

College of New Caledonia



Aboriginal Service Plan 2011/12 Transition Plan

July 8, 2011

Submitted to:
Aboriginal Post-Secondary Education and Training Unit
Ministry of Advanced Education

***College of New Caledonia
3330 - 22nd Avenue
Prince George, BC
V2N 1P8***

1. 2011/12 Plan

1.1. Overview

Over the past three years of the Aboriginal Service Plan pilot project and the first few months of the transition period the College of New Caledonia (CNC) has established meaningful and mutually respectful way of working with local Aboriginal communities and organizations. The result has been increased access, participation and success for Aboriginal students. This is evident in the significant three-year outcomes reported at the end of Year 3: the credentials achieved by Aboriginal students increased by 126%; and enrollment of Aboriginal students increased by 109%. The vibrant partnerships with Aboriginal communities and organizations, which continue to determine the direction of programming and services for Aboriginal students, are supported by several key initiatives at each campus. These initiatives have been sustained through the initial transition period by a combination of ASP funds and CNC contributions and will be similarly maintained for the remainder of 2011/12. Additional ASP funding for 2011/12 is being requested for the development and delivery of initiatives focussed on Indigenization, and to address the costs associated with Phase II planning. CNC looks forward to working with local Aboriginal partners during the Transition period to develop a Phase II plan that integrates Aboriginal programs and services into core funding.

1.2. Goals, Objectives, Actions, Outcomes and Performance Measures

Goal #1: Increase the access, retention, completion and transitions opportunities for Aboriginal learners at CNC.

Objective #1: Increase the number of Aboriginal learners accessing a credential program at CNC.

Objective #2: Increase the number of credentials achieved by Aboriginal learners at CNC.

Due to the limited funding available during the 2011/12 transition period, it is not possible to support all of the activities that the communities would like to see delivered. The decision was made to use transition funds and CNC base funding to continue the **Aboriginal Liaison** positions at each campus as well as core **student support** services. The Liaisons (or their equivalent at each campus) work with both Aboriginal students and the communities. They provide the foundation for Aboriginal student success by increasing recruitment and retention and by nurturing the relationships that are crucial to ongoing engagement with the Aboriginal partners. The Aboriginal Liaison positions (for which Aboriginal ancestry is now recognized as a bona fide employment qualification under the Human Rights Tribunal Special Program) have become part of both the public face and operating fabric of the College. The Liaisons provide a vital link between the College, Aboriginal students and Aboriginal communities by facilitating communication and supporting the local Aboriginal Advisory Committees. The Liaisons also provide culturally-specific support for Aboriginal students, ease students' transition into the post-secondary system, and address barriers to retention and success. They bring Aboriginal culture into the College, and in some cases, develop and deliver cultural workshops for students, College employees and the community. At all campuses, the Aboriginal Liaisons provide guidance to the College on matters of protocol, tradition and practice, thus ensuring that the College moves forward into a new way of being

that is inclusive and respectful of Aboriginal culture. The multifaceted role played by the Liaisons will continue to lead to success for Aboriginal learners, as measured by enrollments in credentialed programs and credentials achieved.

Goal #2: Strong Partnerships and collaboration between CNC and Local Aboriginal communities and organizations.

Objective #3: Create strong and meaningful partnerships with Aboriginal communities and organizations.

Aboriginal **Advisory/Steering Committees** in each campus region will continue to be supported through 2011/12, as will the new college-wide **Yinka Dene Council**. As discussed below under “partnerships and engagement”, these Advisories have evolved into an effective means of receiving direction from the Aboriginal partners at the local level. Through these Advisories, the College works with the partners to determine their capacity-building needs and develop programs that meet those needs. Advisories at three campuses are well established and the remaining two are currently being formed. The Yinka Dene Council provides direction to the President and the Board of Governors. It is comprised of representatives from the campus Advisories and is reflective of the First Nations and Métis peoples in the CNC region. Collectively, these advisories will result in respectful and reciprocal partnerships, and their success will be captured in new partnership agreements.

Goal #3: Increased receptivity and relevance of CNC and CNC programs for Aboriginal learners.

Objective #4: Increase Aboriginal learner satisfaction with CNC.

Objective #5: Increase receptivity and relevance of CNC programming.

Objective #6: Enhance Aboriginal language and culture programming

Objective #7: Move towards indigenization of the institution.

Various targeted initiatives have contributed to meeting the Objectives under this Goal during the ASP, as measured by overall enrollment in CNC programs and transition rates from high school to CNC. Some of the activities have been continued through the transition period including delivery of a cultural workshop and provision of cultural resources for a Gathering Place.

CNC is requesting additional funds for the 2011/12 transition plan to deliver three activities under this Goal. The top priorities are two college-wide activities leading to the objective of **indigenization of the institution**. As one step towards meeting this objective, **professional development workshops** will be developed and delivered by Aboriginal experts to provide training for College employees in topics such as generative curriculum and incorporation of traditional knowledge holders and Aboriginal expertise into the classroom. Concurrently, existing **curriculum** will be modified to include Aboriginal culture, language, history and practices. This modified curriculum will be incorporated into ongoing programming at various campuses. Local Elders and other holders of traditional knowledge will deliver the cultural components. Thirdly, **workshops and cultural events** will be developed and delivered at each campus under the direction of the local communities to meet needs expressed by the partners for additional programming in the area of Aboriginal language, culture and history.

1.3. Rationale

The activities proposed for 2011/12 have been determined with the direction of the Aboriginal communities. These activities are intended to meet the goals and objectives of the ASP, as outlined above. Current ASP funding is sufficient only to partially fund ongoing delivery of core activities; additional funds are being requested to deliver college-wide activities and plan for Phase II.

Lessons learned during implementation of the ASP to date include:

- “One size does not fit all”; programs and services for Aboriginal learners must be designed and delivered at the local level with direction provided by the Aboriginal communities, and this process must be responsive, timely and flexible. The communities served by each of the CNC campuses are diverse and unique, and the programs and services offered at each campus must reflect this.
- Time, effort and commitment are required to build effective, sustainable, and mutually-respectful working relationships. The Aboriginal Liaisons, who develop one-on-one relationships at the local level, and the ASP Aboriginal Advisories affiliated with each campus are an effective way to facilitate this process.
- Aboriginal language and culture activities have a significant impact on student recruitment and retention, and contribute to enhanced relationships with the community. Through the ASP, CNC campuses have become more welcoming to Aboriginal students; College employees have greatly increased their appreciation of Aboriginal culture; and CNC administration have come to understand the need for Aboriginal people to control their own education.
- Targeted student support services are crucial for Aboriginal student success.

The core activities planned for the transition period (specifically the Aboriginal Liaison positions and Advisories) build directly on these lessons learned. The Liaisons will continue to build relationships with the communities at the local level; integrate Aboriginal culture into the college; and provide student support. Through the Advisories, the Aboriginal partners will continue to provide specific direction for local programs and services that meet their needs. The additional activities that are planned for 2011/12, should funding be available, will focus on language and culture, and will move the College towards Indigenization.

Funding is also requested for Phase II planning. Experience has shown that meaningful consultation is time consuming and requires significant resources. To date, CNC has managed to deliver the ASP efficiently without a college-wide coordinator or project manager. The increasing complexity of the ASP processes and the depth of analysis required for Phase II mean that a project manager will be required. Costs will also be incurred by the Aboriginal partners attending planning meetings; some communities are very remote.

The ASP activities that have been carried over from the pilot project have not been prioritized. It is not possible to prioritize an activity delivered under the direction of one group of partners at one campus over an activity delivered at another campus with another group of partners; they are equally important. The proposed additional activities, which are not community-specific, have been tentatively prioritized. Further consultation with the communities will be required to confirm this.

1.4. Template A

Template A (Logic Model) is attached. The alignment of goals, activities and outcomes will be revisited during Phase II planning; previous alignments have been preserved for the Transition period. Performance Measures will also be reviewed during Phase II planning.

