

# College of New Caledonia

OFFICE OF THE PRESIDENT



November 25, 2009

Ms. Heather McNaughton, Chair  
British Columbia Human Rights Tribunal  
1170 – 605 Robson Street  
Vancouver BC V6B 5J3

**Re: College of New Caledonia – Section 42 – Special Program**

Dear Ms. McNaughton:

Attached is a modified application from the College of New Caledonia to implement a Special Program to designate specific College positions requiring Aboriginal heritage.

The parties signatory to this letter are in full support of this application and look forward to the Tribunal's positive response.

For further information regarding this application, please contact either:

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Aboriginal Student Services Manager and Senior Policy Advisory on Aboriginal  
Education Services  
[Erickson@cnc.bc.ca](mailto:Erickson@cnc.bc.ca)  
250.561-5848 local 5460

Catherine Wishart  
Vice President, Community & Student Services  
[wishart@cnc.bc.ca](mailto:wishart@cnc.bc.ca)  
250.561.5848 local 5208

Sincerely,

John Bowman  
President

Lily Bachand  
President, CUPE Local 4951

Jan Mastromatteo  
President, Faculty Association of College of New Caledonia

## **COLLEGE OF NEW CALEDONIA**

### **Application for Special Program to Hire Aboriginal Employees**

#### **(Section 42 Human Rights Code)**

**November 25, 2009**

*With minor revisions on page 3 – Nov 27/09*

#### **I. Nature of the Sponsoring Organization**

##### Overview of the College of New Caledonia

The College of New Caledonia (CNC) has legislated, regional responsibility for post-secondary education throughout the central interior region of British Columbia. The College region reaches from Granisle in the west to Valemount in the east, north to Tsay Keh and Kwadacha, and south to Nazko/Kluskus and Alexandria. The College maintains permanent campuses in Prince George, Quesnel, Mackenzie, Vanderhoof, Fort St James, and Burns Lake, and an office in Valemount. In all, CNC serves one of the largest geographic post-secondary regions in BC, spanning 117,500 square kilometers with a population of approximately 145,000.

The College of New Caledonia has been an institution of first choice for students of BC's Central Interior since 1969. It is chosen each year by more than 5,000 students from all over BC, Canada, and the world. Another 7,000 students annually take continuing education courses with the College. Dedicated to the pursuit of excellence in education, and to the provision of an intellectually challenging environment, CNC offers a wide range of access, technical, career-vocational, and university-credit programs.

The original purpose of the College, in the early 1960s, was as a vocational school for adults, meeting the growing industry needs in the region. Two key commitments continue to be accessibility and responsiveness to the needs of the communities it serves. One of the College's key mandates is to ensure the provision of courses and programs that will help train and educate tomorrow's workforce. College staff work very closely with communities, industry representatives and Aboriginal communities and organizations to develop programs and meet employers' needs.

CNC has a long history of working to meet the needs of Aboriginal community as evidenced by the College's Aboriginal Advisory Committees and the establishment of many programs and services identified by the Aboriginal communities in the region. CNC lead the province in many areas including the establishment of an internationally recognized Fetal Alcohol Spectrum Disorder program, a partnership with the Carrier Sekani Tribal Council which provided all First Nations Education Support Services at the Prince George campus, and two First Nations Studies courses which were



unique in the province because they brought elders into the classroom to teach the oral history and worldview of their respective communities.

The Prince George campus is located in an urban area which serves a diverse Aboriginal community which includes students from many First Nations and a significant Métis population; Quesnel also has a significant Métis population. The regional campuses are more focused to the Indigenous populations within their catchment areas; these include the *Dakelh-ne* or *Yinka Dene*, the *Tse khene* and the *Tsil quotin* peoples. The Lakes District (Burns Lake, BC) campus, for example, serves six bands and students from these bands make up approximately sixty percent of the student population. Overall, CNC serves 22 First Nations communities.

The Aboriginal (Indian, Métis and Inuit) student population at CNC represents an increasingly significant demographic. In comparison to the overall decline in enrolments at CNC, from 2002/03 to 2006/07 the Aboriginal student population increased from 396 to 585<sup>1</sup>. In 2007 there were 585 self-declared Aboriginal students registered in virtually every program section, making Aboriginal students 13 percent of the total student population.

In 2007 the Ministry of Advanced Education and Labour Development (ALMD), in the spirit of the *New Relationship Agreement*, announced the *Aboriginal Post-Secondary Education Strategy and Action Plan* (Appendix I) with the goal of closing the socioeconomic gap between Aboriginal and non-Aboriginal British Columbians<sup>2</sup>. To achieve this goal, ALMD outlined the following objectives:

- Increase the access, retention, completion and transition opportunities for Aboriginal learners
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners
- Strengthen partnerships and collaboration in Aboriginal post-secondary education (p. 2).

The College of New Caledonia was one of eleven successful institutions to receive Aboriginal Service Plan (ASP) funding to develop and implement a comprehensive three year plan for Aboriginal education. The ASP funds were awarded based on several criteria which included: evidence of meaningful engagement with Aboriginal communities, existing inventory of programs and services for Aboriginal students and communities, and a commitment to a shared role with Aboriginal communities in the development and implementation of the Aboriginal Service Plan.

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<sup>1</sup> College of New Caledonia. "Program Head Count Report - Academic Years 2002/2003 to 2006/2007."

[http://newweb.cnc.bc.ca/\\_shared/assets/2007\\_aborig\\_stu\\_report11424.pdf](http://newweb.cnc.bc.ca/_shared/assets/2007_aborig_stu_report11424.pdf)

<sup>2</sup> Ministry of Advanced Education. <http://www.aved.gov.bc.ca/aboriginal/documents/strategy.pdf>



The ASP funds have allowed CNC to work with Aboriginal Advisories and partners to develop three year strategic plans for Aboriginal education at each campus. Together they identified priorities in the areas of programs, services and relationships. CNC is working to implement these recommendations, including hiring staff to provide supports to Aboriginal students, in teaching positions and in administrative positions to work on Aboriginal policy, program development and on strengthening partnerships with Aboriginal communities. In Prince George the Aboriginal organizations and people consulted consistently requested Aboriginal employment equity; therefore it is prioritized in the Prince George campus's Three Year Aboriginal Services Plan. (See Appendix II)

We wish to respond positively to the direction that we have received from our Aboriginal communities. CNC is putting forward this application in order to enable compliance with the ALMD objectives stated above. We are seeking a Special Program Human Rights approval at CNC as the first phase of a three phase plan leading to employment equity.

