UBC IOF Aboriginal Fisheries Research Unit

Strategic Plan 2017

Institute for the Oceans and Fisheries

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Executive Summary

The UBC Institute for the Oceans & Fisheries (IOF) is a research and graduate teaching unit in the Faculty of Science whose mission is to work towards healthy and sustainable marine and fresh water systems through research, education, and societal engagement (App A). The Institute consists of world-leading research groups and units—with one of newest being the Aboriginal Fisheries Research Unit (AFRU). The AFRU was led by an Aboriginal fisheries scientist from 2008–2015, but ceased operating when this researcher resigned and left UBC in December 2015.

The IOF Commitment: Fisheries provide a significant source of food for, and are of economic, social and cultural importance to, many Aboriginal peoples in Canada and around the world. The IOF proposes to revitalize the nascent AFRU by strengthening and broadening its vision, having contextualized it within UBC’s Strategic Plan, researched UBC initiatives that are relevant to it, and sought guidance through an extensive consultation process — all of which were absent when the Aboriginal Fisheries Research Unit was originally created and a faculty member was hired to run it nearly a decade ago. The revitalized AFRU will boost the IOF’s and UBC’s commitments to promoting Aboriginal fisheries education, fostering Aboriginal leadership and development, and building Aboriginal student and community engagement. The AFRU aspires to become the centre of the Aboriginal fisheries field in Canada.

Achieving the IOF Commitment. The IOF seeks to fulfill and strengthen its commitment to working with Aboriginal peoples in Canada (First Nations, Metis, and Inuit). It will thus rebuild the AFRU to (1) provide Aboriginal leadership, development, education and training relating to Aboriginal fisheries; and (2) promote Aboriginal student engagement and conduct student- and faculty-led research and other initiatives in collaboration with Aboriginal communities and other partners on and off campus.

The AFRU Strategic Plan builds on the UBC mandate expressed in the University’s Aboriginal Strategic plan 2008 (2009) (App C), and on the various Initiatives and Academic Programs at UBC (see App D).

Accomplishing the expanded goals and leadership role of the AFRU requires developing a critical mass of interdisciplinary expertise and experienced Aboriginal leadership. The IOF will therefore seek financial support for two full-time faculty positions for the AFRU, and one full-time staff position as Manager/Coordinator. The IOF is also committed to having one Resident Community Expert appointment (honorarium basis) per academic term, an AFRU Advisory Committee that reflects community and other stakeholder interests and a regularly scheduled seminar to discuss Aboriginal fisheries topics.

AFRU Faculty and Staff Appointments: One of the two AFRU faculty members is expected to specialize in biological fisheries sciences, and the other in social fisheries sciences. One appointee will have expertise in Aboriginal fisheries in British Columbia; the other in Aboriginal fisheries in Canada.

Two positions will be filled in 2017—one by a faculty member who will be expected to lead AFRU, and the second by a Manager/Coordinator. The second faculty member will be appointed in 2018.
The Plan

Background

The Institute for the Oceans and Fisheries (IOF) in the Faculty of Science was formed in 2015, building on the former Fisheries Centre and its world-leading research groups and units (App A). The Institute was designed to expand the mandate and membership of the Fisheries Centre. One of the IOF research units inherited from the former Fisheries Centre is the Aboriginal Fisheries Research Unit (AFRU), which was led by an Aboriginal scientist from 2008-2015.

The idea for a faculty appointment in Aboriginal fisheries was first proposed in 1996, at a large workshop sponsored by the Fisheries Centre and UBC’s First Nations House of Learning (FNHL). The workshop was prompted by the strong recommendation for the Fisheries Centre to increase its activity in both the social sciences and in community outreach. The Fisheries Centre’s International Advisory Council noted, “Although fisheries are of prime importance to First Nations from both cultural and economic perspectives, Aboriginal fisheries education and issues have rarely been considered fully on campus” (App B). The workshop demonstrated strong academic support and made a detailed case for developing a UBC endowed chair in Aboriginal Fisheries at UBC.