1.5. Linkages and Alignment

1.5.1. CNC Strategic Plan

A copy of the CNC Strategic Plan 2011-2015 is attached. The plan specifically refers to Aboriginal Education as follows:

Aboriginal Education and Indigenization (*one of six overall college priorities*)

7. Increase Aboriginal student access, enrolment, satisfaction, persistence and successful completion of college certificate and diploma programs.
 - Increase enrolment/program completions by 7 percent annually and 35 percent over five years
 - Enhance partnerships, community liaison, engagement and local direction
 - Improve coordination of programs and services across campuses and communities
 - Increase communication and awareness of CNC's success and leadership in Aboriginal education
8. Increase inclusion of indigenous culture, language and perspectives into student services, curriculum and program delivery, employee education and campus life.
 - Raise awareness and understanding within the College and regional communities regarding local indigenous cultures, languages, history, knowledge and perspectives
 - Increase Aboriginal participation and direction in college advisory and governance processes (e.g. regional Aboriginal Service Plan Committees and the college-wide Yinka Dene Council)
 - Increase Aboriginal community engagement in program and curriculum development
 - Enhance links between the College and Aboriginal communities and organizations

CNC Strategic Plan 2011- 2015, page 5

The success of the ASP has informed CNC's 2011-2015 Strategic Plan and the two will continue to be closely aligned. The primary goal of the ASP is to increase student access, retention and completions; this is also captured in the Strategic plan, and will be measured through enrollment and program completion data. It has become clear to CNC through the ASP process that meaningful partnerships and engagement, community liaison, and local direction are the means by which this success will be achieved. Processes to improve coordination of programs and services will be developed during the planning process for Phase II of the ASP, as will ongoing improvements to evaluation, reporting and dissemination of best practices.

Inclusion of Indigenous culture, language and perspectives into student services, curriculum and program delivery, employee education and campus life has been a focus of the CNC ASP from its inception and continue to be identified by the communities as key directions. During 2011/12, the Aboriginal Liaisons will continue to bring Indigenous culture and language into the college through workshops, special events, Gathering Place activities and so on. The additional activities proposed for this year will also focus on culture and Indigenization. The ASP Advisories and the college-wide Yinka Dene Council will be a primary focus for this year and moving forward; they form the foundation for partnerships, engagement, and planning for programs and services.

1.5.2. Capacity Building Needs - Aboriginal Communities and Service Providers

The CNC 2011/12 ASP plan has been developed under the direction of the Aboriginal partners and is therefore reflective of, and closely aligned with, their capacity building needs.

An analysis of the current and anticipated capacity building needs of the Aboriginal communities will be undertaken as part of Phase II planning. Some of these needs have already become apparent through the initial ASP consultation process and through community engagement over the past few years. For example, the communities have clearly expressed a need for culture and language preservation. The training and education needs of the communities are also reflected in the courses and programs that have already been delivered at the request of the communities. These include (but are not limited to):

- Carrier Language courses
- Social Services Worker Certificate program
- Aboriginal Early Childhood Education Diploma program
- Outreach Advocacy Support Worker Certificate program
- Aboriginal Community Health Certificate program
- Essential Skills and Pipeline Construction Training program
- Bladerunners Construction program
- Trades Access Program
- Targeted Trades offerings such as Residential Building Maintenance Worker
- Targeted short-term occupational and safety training

The Aboriginal communities have stated very clearly that they need education that is provided close to home. The costs and personal challenges associated with leaving home (given family obligations and the importance of community support) to pursue post-secondary education can be prohibitive. Students who are trained in rural communities are more likely to remain there after their education and contribute to the economic, social, and cultural growth of the community.

The communities have also indicated that they need to be able to direct their own education, and they need support in order to access funding opportunities and develop programs in a timely and effective manner. External assistance provided to the communities with program development, funding applications and reporting obligations increases the opportunities for program delivery. Collaboration between communities, which can be facilitated through the Advisory groups and other partnerships established through the ASP, allows bands within a geographic area to effectively access funding on a rotational basis.

CNC ASP 2011/12 Transition Plan

Service providers working with Aboriginal communities have also requested specific education and training programs in order to increase their capacity to work with the communities. For example, Carrier Sekani Family Services supported the delivery of the Outreach Advocacy Support Worker program and the Aboriginal Community Health Certificate. The School District identified a need for Teaching Assistants trained to work with at-risk Aboriginal children, and this was addressed through development and delivery of the Aboriginal Teaching Assistant Certificate program. Providers of childcare services on reserves requested the Aboriginal Early Childhood Education program that is currently being delivered. The Prince George Nechako Aboriginal Education and Training Association identified the need for Essential Skills training in conjunction with industry-specific skills, and worked with CNC to develop and fund the Trades Access and Industry Essential Skills/Pipeline Construction program. In all cases, the service providers required responsive and targeted program delivery to enable them to meet the needs of the communities.

The CNC 2011/12 ASP Plan is closely aligned with the previously identified needs and desires of the Aboriginal communities and service providers. The local Advisory/Steering Committees ("the Advisories") provide a means by which the College can listen, hear and respond to community need in a timely, effective and collaborative manner. The Aboriginal Liaison positions facilitate this process, as do the relationships that have been established between Aboriginal leaders and College administration. Through the Advisories at the local campus level, targeted programs are developed that enable Aboriginal students to receive their education close to home.

2. Budget for 2011/12

2.1. Cost Breakdown (Additional Activities)*

Activity	Ministry Contribution		CNC Contribution
	Total	Cost Breakdown	
Indigenization - Professional Development	\$26,483	Wages/benefits - development: \$5,769 Wages /benefits - delivery (10x7hrs): \$13,842 Materials/supplies/space costs: \$4,322 Travel: \$2,550	\$9,799
Indigenization - Curriculum	\$53,714	Wages/benefits: \$13,843 Honoraria , Nations contracts: \$33,000 Materials/supplies/space costs: \$4,321 Travel: \$2,550	\$19,874
Culture, Language and History Workshops/Events	\$50,000	Workshop/event delivery (50 @\$1,000): \$50,000	\$18,500
Phase II Planning	\$78,427	Wages and benefits: \$62,652 Honorariums (partners): \$10,000	\$29,018
Subtotals		\$208,624	\$77,191
Total			\$285,795

*These activities will be delivered college-wide.

2.2. Template B

Please see attached template.

3. Partnerships, Engagement and Reporting Plan

3.1. Partnerships and Engagement – Aboriginal communities

3.1.1. Review of Communities, Partnerships and Engagement Activities

The Aboriginal communities in the CNC region are identified in Figure 1. While many of the members of the 20 First Nations live on reserves and in rural communities, there is also a large urban First Nations population in Prince George and Quesnel. These urban centres are also home to First Nations, Métis, and Inuit from across BC and Canada. An additional First Nation, the Alexandria First Nation, is located half way between Quesnel and Williams Lake; this Band has chosen to engage with services in Williams Lake.

