participants /event /month for a total of 160 participants.</p>	
Location(s)	UNBC campuses	
Timing	Start Date	June 1, 2017
	End Date	May 31, 2018
	Duration	12 months
Future Plans	Continued presence of Elders at our UNBC campuses.	

Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$42,000	\$42,000	\$42,000
	Institution Contribution	\$ 0	\$ 0	\$ 0
	Other or In- Kind (Identify Source)	\$ 0	\$ 0	\$ 0
	<b>Total</b>	<b>\$ 42,000</b>	<b>\$42,000</b>	<b>\$42,000</b>
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Honorariums	\$ 18,000		
	Accommodation	\$ 6,600		
	Meals	\$ 3,400		
	Travel	\$ 3,500		
	Student Coordinator	\$ 8,000		
	Assessment Meeting	\$ 2,500		
	<b>TOTAL</b>	<b>\$ 42,000</b>		
	<b>Activities/ Programs Delivered in Aboriginal Communities</b>			
Support, capacity and readiness of the Aboriginal community	Support letters included at the end of this document.			

Title	Regional Aboriginal Academic Coaches	
Minimum or Additional Funding	Minimum	
Priority Ranking		
New or Continuing	Continuing	
Category	Student support services and initiatives. Development or enhancement of programs or courses.	
Description	<p>This activity provides Aboriginal Academic Coaches at four UNBC regional sites (Terrace, Prince Rupert, Skidegate, Smithers/Hazelton, and Quesnel) to support learning in distance and in person courses, including First Nations Studies. Academic Coaches help Aboriginal students understand and progress in the university learning culture. This program will enhance Aboriginal students' academic development by supporting students in smaller communities as they participate in UNBC courses. The coaches are located at regional centres for access to resources needed by the students. The Aboriginal Academic Coaches will be supported by weekly meetings via distance technology (e.g. Blue Jeans) to debrief and plan. In addition, the Academic Coaches may enhance collaborative interactions with First Nations communities and post-secondary institutions. As these positions evolve, we will assess their effectiveness and adjust to support student academic success.</p>	
Rationale	<p>This activity promotes learning enhanced through in-person and distance academic coaching for students from small and remote communities, mainly Aboriginal. Students, faculty, and staff have identified the need for academic coaches to assist Aboriginal students as part of a holistic approach to supporting their success. The personal attention of coaching, especially in the first year eases the transition into post-secondary education and improves the chances of success.</p>	
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal post-secondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities; (2) Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.</p>	
Measuring Success	<p>The success of this program will be measured in two ways: (1) a student retention rate of 75% will be achieved; and (2) student completion rate of 75% will be achieved by students supported by the academic coaches. (3) Achieve an overall positive rating of 75% from survey results collected from students, academic coaches, and faculty that participate in the focus groups.</p>	
Location(s)	UNBC – Regional centers (Terrace, Prince Rupert, Smithers/Hazelton, and Quesnel)	
Timing	Start Date	June 1, 2017
	End Date	May 31, 2018
	Duration	12 months

Future Plans	Continues to be an integral component of regional program delivery.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$48,000	\$ 0	\$ 0
	Institution Contribution	\$30,000	\$ 0	\$ 0
	Other or In- Kind (Identify Source)	\$ 0	\$ 0	\$ 0
	<b>Total</b>	<b>\$78,000</b>	<b>\$ 0</b>	<b>\$ 0</b>
Expense Breakdown for 2016/17 activities/ program greater than \$20,000 (Ministry funding)	4 * .5 FTE TAs	\$48,000		
	Accommodation/ travel to Prince George	\$ 8,000 (- once per semester * 4 coaches * 3-day training/support)		
	Travel for Academic Coach sites	\$ 3,000 (- once per semester * 4 sites * 1 or 2 UNBC Prince George staff)		
	.25 FTE Graduate Student Coordinator	\$ 2,000		
	Student Assessment Support	\$ 6,000		
	Supplies, printing, etc.	\$ 5,000 (tuition materials, cultural materials)		
	<b>TOTAL</b>	<b>\$78,000</b>		
<b>Activities/ Programs Delivered in Aboriginal Communities</b>				
Support, capacity and readiness of the Aboriginal community	<p>The need for Aboriginal Academic Coaches was identified by the Aboriginal Communities, students, UNBC, and regional Colleges and Institutes. UNBC has prepared a set of courses that meets the academic needs of Northern and Aboriginal communities.</p> <p>The Aboriginal Academic Coaches positions were originally linked to a Bachelor in First Nations Studies to be delivered in Quesnel and Terrace, but insufficient enrolment delayed its start, and the positions will now be used more generally.</p>			

Title	Spring into Transition – Regional Experience
Minimum or Additional Funding	Minimum
Priority Ranking	
New or Continuing	Continuing
Category	Delivery of courses on campus; outreach activities and events; student support services.
Description	<p>The Spring into Transition program has welcomed dozens of young Aboriginal learners to the UNBC central campus in Prince George. Students were provided a supportive and highly engaged experiential learning opportunity during the Spring semester of the academic year through an ARTS 101 course offering. This full 5-day program consists of a 3 credit university course and a set of activities designed to support Aboriginal student successful transition into post-secondary education from secondary school. For example, in the 2017 Spring course offering at the central campus, 8 students participated (three Grade 12 and five Grade 11), upon completion 2 students registered at UNBC representing an overall transition rate of 25%. The “Spring into Transition - Regional Experience” course is designed for Aboriginal students in Grades 11 or 12 who live in the vicinity of the UNBC regional campuses in Quesnel and Terrace. This broadens the opportunity for innovative, interactive, and community-oriented higher learning experiences for high school students in the region with the anticipation they may register for university at either the central or regional campuses. An instructor with prior success in engaging Aboriginal learners will teach the “Spring into Transitions – Regional Experience”, with the support of Aboriginal Teaching Assistants and chaperones. The involvement of local knowledge holders is an essential aspect, building on the inter-dependent nature many Aboriginal students have in their home communities. The Aboriginal Community Connections Coordinator at the Central campus will coordinate this program.</p>
Rationale	<p>This course and programming is endorsed by the UNBC Aboriginal Service Plan Steering Committee and addresses key areas of concern that we have for our Aboriginal learners, including access to post-secondary education, successful supports for transitioning, enhanced Aboriginal and University community collaboration that create opportunities for reciprocal cultural exchange, and increasing the relevance of a post-secondary education.</p>
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal post-secondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities; (4) Aboriginal learners transition seamlessly from K-12 to post-secondary education.</p>

