

SIMON FRASER UNIVERSITY

S.07-34

Senate Committee on University Priorities Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Proposed First Nations University-wide
Strategic Plan (SCUP 07-04)

DATE: January 16, 2007

At its January 10, 2007 meeting SCUP reviewed and approved the First Nations University-wide Strategic Plan.

Motion

That Senate approve the proposed First Nations University-wide Strategic Plan.

And recommend to the Bld of Gov.

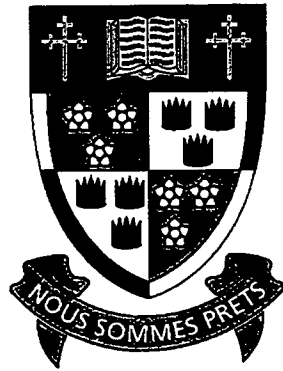
Rationale

The vision and five-year strategic plan outlined in the attached document will guide the university in the development of curriculum, educational experiences, and research initiatives for and about First Nations peoples and communities. The plan proposes the creation of an administrative structure to support the achievement of the aims of the Plan.

encl.

c: L. Sterling

SIMON FRASER UNIVERSITY



FIRST NATIONS UNIVERSITY-WIDE STRATEGIC PLAN

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Executive Summary

Over the past two years Simon Fraser University has engaged in a comprehensive strategic planning and visioning process to determine the shape of First Nations activity at the University. The vision presented in this report builds upon Simon Fraser University's foundations of exemplary First Nations programming, the long-standing history of engagement, collaboration and partnership with First Nations peoples and communities, the established excellence of First Nations research, and the leadership by Simon Fraser University evidenced through the creation of First Nations Guiding Principles, the Three Year Academic Plan of the Vice President, Academic and a senior advisory position on First Nations issues. The vision also responds to our deficiencies. We do not have First Nations culturally relevant programming across the University. We have not been as successful in attracting First Nations students, faculty or staff as we could have been. Until this report, we have not had a university-wide strategy on First Nations or a coordinated or focused strategy. The vision presented is intended to correct these deficiencies.

Over the past five years, significant developments have occurred for First Nations peoples in both self-government and economic sectors, and there has been a significant recognition by provincial and federal governments of the need for new understandings, new perspectives, new strategies, and new partnerships with First Nations peoples. Additionally, there is recognition that the existing institutional structures – such as the post-secondary system – require change to better serve First Nations peoples and communities in the future. We have witnessed clear signs that Universities across Canada are cognizant of the changing landscape, and notable initiatives to broaden First Nations programming or student support have been emerging nation-wide though particularly within British Columbia and Saskatchewan. The University of Saskatchewan currently appears to have achieved the most comprehensive new strategy for First Nations but the recent appointment of Senior Advisors to most BC University Presidents suggests that we can look forward to university-wide strategic planning processes on First Nations emerging at each of the institutions in the near future.

Simon Fraser University is positioned to set the stage for having a comprehensive and unique university wide strategy for First Nations. It is a vision that seeks to transform the approach to academic programming, community engagement, student support, and equally important, research for First Nations. Our vision starts with the establishment of a new "Office for First Nations". This new Office will serve as the coordinating umbrella for First Nations activities across the University drawing together researchers, educators, students, elders, First Nations communities and non-Aboriginal members of the University. The Office of First Nations will assume a leadership role for support of First Nations activities with responsibilities in each of eight areas: support for academic program development, research development, student recruitment, support and retention; liaison and outreach to First Nations peoples, and communities; international engagement and global development; Indigenous knowledge and resource development; infrastructure and facilities developments, and finally, integration and leadership development.

The University-wide strategic Plan for First Nations at Simon Fraser University is far-reaching in its approach and effort to develop meaningful curricular content, educational experiences, and research initiatives for and about First Nations peoples and communities. It is comprehensive in its understanding of the change that must be made if we are to successfully interest, recruit, retain and support First Nations students. The vision and action plan are premised on the need to develop an integrative strategy of First Nations cultures, languages, histories, experiences, values and beliefs within our academic programming and research initiatives. Success in our vision cannot be achieved by Simon Fraser University alone. We will only be successful if we are able to achieve a new language of engagement with First Nations peoples in the University sector in their roles as educators, researchers, students, leaders, and administrators. Together with First Nations peoples and communities, Simon Fraser University will re-establish itself as a Canadian leader for First Nations research, teaching, and community engagement.

The vision and five year strategic action plan outlined in this report will have financial requirements both for personnel and operating functions. As priorities of the "Office for First Nations" determine and resources permit over the course of the next five years, 3.0 new FTE staff positions will be created (including a full-time Graduate Student Support position, a full-time Community Liaison and Resource Development position, a half-time faculty secondment to the Research Directorship position, and an increase in a full time administrative assistant). In addition, the vision calls for the creation of at least one new faculty position in each of the academic Faculties of the University. An annual operating budget will also be provided, however, it is expected that significant operational funding, infrastructure development and academic personnel positions will be enabled from external sources.

In achieving our vision we will create a new language of engagement of First Nations peoples within the post-secondary education system and will establish Simon Fraser University as one of the leading Universities in First Nations research, teaching, and engagement with First Nations peoples and communities.

Introduction:

First Nations peoples and communities in Canada continue to make significant progress in advancing their political autonomy and economic sustainability. This progress carries with it important responsibilities - the preservation and strengthening of First Nations cultures and languages, the preparation of future First Nations leaders to train, guide and inspire First Nations peoples, and the development of capacity to build strong First Nations communities for future generations. From such a position of strength, First Nations peoples and communities in Canada can continue their involvement and expand their role in the global initiatives currently being advanced by Indigenous people around the world: initiatives that are reshaping human rights and civil rights law, conceptions of intellectual property, systems and ways of health care, environmental preservation, education, public policy, socio-cultural knowledge and philosophies of ethics and justice.

These responsibilities and roles both locally and internationally require expanded educational opportunities that meet the unique needs of First Nations peoples. In complement to an expansion of educational opportunities for First Nations peoples, there is an equally important need for providing greater knowledge and understanding of First Nations peoples, communities, values and ways for non-Aboriginal people. First Nations peoples in Canada have suffered the consequences of an arduous and colonial-assimilationist history within the public education system. This, in turn, has had long-standing implications for the participation and engagement of First Nations peoples in the public post-secondary education system.