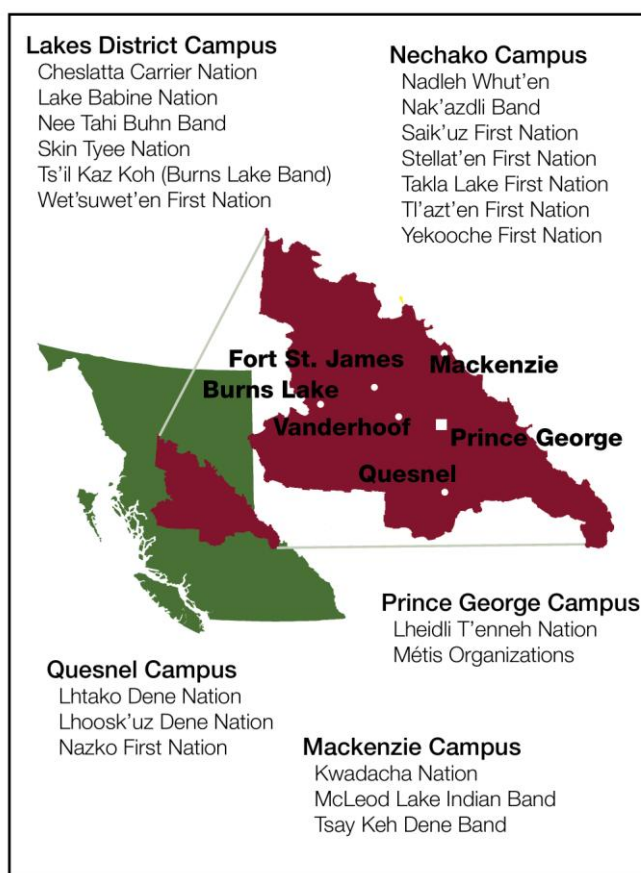


Figure 1: Aboriginal communities in the CNC region

For the purposes of the ASP, most of the First Nations living on reserve and in rural communities are represented on Advisories by appointees of Chiefs and Councils. In the larger centers (Prince George and Quesnel), associations such as the Carrier Sekani Tribal Council (which represents eight regional First Nations) and non-profit organizations such as the Aboriginal Business and Community Development Centre, the Prince George Nechako Aboriginal Education and Training Association and the North Cariboo Aboriginal Family Programs Society represent the urban voice. Métis people are represented through the Prince George Métis Community Association, the BC Métis Nation and a Métis Elder.

CNC ASP 2011/12 Transition Plan

Engagement with Communities: Activities, Gaps and Challenges*			
Region	Active partners	Engagement Activities	Gaps and Challenges
Prince George	<ul style="list-style-type: none"> • Lheidli T'enneh Nation • Aboriginal Business Development Association • Community Resource People and Métis Elder • Prince George Métis Community Association, Métis Nation BC • Prince George Native Friendship Centre • Carrier Sekani Tribal Council 	<ul style="list-style-type: none"> • Aboriginal Advisory Committee comprised of organization and First Nation representatives; meets once/month. • Direct contact by Aboriginal Advisor and Administration. 	The diversity of the urban voice makes it challenging to ensure every group has a voice in Aboriginal education.
Lakes	<ul style="list-style-type: none"> • Cheslatta Carrier Nation • Lake Babine Nation • Nee Tahi Buhn Band • Skin Tyee Nation • Ts'il Kaz Koh (Burns Lake Band) • Wet'suwet'en First Nation 	<ul style="list-style-type: none"> • Aboriginal Steering Committee comprised of all six local First Nations; meets 8 x/year. • Direct contact by Aboriginal Liaison/Advisor, Community Coordinators, and Administration. 	Challenging to ensure representation at Steering Committee meeting due to complex issues in home communities.
Nechako	<ul style="list-style-type: none"> • Nadleh Whut'en • Nak'azdli Band • Saik'uz First Nation • Stellat'en First Nation • Takla Lake First Nation • Tl'azt'en First Nation • Yekooche First Nation 	<ul style="list-style-type: none"> • Nechako Working Group comprised of all seven local First Nations; meets 8 x/year. • Direct contact by Aboriginal Liaison Coordinator and Administration. 	All 7 FN are actively engaged; Yekooche not able to attend meetings due to remoteness but is engaged by email with the ALC and works with the campus.
Mackenzie	<ul style="list-style-type: none"> • Kwadacha Nation • McLeod Lake Indian Band • Tsay Keh Dene Band 	<ul style="list-style-type: none"> • Aboriginal Steering Committee is being formed. • Direct contact by Aboriginal Liaison and Administration. 	Significant logistical challenges due to geographical isolation of First Nations communities.
Quesnel	<ul style="list-style-type: none"> • Lhtako Dene Nation • Lhoosk'uz Dene Nation • Nazko First Nation • Cariboo Chilcotin Aboriginal Training Education Centre • North Cariboo Aboriginal Family Program Society • Quesnel Tillicum Society Native Friendship Centre 	<ul style="list-style-type: none"> • Aboriginal Advisory is being formed. • Direct contact by Aboriginal Liaison and Administration. 	Alexandria First Nation has chosen not to engage with CNC. Nazko and Kluskus First Nation members are represented by the Friendship Centre.
College-wide	Please see YDC Terms of reference (attached).	CNC Yinka Dene Council	The YDC is a new Council. Terms of Reference were recently approved by the Board. Logistical issues related to travel and communications are ongoing.

**A scan of community post-secondary and capacity building needs will form part of the Phase II planning process and has not been completed for this submission. Aboriginal organizations are involved at all campuses but more so in urban areas.*

3.1.2. Plan for Partnership and Engagement

Ongoing engagement with the Aboriginal partners in the region will build on existing processes, as follows:

1. The campus Advisories in the Prince George, Nechako and Lakes regions will continue to provide direction to the campuses in those regions. These Advisories meet six to ten times per year, depending on representatives' availability. Mackenzie and Quesnel campuses are working with the local communities to establish Advisories, and it is anticipated that they will be active by September 2011.
2. The Yinka Dene Council (YDC) will continue to meet and provide direction on a college-wide basis. The YDC Terms of reference have been ratified by the College Board. The Council's mandate is to: *"assist the College President and Board of Governors in addressing college-wide priorities regarding Aboriginal education, services and policy. The Yinka Dene Council will provide insight, guidance and direction from a community based understanding of cultural, social and economic concerns and perspectives. Access, success, completion and transition of Aboriginal learners will be of primary concern."*

The Council's Terms of Reference also define its membership:

- The YDC will be comprised of up to three (3) representatives from each of the College's five Regional Aboriginal Education Steering/Advisory Committees. Each of the regional committees will determine their representatives to the YDC. It is expected that representatives at YDC meetings will be individuals who are, or have a recent history of, being actively engaged in working with the College.
- The YDC membership will be reflective of the First Nations communities in the college region.
- Regional committee membership may include representatives from each First Nation within the college region; Native Friendship Centres; regional members of the Metis Nation of British Columbia (MNBC); Carrier Sekani Tribal Council; other affiliated Aboriginal institutions; and, individuals within the college region.
- Aboriginal students and elders are welcome and shall also be encouraged to participate in YDC meetings.

*From CNC's Yinka Dene Council Terms of Reference
May 9, 2011*

3. Aboriginal Liaisons at each campus will continue to work directly with the First Nations communities, Aboriginal organizations and individuals. The one-on-one relationships established by the Liaisons are crucial to developing trust and increasing engagement. The Liaisons will also provide guidance to ensure that the College observes the protocols and customs necessary to develop respectful working relationships.

4. College employees and Administrators will continue to develop relationships with individuals in the Aboriginal community both formally through Advisory and program planning meetings, and more informally at college and community events.

3.1.3. Plan for Engaging on Phase II Development

Phase II of the CNC ASP will be developed in consultation with the Aboriginal partners in the region using the existing effective engagement processes described above. In particular, the partners will provide direction at Advisory meetings. It is anticipated that this process will begin in September/October 2011.

3.1.4. Advisory Terms of Reference

Advisory Terms of Reference have been attached, where available. Several of the local Advisories are in the process of developing these documents.

3.2. Plan for Engaging with Stakeholders (Faculty, Staff, Students etc)

Information about the ASP is disseminated to faculty and staff through Administration (the President's Blog, for example) and the CNC website. Issues that affect employment such as the Human Rights Tribunal Special Program, which recognizes Aboriginal ancestry as a bona fide employment qualification, are presented directly to employees. Faculty and staff are also encouraged to attend Aboriginal language and culture workshops. Supervisors in the various program areas work directly with employees to develop and deliver the programs that have been identified through the Advisories.

Students on campus at CNC are increasingly being exposed to Aboriginal culture through workshops and events such as Aboriginal History Week, Aboriginal Day, and Gathering Place celebrations. At many campuses cultural artefacts and Indigenous artworks are now displayed in prominent locations. Aboriginal students and Elders are welcome to attend and participate in all Advisory meetings.