The proposed endowed chair in Aboriginal Fisheries did not materialize in the 1990s. However, UBC discovered an opportunity in 2008 to cross-appoint a junior Aboriginal fisheries scientist in Zoology and the Fisheries Centre. Although no formal planning or consultations took place in preparation for this cross-appointment, it accorded in principle with the University’s “Aboriginal Engagement Plan” (2009) affirming that UBC “engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of indigenous cultures and histories into its curriculum and operations” (App D, and see also App C). This 2008 faculty appointment also affirmed the Aboriginal Fisheries Research Unit—a small unit devoted “to the effective management of aquatic resources and ecosystems that support Aboriginal communities” (www.oceans.ubc.ca: “Research”), and to conducting interdisciplinary research in the areas of aquatic ecology, fish physiology, chemical ecology, and integrating traditional knowledge and fisheries science (App A). The AFRU began engaging with First Nations and undertaking research relative to BC First Nations communities. However, the unit ceased functioning in December 2015 when the cross-appointed faculty member leading the unit resigned and left UBC.

The IOF committee of faculty members tasked with formulating this present strategic plan to revitalize the Aboriginal Fisheries Research Unit undertook consultations from the summer of 2016 through winter of 2017 with over a dozen broad-based individuals engaged in Aboriginal/Indigenous initiatives at UBC and/or engaged in Aboriginal fisheries. The product of these consultations and meetings is this Aboriginal Fisheries Research Unit Strategic Plan that describes (1) AFRU goals and, (2) AFRU faculty and staffing requirements. Documentation supporting the Aboriginal Fisheries Research Unit Strategic Plan include Appendix A, UBC 2016/17 Academic Calendar: Institute for the Oceans and Fisheries (IOF), Appendix B, Case for an Endowed Chair in Aboriginal Fisheries at UBC (c.1996), Appendix C, UBC Aboriginal Strategic Plan, 17 December 2008 (accepted as UBC policy 2009), and Appendix D, Selection of Existing UBC-Vancouver Aboriginal Strategic Initiatives and Academic Programs.
Goals

The AFRU aspires to become the centre of the Aboriginal fisheries field in Canada.

The proposed Aboriginal Fisheries Research Unit has 4 core goals that require at least 2 full-time faculty and a full-time Manager to achieve. These include:

1. Develop an Aboriginal student engagement plan to recruit, retain and mentor Aboriginal students;
2. Expand educational opportunities related to fisheries for Aboriginal peoples and widen opportunities for all graduate students to learn about Aboriginal fishery issues, perspectives and culture in BC and beyond;
3. Increase the research, research linkages and length of projects being undertaken in collaboration with Aboriginal communities, leadership and organizations;
4. Increase engagement with Aboriginal fishing communities, organizations and experts/entrepreneurs in mutually supportive and productive relationships that contribute to the cogeneration of knowledge.

Achieving these core goals will take a sustained commitment to building relationships with Aboriginal students and communities, and to fostering meaningful collaborations that meet the needs of Aboriginal fishing communities and organizations. The strategies to address each of the four goals, and the linkages and parallels with other UBC programs and initiatives (Appendix D), are as follows:

1. Develop an Aboriginal student engagement plan to recruit, retain and mentor Aboriginal students: (A) Create and promote programs that support the recruitment, networking and mentorship of Aboriginal graduate students, exploring collaboration with similar programs in Forestry, Medicine (Handbook, Law, SCARP, “Joint” (ANRC) and Sauder School of Business (see App C and App D: Sauder’s new Ch’nook programs); (B) Access UBC’s Aboriginal graduate student services and support framework via the First Nations House of Learning and UBC’s Aboriginal Web Portal, including Aboriginal Graduate Student scholarships (App D: Faculty of Graduate & Postdoctoral Studies; FNHL: Aboriginal Transfer Program re: Langara College; Law), housing, prioritized access to mentoring and subsidized tutoring (App D: Science and Land & Food Systems (joint) “Aboriginal Student Coordinator”; FNHL); (C) Strengthen and expand graduate student involvement in Aboriginal fishing community-based research and service learning with Aboriginal organizations (see for e.g., App D: SCARP-ICPC; SLAIS-FNCC; Education; Sauder); (D) Promote the engagement of Aboriginal community members in IOF educational studies.