Today, Simon Fraser University has an opportunity to work with First Nations peoples to learn from the experiences of this history, recognize the goals and aspirations of First Nations peoples, identify the types of knowledge and research that First Nations peoples require as they embark on a new phase of self-determination and pursue an expanded role on international and global issues. Over the past two years, through a process of extensive strategic planning and consultation with members of the University and First Nations, a coherent, coordinated, and supported vision for First Nations is emerging. This document – “The First Nations University-Wide Strategic Plan” presents that vision. To achieve our vision, we will create “The Office for First Nations”¹. The Office will bring a sense of organizational mission and focus to the broad area and activities for First Nations, and will be increasingly important in the years ahead for First Nations peoples, communities, and Simon Fraser University. The Office of First Nations will serve as the coordinating umbrella for First Nations activities across the University. It will bring together educators, researchers, students, elders, First Nations communities, and non-aboriginal members of the University and together they will work to create a comprehensive framework for the University’s engagement with First Nations peoples and communities. The Office of First Nations will take a leadership role in each of eight areas – support for academic program development; research development; student recruitment, support and retention; liaison and outreach to First Nations peoples and communities; international engagement and global development; Indigenous knowledge and resource development; infrastructure and facilities

¹ The new Office for First Nations at Simon Fraser University will receive a First Nations name identified at a naming ceremony consistent with the protocols of naming by First Nations peoples and elders.

development; and integration and leadership development. This document will outline the internal and external context motivating our vision and strategic plan for First Nations at Simon Fraser University, describe in detail each of the eight areas of the Office's mandate and activities, provide a clear portrait of the resources required to implement the strategic vision, and provide a five year action plan (see Appendix A) for the realization of Simon Fraser University's goals for First Nations education, research and community engagement.

It is a bold vision and an ambitious plan. With its realization, Simon Fraser University will be put on the path to be a leader in post-secondary First Nations activity and will have made history for creating a new language of engagement with First Nations peoples characterized by the expanded entry and participation of First Nations peoples and Indigenous knowledge within the University as scholars, educators, students, and policy-shapers as well as reinforcing First Nations peoples in Canada as leaders in transforming global issues.

Environmental Scan – New Directions:

The education process plays a critical role in the transmission of culture and identity, and is thus integral to the survival of communities. Educational experiences and opportunities for First Nations peoples of the past were embodying of a colonial perspective in form and implementation that did not integrate First Nations cultures, languages, histories, and experiences into the educational experience. As a consequence, First Nations peoples' experience with public primary, secondary and post-secondary education has not been a positive one and the opportunity afforded by an effective educational system for the promotion of the richness and diversity of First Nations, for the strengthening of First Nations identity, for the transmission of culture, and for the encouragement of life-long-learning has not been realized. The failure of the educational system for First Nations peoples is reflected in several astonishing figures. In 1967, 98% of First Nations students enrolled in public schools did not graduate². Following from such a disheartening dropout rate in the public secondary system, was the corresponding post-secondary participation rate. In the mid 1960s, approximately 200 First Nations students were enrolled in post-secondary institutions nationally.

Fortunately, there has been considerable improvement in recent years. Indeed, First Nations student participation rates in post-secondary institutions in Canada have grown more than a hundred-fold during the past thirty years, to nearly 27,000 in the year 2000. The increase in post-secondary education can be attributed to a number of factors: the engagement, leadership and involvement of First Nations peoples as educators, mentors and policy-makers in the K-12 education system thus resulting in the successful incorporation of First Nations cultures and traditions into the curriculum; a significantly expanding First Nations population under the age of 25 with a corresponding increasing number of First Nations people in the 18-24 age group³; the establishment of a number of First Nations' run colleges in Canada (currently 13, 3 of which are located in British Columbia); and an emerging understanding by public post-secondary

² Hawthorn Report (1967) – "A Survey of Contemporary Indians in Canada, Volume II"

³ Traditionally the 18-24 age group is the one with the highest post-secondary participation rate for non-aboriginal students.

institutions and First Nations peoples that new forms of partnerships and educational opportunities are imperative for First Nations peoples in the wake of political, economic and social changes within and external to their communities. The Canadian University system must emerge as a facilitator of dialogue between First Nations and non-Aboriginal peoples; it must create opportunities for research with First Nations locally as well as in research areas of international consequence; and, it must develop innovative programming and curriculum content that is designed to further the development of Indigenous knowledge systems, as well as enhance our understanding of First Nations cultures, values, ways and beliefs. It is imperative that these contributions be achieved in ways that are deemed appropriate and productive by First Nations peoples and communities themselves.

We must develop a new language and practice of engagement, and a new strategy for developing the relationship between the University's pedagogical and research missions and the aspirations of First Nations peoples and communities both locally and globally.

A changing approach to and heightened emphasis on First Nations issues is mirrored in both the provincial and federal political contexts in recent years. In September 2005, the Council of First Ministers of Education in Canada declared Aboriginal education as one of its top three priorities. Subsequently, a "Memorandum of Understanding" was signed in British Columbia between the Provincial government and Aboriginal stakeholders. This MOU is intended to "establish an effective framework for improved quality of education for Aboriginal post-secondary students". Another agreement of significant importance is the agreement covering Educational Jurisdiction in British Columbia reached between the province of British Columbia, the Federal Government of Canada and First Nations in British Columbia. This Agreement (signed July 5, 2006) provides formal recognition of the rights of First Nations peoples in British Columbia to make decisions about the education of their children and ultimately provides First Nations in British Columbia the right to grant their own graduation certificates. Further, the British Columbia Government's Campus 2020 initiative has sought the input of special advisors on Indigenous education to help identify policy and a new framework that will respond to the needs of First Nations students.

Academic programming in post-secondary education institutions for First Nations peoples has significantly expanded from its historical roots, but it is still insufficient in its depth and breadth of learning opportunities, in its failure to adequately embody culturally integrated, sensitive and relevant content, and in the participation rates of First Nations peoples engaged in post-secondary education as educators, researchers, students, leaders, administrators and policy-shapers. Until these issues are addressed, the enormous potential represented by First Nations peoples will go unrealized. As a result, Canada will lag behind other nations. The future direction for First Nations education must be to remedy these deficiencies on all fronts so that First Nations peoples can continue their leadership roles within their local communities, within Canada, and within the world at large.

As First Nations peoples continue to build capacity within their communities, it is important that community members have relevant educational programs developed across all disciplines offered by Universities, including SFU. In addition, research into First Nations issues is burgeoning. An examination of the Federal Government's Canada Research Chairs website currently reports 41 Canada Research Chairs positions across Canada dedicated to research into some area of

relevance to First Nations peoples and communities. Research spans areas such as health, law, governance, public policy, education, resource and environmental management, history, psychology, culture, literature and science. Centers of Research Excellence and other Institutes have been established and are continuing to emerge. For example, the CIHR has established one of its Institutes as the Institute for Aboriginal Peoples Health. This commitment to, and quality and level of, investment in First Nations research is indicative of the priority being placed on First Nations issues nationwide. A clear First Nations research strategy and coordinated presence in First Nations research at Simon Fraser University will ensure that we are recognized for the pivotal contributions that First Nations faculty members have to offer. A comprehensive research infrastructure at Simon Fraser University will also help secure new research opportunities in the future.