3.3. Plan for Monitoring, Assessing and Reporting Progress

CNC will continue to fulfill the Ministry's reporting requirements during the Transition period; the anticipation is that this will consist of a report submitted in March/April 2012 according to Ministry guidelines.

The College will also monitor progress internally according to a schedule and tracking process determined by the Project Manager in consultation with Administration.

Progress on delivery of activities will be reported to the Aboriginal communities at each Advisory meeting. Quantitative Outcomes (Performance Measures) will be presented will be presented to the communities on an annual basis. The College will also endeavour to ask representatives of the Advisories to review each report to the Ministry prior to submission, time permitting.

4. Evidence of Support

Letters of support are attached as follows:

- Lakes District Campus ASP Steering Committee
 - Cheslatta Carrier Nation
 - Lake Babine Nation
 - Nee Tahi Buhn Band
 - Skin Tyee Nation
 - Ts'il Kaz Koh (Burns Lake Band)
 - Wet'suwet'en First Nation
- Lake Babine Nation
- Nechako Campus ASP Working Group
 - Nadleh Whut'en
 - Nak'azdli Band
 - Saik'uz First Nation
 - Stellat'en First Nation
 - Takla Lake First Nation
 - Tl'azt'en First Nation
 - Yekooche First Nation
- Kwadacha Education Society
- Prince George Campus Advisory Council

5. Additional Attachments

1. Terms of Reference
 - Yinka Dene Council
 - Lakes Steering Committee
 - Nechako Working Group
2. CNC Strategic Plan

6. Supporting Documents

1. Template A: Logic Model
2. Template B: Budget
3. Letter from CNC President John Bowman

College of New Caledonia



Lakes Aboriginal Steering Committee

(Cheslatta Carrier Nation, Lake Babine Nation, Nee-Tahi Buhn Band, Skin Tyee Nation, Ts'il Kaz Koh Nation, Wet'suwet'en First Nation)

June 22, 2011

Ministry of Advanced Education
2nd Floor – 835 Humboldt Street
PO Box 9882, Stn Prov Govt
Victoria, BC
V8W 9T6

RE: ABORIGINAL SERVICE PLAN (ASP) TRANSITION FUNDING APPLICATION

This letter is written in support of the College of New Caledonia's application for Aboriginal Service Plan Transition Funding for 2011/12. We understand that the funding will provide assistance to the College to transition into Phase II of the Aboriginal Services Plan.

The Aboriginal Steering Committee has directed that the ASP transition funds primarily be used for the role of the Aboriginal Advisor/Liaison and the work of the Lakes Aboriginal Steering Committee. In addition, activities will continue for events and activities that are culturally responsive to the needs of the Aboriginal Students at CNC. Additional funds have been requested to enable the College to deliver new activities that will be determined by the Steering Committee.

As active partners in the Aboriginal Service Plan we have provided direction for the ASP through the Steering Committee, attended regular meetings and developed relationships that are authentic and meaningful. Through the direction provided by our Steering Committee we have seen significant changes in College practices and processes for students and at the Aboriginal community level.

Lakes Aboriginal Steering Committee Members

Cheslatta Carrier Nation
Cheryl Boyd

Cheslatta Carrier Nation
Adele Gooding

Lake Babine Nation
Monty Palmantier

Lake Babine Nation
Brenda Michell-Joseph

Lake Babine Nation
Louise Lacerte

Nee-Tahi Buhn Band
Jesse Fairley

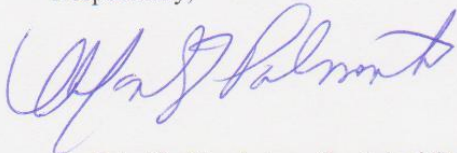
Skin Tyee Nation
Amanda West

Tsil Kaz Koh Nation (Burns Lake Band)
Rhea Charlie

Wet'suwet'en First Nation
Nicole Ogen

We intend to continue working with the College to support access, retention, completion and transition for Aboriginal learners. We strongly encourage the Ministry to provide ongoing and higher levels of funding for Aboriginal education.

Respectfully,



On Behalf of the Lakes Aboriginal Steering Committee
Monty Palmantier, Chairperson, Lake Babine Nation



Lake Babine Nation

225 SUS AVENUE,
P.O. BOX 879
BURNS LAKE, B.C. V0J 1E0

TEL: (250) 692-4700
FAX: (250) 692-4790

June 23, 2011

Ministry of Advanced Education
2nd Floor – 835 Humboldt Street
PO Box 9882, Stn Prov Govt
Victoria, BC
V8W 9T6

RE: ABORIGINAL SERVICE PLAN (ASP) TRANSITION FUNDING APPLICATION

This letter is to support the College of New Caledonia's (CNC) submission for ASP Transition Funding for the 2011/2012 year. It is our understanding that the transition funds will provide assistance to the CNC to work towards the second phase of the Aboriginal Service Plan.

Lake Babine Nation has been integrally involved in the Aboriginal Service Plan since 2007. Lake Babine Nation has been involved in several ways within the college including: providing guidance and direction to ensuring that there are culturally appropriate practices within the programs and services. Our involvement in CNC's Aboriginal Service Plan has provided for continued and measureable improvement to the programs and services delivered to our Aboriginal students.

It is our intention to continue working with CNC to support the access, retention, completion, and transition for our students who are enrolled in this institution. We strongly encourage the Ministry to provide ongoing and if eligible additional funding to ensure Aboriginal student success at CNC.

Respectfully,

Monty Palmantier
Education Director

June 14, 2011

Ministry of Advanced Education
2nd Floor – 835 Humboldt Street
PO Box 9882, Stn Prov Govt
Victoria, BC
V8W 9T6

RE: ABORIGINAL SERVICE PLAN (ASP) TRANSITION FUNDING APPLICATION

This letter is written in support of the College of New Caledonia's application for Aboriginal Service Plan Transition Funding for 2011/12. We understand that the funding will provide assistance to the College to transition into Phase II of the Aboriginal Services Plan.

The Working Group has directed that the ASP transition funds primarily be used for the role of the Aboriginal Liaison/Coordinator and the work of the Nechako ASP Working Group. In addition, activities will continue for the Gathering Spaces and cross-cultural workshops. Additional funds have been requested to enable the College to deliver new activities that will be determined by the Working Group.

As active partners in the Aboriginal Service Plan we have provided direction for the ASP through the Working Group, attended regular meetings and developed relationships that are authentic and meaningful. Through the direction provided by our Working Group we have seen significant changes in College practices and processes for students and at the Aboriginal community level.

Nechako Aboriginal Service Plan Working Group Members

Stellat'en First Nation
Trudy Vandelaar

Takla Lake First Nation
Ann Abraham

Nadleh Whut'en First Nation
George George Sr.

Tl'azt'en First Nation
Georgina Alexis

Nak'azdli First Nation
Mark Prince

Saik'uz First Nation
Deborah Page

Yekooche First Nation
Lisa Thomas

Carrier Sekani Family Services
Janice Nooski

Carrier Sekani Tribal Council
Ben Berland

School District 91
Calvin Desmarais

New Caledonia Métis Association
Allan Howell

Prince George Nechako Aboriginal Employment and Training Association
Bruce Morin

We intend to continue working with the College to support access, retention, completion and transition for Aboriginal learners. We strongly encourage the Ministry to provide ongoing and higher levels of funding for Aboriginal education.

Respectfully,



On Behalf of the Nechako ASP Working Group
Ann Abraham, Takla Lake First Nation

Jun. 20. 2011 10:46AM

KWADACHA EDUCATION SOCIETY

No. 3842 P. 2

KWADACHA EDUCATION SOCIETY

P.O. Box 79, Fort Ware, BC V0J 3B0
Tel: (250) 471-2002 • Fax: (250) 471-2080

June 17, 2011

Ministry of Advanced Education
2nd Floor – 835 Humboldt Street
PO Box 9882, Stn Prov Govt
Victoria, BC
V8W 9T6

RE: ABORIGINAL SERVICE PLAN (ASP) TRANSITION FUNDING APPLICATION

This letter is to confirm support of the College of New Caledonia receiving Transition funding to collaborate with our community on development of Phase 2 of the Aboriginal Services Plan and support initiatives in 2011/12.