Measuring Success	Success for this program will be measured in the following ways (1) Student transition rates of 25%, (2) positive student satisfaction rating of 75%.			
Location(s)	Quesnel (South Central Campus) and Terrace (Northwest Campus)			
Timing	Start Date	February 2017		
	End Date	May 31, 2018		
	Duration	4 months – organizing the program; 1 week delivery		
Future Plans	By targeting the recruitment of participants from the local communities, there is an expected cost savings that relates to travel and accommodation. Our long term goal with the Spring into Transitions program is to establish a seamless transition for Aboriginal students to attend post-secondary following high school graduation.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$30,000	\$30,000	\$30,000
	Institution Contribution	\$2,000	\$ 2,000	\$2,000
	Other or In-Kind (Identify Source)	\$ 0	\$ 0	\$ 0
	Total	\$32,000	\$32,000	\$32,000
Expense Breakdown for 2016/17 activities/ programs greater than \$20,000 (Ministry funding)	Instructor	\$ 8,000		
	Teaching Assistant	\$10,000		
	Chaperone Expenses	\$ 5,000		
	Event Expenses (i.e. food)	\$ 8,000		
	Elder Honoraria	\$ 1,000		
	<b>TOTAL</b>	<b>\$32,000</b>		
<b>Activities/ Programs Delivered in Aboriginal Communities</b>				
Support, capacity and readiness of the Aboriginal community	Support letters included at the end of this document.			

Title	Aboriginal Scholar in Residence
Minimum or Additional Funding	Additional Funding
Priority Ranking	Rank = 1
New or Continuing	New
Category	Outreach activities and events; Student support services and initiatives; Partnerships and engagement.
Description	<p>The Aboriginal Scholar in Residence (ASR) program will invite a respected Aboriginal scholar from Canada to work closely with UNBC Aboriginal students and faculty. The Aboriginal Scholar in Residence program will fulfill three main objectives: build relationships with Aboriginal students and communities in northern British Columbia; provide UNBC students with a dedicated scholar to work alongside in a supportive capacity; and host events in residence to support the growth and development of our students in a professional and personal capacity. The Aboriginal Scholar in Residence will be part of many events including: guest speaking in academic classes, participating in events hosted in the First Nations Centre, and hosting events related to: language, governance, writing, education, health, etc.</p> <p>The Aboriginal Scholar in Residence will be recruited based on the recommendations made by the Aboriginal Service Plan Committee, relying on Aboriginal experience in northern British Columbia, and the relevance of their scholarship studies to UNBC. This aligns with the Academic Action Plan and will support the Indigenization of academic journeys of our students.</p> <p>An Aboriginal Scholar in Residence experience at UNBC is a significant chance to celebrate Indigenous knowledge's and have UNBC students encouraged to increase their educational aspirations. This Aboriginal Scholar in Residence program will be coordinated from the UNBC Department of First Nations Studies in collaboration with the UNBC First Nations Centre. The included budget accounts for the Aboriginal Scholar in Residence salary, housing, travel, and event expenses at UNBC campuses in Prince George and regional locations. This program will be coordinated by the Department of First Nations Studies. Aboriginal Scholar in Residence's will be selected on the recommendations from UNBC faculty after a call is made for Aboriginal Scholars in Residence nominations at the beginning of the academic year.</p>
Rationale	<p>Current literature informs the academic community about the inherent value of mentoring and role modeling for students at all stages of their academic career. The Aboriginal Scholar in Residence will provide inspiration and mentoring to Aboriginal students at UNBC. This program will grow from the UNBC Writers in Residence initiative hosted by the Department of English (<a href="http://www.unbc.ca/english/visiting-writers-and-speakers">http://www.unbc.ca/english/visiting-writers-and-speakers</a>). It is important that students in the North be offered opportunities to be inspired and encouraged through educational delivery and dialogue with a variety of Aboriginal scholars from our local, national, and international communities on contemporary topics important to communities (e.g. language revitalization).</p>

Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal post-secondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aligns with Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities.</p>			
Measuring Success	Success for this program will be measured by (1) a minimum of 30 participants will be engaged each semester (2) feedback result of 75% positive from the ASR events.			
Location(s)	UNBC – Regional centres (Terrace, Prince Rupert, Smithers/Hazelton, and Quesnel)			
Timing	Start Date	Sept 2017		
	End Date	May 31, 2018		
	Duration	4 months (one semester per academic year)		
Future Plans	This is a pilot program with hopes of continuing if deemed successful.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$25,000	\$25,000	\$25,000
	Institution Contribution	\$ 5,000	\$ 5,000	\$5,000
	Other or In-Kind (Identify Source)	\$ 0	\$ 0	\$ 0
	Total	\$30,000	\$30,000	\$30,000
Expense Breakdown for 2016/17 activities/programs greater than \$20,000 (Ministry funding)	Salary and Benefits .25 FTE	\$20,000		
	Accommodation	\$ 4,000		
	Regional Travel	\$ 3,000		
	Meeting and Event	\$ 3,000		
	<b>TOTAL</b>	<b>\$30,000</b>		