The changing landscape for First Nations peoples is occurring at an exciting time in the history of Canada. It provides an equally exciting opportunity for Universities to develop a new language of engagement with First Nations peoples and communities. Universities around the country are recognizing this opportunity and working toward this objective. While Simon Fraser University emerged as one of the original leaders for detecting the need for a senior leader for First Nations within the University sector to advise and direct the development of this new language, other Universities have now declared their commitment to this important area. The University of Northern British Columbia has well developed First Nations strategy within the province of British Columbia and the greatest proportion of its students who are First Nations. The University of British Columbia, University of Victoria, Thompson Rivers University, and others have become increasingly active in moving towards a more expansive First Nations strategy and have all now established senior advisors to the President on First Nations issues. In addition, there have been important developments in the areas of First Nations student support and in the creation of physical infrastructure for First Nations peoples at Canadian Universities. Locally, the University of British Columbia opened its award winning longhouse in May 1993. The University of Victoria is also expanding its initiatives in First Nations activity. Recent developments include the creation of a new Office of First Nations Affairs, a new senior leadership position advising the Vice President, Academic and President on First Nations issues, and the planned opening of a Longhouse in 2009.

The University of Saskatchewan is recognized for one of the most well-developed and comprehensive strategies for Aboriginal initiatives in Canada at this time. Outlined in a 2003 strategic plan titled "Forging New Relationships", the University of Saskatchewan aims to become "the pre-eminent Canadian University in all aspects of Aboriginal education"⁴. Their strategy, reflected in part in the vision that we outline for Simon Fraser University, entails the integration of First Nations academic programming, research, student support, cultural programming and community engagement. We must pay tribute to this important foundation and applaud the University of Saskatchewan for its groundbreaking progress for further developing the relationship between First Nations peoples and the University system. We aim to build upon this important foundation and to extend engagement with First Nations peoples beyond the local Canadian context. We wish to build upon the research strength of Simon Fraser University and

⁴ Forging New Relationships: The Foundational Document on Aboriginal Initiatives at the University of Saskatchewan October, 2003. University of Saskatchewan, Integrated Planning Office.

its international agenda, and reinforce with First Nations peoples and communities the emergence of Aboriginal peoples as leaders globally.

We believe that the vision for First Nations articulated in this document, will ensure that Simon Fraser University is recognized for its leadership in First Nations activities in implementing real solutions to address the First Nations post-secondary agenda for First Nations within the province. We should, therefore, be effectively positioned to define and benefit from provincial, federal and international initiatives that may be established to expand educational and research opportunities for First Nations students, educators and researchers.

Internal Context – A Solid Foundation:

Simon Fraser University is strategically positioned to be a Canadian leader in education, curriculum and research with First Nations peoples. Underpinning our effective positioning is the history, breadth and strength of First Nations programming and research in place at Simon Fraser University, the core value and commitment of Simon Fraser University to engage with the external community, and the significant commitment over the past three years by the current Vice President, Academic, Dr. John Waterhouse, to move Simon Fraser University forward in its First Nations activities. The establishment within the University of seven First Nations Guiding Principles⁵, the 2004-2007 Three Year Academic Plan of the Vice President, Academic and the appointment of Dr. Lisa Sterling as Special Advisor to the Vice President, Academic on Aboriginal Affairs, have all signaled the increasing commitment to First Nations issues at Simon Fraser University in recent years. In addition, we have established important relationships and collaborations with First Nations peoples and communities throughout British Columbia, especially in Kamloops, and have a foundation upon which we can build an expanded partnership between First Nations peoples and Simon Fraser University for the future. Also critical to our leadership potential is the synergy between the global initiatives by Aboriginal organizations and the research strengths and strategic priorities within Simon Fraser University, particularly in the area of population and public health, the environment, public policy, international studies, economic development, as well as the current initiatives in internationalization and graduate education expansion.

This is not to suggest that there are no challenges facing Simon Fraser University in the area of First Nations initiatives. First Nations peoples are not well represented in our student, faculty or staff complements. Compared to a number of other British Columbia post-secondary institutions, the participation rate by First Nations students at Simon Fraser University is low. The University of Northern British Columbia and Malaspina Community College report the highest participation rates with approximately 350 and 1000 First Nations students respectively, or greater than 10% of the student population being First Nations. These rates reflect the higher proportion of First Nations peoples within their local and neighboring communities. Thompson Rivers University has approximately 800 First Nations students (4% of the student population), and the University of Victoria and the University of British Columbia report 3.2% and 4.0% of student enrolment respectively. Simon Fraser University reported 444 First Nations students in 2004/05 (or 1.7%

⁵ Approved by Senate in April 2003

of its overall enrolment). It is noteworthy that the number of First Nations students at Simon Fraser University has significantly improved by 10% over the previous three years (from 402 students in 2002/03).

A recent study⁶ has reported that the single most powerful predictor of educational quality for First Nations students is the number of First Nations faculty present at the University. In this regard, Simon Fraser University has a challenging road ahead. It is estimated⁷ that there are currently fewer than 10 First Nations faculty members at Simon Fraser University. In 2003 there were approximately 20 First Nations faculty at UBC⁸, and more than 16 First Nations faculty at the University of Victoria. Exact figures are difficult to ascertain due to self-identification on voluntary equity reporting surveys. Nonetheless, it is evident that within the British Columbia University system, First Nations peoples are not well represented in the faculty complements.

Simon Fraser University has a strong conceptual framework within which to pursue its future approach to the needs of First Nations peoples and communities in education, research, student support and development and community relations. This conceptual framework was outlined in the form of seven First Nations Guiding Principles that were adopted by Senate in April 2003. Their import for the University's recent activities and the vision that is presented later in this report, warrants their inclusion here⁹.

- i. The University recognizes the unique educational needs and identities of First Nations.
- ii. Full and equitable participation by First Nations people at SFU.
- iii. Provide a supportive academic and community environment for First Nations people at SFU.
- iv. Acknowledge, respect and incorporate First Nations values and traditions in the programs of the University, subject to Senate approval.
- v. Address the higher education needs and aspirations of First Nations communities.
- vi. Collaborate and form partnerships to serve First Nations' educational objectives.
- vii. Affirm the ongoing institutional commitment to higher education among First Nations' communities.

The 2004-2007 Three Year Academic Plan of the Vice President, Academic sought to affirm its commitment to the First Nations Guiding Principles and reach out to aboriginal people. It did so by identifying an overriding goal "to support and pursue opportunities to provide educational

⁶ James, K. (2001). There are doorways in these huts: An empirical study of educational programs, Native Canadian student needs, and institutional effectiveness in British Columbia and Ontario, Canada. Journal of American Indian Education, Vol 40:3.

⁷ Statistical information on First Nations peoples in employment categories of the University are available on the basis of a voluntary survey instrument that relies on self-identification as a First Nations person. As a consequence of the combination of voluntary completion and self-identification, it is believed that there is underreporting of the actual participation of First Nations employees, including Faculty, at Simon Fraser University, although it is clear from the magnitude of the numbers that the overall figure is still small.

⁸ Estimated on the basis of Equity table at UBC's website (<http://www.equity.ubc.ca>) though employment categories are not exactly comparable to SFU's faculty complement.