The College is committed to achieving employment numbers that will reflect the diversity of our communities, to strengthen partnerships and to provide Aboriginal employees who will role model success to Aboriginal learners.

The College agrees that existing or new positions in this Special Program covered by the CUPE or Faculty Association of CNC collective agreements will continue to be covered by those collective agreements.

## **II. Accountability and Monitoring**

The Human Resources Department at CNC and the Senior Policy Advisor on Aboriginal Education will be responsible for the implementation of the Human Rights Special Program and its monitoring. The Department will provide an annual report to the Aboriginal Advisory Committees at each CNC campus and to CUPE and the Faculty Association of CNC. The measures outlined below are indicative of relevant measures for the progress and success of the initiative, and will be finalized through consultation with the Aboriginal Advisory Committees and unions upon approval of the Application.

CNC agrees to establish a joint committee consisting of CNC, the Faculty Association of the College of New Caledonia (FACNC), and CUPE/Operational Staff to consult on the implementation of the Special Program and to assist in achieving its objectives.

### **Student Measurements**

- Increase in Aboriginal learners accessing a credential program, as measured by enrollment of Aboriginal learners (self-identified) in credential programs



- Increase in Aboriginal learners' satisfaction with CNC offerings (credential and Continuing Education programs), as measured by overall enrollment of Aboriginal learners (self-identified)
- Increase in receptivity and relevance of CNC programming for Aboriginal learners (self-identified), as measured by transition rates from high school
- Increase in credentials achieved by Aboriginal learners (self-identified), as measured by the number of credentials awarded to Aboriginal learners

#### Staffing Measurements

- Number and type of positions posted under the Special Program
- Number and type of positions filled successfully under the Special Program
- Increase in number of Aboriginal applicants (self-identified) seeking employment at CNC
- Number of Aboriginal employees (self-identified) hired into non-Special Program positions at CNC

#### General Measurements to be Developed:

- Enhancement of Aboriginal language and culture programming, as measured by the number of course and program offerings with an Aboriginal language and culture component
- Strengthening of partnerships with Aboriginal communities and organizations, as measured by the number of partnership agreements of various types.
- Culture that values and supports diversity, engenders social responsibility, that is sensitive to ethical issues and receptive to new ideas and critical enquiry, and that supports the College's role as an international institution
- CNC's recognition of the linguistic and cultural assets in the region as a valuable resource and promotion of this resource to maximize the development of the region
- Provision of information about the Special Program so that existing employees understand the process and that Aboriginal employees are provided a welcoming environment to work in

In addition to annual summary reporting as outlined above, the College will provide the unions with as much notice as possible as Special program positions are identified. At a minimum, 10 working days' notice will be provided prior to a position being filled.

### **III. Identification of Disadvantaged Individuals/Groups**

An Aboriginal person is identified in accordance to the *Constitution Act* of 1982, Part II, Section 35(2), as "the Indian, Inuit and Métis peoples of

Canada" and will also include Non Status Indians. Canada's Aboriginal population is distinct and diverse. "First Nation" is the generally preferred term for Indian peoples of Canada. The term "Indian" is still used where referring to legislation or government statistics.

## **Students**

Aboriginal students do not succeed at the same levels as non-Aboriginal students; research demonstrates the following<sup>3</sup>:

- The Aboriginal population is growing at a faster pace than the non-Aboriginal population.
- The number of Aboriginal students enrolled in public post-secondary institutions is gradually increasing.
- Over the past six years, the percentage of Aboriginal students receiving a British Columbia Certificate of Graduation from a public school has increased.
- Despite these improvements, 4 out of 10 Aboriginal people in British Columbia complete post-secondary education compared to 6 out of 10 non-Aboriginal students.
- A non-Aboriginal person is five times more likely to have a university degree than an Aboriginal person living on reserve and almost three times more likely than an Aboriginal person living off reserve.
- British Columbia's off-reserve Aboriginal labour force faces high unemployment; nearly three times that of the non-aboriginal population.
- When employment rates are compared between Aboriginal and non-Aboriginal people who have the same levels of education, differences in labour market outcomes largely disappear (p. 2).

The importance of role modeling is critical to student success, and role models exist in every culture<sup>4</sup>. All students need mentors to model success to them, and Aboriginal students who come from an already disadvantaged background are especially in need of positive role models who can encourage and motivate them to succeed.

## **Employees**

CNC conducted comprehensive consultations with Aboriginal communities in 2007 as part of developing the three year Aboriginal Service Plan. Almost every focus group identified hiring Aboriginal employees as a priority.

As of September 30, 2008 CNC had 582 full and part-time employees:

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<sup>3</sup> Ministry of Advanced Education British Columbia. "Aboriginal Post-Secondary Education Strategy and Action Plan." <http://www.aved.gov.bc.ca/aboriginal/documents/strategy.pdf>

<sup>4</sup> "Benefits of Role Models." <http://www.curiosoft.com/news/benefits-of-role-models-for-kids.htm>



Operational Staff	271	(Canadian Union of Public Employees)
Faculty	268	(Faculty Association of CNC)
Administrators	43	(exempt)

Although currently CNC does not gather data on Aboriginal ancestry, we have employees who have self-identified as Aboriginal. Thus, we can say anecdotally that CNC's Prince George campus has four Aboriginal employees with only one working outside the First Nations Education Support Services Centre; two are part-time. The Burns Lake, Fort St James and Nechako campuses have ten part-time and full-time Aboriginal employees; the Mackenzie campus has three Aboriginal employees; the Quesnel campus and Valemount office have none. Most of these positions are casual, part-time or term positions. Thus, Aboriginal employees represent 2.5% of all employees. In all, Aboriginal role models are lacking at CNC.