Title	REDx Talks Reconciliation Dialogue Speaker Series
Minimum or Additional Funding	Additional Funding
Priority Ranking	Rank = 2
New or Continuing	New
Category	Outreach activities and events; Student support services and initiatives; Partnerships and engagement.
Description	<p>REDx Talks is a non-profit speaker series that expresses and embodies Indigenous world views from Elders, teachers, youth, and allies. We have received interest from students, faculty, and the wider University community to have a broad engagement with Indigenous mentors, leaders, and scholars contributing to reconciliation initiatives at UNBC. As part of the UNBC Academic Action Plan approved in 2017, tenants of Indigenization and decolonization are woven throughout academic programs and services. REDx Talks provide a framework for a Reconciliation Dialogue Speaker Series that may enable progressive and thoughtful action for Aboriginal students through face-to-face and online delivery of reconciliation-related conversations, potentially impacting student course and institutional experiences. REDx provides UNBC with the opportunity to engage members from across the world in reconciliation-related topics, showcasing guest speakers at UNBC. In addition to the opportunity for Aboriginal student engagement on campus, this speaker series partners with respected Aboriginal speakers whom will engage with the campus regarding meaningful and inspiring reconciliation.</p> <p>Students will have an opportunity to engage with the guest speaker (4 speakers per academic year) at campus events. The speaker series will be coordinated by the Aboriginal Community Connections Coordinator. The budget includes travel, accommodation, honoraria, and event expenses (i.e. refreshments and gifts).</p>
Rationale	<p>The interwoven nature of the role of education in the 94 Calls to Action put forward by the Truth and Reconciliation Commission encourages the meaningful dialogue and sharing. A REDx Reconciliation Dialogue Speaker Series is a significant opportunity to build on the foundation of other scholars at UNBC (such as Dr. Paulette Regan with the National Centre for Truth and Reconciliation – see: <a href="http://www.unbc.ca/newsroom/unbc-stories/education-key-reconciliation-says-truth-and-reconciliation-commission-researcher">http://www.unbc.ca/newsroom/unbc-stories/education-key-reconciliation-says-truth-and-reconciliation-commission-researcher</a>) to continue dialogue and celebrate the inspirational tenants of the reconciliation movement in Canada. UNBC currently has a need for reconciliation activities in a variety of formats and this series provides an effective means to involve and engage students who are our future leaders. This year, UNBC hosted its very first TEDx talk series. The participation interest was overwhelming, with over one hundred submission entries. Continuing on the success of TEDx, REDx will provide the opportunity for Aboriginal voices to have a platform to discuss these topics.</p>

Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal post-secondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities; (4) Aboriginal learners transition seamlessly from K-12 to post-secondary education.</p>			
Measuring Success	<p>Success for this program will be measured by (1) a minimum of 30 participants in each event, for a total of 120 participants each year; (2) an overall positive survey rating of 75% from participants attending the REDx Talks; and (3) a positive survey rating of 50% in follow up surveys which asks students how the Reconciliation Dialogue speaker affected their post-secondary experience.</p>			
Location(s)	UNBC – Prince George campus			
Timing	Start Date	Sept 2017		
	End Date	May 31, 2018		
	Duration	4 months-organizing the program; 1 week		
Future Plans	This is a pilot program with hopes of continuing if successful.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$15,000	\$15,000	\$15,000
	Institution Contribution	\$ 0	\$ 0	\$ 0
	Other or In- Kind (Identify Source)	\$ 0	\$ 0	\$ 0
	TOTAL	\$15,000	\$15,000	\$15,000
<b>Activities/ Programs Delivered in Aboriginal Communities</b>				
Support, capacity and readiness of the Aboriginal community				

Title	Aboriginal Student Transition and Retention – Elementary and Secondary
Minimum or Additional Funding	Additional funding
Priority Ranking	Rank = 3
New or Continuing	New
Category	Outreach activities and events; Student support services and initiatives; Partnerships and engagement.
Description	The Aboriginal Student Transition and Retention (ASTAR) initiative is designed to address the need to help potential Aboriginal students access post-secondary education. The first year of this project will include engagement with one elementary school in School District 57 in Prince George, BC. UNBC (student volunteers and staff) will partner with the school to engage with students in Grade 5. This will include hosting cultural based activities and events in the classroom, focusing on building relationships and promoting post-secondary education. In addition, the Aboriginal Community Connections Coordinator, the Recruitment department, and other UNBC support students will work with five (5) secondary schools' Aboriginal Education Workers to engage directly with Aboriginal students. In a casual environment over a series of pizza lunches, either in the schools or at the university campus, the UNBC team will discuss the various aspects and requirements needed to enter and be successful in post-secondary, all from an Aboriginal perspective. Lunch topics will include: program entry requirements (targeted at Grades 9-12), the application process (targeted at Grade 12), and applying for band funding, scholarships, and bursaries (targeted at Grade 12).
Rationale (New Only)	The transition from Secondary to Post-Secondary school has been identified as a barrier in our community engagement session. Through the implementation of the ASTAR program in both elementary and secondary school we are supporting the development of a culture of education. The ASTAR initiative will give younger students (Grades 5-7) the opportunity to explore their futures while participating in cultural activities. The initiative will also provide Aboriginal students at UNBC an opportunity to volunteer and gain experience working with youth. For students in high school, exposure to post-secondary opportunities is crucial, and this program will assist students in the transition from secondary to post-secondary studies.
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal postsecondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public postsecondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities; (4) Aboriginal learners transition seamlessly from K-12 to postsecondary education.</p>
Measuring Success	Success will be measured in the following ways: (1) at least 10 Aboriginal elementary students engaged; (2) at least 30 Aboriginal high school students engaged; (3) an overall positive feedback result of 75% from various surveys including: Aboriginal high school students indicating whether they found the lunch sessions useful, student volunteers on the value of the program from their perspective, and teacher(s) and/or Aboriginal