The distance of the Mackenzie campus from our community has historically been a barrier in our communication and has made regular contact to discuss issues important to both parties difficult. With the prospect of continued and adequate ASP funding, we have agreed to be involved in creating a Steering Committee where all three communities can be at the table to provide direction to the Mackenzie campus in the area of Aboriginal education. This initiative creates an opportunity to engage with CNC and make use of the resources we already possess to further develop the capacity of our community while sharing aspects of our culture and ways of life.

To hold Steering Committee meetings on a rotational basis in each of the three communities included in Mackenzie Campus' Catchment area requires proper funding and careful planning as a one hour flight and an overnight stay are mandatory. We look forward to engaging more closely with CNC on the ASP initiative, and welcome the chance to contribute to the future direction of the Mackenzie campus.

Sincerely,

Cathy Seymour
Cathy Seymour

Post Secondary Coordinator

Kwadacha Education Society



June 24, 2011

To whom it may concern:

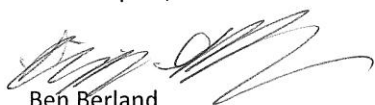
The Aboriginal Advisory Committee of the Prince George campus is pleased to provide this letter of support for the ASP Transition funding.

Aboriginal students at the Prince George campus have greatly benefited from having the extra support services of the Academic Advisor and Access instructor. In particular, students who are in Health Sciences programs have appreciated the extra levels of tutoring in science and math.

The Academic Advisor works closely with the Counseling and Advising department to provide more seamless support to Aboriginal students. This year they provided funds for the Advisor to attend the national student services conference in Toronto (CACUSS).

Our Advisory continues to meet to receive updates and to provide guidance on issues the staff deals with. As well we receive emails or phone calls from the staff if needed. We look forward to continue meeting with CNC to ensure that Aboriginal students' needs are being met.

With respect,



Ben Berland

Interim Chair

College of New Caledonia



Yinka Dene Council (YDC) Terms of Reference

A. Introduction and Background

The College of New Caledonia has committed through its bylaws, policies, long-term strategic plan goals and guiding principles that meeting the adult and post-secondary educational needs of Aboriginal¹ learners and communities is fundamental to its mission, values and vision.

The College's regional Aboriginal Education Steering/Advisory Committees and the college-wide Yinka Dene Council (YDC) are essential structures through which the College authentically strives to make operational its beliefs and intentions in regard to Aboriginal education and Indigenization. These terms of reference describe the college-wide mandate and functioning of the YDC.

The over-arching purpose of the YDC is:

to assist the College President and Board of Governors in addressing college-wide priorities regarding Aboriginal education, services and policy. The YDC will provide insight, guidance and direction from a community based understanding of cultural, social and economic concerns and perspectives. Access, success, completion and transition of Aboriginal learners will be of primary concern.

The college's regional Aboriginal Education Steering/Advisory Committees have primary responsibility to provide direction and support for each region's programming and services.

B. Operations

1. The YDC will be comprised of up to three (3) representatives from each of the College's five Regional Aboriginal Education Steering/Advisory Committees. Each of the regional committees will determine their representatives to the YDC. It is expected that representatives at YDC meetings will be individuals who are, or have a recent history of, being actively engaged in working with the College.
2. The YDC membership will be reflective of the First Nations communities in the college region.
3. Regional committee membership may include representatives from each First Nation within the college region; Native Friendship Centres; regional members of the Metis Nation of British Columbia (MNBC); Carrier Sekani Tribal Council; other affiliated Aboriginal institutions; and, individuals within the college region.
4. Aboriginal students and elders are welcome and shall also be encouraged to participate in YDC meetings.

¹ The Constitution recognizes Aboriginal people as First Nations, Métis and Inuit.

5. College employees in addition to the President (e.g. College administrators, community liaison/advisor staff) may attend YDC meetings as observers and resource persons.
6. Persons or groups wishing to gain YDC input on various issues should put their requests in writing to the College President and/or Co-Chair of the YDC. This will ensure that the item is placed on the agenda for the next scheduled meeting. This allows for timely discussion and full participation of all members of the YDC.
7. Clerical support for the YDC will be provided through the office of the Senior Policy Advisor Aboriginal Education. Meeting notes will be typed and distributed within 30 days after each meeting. Meeting agendas and information packages will be distributed one week in advance of the meetings.

C. Council Co-Chair/Board Delegate

1. The position of Council Co-chair/Board Delegate will be a two-year term and will be selected by the members of the YDC. The responsibilities of the Council Co-Chair/Board Delegate will include:
 - i. Set meeting agendas in collaboration with the CNC President.
 - ii. Co-chair meetings of the Council with the CNC President.
 - iii. Attend meetings of the CNC Board of Governors as a representative of YDC.

D. Meetings

1. YDC meetings will normally be held three times per year (in October, January and May).
2. The YDC will hold its meetings in various communities within the college region.
3. The YDC meetings will include opportunities for community dialogue and ongoing needs assessment.
4. The Council will have a Strategic Action Plan that is part of the College's planning processes. This document will be reviewed at every meeting and changes made as deemed necessary by the members of the YDC.
5. The YDC will honour and follow protocol, traditions and practices of the First Nations territory on which it is meeting.
6. Decision-making will occur primarily through use of the Aboriginal consensus model. Where consensus cannot be achieved, a simple majority vote will decide.
7. The YDC will provide an annual report and recommendations to the CNC Board of Governors.

E. Other

1. These Terms of Reference are subject to annual review.
2. All Council participants and College resource persons should conduct themselves in such a manner that they will not enter into a Conflict of Interest.
3. The YDC Travel Policy is attached.

May 9, 2011

**Lakes Aboriginal Service Plan (ASP)
Steering Committee
Terms of Reference**

1. PURPOSE / ROLE

To provide a consultative forum for Aboriginal communities to participate in shaping programs and services that address the academic, social, emotional, and cultural needs of learners. The ASP working group will provide feedback/guidance as CNC moves forward implementing the community-identified priorities.

2. MEMBERSHIP

The Steering Committee members represent 6 Lakes First Nations and/or Bands, duly appointed by their respective Chiefs, including the six First Nations of:

- Burns Land Band (Ts'il Kaz Koh)
- Cheslatta Carrier Nation
- Lake Babine Nation (Woyenne, Donalds Landing/Pinkut Lake, Tachet, Old Fort, Fort Babine)
- Nee-Tahi-Buhn Band
- Skin Tyee Nation
- Wet'suwet'en First Nation

Members have an option to send a delegate if they are unable to attend a scheduled meeting. Internal or external persons may be invited and welcomed to attend meetings.

Each Nation will provide a letter of appointment to the College of New Caledonia confirming Nation's representative. See attached: Letter of Appointment.

3. PROCEDURES

3.1 CHAIRPERSON

There shall a Chairperson who will volunteer or be nominated by the committee for the next scheduled meeting. His/her responsibilities include:

- Assist in preparing agendas and issuing notices for meetings;
- Guiding the meeting according to the agenda and time available;
- Ensuring all discussion items end with a decision, action or definite outcome; and
- Review and approve the draft summary notes before distribution.

3.2 COLLEGE OF NEW CALEDONIA

CNC will be responsible for:

- Taking notes of discussion and preparing summary notes of the meeting;
- Coordinating/supporting actions arising from the committee;
- Distributing the agenda prior to the meeting;
- Distributing the summary notes to all steering committee members; and
- Ensuring the summary notes be reviewed by the Chairperson and accepted by the steering committee members as an accurate record at the commencement of the next meeting.

3.3 COMMUNICATION

The primary means of communication will be via email. Alternative communication means are available if necessary. The steering committee contact list is available to all committee members.