⁹ See Appendix B for the full text of the principles.

opportunities for First Nations” that was operationalized through nine specific objectives as follows:

- Support new program development for First Nations
- Recruit and retain First Nations students to increase First Nations students by 50% by 2007
- Recruit First Nations faculty
- Improve access to University courses and programs by First Nations students by creating bridging opportunities
- Encourage and focus effort to advance First Nations cultural issues
- Support the Chief Dan George Centre for Advanced Education
- Support the Senate guidelines on First Nations
- Expand the capacity and improve University infrastructure to support First Nations initiatives
- Support continued programming in Kamloops

Important headway has occurred at Simon Fraser University in the area of First Nations programming. The Simon Fraser University Kamloops campus affords expansive First Nations programming through the Faculty of Arts and Social Sciences including a number of Baccalaureate Degrees, Certificates and Post Baccalaureate Diploma programs. Major and Minor areas of study are available in Anthropology, Archaeology, First Nations Studies, Linguistics, and Sociology, or a combination of these areas. Certificate programs have also been developed in Co-operative Education, First Nations Language Proficiency and First Nations Studies Research. Post Baccalaureate Diploma programs are available in First Nations Studies, Sociology and Anthropology, as well as Linguistics.

First Nations Studies is a well developed area of First Nations activities within the Faculty of Arts and Social Sciences at Simon Fraser University. They recently launched two new programs that began in the fall of 2006. The first is an undergraduate major in First Nations Studies through a partnership between SFU Kamloops and Thompson Rivers University and the second is a First Nations Post-Baccalaureate Diploma Program to be offered at both SFU Kamloops and SFU Burnaby campus locations. To ensure the continued success of the First Nations Studies program, the Vice President, Academic has recently committed to the creation of three new faculty positions, two of which have already been funded from his Strategic Initiatives fund.

A graduate certificate in First Nations will be developed and will be an important step in creating expanded graduate level program options for First Nations students.

In addition to this suite of comprehensive First Nations programs, a variety of other First Nations related courses have been developed in other academic units with the Faculty of Arts and Social Sciences such as Criminology, History and through the Centre for Community Economic Development.

The faculty of education has engaged in First Nations academic programming for the past 35 years, this through well-established community based and campus based professional and field programs, and through a variety of undergraduate and graduate courses in Aboriginal education.

The Faculty of Education's Professional Programs include a Development Standard Term Certificate in First Nations Language and Culture, the Indigenous People's Teacher Education module, the Aboriginal focus teacher education module, the North West Teacher Education Consortium and the Kamloops Indigenous teachers education module.

The newly established Faculty of Health Sciences is in the early stages of its overall academic program development but has identified First Nations health as one of their areas of priority for future development.

On the research front, Simon Fraser University has committed two Canada Research Chairs to First Nations issues and has successfully filled both of these positions by the appointment of Dr. Mary Ellen Kelm as Canada Research Chair in Indigenous Peoples of North America and Dr. John Welch as Canada Research Chair in Indigenous cultural and environmental Heritage Stewardship. First Nations research activities are in full blossom within the Departments of Sociology and Anthropology, Archaeology, First Nations Studies, and Education. Also paramount to the overall vision and strategic plan for First Nations at Simon Fraser University is the strength Simon Fraser University has in health, resource and environmental management, public policy, economic development, social justice and human rights, and international studies research areas. These areas of strategic strength will position Simon Fraser University and First Nations peoples and communities to attain a leadership role in the global context.

Consistent with its longstanding value for and commitment to community engagement, Simon Fraser University's Faculty of Arts and Social Sciences offers a Bachelor of General Studies for First Nations peoples in collaboration with Continuing Studies. New programming initiatives such as an Aboriginal Transition Preparatory Program through the new SFU Surrey campus are currently underway.

The extent of programming within the Faculty of Arts and Social Sciences, the Faculty of Education and Continuing Studies for First Nations peoples demonstrates Simon Fraser University's commitment to developing relevant academic programming for First Nations peoples and communities. While these are an important foundation, our programs do not span the evolving and increasingly diverse academic aspirations and knowledge needs of First Nations peoples and communities. We must therefore work with First Nations people to further develop and expand our academic programming in ways that provide for culturally sensitive, rich and relevant educational experiences for First Nations peoples and create a new understanding about First Nations cultures, languages, ways, and beliefs for non-Aboriginal students as well.

Simon Fraser University is internationally known for its community outreach and partnerships. We are proud of this legacy and ongoing value and seek to extend it fully to our engagement with First Nations peoples and communities. For more than 17 years, Simon Fraser University has partnered with First Nations communities to provide post-secondary academic programming in Kamloops. For the greater part of its history, this partnership existed between the University and the Secwepemec Culture and Education Society. Within the last year, a partnership has been developed between the University and the Kamloops Indian Band. The University is exploring expanded partnership opportunities with First Nations communities in the Kamloops area, and elsewhere within the province for the future. Developing partnerships and collaborations with

First Nations peoples and communities has been (particularly through the Kamloops campus) and will continue to be one of the key priorities of the vision for First Nations at Simon Fraser University.

In addition to academic programming, research and community partnership, Simon Fraser University has made advances in the area of support to First Nations students. In 1996, a First Nations Student Centre was opened. The Centre has a staff complement of 3.5 including a Director, a full-time position dedicated to First Nations student recruitment, a First Nations student life coordinator, and a half-time administrative assistant. The First Nations Student Centre has been effective in creating a framework for First Nations student support, maintaining connections to First Nations communities, working with the First Nations Student Association, developing an expanded system of student support, and honoring First Nations students through events such as the First Nations graduation ceremony. The First Nations Student Centre should form a core infrastructure component that provides an essential building block upon which to further develop Simon Fraser University's capacity to recruit, retain and support First Nations students and work towards the betterment of First Nations students themselves.

Indicative of its commitment to senior administrative leadership on First Nations, in 2004 Simon Fraser University established an advisory position on First Nations reporting to the Vice President Academic to which Dr. Lisa Sterling was appointed.

As the above portrait reveals, there has been some progress made by Simon Fraser University in developing academic programming, research, student support, and bridges to First Nations communities over the past few years. Despite important contributions in a number of areas, our activity has been fragmented. In examining the advances and initiatives of other Canadian Universities and those in British Columbia in particular, significant development is needed in First Nations activity overall. Recruitment and retention of First Nations students remains a very challenging area. The objective articulated in the Vice President, Academic's Three Year Academic Plan to "increase First Nations students by 50% by 2007" will not have been met. New University resources were targeted to improve performance in this area through the creation of a full-time position for student recruitment affiliated with the First Nations Student Centre. This is recognizably an important new position, however in isolation it will not be sufficient to achieve our First Nations student participation goals. First Nations student recruitment is not solely an access issue. Both research and the feedback heard through the community consultation engaged in as part of the strategic planning process, reveal that the most important factors for increasing First Nations participation are: the presence of First Nations faculty and peers, the visibility and breadth of culturally relevant First Nations programming, student activities and supports that incorporate and are respectful of First Nations worldviews, traditions, and values, and academic programming and research that is developed by and informed by First Nations peoples.