	Education Worker(s) as to whether they feel the program was beneficial; and ( 4) comparison of Aboriginal student application statistics from the targeted high schools (this measurement will not be available until after the final report is due, but will be incorporated into historical trends data and provided as it becomes available) with a goal of an increase >1%.			
Location(s)	Prince George Elementary Schools (1) High Schools (5)			
Timing	Start Date	September 2017		
	End Date	May 2018		
	Duration	9 months		
Future Plans	The elementary portion of the program proposes continuous engagement with the students from grade 5 through grade 7. If the first year of the secondary school portion is successful, future plans may include travel to high schools outside Prince George.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$13,000	\$13,000	\$13,000
	Institution Contribution	\$ 0	\$ 0	\$ 0
	Other or In- Kind	\$ 5,000 (UNBC time)	\$ 5,000 (UNBC time)	\$ 5,000 (UNBC time)
	Total	\$13,000	\$13,000	\$13,000
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program				

Title	Aboriginal Student Transition and Retention – Adult Learners
Minimum or Additional Funding	Additional
Priority Ranking	Rank = 4
New or Continuing	New
Category	Outreach activities and events; Student support services and initiatives; Partnerships and engagement.
Description	The Aboriginal Student Transition and Retention (ASTAR) initiative is designed to help potential Aboriginal students access post-secondary. For adult learners, the ASTAR initiative will include community engagement through visits to colleges and community events such as career fairs and visits to First Nations Annual General Meetings. The purpose is to provide potential students with information about UNBC programming and application processes while also engaging directly with and within communities. This will be accomplished through collaboration between the UNBC Recruitment department and the Aboriginal Community Connections Coordinator.
Rationale (New Only)	<p>In 2011, 50% of Aboriginal people aged 25 to 64 in British Columbia had a certificate, diploma or degree from a trade school, college, or university<sup>3</sup>. While many may not be interested in continuing their studies, and some will have taken programs that do not lead to university (e.g. trades), there is a potential to recruit learners who finish a college certificate or diploma or have completed adult upgrading. These potential students fill a gap in the recruitment strategy of Aboriginal students by targeting those who have already exited the K-12 system.</p> <p>Additionally, many First Nations bands request UNBC’s presence at events such as Annual General Assembly’s (AGAs), career fairs, and meetings with chiefs and councils. As these kinds of events are not part of traditional recruitment activities, this new initiative will allow UNBC to be more responsive and receptive to community needs.</p>
Related Goals	<p>ASP Goals: (1) Increase the access, retention, completion, and transition opportunities for Aboriginal learners; (2) Strengthen partnerships and collaboration in Aboriginal postsecondary education; (3) Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.</p> <p>Aboriginal PSE Policy Framework Goals: (1) Systemic change means that the public postsecondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities; (2) Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.</p>
Measuring Success	Success for this program will be measured by (1) the number of new events attended by a UNBC representative, minimum goal is 25% increase in events; (2) at least 30 people engaged at each event; (3) comparison of Aboriginal student application statistics from

<sup>3</sup> Statistics Canada. March 14, 2016. Aboriginal Peoples: Fact Sheet for British Columbia. <http://www.statcan.gc.ca/pub/89-656-x/89-656-x2016011-eng.htm>. Accessed January 11, 2017.

	the targeted communities, specifically applications from people who did not exit high school the previous year (this measurement will not be available until after the final report is due, but will be incorporated into historical trends data and provided as it becomes available) with a goal of an increase >1%.			
Location(s)	UNBC Region			
Timing	Start Date	June 1, 2017		
	End Date	May 31, 2018		
	Duration	12 months		
Future Plans	This is year one of a three-year program. Future plans will be determined by success measures and feedback from communities.			
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$6,500	\$6,500	\$6,500
	Institution Contribution	\$ 0	\$ 0	\$ 0
	Other or In-Kind	\$ 0	\$ 0	\$ 0
	Total	\$6,500	\$6,500	\$6,500
<b>Activities/ Programs Delivered in Aboriginal Communities (where applicable)</b>				
Documents showing the support, capacity and readiness of the Aboriginal community, specifically, relevant to the proposed activity/program				

## Overall Budget

<b>MINIMUM - Programs and Activities Supported by Minimum Ministry Funding</b>							
Activity/Program Title	Category	2017/18		2018/19 (Estimate)		2019/20 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Alumni Speaker Series	Outreach	\$10,000	\$0	\$10,000	\$0	\$0	\$0
Aboriginal Community Connections Coordinator	Outreach	\$45,000	\$30,000	\$50,000	\$25,000	\$0	\$0
Elders in Residence Program	Student support	\$42,000	\$0	\$42,000	\$0	\$42,000	\$0
Regional Aboriginal Academic Coaches	Student support	\$48,000	\$30,000	\$0	\$0	\$0	\$0
Spring into Transition - Regional Experience	Course delivery	\$30,000	\$2,000	\$30,000	\$2,000	\$30,000	\$2,000
	Sub-Total	\$175,000	\$62,000	\$132,000	\$27,000	\$72,000	\$2,000