#### **IV. Benefit of the Program**

The Human Rights Special Program approval will benefit Aboriginal students and communities for the following reasons:

- It will enable the College to establish Aboriginal ancestry as a qualification for identified positions.
- It will provide a greater number of Aboriginal role models on campus for Aboriginal students; this is an advantage for all learners at CNC, not only Aboriginal learners.
- It will open doors for Aboriginal applicants. Though CNC welcomes applications from all populations, community consultations show that there is a perception that the system is closed.
- It will provide higher levels of employment for local Aboriginal communities.
- It will provide much needed encouragement to Aboriginal students that there are career opportunities available to them upon graduation, thereby increasing the retention rates of Aboriginal students at CNC.
- It will strengthen CNC's relationships with Aboriginal communities and partner groups by illustrating we are committed to meeting their needs as outlined in the community consultations of 2007.

CNC has provided letters of support for this application from its Aboriginal partners. These are attached in Appendix III.

#### **V. Goals, Timetables and Anticipated Results**

The College of New Caledonia's goal is to create an inclusive work environment that acknowledges the unique experiences and knowledge of



Aboriginal and other peoples. In the longer term CNC will strive to achieve employee numbers that are representative of the Aboriginal populations in our region.

Under the Special Program, positions in the following categories may be considered for restrictive and/or preferential hiring qualifications:

- a. Employees providing direct operational, instructional or administrative service to primarily Aboriginal students (ie Aboriginal Academic Advisor, Aboriginal Liaison, Senior Policy Advisor/Manager of Aboriginal Services)
- b. Employees instructing courses whose content is primarily Aboriginal (ie Aboriginal Studies courses, Aboriginal Early Childhood Education, College & Career Preparation – Lheidli Project)
- c. Employees offering services and/or programs funded through Aboriginal-specific funding initiatives

It is the objective of the College to have approximately 50 Aboriginal individuals employed in various operational, faculty and administrative positions as outlined above over the five year period. The majority of these positions will be part-time, seasonal, sessional, fixed term or casual in nature.

Of these approximately 50 positions and as of mid-November 2009, the College has identified 30 existing positions relevant to a, b or c above. One is an administrative position, while 25 are operational, and six are faculty. This leaves approximately 20 positions to be filled to reach an on-going balance of approximately 50 Aboriginal employees in positions, of which approximately nine may be operational staff and 10 faculty.

Aboriginal heritage as a bona fide qualification for specific positions will not impact provisions of the CUPE or FACNC collective agreements including with respect to seniority, accumulation of work, layoff and bumping.

Some positions will be restricted to Aboriginal applicants. To respect the often tight timeframes for hiring to meet community needs, the College anticipates use of the following language in Special Program postings where consideration of non-Aboriginal applicants may occur:

"This position requires a person of Aboriginal heritage, who also meets all other necessary qualifications. Should a qualified Aboriginal person not be available for the position, the College will consider non-Aboriginal applicants with the other necessary qualifications."

The College acknowledges that the implementation of this Special Program and the recognition and identification of Aboriginal heritage as a valid position qualification may result in some current employees being unable to



access additional work for which they may no longer be considered fully qualified. Implementation of this Special Program will not result in the loss of work for individuals in existing positions, pending the continuation of that work as part of the College's strategic direction and/or funding availability.

## **VI. Duration**

We wish to have the Special Program approval in place for five years in order to develop an effective Recruitment and Retention Strategy for hiring Aboriginal peoples. This time period is important to success because there are so many departments which have never had Aboriginal employees; as well, recruitment is made more challenging vis a vis the lack of Aboriginal post-secondary graduates to recruit.

During these five years the College will also seek consultation and discussion with Aboriginal and union stakeholders to move towards employment equity.

## **VII. Eligibility Criteria**

The candidates for positions covered by this Application will be able to provide written proof of Aboriginal ancestry through a nationally or provincially recognized Aboriginal organization. All candidates must fall under the description of Aboriginal as defined in *Constitution Act of 1982*, Part II, Section 35(2), as "the Indian, Inuit and Métis peoples of Canada", or be identifiable as Non Status Indians. Furthermore, the College of New Caledonia reserves the right to request a letter from the First Nation verifying Aboriginal ancestry from those who present status cards issued under the *Indian Act*<sup>5</sup>.

In addition, the College of New Caledonia may use the services of some of its Aboriginal partners (e.g. Métis Nation of BC, Prince George Friendship Centre, Lheidli tenneh First Nation and other First Nations communities in the region) to verify Aboriginal status or ancestry.

## **VIII. Identification of Third Party Interests**

Presently at the College of New Caledonia all matters regarding Aboriginal education have been entrusted to the direction of Aboriginal Advisory Committees at each campus. It is the belief of these Committees that positive Aboriginal role models are needed at each campus.

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<sup>5</sup> Before 1985, non-Aboriginal women who married status Indian men were registered under the *Indian Act* as status Indians and issued status cards.

The following Aboriginal First Nations and Aboriginal groups are represented on the College of New Caledonia's Advisory Committees and/or Aboriginal Advisory Committees, or are partner group(s):

**Burns Lake Advisory Committee** (Aboriginal members)

Ryan Tibbetts  
Ts'il Kaz Koh

Dianne Wright  
Burns Lake Native Dev. Corp

Patricia Prince  
Nee Tahi Buhn Band

Chief Betty Patrick  
Lake Babine First Nation

Chief Dwayne Prince  
Skin Tyee Nation

Chief Ruby William  
Wet'suwet'en First Nation

Mavis Benson  
Cheslatta Carrier Nation

Linda Johnnie  
Lake Babine Nation

**Mackenzie campus**

The Mackenzie campus has been dealing with the devastating downturn in their economy. So many people have been moving away that they have been forced to restructure all their Advisory Committees.