A second area of underdevelopment at Simon Fraser University is the depth and breadth of First Nations academic programming. As noted above, programming is clustered within the faculties of Arts and Social Sciences and Education. While there is a desire by First Nations peoples for academic programming across all disciplines, there are obvious initial opportunities for program

development in areas such as health, resource and environmental management, business administration, and public policy to name just a few.

A third category of untapped opportunity for Simon Fraser University is to draw awareness to our research strengths of faculty exploring issues affecting First Nations peoples and communities. There appears to be no established or operational First Nations research network, research Centre or Institute at Simon Fraser University at this time.

Finally, without a centralizing administrative infrastructure, physical space (such as the Longhouses of other institutions), or communication strategy, Simon Fraser University's activities in First Nations areas will remain highly obscured.

Vision for the Future: A New Language, A New Office for First Nations:

Over the past 18 months, the Special Advisor to the Vice President, Academic, Dr. Lisa Sterling has consulted with the university community, the Vice President's First Nations University-Wide Coordinating Committee, First Nations Studies, First Nations students, and First Nations Student Centre staff. The extensive consultation process has included a full-day retreat with First Nations stakeholders, individual meetings with Departments, Schools, Faculties, and participation and input from Student Services, the First Nations Student Association, the SFU Surrey Campus, SFU Vancouver Campus and SFU Kamloops Campus, as well as discussion and consultation with First Nations community elders. In addition a Vice President's First Nations university-wide coordinating committee was created to provide input and advice to the Special Advisor to the Vice President, Academic. This consultation process and feedback has resulted in the overall vision and strategic plan for First Nations education and research at Simon Fraser University outlined below to move Simon Fraser University forward.

The vision for First Nations at Simon Fraser University that has emerged from the strategic planning process and consultation is one of coherence, coordination, integration and visibility. It is a vision and strategy that originates from community engagement. It is a vision that seeks to develop an unparalleled educational experience for First Nations students. It is a vision that seeks to develop a new language of engagement with First Nations peoples and communities. It is a vision that will address the needs of First Nations peoples and will develop understanding by non-Aboriginal peoples of First Nations peoples, cultures, traditions and histories. It will serve to develop a communication bridge between peoples and create a space for the development of a new language of engagement for First Nations peoples within the University system of Canada.

To achieve our vision, we will create a new Office for First Nations. The Office will serve as the coordinating umbrella for First Nations activities across the University. It will bring together educators, researchers, students, elders, First Nations communities, and non-aboriginal members of the University and together they will work to create a comprehensive framework for the University's engagement with First Nations peoples and communities. The Office will take a leadership role in each of eight areas – support for academic program development; research development; student recruitment, support and retention; liaison and outreach to First Nations peoples and communities; international engagement and global development; Indigenous

knowledge and resource development; infrastructure and facilities development; and integration and leadership development. These areas are all equally important and are not listed in any ordered priority.

i. Academic Program Development:

The Office will create an infrastructure designed to support the development and expansion of First Nations academic programming in disciplines across the University. Through the establishment of strong relationships with First Nations peoples and communities and with members of academic disciplines across the University, the Office will liaise with academic units and First Nations peoples and communities and help incubate new academic programming that will meet the future needs of First Nations peoples. The First Nations student experience will be unique in Canada. While academic programming has been, and will continue to be, consistent with the University's standards for academic excellence, it will be characterized by culturally sensitive and relevant course content that is informed by the needs of First Nations communities, the traditions of First Nations peoples, and the histories from which they have come. The Office will work in partnership and collaboration with academic units to develop course content in line with these defining features. The Office will also provide support to the ongoing development of outreach initiatives developed by Continuing Studies to support the preparation of First Nations peoples for academic programs, and will collaborate with other areas of the University such as the Library, the Student Learning Commons, and Student Services to develop academic support tools necessary for the success of First Nations students.

ii. Research Development:

The Office for First Nations will work with faculty members across the University to develop a comprehensive strategy for supporting research initiatives and partnerships in areas of relevance to First Nations peoples and communities. It will establish an important network for connecting students, researchers and community members together to undertake First Nations research and as such will stimulate dialogue and innovative thinking on emerging First Nations issues. Further, the creation of a University-wide umbrella will provide a mechanism for creating interdisciplinary and multi-disciplinary research collaborations that cross disciplinary boundaries and perspectives and incorporate multiple research perspectives to First Nations issues. The Office will develop a cultural resource centre to support researchers in their work, and will take a lead role in identifying research funding opportunities in First Nations topics to potential researchers, connecting researchers and First Nations communities, and developing materials to enhance the visibility of First Nations research. The Office will also (in the long-term) undertake its own research in First Nations program development and other areas to enhance its ability to most effectively serve the best educational interests of First Nations peoples and their communities.

iii. Student Recruitment, Support and Retention:

The Office will build upon the initiatives already underway by the First Nations Student Centre and as such will seek to continue and expand the Elders-In-Residence project and

the First Nations Graduation Ceremony. Enhanced strategies for attracting First Nations students and developing supported pathways into the University will be developed and implemented to support our recruitment and retention goals. Expanded participation of First Nations peoples at the graduate level will require the development of additional supports and we must identify effective strategies for enabling First Nations students who pursue undergraduate studies to continue into graduate level programs. Supplementing the undergraduate advisory position with a graduate advising position will be critical to the overall strategy for supporting the success of First Nations students considering Simon Fraser University and through their university experience while here.

iv. Liaison and Outreach to First Nations Peoples and Communities:

A critical function of the Office for First Nations will be to strengthen and expand the relationships and partnerships with First Nations peoples and communities throughout British Columbia. This will include establishing meaningful mechanisms for engaging First Nations peoples in the development of academic programming, research initiatives, and student mentorship, guidance and retention. The President's First Nations Advisory Council should also be retained to provide a vehicle for seeking the advice and wisdom of First Nations peoples on the future of First Nations activities at Simon Fraser University.

v. International Engagement and Global Development:

One of the most distinguishing features of the vision for First Nations at Simon Fraser University compared to initiatives at other Canadian institutions is the desire to work with First Nations peoples to develop an educational and research strategy to expand their role as leaders on global issues that are being spearheaded by Aboriginal organizations around the world. The Office will take a lead role in seeking areas of synergy between the Simon Fraser University's existing research strength and capacity, global issues being tackled by Aboriginal organizations worldwide, and the ways in which First Nations peoples and communities can continue to contribute their Indigenous knowledge, and wisdom to transforming these global contexts.

vi. Indigenous Knowledge and Resource Development:

The Office will develop a series of initiatives (such as workshops, lectures, and materials, University-wide Elders-in-Residence program and Visiting Scholars program) that incorporate and demonstrate respect for Indigenous knowledge by First Nations peoples and cultures. Initiatives will be developed for both First Nations and non-Aboriginal members of the University community. The Office will also develop a cultural resource component that will house First Nations reference materials for researchers, educators and students with the aim of developing a comprehensive repository of First Nations materials. The Office will work collaboratively with the Simon Fraser University Library to eliminate potential duplication and to design ways of best supporting the resource material needs of students, faculty and community members. An additional element to the cultural resource component of its activities will be the development of information and materials for non-Aboriginal members of the university community who are seeking to gain understanding into the cultures, traditions, histories and ways of First Nations peoples and communities from Aboriginal peoples.

vii. Infrastructure and Facilities Development:

Infrastructure is viewed as the network of activities, resources, policies and tools that can be developed or enhanced to support the First Nations vision for Simon Fraser University. The Office will support the development of expanded student services and supports at each of Simon Fraser University's campuses. The Kamloops campus will be a priority for student facilities development. The Office will develop strategies and documents to integrate First Nations issues into the integrated academic planning process of the University. The Office will work with the Deans, Chairs/Directors and Vice President, Academic to develop a hiring strategy to improve Simon Fraser University's attractiveness to potential First Nations faculty, provide advice to academic units on hiring strategies, contacts and approaches, and to evaluate alternative ways to increase the presence of First Nations faculty across the University. In addition, the Office will assume a leadership role in the development and execution of a capital plan and financial campaign strategy that will culminate in the creation of the "House for First Nations". The Office will take opportunities to secure financial resources and to expand First Nations programming, research, student services and supports across the multi-campus environment of Simon Fraser University. Finally, the Office will have responsibility for developing an integrated, coherent and focused communication strategy to raise the profile of First Nations programs, research and students across the University and to the external community.

viii. Integration and Leadership Development:

One of the core components of the vision for First Nations at Simon Fraser University is the integration of First Nations students, programs and research into all areas of the University. It is of the utmost importance that the Office for First Nations not become a segregated entity independent from the academic activity of the University. With academic programming and research properly located in the heart of academic units, it will be essential that the Office work with faculty in disciplines across campus to develop an integrating network that will support the development of new culturally relevant and expanded academic programming for First Nations peoples. To ensure its ongoing integration with, infusion of, and awareness building of First Nations throughout the University and the community, three critical structures will be developed. The first will be the reaffirmation of Simon Fraser University's commitment to the President's First Nations Advisory Council whose membership is drawn from First Nations communities, and to a reconceived First Nations Steering Committee developed on the foundation of the current First Nations University Wide Coordinating Committee. These advisory and steering structures are critical for the ongoing success of the vision and strategic plan for First Nations at Simon Fraser University. The second structure of critical importance, is the development of a bridging mechanism for First Nations faculty members between the new Office and academic units. Meaningful connection will be established through membership of First Nations faculty and non-Aboriginal faculty with teaching and research in First Nations issues in the Office. First Nations faculty and staff will assume leadership roles in integrating the work of the Office with academic program and

research initiatives in their academic units and Faculties, will offer expert advice and Indigenous knowledge and perspective to curriculum content development within their Faculties and to infuse appropriate First Nations protocols, traditions and ways into the academic experience for students. This leadership role for First Nations faculty and staff will be enveloped within the overriding umbrella and vision of the Office and will be recognized by the development of appropriate incentives and support in consideration of their important contribution to the overall vision for First Nations at Simon Fraser University.

The eight elements of the new Office for First Nations will ensure that Simon Fraser University continues its extraordinary legacy and internationally recognized reputation for meaningful engagement with its communities. Achieving this vision and strategic plan will secure for the First Nations peoples and their communities and the post-secondary system a new language of engagement that will ensure the success of First Nations peoples in realizing their future aspirations.

Resource Requirements:

The vision and action plan established for the Office for First Nations will require the continued leadership, coordination and direction of a Special Advisor/Senior Director level position. It will also be essential for the Office to have the following additional personnel:

- *Special Advisor/Senior Director to the Vice President, Academic* – overall leadership, coordination and direction of the Office for First Nations with overall responsibility for the realization of the First Nations University Wide Strategic Plan and Five Year Action Plan. This will be a full-time term-based academic administrative leadership position.
- *Director for First Nations Students* – reporting to the Special Advisor/Senior Director to the Vice President, Academic, this position will have responsibility for the oversight and direction of the First Nations Student Centre, responsibility for student support and retention activities of the Office, and collaboration with Student Services personnel to develop First Nations student recruitment strategies¹⁰. This will be a full-time administrative position and will have dual responsibility to student services.
- *Research and Programming Director* – reporting to the Special Advisor/Senior Director to the Vice President, Academic, this position will have responsibility for the management and development of the research and academic programming development areas of the Office's activities. This will be a half-time term-based secondment of a First Nations faculty member.
- *Community Liaison and Resource Development Coordinator* – reporting to the Special Advisor/Senior Director to the Vice President, Academic, this position will be responsible for coordination of the Office's activities in community liaison, infrastructure and resource development. The Coordinator will work with First Nations communities and Aboriginal organizations to increase opportunities for education and research partnerships and collaborations between the University and First Nations. In addition, the

¹⁰ As can be detected from the identification of core personnel in the new Office" it is noteworthy that this vision proposes dual responsibility of the First Nations Student Centre under the umbrella of the Office following the approval by Senate of this vision and strategic plan

Coordinator will strategize, identify and secure funding for research and programming in First Nations areas. This will be a full-time administrative position.

- *Undergraduate Student Life Coordinator* – reporting to the Director for First Nations Students, this position will assist in realizing the Office's responsibilities in the areas of undergraduate student recruitment, retention and support. This will be a full-time administrative position.
- *Graduate Student Support Coordinator* - reporting to the Director for First Nations Students, this position will assist in realizing the Office's responsibilities in the areas of graduate student recruitment, retention and support. This will be a full-time administrative position.
- *Administrative Assistant* – reporting to the Special Advisor/Senior Director to the Vice President, Academic, this position will carry out all secretarial and administrative activities of the new Office for First Nations. This will be a full-time secretarial position.

The core staff complement may be occasionally expanded as needed by temporary research assistants, co-op and/or work-study positions.

In total the core staff complement of the new Office for First Nations will constitute 6.5 FTE. At present there are currently 3.5 FTE staff positions with responsibilities in the area of First Nations student support reporting to Student Services. One of these positions, the 1.0 FTE assigned to First Nations student recruitment will remain reporting to Student Services although the incumbent will also work closely with other staff in the "Office for First Nations". The other existing 2.5 FTE will be reassigned to report to the "Office". Over the course of the next five years, as resources permit and priorities determine, 3.0 FTE new positions will need to be funded and created. These are the full-time Graduate Student Support Coordinator position, the full-time Community Liaison and Resource Development Coordinator position, the half time faculty secondment to the Research Director position, and the increase and reassigned reporting of the Administrative Assistant position to full-time to the Special Advisor (currently 0.5 FTE).