<b>ADDITIONAL - Programs and Activities Requiring Additional Ministry Funding</b>							
Activity/Program Title	Category	2017/18		2018/19 (Estimate)		2019/20 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Scholar in Residence	Student support	\$25,000	\$0	\$25,000	\$5,000	\$25,000	\$0
REDx Talks Reconciliation Dialogue Speaker Series	Outreach	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0
Aboriginal Student Transition and Retention-Elementary and Secondary	Outreach	\$13,000	\$0	\$13,000	\$0	\$13,000	\$0
Aboriginal Student Transition and Retention-Adult Learner	Outreach	\$6,500	\$0	\$6,500	\$0	\$6,500	\$0
	Sub-Total	\$59,500	\$0	\$59,500	\$5,000	\$59,500	\$0

<b>TOTAL FUNDING (Minimum + Additional)</b>							
		2017/18		2018/19 (Estimate)		2019/20 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Total		\$234,500	\$62,000	\$191,500	\$32,000	\$131,500	\$7,000

## Documents Showing Support for the Overall Plan from Aboriginal Students and Partners

LHEIDLI T'ENNEH - MAIN BAND OFFICE

1041 Whenun Road | Prince George, BC V2K 5X8 | p: (250) 963-8451 or 1-877-963-8451 | f: (250) 963-6954  
www.lheidli.ca



**Lheidli T'enneh**

February 4, 2017

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9877, Stn Prov Govt  
Victoria BC V8W 9T6

**Re: Letter of support for the UNBC Aboriginal Service Plan**

To Whom It May Concern:

Lheidli T'enneh Nation (LTFN) is pleased to provide this letter of support for the 2017 submission of the UNBC Aboriginal Service Plan, which includes numerous programs and initiatives that are relevant to our community needs and student success.

The Aboriginal Service Plan helps build on the relationship between UNBC and the LTFN where our Elders, Alumni, and learners are provided with various opportunities. We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed through the programs and positions made possible by the Aboriginal Service Plan.

We will continue sharing ideas of how UNBC can better support the educational needs of Lheidli T'enneh Nation over the coming year.

Respectfully,

**LHEIDLI T'ENNEH**

**JASON MORGAN**  
Executive Director

Date: January 31, 2017

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9877, Stn Prov Govt  
Victoria BC V8W 9T6

**Re: Letter of support for the UNBC 2017/18 Aboriginal Service Plan**

I Kasandra, am pleased to provide this letter of support for the 2017/2018 UNBC Aboriginal Service Plan, which includes numerous programs and initiatives that are relevant to student needs and student success.

The Aboriginal Service Plan helps students by providing various opportunities and supports. As the Aboriginal representative for the Northern Undergraduate Student Society I look forward to collaborating and engaging with the ASP steering committee on programs delivered through UNBC. I look forward to continuing discussions on how UNBC can better support the educational needs of students over the coming year.

Sincerely,

A handwritten signature in black ink that reads "Kasandra Johnny-Twilde". The signature is written in a cursive, flowing style.



## Laxgalts'ap Village Government

\*Dwelling Place, Comprised of Dwelling Places\*

January 26, 2017

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9877, Stn Prov Govt  
Victoria BC V8W 9T6

**Re: Letter of support for the Aboriginal Alumni Speaker Series**

Laxgalts'ap Village Government is pleased to provide this letter of support for the 2017/2018 UNBC Aboriginal Service Plan which includes the UNBC Aboriginal Alumni Speaker Series program, as the plan and its programs are relevant to our community needs.

The Aboriginal Alumni Speaker Series helps our learners by providing students, both current and potential, with an opportunity to engage with and learn from past students. We appreciate that our high schools and communities had the option to livestream the events in 2016/17. We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed through programs like the Aboriginal Alumni Speaker Series.

We look forward to continuing discussions on how UNBC can better support the educational needs of our community over the coming year, deepening the reconciliatory process and enlightening our next generation. The Nisga'a Village of Laxgalts'ap is grateful for the platform the speaker's series provides.

Sincerely,

Andrew D Robinson  
Chief Administrative Officer  
Nisga'a Village of Laxgalts'ap

January 30, 2017

Bag 1002  
110 Chowsunket Street  
Fraser Lake, BC V0J 1S0

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9877, Stn Prov Govt  
Victoria, BC V8W 9T6

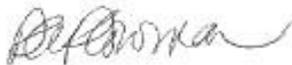
**Re: Letter of support for the Aboriginal Alumni Speaker Series**

Fraser Lake Elementary Secondary School is pleased to provide this letter of support for the 2017/2018 UNBC Aboriginal Service Plan, which includes the UNBC Aboriginal Alumni Speaker Series program, as the plan and its programs are relevant to our school community's needs.

The Aboriginal Alumni Speaker Series helps our learners, by providing students with an opportunity to engage with and learn from past students. Witnessing these speakers helps our students see what students from our small town can achieve, makes them aware of different career paths, starts them thinking about post-secondary education, and helps them start to develop a connection with UNBC. We appreciate that our elementary and high schools had the option to livestream the events in 2016/17. We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed through programs like the Aboriginal Alumni Speaker Series.

We look forward to continuing discussions on how UNBC can better support the educational needs of Fraser Lake Elementary Secondary School over the coming year.

Sincerely,



Patti Ann Plowman  
Elementary Department Head  
Fraser Lake Elementary Secondary School



## SKIDEGATE BAND COUNCIL

BOX 1301, SKIDEGATE, B.C. V0T 1S1 PHONE (250) 559-4496 FAX (250) 559-8247

January 30, 2017

Aboriginal Services Plan Steering Committee  
University of Northern British Columbia,  
3333 University Way,  
Prince George, B.C. V2N 4Z9

To Whom It May Concern:

UNBC is now in its third year of arranging accredited training in the Haida language and culture and related First Nations Studies courses for a cohort of students who we hope will become teachers. This program has primarily been funded through the Skidegate Band Council from outside sources such as Tricorps and the Gwaii Trust.