2. Widen opportunities for all graduate students to learn about Aboriginal fishery issues, perspectives and culture: (A) Ensure that AFRU curricula and research programs accurately represent and include Aboriginal cultures, histories, legal rights and systems of knowledge (App D: PLAN 548P, POLI 406); (B) Ensure that AFRU students are able to focus their studies on issues important to Aboriginal communities in Canada (App D: FNIS 320; SLAIS-FNCC); (C) Explore the use of alternative learning opportunities, grounded in community and in “land”-based learning, such as traditional ecological knowledge (App D: SCARP-ICPC; Land and Food Services-IRP; Forestry: Haida Gwaii Semester); (D) Increase AFRU student awareness of the consultation, negotiation, dispute resolution, and governance recognition skills and leadership abilities necessary to address the fisheries development needs of Aboriginal fishing communities and organizations (App D: Forestry; Land & Food Systems, SCARP-ICPC); (E) Access UBC’s professional development programs available to administrators, faculty, staff, and students working
productively with Aboriginal colleagues and communities and addressing Aboriginal Issues (App D: CTLT, Indigenous Initiatives).

3. **Increase the amount of research, research linkages and length of projects being undertaken in collaboration with Aboriginal communities, leadership and organizations:** (A) Prioritize research on the social and economic sustainability of Aboriginal community fisheries in traditional territories; (B) Facilitate fisheries research led by Aboriginal communities and organizations (App D: VP Research; SCARP-ICPC; “” (ANRC)); (C) Engage in community-based research that acknowledges community expertise related to aquatic resources (see for e.g. App D: SCARP-ICPC; “Joint” (ANRC); CEIH); (D) Aim, when possible, for long-term (>10 years) research partnerships of shared priorities and concern to Aboriginal people and UBC relevant to Aboriginal fisheries (App D: UBC-Musqueam MOA); (E) Provide leadership in facilitating research linkages among Aboriginal communities, industry, government and NGOs, an example of the latter being the Aboriginal Mapping Network (nativeamaps.org) developed by Ecotrust Canada in collaboration with its First Nations partners (and see App D, “Joint” (ANRC); VP Research).

4. **Increase engagement in Aboriginal fishing communities and organizations, and with their community experts and entrepreneurs, in productive partnerships that leads to the mutually beneficial generation of knowledge:** (A) Integrate the learning from Aboriginal fisheries research related to Aboriginal communities into the education and training of graduate students; (B) Create periodic and long-term opportunities for dialogue with Aboriginal communities and leadership and with the broader public on significant issues in Aboriginal fisheries (App D: SCARP-ICPC); (C) Organize monthly public seminars featuring speakers on Aboriginal fisheries topics of local, national, and/or global relevance; (D) Initiate a Resident Community Expert Program, appointing one expert (honourarium basis) per academic term (see details page 6); (E) Appoint a AFRU Advisory Committee (interim until 2019, on an “expression of interest” basis thereafter), representing Aboriginal alumni and community members and industry and association groups (see, for e.g., App D, Forestry).

**Faculty & Staff Requirements, and Timelines for Hiring**

Successfully accomplishing the four core goals of the Aboriginal Fisheries Research Unit requires building a critical mass of broad-based, interdisciplinary expertise and experienced Aboriginal leadership. The IOF is therefore committed to securing financial support for two full-time faculty positions and one full-time staff position as Manager/Coordinator tasked with managing the administrative operations and facilitating the strategic approach of the AFRU.

The first full-time, tenure-track faculty member will be hired in 2017, and will be expected to lead the AFRU. They will participate in hiring the Manager/Coordinator that same year and hiring the second full-time, tenure-track faculty member in 2018.

Faculty Responsibilities and the role of the Manager/Coordinator will be key to the success of the Strategic Plan for the Aboriginal Fisheries Research Unit.

**Faculty Profiles:** The expertise of one of the appointees should be in Ecosystem and Fisheries Resource Management Science, but include significant experience with Aboriginal fisheries communities and territories, practices, issues, perspectives, and culture. This faculty member will undertake collaborative research and train students in the collection and analysis of biological data needed to assess and monitor the health of marine and fresh water resources and develop fishing plans in the watersheds in which their
traditional territories are located. They will also engage in issues related to habitat, stock assessment, quantitative ecology, data collection, study designs, fisheries management, resource development and conservation, and the attainment of biological knowledge that is relevant to Aboriginal communities. The expertise of the other appointee should be in the Social Fisheries Sciences, with significant experience in the area of Aboriginal fisheries communities and territories, practices, issues, perspectives, and culture. Areas of research and teaching might include collaborative, community-based research methodologies, Aboriginal fisheries policies and management, collection and interpretation of pre-contact fish/marine mammal catch data and ecosystems, ethnozoological investigations of aquatic resources in traditional territories and the role of local fisheries in both Aboriginal food systems and Aboriginal food security. They might also engage in issues pertaining to fisheries under Aboriginal management/co-management regimes, among other matters.