Mackenzie does not have Advisory members from the communities of Tsay Keh Dene or Kwadacha due to their remoteness; however they work closely with these communities to provide programs and services. Mackenzie works within First Nations community protocols and our consultation process is extensive.

In the case of the Aboriginal Service Plan, Mackenzie campus involved the Chiefs, band Education Coordinators, band councilors, Aboriginal educators and elders who live in Kwadacha (Fort Ware) and Tsay Keh (Ingenika). MacLeod Lake Indian band (MLIB) is represented on the Advisory by Jodie Ware, Education Director.

**Quesnel Aboriginal Advisory Committee**

Curtis Cunningham  
Native Friendship Centre

Crystal Lulua  
CCATEC

Laurell Crocker  
Nazko Gov't Band Office

Blanca Schorcht  
University Northern BC (South)

Holly Toews  
Principal Ab Education, SD 28

Susie McNeney  
Quesnel and District Museum  
& Archives



Rhonda LaBelle  
Cariboo Chilcotin Aboriginal  
Training and Education  
Council (CCATEC)

Lorna Townsend  
Quesnel and District Museum  
& Archives

**Nechako campus** (includes Vanderhoof, Fort St. James)

Advisory Committee (Vanderhoof, Fort St James)

Peggy Forbes  
Nak'azdli First Nation

Calvin Demarais (Chair)  
School District No. 91  
Phone 250-567-2284

Chief Colleen Erickson  
Saik'uz First Nation

Aboriginal Services Plan Steering Committee Nechako

Sally Joseph  
Yekooche First Nation

Loretta Moise  
Nak'azdli First Nation

Sharlene Prince  
Tl'azt'en First Nation

Ann Abraham  
Takla First Nation

Allan Howell  
New Caledonia Métis

Doreen Spence  
Métis Nation BC

Jason Morgan  
Carrier Sekani Tribal Council

Fabian Sparvier  
Saik'uz First Nation

Carl Martin  
Nak'azdli First Nation

Priscilla Mueller  
Saik'uz First Nation

Robert Luggi Jr  
Stellat'en First Nation

Trevor Louie  
Stellat'en First Nation

George George Sr  
Nad'leh Whut'en  
Services

Megan Hunt  
Carrier Sekani Family

Karin Hunt  
Prince George Nechako Aboriginal Employment & Training Association

**Prince George Aboriginal Advisory Committee**

Doreen Spence  
Métis Nation BC

Zandra Wycotte  
Consultant

Sharon Bird  
Carrier Sekani Tribal Council

Deena Poole  
Tsay Keh Dene

Toni Carlton  
University of Northern  
British Columbia

Ben Berland  
Aboriginal Liaison,  
School District 57

Ray Gerow (Chair)  
Prince George Aboriginal Business  
Development Association  
Phone 250-562-6325

Barb Ward-Burkitt  
Prince George Native  
Friendship Centre

Rena Zatorski  
Lheidli Teneh First Nation

Regina Toth  
Lheidli Teneh First  
Nation



## **Unions at the College of New Caledonia**

Two unions are represented at the College of New Caledonia: Canadian Union of Public Employees (CUPE) and the Faculty Association.

The College has discussed this Application request with each of the unions, and has provided them with this document, inviting feedback. We understand the Human Rights Tribunal may also invite input from the unions.

The following unions represent the interests of CNC employees:

### **CUPE**

College of New Caledonia Operational Staff

President: Lily Bachand

2-253

3330-22<sup>nd</sup> Ave. Prince George, BC V2N 1P8

P:250-561-5848

Faculty Association of the College of New Caledonia

3477 - 15th Avenue

Prince George, BC V2N 3Z3

President: Jan Mastromatteo

Phone: 250-564-7880

**Appendix I**  
**Ministry of Advanced Education**  
***Aboriginal Post-Secondary Education Strategy and Action Plan***





## Aboriginal Post-Secondary Education Strategy and Action Plan

### Strategic Context

The Government of British Columbia is forging a new government-to-government relationship with Aboriginal people based on reconciliation, recognition and respect. This New Relationship will reshape our social and economic landscape and create a more inclusive and prosperous future for all British Columbians. A key piece of the New Relationship is the engagement of Aboriginal people and communities in the planning of social and economic policy and programs that shape their lives and choices.

In November 2005 the Province, the Federal Government, and the Leadership Council representing the First Nations of British Columbia signed the Transformative Change Accord to: close the social and economic gap between First Nations and other British Columbians, reconcile Aboriginal rights and title with those of the Crown, and establish a new relationship based upon mutual respect and recognition.

A new shared path will provide opportunity for institutions and communities to come together as partners and actively engage in the transformative change of Aboriginal post-secondary education. It calls for a new focus on opportunities for the future and a commitment to collaboration and change.

The Aboriginal post-secondary education strategy will fulfill the post-secondary component of the Transformative Change Accord. As part of this partnership, key Aboriginal groups, through the BC Aboriginal Post-Secondary Education and Training (MOU) Partners, provide advice and direction to enhance coordination of initiatives. Aboriginal organizations and communities work collaboratively with public post secondary institutions in developing and implementing Aboriginal Service Plans and Aboriginal Special Projects initiatives. Representatives from Aboriginal groups participate in working groups and policy tables (e.g., performance indicators). In addition specific accountabilities will be agreed upon with Aboriginal communities participating in capacity building initiatives, and private Aboriginal institutions engaged in affiliation agreements.

Success of the Aboriginal Post Secondary Strategy and Action Plan will be monitored as follows:

- Aboriginal student enrolment and percentage of overall student enrollment in post secondary education;
- Highest level of education attained and number of credentials issued to Aboriginal students on an annual basis; and,
- A range of performance indicators will be developed in collaboration with the MOU Partners, which includes key Aboriginal organizations and governments, relevant Ministries, public and private post secondary institution representatives and the federal government.

**Vision:** Aboriginal post-secondary education outcomes are comparable to those of non-Aboriginal learners, and that public institutions and Aboriginal organizations and institutions play appropriate roles and are supported by the combined resources of the federal and provincial governments.