It has been a significant challenge for the students (12 now remaining in the program) to go back to school and juggle their studies with their other duties as parents, workers, and members of the community. It has also been a challenge for the Band Council to secure funding for this program on a semester by semester, year by year basis. But having UNBC come to the table with administrative and staff support has helped the students adapt to post-secondary expectations, and has helped the Band Council secure the necessary support.

In the past year, Jennifer Dysart has been especially effective in one such support role. As an academic coach, she has been helping the students with their learning, and she has been indispensable in assisting GwaaGanad, Diane Brown, in delivering the upper-level Haida language courses. GwaaGanad is a respected matriarch with Skidegate Haida as her first language, and she has been teaching in the UNBC program despite health and mobility challenges. Having Ms. Dysart there to smooth out the teaching and learning process is a big help.

We hope that similar support will be available as our students embark on the final year of their program.

Sincerely,

Barbara Stevens, CAO

## Carrier Sekani Tribal Council



REPLY TO:

PRINCE GEORGE OFFICE

1460 - 6th Avenue  
Prince George, B.C. V2L 3N2  
Phone: (250) 562-6279  
Fax: (250) 562-8206  
www.cstc.bc.ca

HEAD OFFICE

Wet'suwet'en First Nation  
PO Box 760  
Burns Lake, B.C.  
V0J 1E0



January 31, 2017

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9877, Stn Prov Govt  
Victoria BC V8W 9T6

### Re: Letter of support for the UNBC Aboriginal Service Plan

The Carrier Sekani Tribal Council is pleased to provide this letter of support for the 2017 submission of the UNBC Aboriginal Service Plan, which includes numerous programs and initiatives that are relevant to our community needs and student success.

The Aboriginal Service Plan helps our learners by providing our students with various opportunities. We anticipate future success and working partnerships with UNBC to engage and help Aboriginal students succeed through the programs and positions made possible by the Aboriginal Service Plan. We look forward to continuing discussions on how UNBC can better support the educational needs of the Carrier Sekani Tribal Council Nations over the coming year.

Respectfully,

**CARRIER SEKANI TRIBAL COUNCIL**

**TERRY TEEGEE, RPF  
TRIBAL CHIEF**



301 - 1268 Fifth Avenue  
Prince George, BC V2L 3L2  
Tel: 250-561-2525  
Fax: 250-561-2563  
info@northerndevlopment.bc.ca  
www.northerndevlopment.bc.ca

February 2, 2017

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9885, Stn Prov Govt  
Victoria, B.C. V8W 9T6

RE: Letter of support for the UNBC 2017/18 Aboriginal Service Plan

To whom it may concern,

Northern Development Initiative Trust is pleased to provide this letter of support for the 2017/18 UNBC Aboriginal Service Plan, which includes numerous programs and initiatives that are relevant to our community needs and student success.

The Aboriginal Service Plan provides students with new opportunities to enhance learning, education and communities throughout central and northern B.C. Northern Development is a regional economic development corporation with a mandate to support community development and economic diversification in central and northern B.C. We are continually partnering with First Nations throughout our region to build strong, more sustainable communities. We believe UNBC's Aboriginal Service Plan will help achieve that goal.

Further, the Trust continues to partner with UNBC on internship programs that provide capacity to small, rural communities and create new career pathways for youth in our region. We plan to collaborate with UNBC to further expand this program in 2017 to include First Nations Government Internships, which not only provide rewarding new career opportunities for aboriginal youth, but also build critical capacity for First Nations governments and communities in remote and rural northern regions of British Columbia. UNBC's intent to hire an internship coordinator to help facilitate this program will help us achieve these goals.

Thank you for your consideration. Please don't hesitate to contact me if you have any questions.

Sincerely,

Joel McKay  
Chief Executive Officer  
Northern Development Initiative Trust



*Building a  
Stronger North*

February 1, 2017

Bag 1002  
110 Chowsunket Street  
Fraser Lake B.C.  
V0J 1S0

Teaching Universities, Institutes and Aboriginal Programs Branch  
Ministry of Advanced Education  
Box 9877, Stn Prov Govt  
Victoria BC V8W 9T6

**Re: Letter of support for the Aboriginal Alumni Speaker Series**

On behalf of Fraser Lake Elementary Secondary School, I am pleased to provide this letter of support for the 2017/2018 UNBC Aboriginal Service Plan which includes the UNBC Aboriginal Alumni Speaker Series program, as the plan and its programs are relevant to our community needs.

The Aboriginal Alumni Speaker Series helps our learners by providing students, both current and potential, with an opportunity to engage with and learn from past students. We appreciate that our elementary, high schools and communities had the option to livestream the events in 2016/17. We look forward to future success and working partnerships with UNBC to engage and help Aboriginal students succeed through programs like the Aboriginal Alumni Speaker Series.

We look forward to continuing discussions on how UNBC can better support the educational needs of Fraser Lake Elementary Secondary School over the coming year.