One of the appointees should possess clearly demonstrated research and teaching interests in the area of Aboriginal fisheries in British Columbia. The other should possess clearly demonstrated research and teaching interests in Aboriginal fisheries in Canada. In both cases, a demonstrated ability to establish effective relations with Aboriginal fishing communities, leaders and organizations is essential. Both appointees would also be expected to engage with others in the global community concerned with indigenous people’s fisheries outside of Canada.

**Faculty Duties and Responsibilities:** Faculty will be expected to meet the usual criteria for appointment, reappointment, tenure without term and promotion at UBC: teaching and training undergraduate and graduate students and scholarly activity. Another important criterion is service to the academic profession, to the University and to the community. The “community” in the case of faculty in the AFRU is understood to include the Aboriginal community. This is because respectful work with Aboriginal communities requires an investment of time for the necessary relationship building and for achieving outcomes of mutual value. The AFRU faculty would also act as unofficial Aboriginal fisheries advisors in the IOF, and would encourage the development of collaborative studies and co-supervision of students with other IOF faculty and research units, such as those concerned with fisheries economics, climate change, and policy and quantitative research. The AFRU faculty will also connect with other UBC Aboriginal programs and initiatives (see App D).

**Manager/Coordinator Duties and Responsibilities:** Assisting with facilitation and coordination of Aboriginal student recruitment, including working with high schools and community colleges, as appropriate; acting as a coordinating point for projects and a contact point for communities, organizations and agencies external to UBC; liaising with Aboriginal groups in BC and elsewhere; drafting and managing community-based research protocols; arranging, coordinating and compiling information for meetings, workshops and special events, attending and recording them as necessary; organizing visits of Aboriginal leaders to AFRU classes and IOF events; maintaining and creating new content for the existing IOF and UBC Aboriginal Web Portal websites; and performing other related duties as needed.

**Resident Community Expert, one per academic term (honorarium basis):** An invited fisheries expert from an Aboriginal community will join the AFRU each semester (fall and winter), and will participate in the Aboriginal Fisheries graduate seminar and give a public talk at the IOF. The goal is to expand the range of experience, knowledge and community contacts for the program and its students, and to welcome community members to UBC and the IOF.
Appendix A

UBC 2016/17 Academic Calendar Entry: Institute for the Oceans and Fisheries (IOF)

Institutes > Oceans and Fisheries, Institute for the (IOF)

A unit within the Faculty of Science

The Institute for the Oceans and Fisheries (http://www.oceans.ubc.ca) at UBC was formed in 2015, building on the Fisheries Centre and with an expanded mandate and membership. The Fisheries Centre was established in 1993 as a unit of the Faculty of Graduate Studies and in 2007 became part of the College for Interdisciplinary Studies. In 2012, the Fisheries Centre was moved from the College for Interdisciplinary Studies and became a part of the Faculty of Science. The Institute for the Oceans and Fisheries' mission is to work towards healthy and sustainable marine and freshwater systems through research, education, and societal engagement. The work of the Institute for the Oceans and Fisheries integrates research on ecological, social, and economic aspects for ocean and fisheries. In addition, the Institute for the Oceans and Fisheries faculty supervise a diverse and international mix of graduate students.

The Institute for the Oceans and Fisheries aims to focus and promote multidisciplinary study related to oceans and fisheries. Analytical tools developed in a broad spectrum of parent subjects, including biology, oceanography, economics, geography, and planning are employed in order to assess, appraise, and forecast the impacts of both human and natural processes on oceans and fisheries resources.

Ocean and Fisheries research, policy and management problems being studied include fisheries assessment, management and governance of fisheries, social-ecological systems, ecosystem impacts, multidisciplinary evaluation of ocean health, First Nation, commercial, and recreational fisheries, coastal and watershed management, conflict resolution and co-management of shared resources, climate change including ocean acidification and impact on resources, genetic and biological diversity, and the conservation of threatened and exploited species in both marine and freshwater environments. Major objectives are to establish a fully international, multidisciplinary perspective, and to provide a forum for the foundation of concepts of management and sustainable development for ocean and fisheries.