Steering Committee members agree to:

- Ensure respectful discussion at the table by referring to the 'foundation of working together' document; and
- Resolve disputes which may arise by aiming for consensus and agreeing to disagree. If a member is against the majority consensus they will have the opportunity to further discussion in hope for consensus.

3.4 DECISION MAKING

Decisions will be made by:

- Consensus

4. COMMITMENT

Meetings will be held once a month for the remainder of 2009 Calendar year and scheduled for a period of three hours in various locations. Travel and honorarium are provided.

5. AMENDMENTS

The terms of reference shall be reviewed and approved by the Steering Committee members. They may be altered to meet the current needs of all members, by consensus of all members.

Nechako Aboriginal Service Plan (ASP) Working Group Terms of Reference

1. PURPOSE / ROLE

To provide a consultative forum for First Nations, Métis and Inuit communities to participate in shaping programs and services that address the academic, social, emotional, physical and cultural needs of learners. The ASP working group will provide feedback/guidance as CNC moves forward implementing the community-identified priorities.

2. MEMBERSHIP

The working group represents various Nechako communities and organizations, including:

- Stelat'en First Nation
- Nadleh Whut'en First Nation
- Nak'azdli First Nation
- Yekooche First Nation
- Tl'azt'en First Nation
- Saik'uz First Nation
- Takla Lake First Nation
- Carrier Sekani Family Services
- Carrier Sekani Tribal Council
- School District 91
- New Caledonia Métis Association
- Prince George Nechako Aboriginal Employment and Training Association

Members have an option to send a delegate if they are unable to attend a scheduled meeting. Internal or external persons may be invited and welcomed to attend meetings.

3. PROCEDURES

3.1 CHAIRPERSON

There shall be a rotating Chairperson who will volunteer or be nominated by the committee for the next scheduled meeting. His/her responsibilities include:

- Assist in preparing agendas and issuing notices for meetings;
- Guiding the meeting according to the agenda and time available;

- Ensuring all discussion items end with a decision, action or definite outcome; and
- Review and approve the draft summary notes before distribution.

3.2 COLLEGE OF NEW CALEDONIA

CNC will be responsible for:

- Taking notes of discussion and preparing summary notes of the meeting;
- Coordinating/supporting actions arising from the committee;
- Distributing the agenda prior to the meeting;
- Distributing the summary notes to all working group members; and
- Ensuring the summary notes be reviewed by the rotating Chairperson and accepted by the working group members as an accurate record at the commencement of the next meeting.

3.3 COMMUNICATION

The primary means of communication will be via email. Alternative communication means are available if necessary. The working group contact list is available to all working group members. Working group members agree to:

- Ensure respectful discussion at the table by referring to the *Foundation of Working Together* document.

3.4 DECISION MAKING

- Decisions will be made by consensus
- Disputes will be resolved by aiming for consensus and agreeing to disagree. If a member is against the majority consensus they will have the opportunity to further discussion as a means to consensus.

4. COMMITMENT

Meetings will be held once a month for the remainder of the fiscal year and scheduled for a period of three hours in various locations. Travel and honorarium are provided.

5. AMENDMENTS

The terms of reference shall be reviewed and approved by the working group members. They may be altered to meet the current needs of all members, by consensus of all members.

College of New Caledonia



Strategic Plan, 2011–2015:
Our Charter of
Expectations and Commitments

INTRODUCTION

The College of New Caledonia (CNC) is a public community college dedicated to helping meet the adult and post-secondary educational needs of all people who wish to access our programs and services. Since we were founded in 1969, CNC has been an integral part of the Central Interior region of British Columbia, contributing greatly to its economic and social progress. Over the years, our successes and impacts can be traced to deep roots and strong connections to the communities we serve.

The College has a proud history during which we have assisted more than 110,000 individual students to achieve their personal, educational and career goals. High rates of student satisfaction, successful employment outcomes and transitions to further education are a hallmark of the CNC experience. These are attributable to our focus on teaching, learning and service, as well as the dedication and skills of the faculty, staff and administrators we employ. The College is recognized as a major and valued partner in community development, as well as a good corporate citizen and an institution that is looked to as a leader.

The college region spans a geographic area of 148,000 square kilometers and encompasses three school districts (Prince George #57, Quesnel #28 and Nechako-Lakes #91), 11 local government municipalities and 21 First Nations communities. In 2010, the total regional population is approximately 144,000 people. Aboriginal people make up a large and growing proportion of the total population. The College operates from six campuses (located in Prince George, Quesnel, Mackenzie, Vanderhoof, Fort St. James and Burns Lake) and other smaller learning centres (located in Fraser Lake, Granisle and Robson Valley). We are proud of our accessible, high quality teaching and learning facilities which provide a strong physical presence across the region, enabling students to attend classes within their home communities.

We offer more than 60 educational programs, from developmental and adult basic education, to first and second year university credit courses, as well as business, health, social services, trades, career and technical programs. In 2009/10, the College enrolled approximately 4,080 full-time equivalent students, or 10,000 individual registrants. During Fall 2010, 670 full and part-time faculty, staff and administrators were employed by the College.

This Strategic Plan, *Our Charter of Expectations and Commitments* builds on the College of New Caledonia's successes of the past and is grounded in the realization that CNC is a vital resource helping individuals and communities transform themselves through learning. Fundamentally, the Strategic Plan is about putting beliefs, expectations and commitments into action and achieving important results. It is based on awareness and understanding regarding the world in which the College operates as well as our own institutional capabilities and capacity.

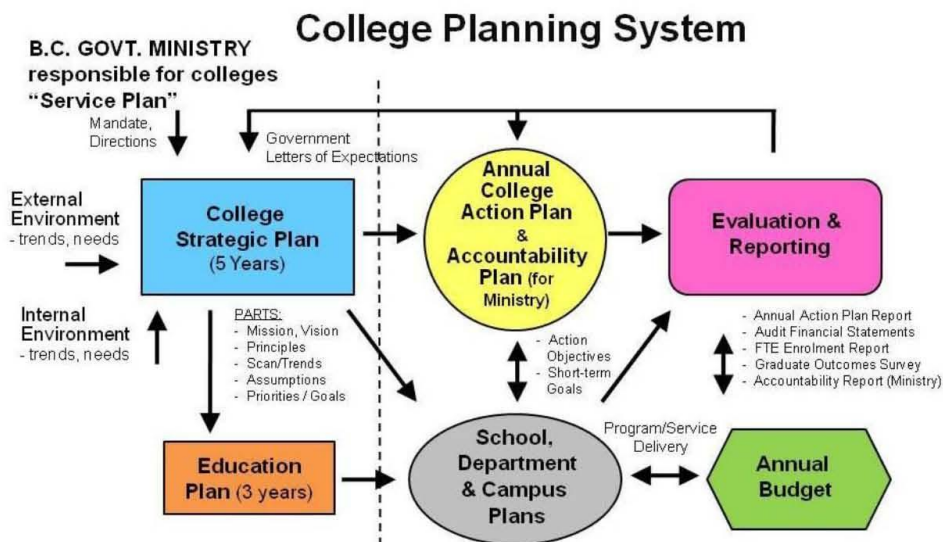
Over the next five years, this Plan provides clear direction to the College and for our stakeholders about what is to be achieved. As such, it sets the stage and provides a focus for detailed operational, educational, service and budget planning and accountability reporting that occurs on an annual basis. It is intended to ensure campus, school and department priorities and initiatives are aligned with overall College expectations and commitments.

The College of New Caledonia *Strategic Plan, 2011-2015: Our Charter of Expectations and Commitments* sets the mid-to-long term directions the College will follow in pursuit of its mandate, mission, and vision. The Strategic Plan includes a comprehensive set of priorities and goals to be addressed in response to key issues and trends identified through an Environmental Scan that was completed in the spring of 2010. The Environmental Scan information is presented as separate documentation as referenced in the following section.