### Goal 1: Close the educational gap for Aboriginal learners.

#### Objectives:

- Increase the access, retention, completion and transitions opportunities for Aboriginal learners.
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners.
- Strengthen partnerships and collaboration in Aboriginal post-secondary education.

### Goal 2: Effective and accountable programs and services implementation and delivery.

#### Objectives:

- Ensure effective measurement and progress monitoring.

### Background:

#### Demographic trends/research:

- The Aboriginal population is growing at a faster pace than the non-aboriginal population.
- The number of Aboriginal students enrolled in public post-secondary institutions is gradually increasing.
- Over the past six years, the percentage of Aboriginal students receiving a British Columbia Certificate of Graduation from a public school has increased.
- Despite these improvements, 4 out of 10 Aboriginal people in British Columbia complete post-secondary education compared to 6 out of 10 non-aboriginal students.
- A non-aboriginal person is five times more likely to have a university degree than an Aboriginal person living on reserve and almost three times more likely than an Aboriginal person living off reserve.
- British Columbia's off-reserve Aboriginal labour force faces high unemployment; nearly three times that of the non-aboriginal population.
- When employment rates are compared between Aboriginal and non-aboriginal people who have the same levels of education, differences in labour market outcomes largely disappear.

#### Consultation to date:

- February 2004 – First Annual Forum Regarding Aboriginal Post-Secondary Education and Training.



- March 2005 – Second Annual Forum Regarding Aboriginal Post-Secondary Education and Training.
- Review of Aboriginal Post-Secondary Education Programs, Services and Strategies & Review of Aboriginal Special Projects Funding (2005).
- 2006 – Third Annual Aboriginal Post-Secondary Education Forum—Moving Aboriginal Post-Secondary Education Forward, Developing a Strategy.

What we've heard:

Through this consultation, partners identified that Aboriginal learners face major challenges that influence their decision to participate, persist and complete post-secondary education.

Barriers include:

- **Low Student Transitions:** A significant percentage of the Aboriginal population does not complete high school and many who do complete high school lack the necessary prerequisites for university-track and vocational training courses/programs.
- **Appropriate Aboriginal Programming:** There are insufficient programs and courses at post-secondary institutions that are developed for Aboriginal learners or that incorporate aboriginal worldview in teaching pedagogies or curriculum. There is a need for language resources and programs to support the preservation of First Nations languages.
- **Student Service Gaps:** There are considerable gaps in culturally appropriate services for Aboriginal post-secondary learners, which inversely correlate to Aboriginal participation, retention and overall success.
- **Aboriginal Involvement in Decision Making:** There is a need to increase Aboriginal involvement in institutional and educational planning and decision-making process.
- **Appropriate Role Models:** Post-secondary institutions are primarily comprised of non-Aboriginal faculty and staff, many of whom have a limited understanding of Aboriginal needs.
- **Discrimination:** Social, cultural and racial discrimination continues to persist in the education system resulting in feelings of alienation and exclusion for Aboriginal learners.
- **Geographical Barriers:** Aboriginal people in rural and remote communities have identified the need to access education in their communities and not leave for extended periods of study.
- **Need for Increased Partnership/Coordination Between Public Post Secondary Institutions, Private Aboriginal institutions, Aboriginal Communities, Industry and Other Organizations:** Success in Aboriginal post-secondary education is greatly influenced by the role that Aboriginal communities and organizations play in the transitioning and bridging of students into public post-secondary institutions and the workforce. Collaboration between Aboriginal institutions, communities and public post-secondary institutions and industry will enhance opportunities for student success.

- **Need for Enhanced Data Collection and Tracking:** A major challenge in terms of research in the field of Aboriginal education is the lack of data on Aboriginal ancestry and post-secondary participation.
- **Limited Student Financial Assistance:** There is insufficient funding for Aboriginal post-secondary educational support. This lack of funding is increasingly becoming a barrier to Aboriginal student participation.

The Aboriginal community and post secondary system are making great strides in increasing access and success for Aboriginal learners. A number of initiatives are underway in government, communities, and institutions across the province to effectively address these barriers. Examples of these accomplishments include:

- Since 2001, the Ministry of Advanced Education has funded 150 projects under the Aboriginal Special Projects Fund. More than 3,400 Aboriginal learners benefited from this program.
- According to the 2005 Jothen review, British Columbia's public post-secondary institutions key accomplishments include:
  - 26 institutions employ at least one Aboriginal Education Coordinator who provides support services to Aboriginal learners.
  - 25 institutions have Aboriginal Advisory Councils, which provide a link to Aboriginal communities.
  - One-third of post-secondary institutions have Aboriginal representation on institutional governance bodies.
  - 23 institutions have programs specifically designed for Aboriginal students.
  - 21 public post-secondary institutions have collaborated and entered into partnerships and/or affiliation agreements with Aboriginal communities and organizations, which reflect Aboriginal education and training priorities.
- 40 private Aboriginal education institutes in British Columbia offer preparatory or pre-requisite courses for post-secondary education or post-secondary education programs.
- First Nations Education Steering Committee (FNESC) continues to develop and implement strategies to improve success for Aboriginal post-secondary learners in British Columbia.
- In March 2005, a landmark Aboriginal Post-Secondary and Education and Training Memorandum of Understanding (MOU) involving key Aboriginal organizations, British Columbia's post-secondary institutions, the federal government, and FNESC was established to facilitate discussion about education matters.

To build on initiatives underway and enhance outcomes, the Ministry of Advanced Education (AVED) has developed a comprehensive strategy to ensure Aboriginal education outcomes are comparable to those of non-Aboriginal learners, and that public institutions and Aboriginal organizations and institutions play appropriate roles and are supported by the combined resources of the federal and provincial governments.



## STRATEGIES and ACTIONS

### Increase access, retention, and success for Aboriginal learners through implementation of Aboriginal Service Plans

In the New Relationship era, institutions and communities should engage one another to establish an agenda for Aboriginal post-secondary action. Aboriginal communities should have a role in shaping programs and services that address the academic, social, emotional, and cultural needs of learners.