The Institute for the Oceans and Fisheries conducts grant- and contract-based research, and organizes seminars, workshops, and professional training courses. The resulting publications promote a deeper understanding of management of fisheries resources around the globe. The Institute for the Oceans and Fisheries forms a base for a research community of faculty, research associates, postdoctoral fellows, graduate students, and adjuncts.

Sixteen research units conduct coordinated research within the Institute for the Oceans and Fisheries:

- The Aboriginal Fisheries Research Unit (Dr. David Otte) employs a multidisciplinary approach including aquatic ecology, environmental fish physiology, and indigenous knowledge systems directed toward the restoration and maintenance of sustainable aboriginal aquatic resources.
- The Changing Ocean Research Unit (Dr. William Cheung) studies the effects of global climate and ocean changes on marine ecosystems, biodiversity and fisheries, and identifies mitigation and adaptation options.
- The Coastal Marine Ecology (Dr. Christopher Harley) studies the impacts of climate change on coastal ecosystems - including ocean acidification, observational and manipulative studies to determine how species respond to thermal and salinity stress caused by a changing climate, the ecology of invasive species, and long-term ecological change based on historical datasets.
- The Connecting Human and Natural Systems (CHANS) Lab (Dr. Kai Chan) does modeling and empirical research to improve the management and governance of social-ecological systems.
- The Donner Lab (Dr. Simon Donner) studies why the climate matters to society as well as ecosystems like coral reefs. The work provides insight into the causes and effects of climate change, public attitudes, policy options at home and abroad.
and what can be done to adapt.

- The Fisheries Economics Research Unit (Dr. Rashid Sumaila) explores how ecosystems can provide sustainable and equitable economic and social benefits to both present and future generations.

- The Global Ocean Modelling group (Dr. Villy Christensen) works with ecosystem-based management of marine and freshwater systems, and participates in the development of the Ecolpath with Ecosystem approach and software (www.ecopath.org) through the Ecolpath Research and Development Consortium.

- The Marine Mammal Research Unit (Dr. Andrew Triggs) conducts multidisciplinary research on marine mammals in the field, in captivity, and in the laboratory, addressing pressing questions relevant to the natural history, biology, and conservation of marine mammals, and providing independent research and advice on these matters.

- Marine Virology and Microbiology (Dr. Curtis Suttle) explores the vast reservoir of genetic and biological diversity in viruses in environments encompassing marine and freshwater systems from the poles to the tropics.

- The Menzies Lab (Dr. Charles Menzies) researches the production of anthropological films, natural resource management (primarily fisheries-related), political economy, contemporary First Nations issues, maritime anthropology and the archaeology of north coast British Columbia.

- The NF-UBC Nereus Program — Predicting the Future Ocean (Dr. William Cheung) is a research partnership between the Nippon Foundation and the University of British Columbia that evaluates future scenarios for managing fisheries in the world’s oceans and brings change to how we exploit the oceans.

- The Policy and Ecosystem Restoration Fishery group (Dr. Tony Pitcher) aims to develop new integrative tools for ecosystem-based management and devise practical policies for the restoration of aquatic ecosystems, employing ecosystem simulation modeling and semi-quantitative evaluation frameworks.

- Project Sealord (Dr. Amanda Vincent) works to advance conservation and sustainable use of the world’s coastal marine ecosystems.

- The Quantitative Analysis Unit (Dr. Carl Walters, Dr. Murdoch McAllister, and Dr. Villy Christensen) researches population dynamics and statistical modeling.

- See Around Us (Dr. Daniel Pauly) studies the impact of fisheries on marine ecosystems.

- The BC Government Ministry of Environment Aquatic Conservation Science Section, a unit affiliated with the Fisheries Centre, works on freshwater management, mitigation, and recreational fisheries in the Province.

Although housed in the Institute for the Oceans and Fisheries space in the AERL building and supervised by Institute for the Oceans and Fisheries faculty members, graduate students within the Institute for the Oceans and Fisheries are enrolled in the REIS interdisciplinary program, or in Zoology (or, historically, Geography, Oceanography, Economics, Animal Science, or other programs as appropriate to their research project).

The Institute for the Oceans and Fisheries organizes a series of graduate courses on fisheries topics and issues under the course code FISH 520, draws on the expertise of all faculty members and additional researchers at the Institute for the Oceans and Fisheries and elsewhere to cover the topics of fisheries conservation, governance, and evaluation.