The Planning Context also includes a set of Assumptions which have been developed regarding other facets of the external and internal environments. The results-oriented strategic goals will be translated on an annual basis into more detailed action "objectives" and specific deliverables through the College Education Plan, Annual Action Plan, as well as through alignment of school, campus and department plans.

Ultimately, the Strategic Plan is intended to identify what will be significantly different, changed and improved over the five-year planning period. It cannot, and does not, touch on every aspect of the College's operations.

Progress towards the achievement of the College's 18 strategic goals will be reviewed and summarized annually. The results of this review will inform the College's annual plans for the following year. The flow chart below provides a graphic representation showing the components and inter-relationships within the integrated, multi-year and annual college planning system.



The Annual College Action Plan, 2010-2011 (November 2010) and CNC Accountability Plan and Report, 2009/10 (July 2010) are available on the College website at the following links.

http://cnc.bc.ca/_shared/assets/College_Action_Plan_2011-201218925.pdf

http://cnc.bc.ca/_shared/assets/CNC_Accountability_Report_and_Plan_2009-1017946.pdf

The College Action Plan is updated annually in October/November and the Accountability Plan and Report is submitted to the provincial government Ministry responsible for colleges in July.

PLANNING CONTEXT

1. Environmental Scan Highlights: Key Trends and Issues

See: <http://tinyurl.com/33kcytt> and <http://tinyurl.com/2whatgw>

2. Assumptions

In addition to those trends that can be measured and documented in the Environmental Scan, we can also make some assumptions regarding aspects of the environment that are more difficult to quantify and predict (e.g. cultural and societal forces, government policy and funding priorities, technology, etc.).

We foresee a post-secondary and college system under pressure. . .

- * Challenged by increasing costs and relatively static or flat revenue growth from government funding and student tuition
- * Struggling to keep up with the speed and impact of technological change
- * Increasing competition among provincial institutions (colleges, regional universities and others) and across jurisdictions (including private trainers)

Populated with learners who have evolving needs and expectations. . .

- * Increasingly demanding choice and customization
- * Evaluating opportunities through cost-benefit analyses
- * Demanding greater intra- and inter-institution mobility
- * Requiring customized support systems for all learners

Faced with new employment and economic conditions . . .

- * Involving multiple careers in a lifetime
- * Coupled with skills shortages in many sectors
- * Placing a premium on continuous learning
- * Necessitating close linkages with industry, business and other employers in a diversified regional economy
- * Causing smaller communities to struggle with sustainability

Operating within a shifting political climate . . .

- * Requiring achievement of government objectives within funding limitations (deficits)
- * Driving increased emphasis on accountability reporting
- * Stressing the importance of partnerships and collaborations
- * Competing for a fair share of provincial funding for education, health and social services

Living and working in a dynamic world . . .

- * Characterized by a rapidly changing and inherently unpredictable digital culture
- * Increasingly concerned with the importance of environmental issues
- * Creating and responding to unpredictable and volatile economic forces

PRIORITIES / GOALS

The College's 18 major goals are presented below. The goals are grouped under six overall priority themes. Following each of the numbered goal statements are bulleted examples of specific results that are intended to be achieved over the five-year term.

Student Access, Learning and Success

1. Develop and implement a Strategic Enrolment Management (SEM) Plan and related strategies to increase and improve overall student access, recruitment, engagement, retention, persistence and program completion.
 - Increase the total number and proportion of regional secondary school leavers who make a direct transition to CNC programs
 - Increase headcount and course registration enrolments in both university transfer and business programs (by a total of 25% in first year and 50% in second year, over five years)
 - Expand "access" program deliveries for applied and technical programs
 - Increase cross-college access to holistic and multidimensional student learning supports and services, including those for non-traditional students, and students with disabilities
2. Expand and strengthen program and service delivery partnerships with UNBC and other post-secondary institutions.
 - Improve existing programs articulations, transfers and pathways
 - Establish new degree program partnerships
 - Increase student enrolment and program options
3. Expand and strengthen program and service delivery partnerships with School Districts 91, 57 and 28.
 - Create new program and course delivery partnerships
 - Increase "dual credit" course options and deliveries
 - Expand Career Technical Centre (CTC) programs and student enrolment
4. Expand and effectively support the use of alternative and enhanced face-to-face instructional delivery methods utilizing on-line, videoconference and other educational technologies.
 - Increase number of courses, student enrolments and completions
 - Create new, additional and more flexible teaching, learning and meeting spaces and schedules

Responsiveness to Community

5. Implement new programs and services in response to community and student needs. New and expanded program initiatives over the 2011-2015 time period are expected to include:
 - Medical Radiography Technology
 - Civil Engineering Technology
 - Psychiatric Nursing
 - Agriculture-related programming
 - Mining-related programming
 - Aviation Business Diploma
 - Transportation-related programming
 - Bioenergy-related programming

6. Identify, develop and support the delivery of magnet or niche program specializations at each campus (while maintaining existing local core programs close to home).
 - Achieve optimal enrolment and sustainable program and service growth at each campus

Aboriginal Education and Indigenization

7. Increase Aboriginal student access, enrolment, satisfaction, persistence and successful completion of college certificate and diploma programs.
 - Increase enrolment/program completions by 7 percent annually and 35 percent over five years
 - Enhance partnerships, community liaison, engagement and local direction
 - Improve coordination of programs and services across campuses and communities
 - Increase communication and awareness of CNC's success and leadership in Aboriginal education
8. Increase inclusion of indigenous culture, language and perspectives into student services, curriculum and program delivery, employee education and campus life.
 - Raise awareness and understanding within the College and regional communities regarding local indigenous cultures, languages, history, knowledge and perspectives
 - Increase Aboriginal participation and direction in college advisory and governance processes (e.g. regional Aboriginal Service Plan Committees and the college-wide Yinka Dene Council)
 - Increase Aboriginal community engagement in program and curriculum development
 - Enhance links between the College and Aboriginal communities and organizations

College Resources and Capacity

9. Preserve and improve the College's overall financial health and stability.
 - Develop and implement an overall long-term financial sustainability strategy
 - Develop and implement new entrepreneurial/business partnerships and activities
 - Increase the percent of annual operating revenues that are derived from sources other than base provincial grants and student tuition and fees
 - Acquire additional funds to support instructional equipment, information and educational technology and facilities improvements.
10. Develop and implement a new Five-year Capital Facilities Plan.
 - Complete development of a Master Site Development Plan for the Prince George Campus
 - Major priorities include: Student and Cultural Centre – Prince George, Aboriginal and family-oriented student housing – Prince George; Nechako and Lakes District region multi-use technical education facilities; and, Nursing Laboratory Facilities – Prince George.
 - Include prioritization of major maintenance and facilities improvement projects.
11. Increase college participation in effective government and community communication, partnerships and advocacy related activities.
 - Develop and strengthen relationships at the local, regional, provincial and national levels designed to garner additional, sustainable college funding levels, as well as public policy decisions supportive of the college mandate and mission.
 - Increase effectiveness, contributions and involvement of campus, sectoral and program advisory committees.

People, Planning and Organizational Development

12. Increase and diversify employee learning, leadership development and succession opportunities.
 - Increase faculty, staff and administration participation in high-quality, college-sponsored professional development activities
 - Provide support for employees who wish to develop and share (confidentially and at their discretion) Individual Learning Plans (ILP) and career goals
 - Increase employee access to and participation in leadership development education, exchanges, secondments, short-term project assignments, and mentoring relationships
 - Review and modify (where appropriate) the college administrative organization and team structures as well as staff and administrative job descriptions to support additional pathways of progression within the College
13. Expand and strengthen employee recruitment, recognition, health, retention and celebration of excellence initiatives.
 - Increase numbers of qualified applicants for college positions
 - Develop and implement new initiatives to showcase outstanding student, employee and community accomplishments
 - Create stronger shared sense of “one College with many programs and campuses”
14. Ensure college employee demographic composition more closely reflects the populations of communities served and is inclusive of designated groups (women, people with disabilities, Aboriginal peoples, and visible minorities).
 - Successfully implement the five year Human Rights Special Program
 - Continue to develop and begin to implement a full employment equity program.