#### Strategy and Actions:

The Ministry will implement Aboriginal Service Plans. An Aboriginal Service Plan is a three-year strategic plan developed by a community and institution that outlines goals for the regional Aboriginal learners in terms of access, participation, and success and outlines specific actions to be implemented to meet these goals. Actions may include the development or enhancement of programs, student support services, outreach activities, partnership agreements, alternative program delivery models, etc. Government will provide funding to support the development and implementation of Aboriginal Service Plans.

Institutions and communities can build on successes to:

- Increase the access, retention, completion and transitions opportunities for Aboriginal learners.
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.
- Strengthen partnerships and collaboration in Aboriginal post-secondary education.

### Reduce financial barriers through targeted scholarships for Aboriginal learners

Aboriginal learners face a number of financial barriers that impede their access to post-secondary education. The lack of reliable and sufficient student financial support adversely affects participation and retention of learners across the post-secondary education continuum<sup>1</sup>.

#### Strategy and Actions:

The Ministry will target provincial investment to Aboriginal scholarships to reduce barriers for learners. The Ministry will work through The MOU Partners Group to discuss federal and provincial policies and programs that support or impede learner access to student financial assistance.

- Establish an Aboriginal Scholarship Endowment.
- Provide funding support to the Chief Joe Matthias Scholarship.
- Target Alberta Centennial Scholarship to Aboriginal learners.
- Increase Adult Basic Education Student Financial Assistance.

<sup>1</sup> Post-secondary education continuum is defined as Adult Basic Education through graduate level programming.

- Work with partners to explore options for enhancing federal support for Aboriginal learners.

### Increase participation in strategic program areas

Aboriginal learners are under-represented, particularly in key disciplines.

#### Strategy and Actions:

The Ministry will increase access, participation and completion rates for Aboriginal learners to help British Columbia address labour market shortages by targeting sections/classes for programs identified as key priorities (e.g., Health, Social Work, Business).

### Support Aboriginal learner transition

Aboriginal learners are under-represented at various levels of the education system.

#### Strategy and Actions:

- Incorporate Aboriginal literacy into the Adult Literacy Plan.
- Support capacity building for First Nations near treaty.
- Link with the Graduate Student Strategy and recommend that institutions target graduate seats for Aboriginal learners across all faculties.
- Support province-wide transition projects.

### Enhance opportunities for Aboriginal culture to be reflected within the infrastructure of institutions

Aboriginal learners often cannot see their culture reflected in the infrastructure of public post-secondary institutions. This contributes to learner isolation and lower retention rates.

#### Strategy and Actions:

The Ministry will provide financial support and explore public/private partnerships to assist public post-secondary institutions develop gathering places that reflect the cultural needs and characteristics of Aboriginal students, community, and traditions.

### Increase the number of culturally relevant programs and services

One of the most prominent challenges influencing the participation and completion rates of Aboriginal learners in post-secondary education is the number and quality of programs and services available to these learners that meet their cultural and learning needs.

#### Strategy and Actions:

The Ministry will continue to provide, and will augment, project-based funding that supports innovation in culturally-appropriate curriculum, program and service design and delivery.



- Continue, and augment, the Aboriginal Special Project Funding (ASPF), recognizing the importance of ASPF funding to the viability and longevity of post-secondary institutional program planning and implementation of programs and support services.
- Support for the development of language curriculum.
- Aboriginal Service Plans will also significantly address this objective.

#### Encourage Aboriginal representation on institutional governing bodies

Aboriginal and non-Aboriginal post-secondary education stakeholders have expressed the need for increased Aboriginal "voice" on decision-making bodies to ensure the interests and perspectives of Aboriginal learners and communities are reflected in post-secondary institutional planning, policies, practices and programming.

##### Strategy and Actions:

The Ministry will pursue the goal of appointing Aboriginals to public post-secondary institution boards through policy, and seeks to achieve this goal by encouraging all public post-secondary institutions to identify qualified Aboriginal candidates for appointments to vacant board positions.

#### Strengthen agreements and partnerships

In 1995, the Aboriginal Policy Framework was established to guide the development of post-secondary education and training strategies to increase access, participation, retention and success rates for Aboriginal learners and support capacity building toward self-government and the post-treaty environment and specified the requirements for a private Aboriginal institution to become a public institution. In 2004, revisions to the requirements were considered but no changes were finalized.

Campus 2020 is a forward looking province-wide review of the post-secondary system designed to guide Ministry direction and decisions up to the year 2020. Campus 2020 has undertaken a comprehensive consultation with Aboriginal stakeholder groups in the province.

##### Strategy and Actions:

- Encourage, and explore opportunities to improve affiliation agreements between public and private Aboriginal institutions.
- Encourage and strengthen partnerships between public institutions and Aboriginal communities and organizations through Aboriginal Service Plans.
- Next steps regarding Ministry policy on Aboriginal institutions will be guided by Campus 2020 recommendations.
- Work with MOU partners to ensure ongoing communication, collaboration and advice.

A coordinated approach to closing the education gap is required.