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Appendix B
The Case for An Endowed Chair in Aboriginal Fisheries at UBC (c. 1996)

THE CASE FOR AN ENDOWED CHAIR OF ABORIGINAL FISHERIES AT UBC

Accord with the Mandates of the First Nations House of Learning & the Fisheries Centre

The UBC Fisheries Centre (FC) and The First Nations House of Learning (FNHL) propose to set up an endowed Chair of Aboriginal Fisheries to carry out research and teaching on Aboriginal fisheries issues. The UBC Fisheries Centre’s mandate is to promote sustainable fisheries through an inter-disciplinary and collaborative approach with partners on and off campus. The First Nations House of Learning’s mission is to increase Aboriginal involvement in UBC and promote synergy with other disciplines. For both units on UBC campus, inter-disciplinary collaboration and partnership with the community at large are essential and complementary. Together, FNHL and FC provide the logical context to explore, develop and launch this exciting initiative in consultation with First Nations.

Purpose and Rationale of the Chair

Fisheries are very important to First Nations. Fish and water are central to the society and economy of British Columbia. Fish and water are not restricted by human boundaries. Fish health and water quality considerations compel fishers, foresters, farmers, industrialists, urban developers and government to reason together. The Chair will provide a context where the First Nations perception that all things are connected and new, holistic approaches to fish, fishers and the environment can come together.

The Chair will facilitate the application of new, powerful scientific approaches and tools which address whole ecosystems. It will explore ways in which the traditional knowledge and values of Aboriginal peoples can complement and inform fisheries science and management. Equally importantly, it will create a supportive context and example for Aboriginal students seeking a career in fisheries.

Why the FNHL is Involved

FNHL works with UBC Faculties and Schools to strengthen Aboriginal education, research and leadership. The FNHL mandate is to enhance the University’s ability to meet the needs of First Nations. Although fisheries are of prime importance to First Nations from both cultural and economic perspectives, Aboriginal fisheries education and issues have rarely been considered fully on campus. The Chair would focus attention on these issues and facilitate undergraduate, graduate and professional teaching and training in fisheries. Few First Nations students have yet reached the graduate level, but the Chair would help fisheries education at all levels. Aboriginal community consultation is vital to the successful implementation of the Chair. It is also central to the FNHL mandate, “The House of Learning seeks direction from First Nations communities in determining priorities and approaches taken. We are dedicated to quality preparation in all fields of post-secondary study. We believe that quality education is determined
by its relevance to the philosophy and values of First Nations and guided through the “voices of our ancestors.”

Why the FC is Involved

It is what we are supposed to be doing

The “human dimension” of fisheries, so well articulated in the FNHL mandate, is echoed in the FC mission statement, “Future policy and planning essential to the successful stewardship of global fishery resources must be founded on research that encompasses many traditional disciplines, acknowledging human as well as biological and environmental perspectives... Fisheries policy and management problems under study include the assessment, management and sustainability of artisanal, commercial and Aboriginal capture fisheries, aquaculture biology and engineering, recreational fisheries, coastal, watershed and ecosystem management, conflict resolution and the co-management of shared fishery resources, the rebuilding of depleted resources and the conservation of endangered species in both marine and freshwater environments.”

We are not yet doing it

The FC was evaluated by its International Advisory Council early in 1996 and, although supportive of the Centre’s achievements in science, one of the main recommendations of their report was that FC should try to increase its activity in the social sciences and in community outreach. The Aboriginal Fisheries Chair is an initiative that would enable the Centre to do that.

Our current work needs this input

FC has been working on the development of new fishery evaluation methods that are able to use information from Traditional Environmental knowledge. These methods include; multidisciplinary descriptions of fishery health; innovative models of models of ecosystem function; incorporating traditional names and knowledge to an inventory of fish resources; and logical decision analysis. We feel it is essential to incorporate traditional knowledge into fisheries management alongside more conventional science if our fisheries are to be sustainable and manageable in the 21st Century. This initiative for an Aboriginal Fisheries Chair will create a synergy between fisheries science in FC and the knowledge of Aboriginal peoples that will help to conserve and rebuild living aquatic systems in BC and in the world beyond.