Innovation

15. Increase the College's capacity to undertake applied research and implement successful projects.
 - Develop and complete projects in partnership with other organizations. Focus areas are expected to be in Natural Resources and Environmental Technology, Health, Aboriginal Education/Culture, Trades and Heritage Conservation
 - Obtain Natural Sciences and Engineering Research Council (NSERC) and other agency grant funding in support of projects
 - Increase the number of faculty and staff involved in applied research projects
16. Support ongoing improvements to information and educational technology systems and tools.
 - Continuously improve college website and implement a web portal system
 - Implement document/records management and imaging system
 - Implement improvements to student and administrative systems including increased access to on-line services
 - Increase cross-college integration and connection to the whole institution

17. Demonstrate environmental stewardship in the management and development of our facilities, programs and services.

- Achieve Strategic Energy Management Plan (SEMP) energy conservation targets and greenhouse gas emission reductions
- Develop and implement a College Sustainability Policy and related processes
- Increase college initiatives designed to "reduce, reuse and recycle"

18. Expand International Education programs, contracts and services and provide appropriate student and college supports.

- Increase the number of international students enrolled (25-35 percent over five years)
- Achieve a greater proportional balance among students from various countries of origin, and increase the total number of countries from which CNC attracts students
- Increase cultural and social diversity in curriculum and campus activities
- Provide greater opportunities for employees and students to learn about cross-cultural settings

GUIDING PRINCIPLES

The following principles will guide the College's operations and permeate the culture of the institution. Individual and organizational behavior that is aligned with these foundational ideas is expected and essential to supporting fulfillment of the College Mandate, Mission and Goals.

Focus on students and learning

All our activities support the teaching and learning processes for students and community members.

Respect for every individual

Mutual respect between people is expected and fostered. The contributions of all are important to the success of the whole institution.

Teamwork and collaboration

Teamwork, collaboration and effective communication within and across college departments and campuses enable development of positive and productive win-win relationships.

Leadership through involvement and by example

College management is actively involved in facilitating and supporting positive change and improvements.

Quality and continuous improvement of methods and outcomes

The College is dedicated to excellence and continuous improvement.

Evidence-based approach to decision-making

Decisions are based on data and an understanding of the cause and effect mechanisms at work in any system.

Process and systems orientation

We strive to understand and improve the many interdependent work processes that comprise the College's service and program related systems.

Environmental sustainability

Principles and best practices of environmental sustainability are incorporated into the College's operations.

Diversity

Diversity enriches student learning, campus life and our society as a whole. We will value and celebrate the different social and cultural characteristics of our learners and communities.

Indigenous perspectives

We recognize the importance of Aboriginal peoples' culture, history, traditional knowledge and territories. We will strive to honour and learn from them.

Partnerships and community connections

Cooperation with other institutions and organizations is a core approach for achieving desired results for students and stakeholders. Program and community advisory committees provide an essential mechanism for consultation, feedback and learning.

Trust and integrity

Trust flows from honesty and integrity. The existence of trust is a key determinant in the effectiveness and success of relationships at all levels, including the interpersonal, organizational, student, and community levels. We will strive to build trust at each of these levels through aligning behaviour with our values and guiding principles.

Accountability

As a part of the larger society, the College has important responsibilities and expectations to fulfill for all its internal and external stakeholders. We are accountable through effective planning, decision-making, evaluation and reporting systems that are open and transparent.

MANDATE

The College of New Caledonia operates within a legislative framework provided under the British Columbia Colleges and Institutes Act. The College mandate is set out in the Act and through both multi-year and annual Ministry Service Plans, Government Letters of Expectation (GLE), as well as various Ministerial directives (e.g. June 8, 2008 letter).

Sections 6 and 26 of the Colleges and Institutes Act stipulate:

6 Objects of a college

The objects of a college are to provide comprehensive

- (a) courses of study at the first and second year levels of a baccalaureate degree program,
- (a.1) courses of study for an applied baccalaureate degree program,
- (b) post secondary education or training,
- (b.1) adult basic education, and
- (c) continuing education.

26 Functions and duties of college or Provincial institute

Subject to this Act and the resources available to the board, an institution must do the following:

- (a) establish and maintain courses of instruction;
- (b) establish fellowships, scholarships, exhibitions, bursaries, prizes, awards and other aids to encourage proficiency in the subjects taught at the institution;
- (c) provide a program of continuing education;
- (d) generally promote the objects of the institution

For further details see: http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96052_01

The Ministry of Advanced Education Service Plan, 2010/11 to 2012/13 provides details regarding the provincial government's goals, objectives, strategies and performance measures for the BC post-secondary education system (including colleges). For further details see: <http://www.bcbudget.gov.bc.ca/2010/sp/pdf/ministry/almd.pdf>

In a letter to College Boards (June 8, 2008) the Minister of Advanced Education reaffirmed and outlined the mandate of the college sector to: (http://cnc.bc.ca/shared/assets/Mandate_Letter13033.pdf)

- Provide education and training to all who choose to attend a community college at any point in their adult life;
- Focus on teaching-intensive activities using state of the art pedagogical practices that reflect the experiences, culture and social context of their students;
- Design and offer programs and courses that reflect the current and emerging needs of business and industry, and the needs of the province's society in general;
- Graduate students whose knowledge and skills satisfy employers and institutions that receive them as transfer students; and, work with local groups and organizations to promote the growth and development of the local community.

Within this context, colleges are mandated to offer programs in the following categories:

- Para-professional, career, technical and applied studies;
- Trades and apprenticeship;
- Developmental education, including programs for students with disabilities;
- Undergraduate degree programs in applied areas; and,
- University transfer studies and associate degree programs.

MISSION

The College of New Caledonia, as a comprehensive community college, provides access to lifelong learning and facilitates the achievement of personal and educational goals.

We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student

VISION

The College of New Caledonia's education and training are accessible and of high quality. We work with our communities to build success. We provide opportunities for outstanding learning and service. Our graduates are confident, self-reliant citizens and leaders.

VALUES

The College of New Caledonia is a teaching and learning community that cares, serves and leads.

THE PLANNING PROCESS

The roles and responsibilities of the College Board of Governors, Education Council and College President are outlined in the B.C. College and Institute Act, College Board Bylaws, Education Council Handbook and College Policies.

The process implemented to develop this Strategic Plan reflected the overall responsibility and accountability vested in the Board of Governors, Education Council and the College President for governance and management of the College. The plan development was also predicated on core beliefs about the importance of organizational learning, inclusion, stakeholder involvement and shared ownership for effective planning, implementation and achievement of institutional results.

In the fall of 2009, the College adopted a "*Process to Review and Update College Strategic Directions*" following an internal consultation process.

The process included the following major components:

- creation of a Strategic Directions Committee (SDC) comprised of college board members, faculty, staff, administrators and students to oversee and guide the planning process;
- development of an Environmental Scan detailing key information, trends and issues in both the external and internal college environments;
- Campus Conversations/Strategy Sessions held at each campus in the spring of 2010 to discuss the Environmental Scan and to identify key issues and potential college directions;
- a review and assessment of the previous CNC Strategic Plan, 2006-2010;
- publication of a draft Strategic Plan, 2011-2015 on October 4, 2010;
- discussion of the draft Strategic Plan at internal forums including Strategic Directions Committee meetings, College Board Planning Session, Education Council meetings, Management Team meetings, campus and departmental meetings, as well as, a joint College Board, Education Council and Strategic Directions Committee workshop;
- discussion of the draft Strategic Plan at several local external community and college advisory committee meetings;
- revisions to the first draft based on the feedback received and publication of a second draft;
- review and revision of the second draft; and,
- preparation of a "final" draft for approval by the College Board of Governors.

In total and over the course of the year-long strategic planning process, approximately 300 college employees, students and community members participated directly in and contributed to the development of the Strategic Plan.