##### Strategy and Actions:

MINISTRY GOAL	MINISTRY OBJECTIVE	<b>APPENDIX</b> <b>STRATEGIES AND ACTIONS</b> *all actions are interconnected and meet various objectives
Close the educational gap for Aboriginal learners	A. Increase the access, retention, completion and transition opportunities for Aboriginal learners	<b>Implement Phase I: Aboriginal Service Plans. Objectives include:</b> <ul style="list-style-type: none"> <li>▪ Increase the number of Aboriginal students entering post-secondary education.</li> <li>▪ Increase the number of students completing programs and the level of credentials awarded.</li> <li>▪ Enhance the indigenization of the academy.</li> <li>▪ Increase choice and access by alternate program delivery including: community-based program delivery; on-line learning; Learning/connectivity/Broadband and interfacing with BCcampus.</li> <li>▪ Increase programs and services for Aboriginal students including: Elders in Residence programs; Anti-racism policies and training; Aboriginal culture and content reflected in curricula; student support services (i.e., Coordinators, Counselors, and mentors) and early intervention; increase mentors and role models; outreach and public awareness.</li> <li>▪ Increased partnerships between public and private institutions and Aboriginal communities.</li> </ul>
		<b>Reduce Financial Barriers</b> <ul style="list-style-type: none"> <li>▪ Establish an Aboriginal Scholarship Endowment.</li> <li>▪ Provide funding support to the Chief Joe Mathias Scholarship.</li> <li>▪ Target Alberta Centennial Scholarship to Aboriginal learners.</li> <li>▪ Increase Adult Basic Education Student Financial Assistance.</li> <li>▪ Work with partners to explore options for enhancing federal support for Aboriginal learners.</li> </ul>
		<b>Increase Participation in Strategic Programs</b> <ul style="list-style-type: none"> <li>▪ Increase access, participation and completion rates for Aboriginal learners to help British Columbia address labour market shortages by targeting sections/classes for programs identified as key priorities (e.g., Health, Business, Teacher Education).</li> </ul>
		<b>Support Aboriginal Learner transition</b> <ul style="list-style-type: none"> <li>▪ Aboriginal literacy.</li> <li>▪ Capacity building for First Nations near treaty.</li> <li>▪ Link with Graduate Student Strategy.</li> <li>▪ Province-wide transition projects.</li> </ul>
	B. Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners	<b>Gathering Places</b> <ul style="list-style-type: none"> <li>▪ Initiatives to make the post secondary institutional environment more supportive by increasing the number of welcoming and gathering places at public institutions.</li> <li>▪ Explore business and other government partnerships.</li> </ul>
		<b>Expand Relevance of Programs and Receptivity of Institutions</b> <ul style="list-style-type: none"> <li>▪ Expanded Aboriginal Special Projects Fund.</li> <li>▪ Language Curriculum.</li> </ul>
		<b>Enhance Aboriginal Representation on Institutional Governance Bodies</b> <ul style="list-style-type: none"> <li>▪ Implement a policy-based approach to enhance Aboriginal participation in decision-making processes and representation on institutional governance bodies.</li> </ul>
	C. Strengthen Partnerships and Collaboration in Aboriginal post-secondary education	<b>Strengthened Agreements and Partnerships</b> <ul style="list-style-type: none"> <li>▪ Encourage and explore opportunities to improve affiliation agreements between public and private Aboriginal institutions.</li> <li>▪ Encourage and strengthen partnerships between public institutions and Aboriginal communities and organizations through Aboriginal Service Plans.</li> <li>▪ Revise Ministry policy regarding Aboriginal institutions based on Campus 2020 recommendations.</li> <li>▪ Continue to work with MOU partners and other ministries to ensure ongoing communication, collaboration and advice.</li> </ul>
Effective and accountable programs and services implementation and delivery	D. Ensure effective measurement and progress monitoring	<b>System-wide Data Tracking</b> <ul style="list-style-type: none"> <li>▪ Develop system-wide standard for data collection and tracking.</li> <li>▪ Effective strategic planning and program management based on reliable data tracking</li> <li>▪ Develop inventory of institutional Aboriginal support services, Aboriginal programs, and relevant institutional/community data.</li> </ul> <b>Performance Measures</b> <ul style="list-style-type: none"> <li>▪ Develop new performance indicators based on Aboriginal achievement.</li> </ul>



**Appendix II**  
**Excerpt from Prince George**  
**Aboriginal Service Plan 2007 ~ 2009**

Year 2		
Programs	Support Services	Culture and Inclusiveness
<b>Priorities</b>		
Identify funding for extensive curriculum projects in partnership with Aboriginal partners	Continue to identify gaps and fully engage Aboriginal partners in service planning and development	Continue and expand on year 1 priorities; Address needs of Métis/Cree; form steering committee;  Assess Human Resources practices
<b>Baseline Data</b>		
<b>Funding</b> <ul style="list-style-type: none"> <li>Inadequate base funding for curriculum development and delivery of programs requested by communities</li> <li>Inadequate funding for individual Aboriginal students to attend post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in services for students: pre-enrollment, during the program and after graduation</li> <li>Students not adequately informed about post-secondary option</li> <li>Students not appropriately assessed for program entry</li> <li>Students not receiving adequate support during programs</li> <li>Students not receiving adequate support after program is completed for transition to further education/employment</li> <li>Transportation, daycare and housing challenges</li> </ul>	Developed Métis and Cree inclusion action plan; <ul style="list-style-type: none"> <li>Human Resources department</li> </ul>
<b>Inputs</b>		
<b>Lobbying Committee</b> <ul style="list-style-type: none"> <li>members, to be drawn from CNC and representatives of Aboriginal organizations</li> <li>meetings</li> </ul>	<b>Planning Committee</b> <ul style="list-style-type: none"> <li>members, to be drawn from SD 57, CNC, Lheidli T'enneh and representatives of Aboriginal organizations</li> <li>meetings</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate inclusiveness plan throughout community for input</li> <li>Review of best practices in recruitment of Aboriginal employees</li> </ul>
<b>Outputs</b>		
A joint committee will be formed to lobby government for ongoing and increased funding for <ul style="list-style-type: none"> <li>programs that the communities have identified as priorities</li> <li>support for individual students</li> </ul>	A planning process will be entered into with SD57, First Nation and Aboriginal partners that will lead to the provision of a continuum of services for students: pre-enrollment, during the program and after graduation. Where feasible, these services will be implemented.	<ul style="list-style-type: none"> <li>Community Approved Plan</li> <li>Human Resources (HR) action plan (in consultation with external Aboriginal stakeholder)</li> </ul>
<b>Outcomes – Short-term</b>		