The overall vision for First Nations at Simon Fraser University within this plan calls for important new resources to be dedicated to the creation of a critical mass of First Nations faculty across campus. Research has demonstrated that successful student recruitment requires visible leadership by First Nations faculty in the academic programs where students study. Additionally, the infusion of academic programs with Indigenous knowledge, culturally relevant and sensitive content, and learning experiences that are respectful of the traditions, cultures and aspirations of First Nations peoples, can only be achieved if First Nations peoples lead us in its development. As a consequence, in addition to the faculty positions already committed to the First Nations Studies program, we recommend that we strive to attract a First Nations faculty member in each Faculty across the University¹¹.

In addition to personnel costs, a designated recurring operating budget will also be required. The operating budget will be established incrementally over the course of the next five years in line

¹¹ As this plan cannot envision the potential impact of the work of the Faculty Structure Task Force, the commitment to faculty positions should be read in terms of the overall number and not necessarily to a designation of one in each academic Faculty initially.

with the Office's development of activities included in this strategic plan¹². Other resource requirements for the direct operations of the Office and for the promotion and support of research, academic programs, students and community engagement will be met through the resource development activities of the Office for First Nations and will be secured through external sources.

Conclusion:

The vision and strategic plan for First Nations at Simon Fraser University outlined in the document will secure a leadership role for Simon Fraser University in First Nations research, education and student engagement for the future both locally and globally. Equally important, we will have done so through a new collaboration with the First Nations peoples and communities of British Columbia, that will stand as a new language of engagement for First Nations peoples within the post-secondary education system of Canada. The vision and strategic plan is one that seeks to respect and celebrate First Nations cultural diversity; to recognize and incorporate Indigenous knowledge and history within the University and its programming and research initiatives; and to partner with First Nations peoples and communities to develop an infrastructure that will enable them to succeed in the challenges and opportunities that will accompany their pursuit of self determination, economic sustainability, and livable communities in the future. It is a vision and strategic plan that will position First Nations peoples in Canada to expand their role in the global initiatives that are being spearheaded by Aboriginal organizations and establish them as leaders shaping the world not only for First Nations peoples but citizens of the world.

We conclude our report, with the following motion to Senate:

Motion: That Senate approve the First Nations University-Wide Strategic Plan for Simon Fraser University as outlined in this document.

¹² It must be recognized that all financial plans and commitments must be viewed within the overall framework of funding capacity of Simon Fraser University in each fiscal year. However, the articulation of figures here underscores the long-term commitment by the University to First Nations.

Appendix A First Nations Five Year Action Plan 2007-2012

An articulated vision is recognizably a critical first step towards establishing the future for First Nations at Simon Fraser University. Equally important, however, is the roadmap for accomplishing that vision. Following is a concise five year action plan that will form the operational strategy of the new Office For First Nations and which will be the basis upon which annual progress reports and the ultimate evaluation of the Office's success will be measured.

Academic Program Development:

Goal: Integrate innovative First Nations culturally relevant content into the curriculum and assist academic departments or units in the development of courses and programs that include a First Nations perspective.

Actions:

- Support the Faculty of Arts and Social Sciences in its evaluation of First Nations programming at the SFU Kamloops campus
- Support the development of distance education based course delivery to First Nations students
- Support Continuing Studies development of a new university-wide Aboriginal Preparatory program
- Identify academic units of strategic potential for developing new academic programming and seek to develop new programming in those areas
- Identify needs of First Nations peoples and communities for graduate programming and seek initiatives to develop and support the development of these programs within academic units across the university.
- Work with all areas currently offering First Nations programming, including First Nations Studies, to determine how the Office For First Nations might support their initiatives
- Strive to develop a First Nations Visiting Scholar series
- Work with the Library, Student Learning Commons and Student Services offices to develop the necessary culturally relevant resources and academic tools necessary for the success of First Nations students
- Increase the number of Aboriginal public school teachers province wide.
- Support in-service teachers needs in order to better address the specific learning needs of Aboriginal students in the schools.
- Increase visibility of Aboriginal peoples, faculty, graduate and undergraduate students and Aboriginal community members and issues at the center of academia and in educational contexts.

Research Development;

Goal: Establish a comprehensive framework for the promotion, encouragement, and support of First Nations research

Actions:

- Work with faculty across the University to develop research networks, centers and Institutes that will work to create new connections among students, researchers and First Nations communities and advance innovation in First Nations research.

- Collaborate with First Nations peoples and communities to identify priority areas for research and establish research initiatives in these strategic areas.
- Create awareness and visibility for researchers in First Nations at Simon Fraser University through the development of a communications strategy, research infrastructure, and promotional materials.
- Develop partnerships with First Nations peoples and communities to inspire increased community-based research opportunities for faculty and students engaged in First Nations research.
- Develop a Visiting Scholars series and First Nations research symposium series, to expand knowledge and awareness of First Nations research.
- Identify opportunities for and support the development of experiential research learning experiences for undergraduate and graduate First Nations students.
- Identify and develop funding opportunities for researchers working in First Nations areas and provide support to the development of successful funding proposals and initiatives.
- Work with Grant Facilitators to identify potential research funding opportunities for First Nations research.
- Initiate and support the development of research directed to the enhancement of First Nations academic programming, pedagogy, curriculum content and academic experiences.

Student Recruitment, Support and Retention:

- Goal: Improve the recruitment, retention and successful participation of First Nations students with a goal to increase First Nations undergraduate enrolment by over 50% and First Nations graduate enrolment by over 25% by the year 2012.
- Goal: Develop a comprehensive infrastructure to support and advise undergraduate and graduate First Nations students from the time of University selection through to alumni relations.

Actions:

- Develop a university-wide First Nations recruitment and retention plan and work with Student Services, academic units and First Nations peoples and communities to implement this plan.
- Develop a university-wide strategy to expand First Nations student services and support to all Simon Fraser University campuses.
- Expand academic advising to First Nations students through the creation of a new graduate student support position and through the creation of an integrated academic advisory committee of First Nations faculty members from across the University.
- Work with the Dean of Graduate Studies and First Nations peoples and communities to develop competitive recruitment strategies to attract graduate students to Simon Fraser University and to develop comprehensive scholarship and financial support packages to ensure graduate student success during the course of their programs.
- Develop a SAGE program (Student Aboriginal Graduate Education) modeled on those located at Universities throughout the province, to provide a strong inter-University support network for First Nations graduate students.
- Support First Nations students through the development of a peer mentoring program and the development of an SFU First Nations Alumni Association.

- Support the growth of First Nations culturally appropriate activities and develop new initiatives in partnership with the First Nations Student Association.
- Work with Continuing Studies and First Nations peoples and communities to develop university preparation programs for First Nations students and to develop the tools for success in graduate programs.
- Identify and secure increased financial support, cooperative education opportunities, and community-based experiential learning opportunities for First Nations students.