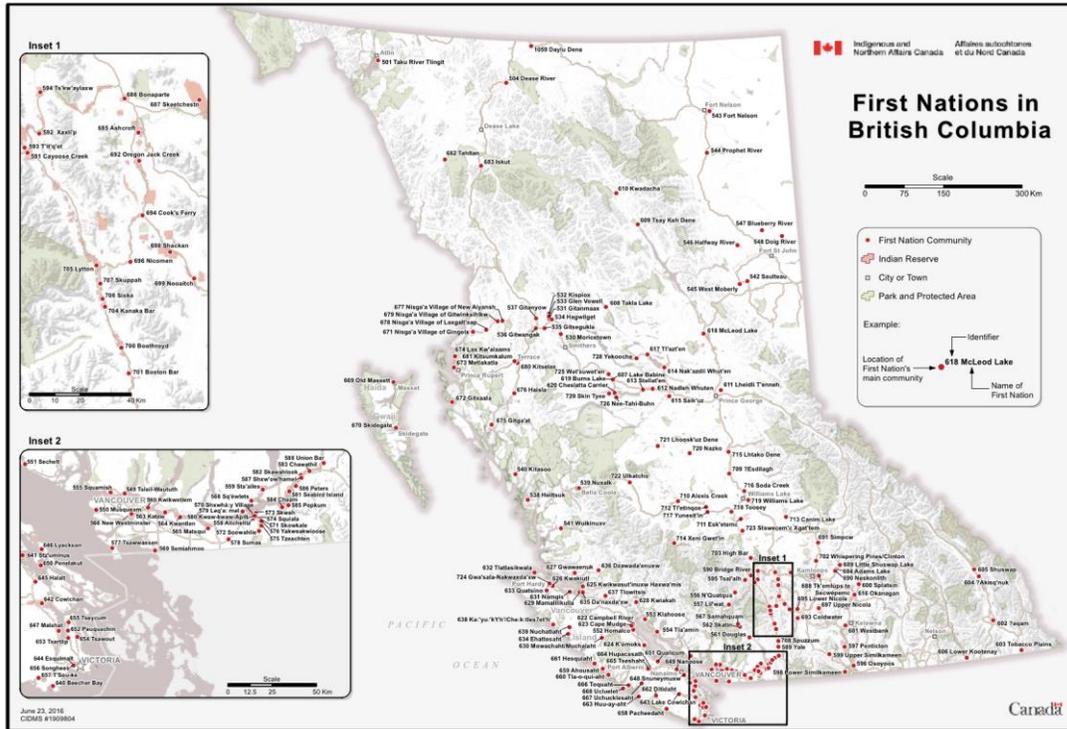
Sincerely,



Cheryl Parsons  
Aboriginal Home School Coordinator  
Fraser Lake Elementary Secondary School

# Appendix A

## Map of BC First Nations



Source: Indigenous and Northern Affairs Canada. 2016. [https://www.adncaandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/inacmp\\_1100100021016\\_eng.pdf](https://www.adncaandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-text/inacmp_1100100021016_eng.pdf). Accessed January 24, 2017.

### UNBC Aboriginal Service Plan Steering Committee Terms of Reference

#### Background:

UNBC is Canada's premier small, research-intensive university, with internationally recognized academic and research programs that prepare its graduates in select areas of high relevance to the peoples of our region, province, and beyond. Our vision is to be a student-centered, research-intensive university, uniquely Northern and personal in character, responsive to the region it serves, of national and international acclaim.

Aboriginal<sup>4</sup> learners, and the communities they come from, are an integral part of the UNBC community. UNBC demonstrates our commitment to Aboriginal learners and their communities by providing relevant supports that address the academic, social, emotional, and cultural needs of Aboriginal learners.

The Aboriginal Service Plan is a Ministry of Advanced Education initiative to support post-secondary institutions in advancing successful and meaningful experiences of Aboriginal students in post-secondary education. UNBC is committed to working with the Ministry in achieving the Aboriginal Service Plan goals. These goals are:

1. To increase access, retention, completion and transition opportunities for Aboriginal learners;
2. To strengthen partnerships and collaboration in Aboriginal post-secondary education; and
3. To increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

The UNBC Aboriginal Services Plan Steering Committee works together to achieve the goals and delivery of Aboriginal Services Plan projects funded by the Ministry of Advanced Education. This committee was called together through the Senate Committee on First Nations and Aboriginal People (SCFNAP).

The UNBC Aboriginal Service Plan Steering Committee serves to provide the necessary institutional guidance for the coordinated implementation of the UNBC Aboriginal Service Plan in the context of UNBC's broader commitments to Aboriginal learners. The committee is responsible to the Vice President Academic and Provost, and reports to both the Senate Committee on First Nations and Aboriginal Peoples and the Provost and Vice President Academic.

#### Principles:

Our success in supporting Aboriginal learners depends on working in *collaboration* with diverse Aboriginal communities to increase the *receptivity* of university and to ensure university programming is *relevant*. Inherent in our vision to develop the next generation of leaders is a commitment to supporting students *holistically* and *respectfully*. The UNBC Aboriginal Service Plan Steering Committee is one measure to support the UNBC vision and the Ministry of Advanced Education's Aboriginal Services Plan objectives.

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<sup>4</sup> The term *Aboriginal* is intended to reflect the diversity of Indigenous, First Nations, Aboriginal, Metis, and Inuit Peoples that UNBC serves in providing university level education.

**Purpose:**

The UNBC Aboriginal Service Plan Steering Committee serves to *develop, oversee, administer, and review* the Aboriginal Service Plan funding. The Aboriginal Service Plan funding focuses on:

- Giving voice to the educational needs and goals of Aboriginal learners.
- Addressing barriers to post-secondary education for Aboriginal learners through:
  - Raising the awareness, receptivity and relevance of university for Aboriginal learners;
  - Increasing access and easing the transitions; and
  - Increasing retention and completion rates.
- Strengthening partnerships and collaboration to increase the relevance of the programming designed to meet the above purposes.

**Goals:**

The Steering Committee goals are to:

1. Provide guidance on the alignment and coordination of UNBC's Aboriginal supports and services, especially with respect to how the UNBC Aboriginal Service Plan is integrated into the UNBC context;
2. Develop and review the framework for Aboriginal services and supports that are consistent with the Ministry of Advanced Aboriginal Service plan; and
3. Design UNBC Aboriginal Service Plan initiatives that promote the success of Aboriginal students, both undergraduate and graduate students.