An active committee will be formed. Strategies will be developed for lobbying for funding.	A planning process will be undertaken. A plan will be developed for provision of a continuum of services for Aboriginal communities in addressing emerging trends	<ul style="list-style-type: none"> <li>• Increased Inclusiveness (Métis/Cree)</li> <li>• Implementation Strategy</li> </ul>
<b>Outcomes – Long Term</b>		
<ul style="list-style-type: none"> <li>• Increased access, retention, completion and transitions opportunities for Aboriginal learners.</li> <li>• Increased receptivity and relevance of programs, services and policy.</li> <li>• Enhanced partnerships and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced partnerships and collaboration.</li> <li>• Increased access, retention, completion and transitions opportunities for Aboriginal learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge of Métis/Cree history and current issues;</li> <li>• increased Métis/Cree participation</li> </ul>

Year 3		
Programs	Support Services	Culture and Inclusiveness
<b>Priorities</b>		
<ul style="list-style-type: none"> <li>Develop programs to address changes in environment (social and physical).</li> </ul>	<ul style="list-style-type: none"> <li>Assess effectiveness of services and identify gaps</li> </ul>	<ul style="list-style-type: none"> <li>Implement HR plan</li> </ul>
<b>Baseline Data</b>		
<ul style="list-style-type: none"> <li>Environmental programming (social and physical environment) See Current Situation</li> </ul>	<ul style="list-style-type: none"> <li>Historical evaluations of services</li> </ul>	<ul style="list-style-type: none"> <li>Few Aboriginal people employed at CNC Prince George</li> </ul>
<b>Inputs</b>		
SWOT analysis of environmental programming <ul style="list-style-type: none"> <li>Survey</li> <li>Focus sessions</li> <li>Analysis (CNC staff)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations</li> <li>Data</li> <li>Student input</li> <li>Community input</li> </ul>	<ul style="list-style-type: none"> <li>HR plan</li> <li>Accurate count of Aboriginal employees</li> </ul>
<b>Outputs</b>		
Carry out an assessment of programming that addresses changes to the environment and identify gaps. <ul style="list-style-type: none"> <li>Physical (e.g. Mountain Pine Beetle, mining development)</li> <li>Social (e.g. alcohol, drugs, other social issues)</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive assessment of support services</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive hiring practices</li> </ul>
<b>Outcomes – short-term</b>		
Programming that addresses changes to the environment will be assessed. Gaps in the programming will be identified.	<ul style="list-style-type: none"> <li>Clearly identified gaps and successes</li> </ul>	<ul style="list-style-type: none"> <li>Incremental increases in Aboriginal employees</li> </ul>
<b>Outcomes – long term</b>		
<ul style="list-style-type: none"> <li>Increased receptivity and relevance of programs, services and policy.</li> <li>Enhanced partnerships and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>relevant and timely services</li> </ul>	<ul style="list-style-type: none"> <li>Increased receptivity and relevance of programs, services and policy.</li> <li>Enhanced partnerships and collaboration</li> <li>Increased diversity (4% College staff)</li> </ul>



**Appendix III**  
**Letter(s) of Support**



# COLLEGE OF NEW CALEDONIA

## STUDENTS' UNION



Friday, December 19, 2008

Marlene Erickson, FNESS Manager & Senior Policy Advisor  
College of New Caledonia  
3330 22<sup>nd</sup> Avenue,  
Prince George, BC, V2N 1P8

Dear Marlene,

The College of New Caledonia Students' Union recognizes the importance of placing aboriginal people into various positions throughout the College and by placing aboriginal people in these positions it will have a direct benefit for aboriginal students. As such, the College of New Caledonia Students' Union supports the application to the Human Rights Tribunal to exempt various College positions in principal based on the benefit to aboriginal students.

The College of New Caledonia Students' Union also recognizes the potential impact on our coalition partners the Faculty Association of the College of New Caledonia as well as the Pulp and Paper Workers of Canada – Local 29 and hopes that every effort is made to minimize any negative impact.

On behalf of the College of New Caledonia Students' Union I would like to express our support in principal of the application of exemption to the Human Rights Tribunal of British Columbia to benefit the aboriginal students of the College. I would again like to also express that it is the Students' Union's hope that all efforts to minimize any negative impact for our coalition partners, the College of New Caledonia Faculty Association and the Pulp and Paper Workers of Canada – Local 29, is under taken.

Sincerely,

Valentine Crawford, Chairperson  
College of New Caledonia Students' Union  
Local 13 – Canadian Federation of Students

cc: Cathe Wishart, Vice-President Community and Student Service, College of New Caledonia



# 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 1H0



May 5, 2008

**Re: College of New Caledonia Human Rights Exemption Application**

To Whom It May Concern:

We are pleased to provide this letter of support for the College of New Caledonia's (CNC) application for a Human Rights Exemption for hiring Aboriginal employees. The Carrier Sekani Tribal Council (CSTC) has participated on CNC's Aboriginal Advisory Committee for eight years.

We have worked closely with CNC to develop programs and services for Aboriginal students. CSTC has partnered with CNC to provide a Coordinator of the First Nations Education Support Services Centre, a Peer Mentoring Program and summer science programs for Aboriginal youth.

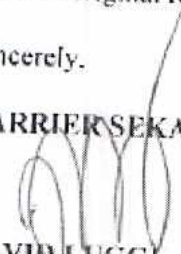
Our organization believes strongly in positions that provide role modeling to Aboriginal students. By partnering with CNC to provide the above programs and services, we have been able to ensure Aboriginal role models are there to work for our students; however these agreements should only be interim measures.

The College of New Caledonia needs to act now to ensure their workplace is inclusive of Aboriginal peoples and one way this can be accomplished is to actively recruit and hire Aboriginal employees.

The College of New Caledonia has effectively advocated for Aboriginal programs and services for many years; therefore we strongly support their application for a Human Rights Exemption. We are confident this will improve Aboriginal retention and success because our students will have Aboriginal role models to encourage them in their education and career goals.

Sincerely,

CARRIERSEKANI TRIBAL COUNCIL

  
DAVID LUGGI  
TRIBAL CHIEF