Liaison and Outreach to First Nations peoples and Communities:

Goal: Strengthen and increase our partnerships, collaborations, and engagement with First Nations peoples and communities

Actions:

- Reaffirm a commitment to the President's First Nations Advisory Council.
- Increase visibility of SFU Kamloops and its role in serving remote First Nations communities
- Develop increased opportunities for Elders participation in the academic and non-academic life of First Nations students at Simon Fraser University through a permanent commitment to the creation of an Elders-in-Residence program.
- Work with First Nations peoples and communities to identify priority areas for research development.
- Work with First Nations peoples and communities to identify priority areas for program development at both the undergraduate and graduate level.
- Work with First Nations peoples and communities to develop the cultural resource functions of the new Office for First Nations.
- Work with First Nations peoples and communities to develop university preparatory programs, and graduate program success strategies and tools.
- Work with First Nations throughout the province to develop community based Aboriginal teacher education opportunities.

International Engagement and Global Development:

Goal: Expand opportunities for First Nations peoples to share their expertise and emerge as intellectual leaders on global issues.

Actions:

- Assess opportunities for synergy between existing SFU research strengths and global issues being advanced by Aboriginal organizations worldwide
- Explore with First Nations peoples and communities opportunities for intersection with the global context (an example includes current networking with Center of Excellence for Maori development and advancement in New Zealand)
- Develop strategies for expanding the role of First Nations peoples into global initiatives

Indigenous knowledge and resource development:

Goal: Support the development of Indigenous knowledge systems within the University and an understanding and respect for First Nations cultures, histories, knowledge, languages, traditions, and communities among non-Aboriginal members of the University community to create bridges between cultures.

Actions:

- Develop a cultural resource facility within the Office for First Nations.
- Host professional development and cultural awareness forums for faculty, students and community members about First Nations.
- Continue and enhance the First Nations Graduation Ceremony, and develop other programs and initiatives that will positively profile First Nations peoples and communities.
- Develop a comprehensive university-wide communication strategy to raise the profile of First Nations programming, research and students across Simon Fraser University's academic units and various campuses.

Infrastructure and Facilities Development:

Goal: Develop a comprehensive university-wide infrastructure to support the First Nations vision and strategy for Simon Fraser University.

Goal: Ensure that Simon Fraser University attracts resources from the public and private sector, and from agencies and organizations supporting research innovation so that the research, education and student support goals outlined above can be accomplished in accordance with the University's overall reputation for program and research excellence and comprehensive support for students.

Actions:

- Create a greater presence for First Nations on campus through the development of a capital resource plan to build a new First Nations House at Simon Fraser University.
- Develop in partnership with the Vice President, Academic, Faculty Deans, and academic Chairs and Directors a comprehensive First Nations faculty recruitment and retention strategy.
- Develop Guidelines for First Nations strategic planning as part of the integrated three year academic planning process of Simon Fraser University.
- Develop a comprehensive advancement strategy in coordination with the SFU Advancement office.
- Increase Simon Fraser University's profile in First Nations areas at provincial, federal and local governance tables to facilitate recognition of SFU's strengths and capabilities when resource allocations are being directed to First Nations initiatives.
- Seek out funding from Provincial and Federal governments to support the First Nations undergraduate and graduate student recruitment goals outlined in this report.

Integration and leadership development:

Goal: Develop a model for First Nations programming, research and student support that integrates First Nations issues throughout the academic areas of the University.

Actions:

- Work with First Nations faculty members, present and future, to establish them as leaders in their Faculties for First Nations activities, to ensure the ongoing integration of the university-wide strategy into academic areas of the University and to develop a critically important bridge for the flow and support of First Nations initiatives originating in academic units.

- Identify a strategy for increasing participation of First Nations faculty at Simon Fraser University and in attracting these individuals to senior administrative leadership positions across the University.

Appendix B

First Nations Guiding Principles

- i. **The University recognizes the unique educational needs and identities of First Nations.**
As First Nations acquire increased control over governance, education, health care and other social and economic dimensions of their communities, the educational contribution of the University to First Nations should support their efforts in this process.
- ii. **Full and equitable participation by First Nations people at SFU.**
Based on this principle, SFU will work to increase First Nations student enrollment to a proportion commensurate with that of the representation of First Nations people in the general population of British Columbia.
- iii. **Provide a supportive academic and community environment for First Nations people at SFU.**
First Nations enrolled at SFU will have access to financial support programs, such as grants and fellowships, and non-financial support programs, such as mentorship and a supportive social context.
- iv. **Acknowledge, respect and incorporate First Nations values and traditions in the programs of the University, subject to Senate approval.**
As an institution dedicated to discovering and transmitting knowledge, the University should make good use of the traditional knowledge developed over the years by First Nations people, and will support academic work that incorporates indigenous knowledge.
- v. **Address the higher education needs and aspirations of First Nations communities.**
The University recognizes the range of educational needs of First Nations communities as they strive to protect their ancestral cultures and languages and as they develop new forms of governance.
- vi. **Collaborate and form partnerships to serve First Nations' educational objectives.**
This principle guides SFU to seek out alliances with First Nations and with other institutions in the broader community to achieve educational objectives that benefit First Nations.
- vii. **Affirm the ongoing institutional commitment to higher education among First Nations' communities.**
This principle is implemented through the First Nations Advisory Council of SFU.

Appendix C
First Nations University-Wide Coordinating Committee Membership

Dr. Lisa Sterling, Chair, Special Advisor to the VP Academic and Director Aboriginal Affairs
Dr. Tom Perry, Associate Dean, Faculty of Arts and Social Sciences
Chief Leonard George, Designate, Chief Dan George Centre
Dr. Eldon Yellowhorn, First Nations Studies program, Department of Archaeology
Dr. David Burley, First Nations Studies program, Department of Archaeology
Dr. Neil Abramson, Faculty of Business Administration
Dr. Mark Selman, Faculty of Business Administration
Ms. Kaui Keliipio, Faculty of Education
Ms. Laura Buker, Faculty of Education
Dr. Bob Russell, Department of Mathematics, Faculty of Science
Dr. Marianne Ignace, Department of Sociology and Anthropology, Faculty of Arts and Social Sciences, SFU Kamloops campus
Ms. Donna Dillman, SFU Kamloops campus
Ms. Amy Parent, First Nations Student Association
Ms. Marcia Guno, First Nations Student Centre, Student Services, Recruitment
Ms. Linsey Ernst, First Nations Student Center, Student Life Coordinator
Dr. Charmaine Dean, Department of Statistics & Actuarial Sciences
Ms. Natalie Wood, Continuing Studies
Dr. John Welch, School of Resource and Environmental Management, Faculty of Applied Sciences and Department of Archeology
Dr. George Nicholas, Department of Archaeology, Faculty of Arts and Social Sciences
Dr. Mary Ellen Kelm, Department of History, Faculty of Arts and Social Sciences
Dr. Dolores Van DerWay, Faculty of Education