**Goal Implementation:**

The UNBC Aboriginal Services Plan Steering Committee will:

- a. Work internally and externally to develop relevant proposals and programs that meet Aboriginal Service Plan goals and objectives;
- b. Consult with the Ministry through the monthly Aboriginal Service Plan coordinators meetings to ensure that the programs at UNBC are of the highest quality and are the best match possible for the program's priorities;
- c. Review the implementation and progress of UNBC's Aboriginal Service Plan programs on a quarterly basis;  
Provide the Senate Committee on First Nations and Aboriginal Peoples, the Vice President, Academic and Provost, the President, and Ministry with required reports;
- d. Report regularly to the Senate Committee on First Nations and Aboriginal Peoples regarding the development and outcomes of the Aboriginal Service Plan; and  
As appropriate, communicate with local and regional Aboriginal communities about Aboriginal Service Plan programming and opportunities.

## **Membership:**

The UNBC Aboriginal Service Plan Committee will be constituted by a balanced participation of Aboriginal community representation and UNBC representation. Each member of the committee is dedicated to enhancing the goals of the Aboriginal Service Plan to serve the needs of our current and future UNBC Aboriginal learners.

Membership from the Aboriginal Community to include:

- one Elder;
- one Lheidli T'enneh representative;
- one Aboriginal Regional Representative from one of the traditional territories in the UNBC region;
- one member from a Prince George Métis Association or Regional Métis Association; and
- one NUGSS and/or Aboriginal Student Representative; and  one GSS and/or Aboriginal Student Representative.

Membership from the UNBC Community to include:

- Chair of the First Nations Studies Department;
- Tenured or tenure-track faculty member;
- Manager of Aboriginal Student Engagement;
- Dean of Regional Programs;
- President's Senior Advisor on Aboriginal Relations;
- Vice Provost Student Engagement; and
- A Recording Secretary.

Meetings will allow for participation through in-person and distance-delivery methods.

## **Member Responsibilities:**

Chair – the Chair is responsible for calling meetings and providing an agenda in advance.

This committee will be Chaired by the Vice Provost Student Engagement.

Co-Chair – selected from committee membership for a 1-year term, the Co-Chair will serve as the Chair in the Chair's absence.

Recorder – the Recorder is responsible for working with the Chair to schedule meetings, recording minutes, and communicating the schedule, minutes and other information for the needs of the committee.

## **Meetings:**

The UNBC Aboriginal Service Plan Steering Committee will meet on the third Wednesday in the following months:

August  
September  
October  
November  
January  
February

March  
April  
May\*

Additional meetings in the months of January and May will likely be needed.

\*The May meeting will consist of a one-day retreat to celebrate the accomplishments of the past year and to prepare planning for the upcoming year. During this retreat, a meeting schedule for the following year will be developed, identification of the UNBC Aboriginal Service Plan strengths, identification of solutions to barriers that arose during the previous year, potential new initiatives, sharing of ideas from other universities.

**Decision-Making:**

The UNBC Aboriginal Service Plan Steering Committee will endeavor to follow a traditional Indigenous sharing and consensus-making model. There will be full discussion and participation by members on topics, issues and initiatives related to Aboriginal learning, and the needed supports and services.

## Appendix C

The University of Northern British Columbia advocates for continued relationship building and proactive engagement of three Regional Advisory Councils. Their purpose is to provide ongoing consultation about UNBC programming, Aboriginal related institutional activities, and Aboriginal Service Plan supported initiatives.

The membership includes the following representation:

### South Central

University of Northern British Columbia - President  
University of Northern British Columbia - Associate Vice-President, People, Organizational Design and Risk  
University of Northern British Columbia - Alumnus  
University of Northern British Columbia – Senior Laboratory Instructor (SLI)  
Cariboo North - Member, Legislative Assembly of British Columbia (MLA)  
Cariboo Regional District - Representative  
College of New Caledonia - Board of Governors Representative  
Dene Nation - Chief  
Dene Nation - Representatives (2)  
Fort Fraser Regional District - Representative  
Kluskus Nation – Representative  
Quesnel - Mayor  
School District 27 - School Superintendent  
Tsilhqot'in National Government - Director

### Peace River-Liard

University of Northern British Columbia - President  
University of Northern British Columbia – Dean, Regional Programs  
University of Northern British Columbia – Regional Services Coordinator  
City of Fort St. John – Councillor  
District of Chetwynd - Mayor  
District of Taylor - Councillor  
Metis Provincial Council of British Columbia – Program Coordinator  
North East Native Advancing Society – Community Projects Officer  
Northern Lights College – Dean, Academic and Vocational Programs  
School District 60 - Superintendent  
School District 60 – District Vice-Principal, Aboriginal Education Program

### Northwest

University of Northern British Columbia – President  
University of Northern British Columbia – Dean, Regional Programs  
University of Northern British Columbia – Terrace Aboriginal Services Coordinator

University of Northern British Columbia – Terrace Administrator  
University of Northern British Columbia – Terrace Bachelor of Education Program Coordinator  
University of Northern British Columbia – Terrace Faculty  
University of Northern British Columbia – Terrace Faculty  
University of Northern British Columbia – Terrace Faculty  
University of Northern British Columbia – Terrace Northwest Regional Chair  
University of Northern British Columbia – Terrace Nursing Program Coordinator  
City of Terrace – Representative  
Gitlaxt'aamiks – Councillor  
Gitlaxt'aamiks – Education Administrator  
Kitimat Valley Institute – President  
Nisga'a Lisims Government – Policy Analyst  
Northern Health Authority – Representative  
Northwest Community College – President  
School District 52 – Representative  
Terrace and District Chamber of Commerce – Executive Director  
Village of Queen Charlotte - Councillor  
WorkBC Northwest Training Ltd. – Team Leader/Case Manager