Conservation and rebuilding are issues which go to the heart of First Nation communities. As discussed above, a new generation of tools developed by FC and the global FC scientific network is now beginning to describe and model entire aquatic ecosystems. Although sophisticated, these approaches are strikingly similar to the way that Indigenous communities perceive the marine environment. So much so, that a project to model the Strait of Georgia ecosystem as it was 100 years ago and also 500 years ago, prior to the onset of modern industrial fishing, has recently been successful in obtaining workshop funding from the Peter Wall Institute of Advanced Studies.
Existing Partnership

In the same vein, FC & FNHL have recently reached agreement on partnership with the BC Aboriginal Fisheries Commission with the objectives of:

i) making university science relevant to the fisheries concerns and research priorities of Indigenous communities;

ii) accelerating the enrollment of Indigenous students in fisheries science at UBC through a scholarship, and in cooperation with Regional Colleges;

and,

iii) relating the concerns of BC Indigenous communities to the worldwide effort to address the appropriate use of Indigenous knowledge as required by the UN Convention on Biodiversity.

Financial Considerations

An October 3rd 1996 launch ceremony and workshop at the First Nations House of Learning demonstrated strong academic support. The concept was also welcomed by First Nation, government and fishing industry representatives who attended or sent letters of support. Funding of $3M will be sought from a range of public and private sector sources. Matching funds will be sought from UBC. A budget is attached.

There are strong indications of interest in funding this initiative and a preliminary list of potential contributors has been prepared. This list is available for internal discussion, but has not been attached as it is deemed premature to name potential donors in a document designed for circulation.

Linkages with Other Disciplines

In considering the broader benefits to UBC, the Chair will enhance cross-cultural awareness on campus and play a key role in encouraging and accelerating the enrollment of Aboriginal students in fisheries related sciences. These include disciplines and fields as diverse as biology, oceanography, economics, engineering, mathematics, sociology, planning and policy. This will work towards the goal of increasing Aboriginal student enrollment at UBC to 1,000 by the turn of the century stated by Vice President Dan Birch in the foreword to the 1996 FNHL Calendar.

More specifically, it will build on the proven track record of programmes such as the Native Indian Teacher Education Programme (NITEP) and the Native Law Program to begin to redress the imbalance between the strong Aboriginal presence in education, law and health care and the very few in science programmes.

Some participants in the October 3 workshop made a strong case for a joint chair of fisheries and forestry. The point was made that this was congruent with the First Nations perception that all things are connected. While the desirability of strong linkages is acknowledged, the sheer number of disciplines involved in fisheries and complexity of issues and stakeholder polarization in the Pacific fishery, make fisheries a daunting task in its own right. The relative importance of Fisheries and Forestry in the BC economy would also tend to make Fisheries a “poor relation” in
such a joint chair. The chair must, however, maintain strong links with Forestry, Aquatic Resources, SCARP and other relevant Faculties and Schools such as Science, Arts and Commerce. Networking and regular communication between these and off-campus organizations will, we believe, satisfy the criterion of "connectedness." The whole will, indeed be greater than the sum of its parts.

It is no exaggeration to say that First Nations' knowledge and grasp of the linkages and interdependencies between people, environment and resources can make a vital contribution to 21st Centrury fisheries management. Identification of this contribution is also particularly relevant to the BC Treaty Process and the evolving relationship between provincial and federal governments. In the post-treaty environment, the Chair will help to provide the education and training necessary for First Nations people to assume positions of responsibility. The linkages discussed above will facilitate the introduction of ecosystem-based management, vital to the survival of aquatic and human ecosystems into the 21st Century and beyond.

In summary, the FC/FNHL collaboration and First Nation community consultation on the Chair of Aboriginal Fisheries are in keeping with the academic and other goals of FC, FNHL and with the broader goals of UBC. You are cordially invited to share in the creation of the world's first Chair of Aboriginal Fisheries.

FIRST NATIONS HOUSE OF LEARNING                         UBC FISHERIES CENTRE

JO-ANN ARCHIBALD, DIRECTOR                              TONY J PITCHER, DIRECTOR
ANNEX:

THE CASE FOR AN ENDOWED CHAIR OF ABORIGINAL FISHERIES AT UBC

A. Teaching Duties

The Chair will develop a research and teaching agenda that focuses attention on Aboriginal fisheries issues and on the contributions which First Nations can make to ensure a sustainable future for BC's fisheries. The Chair will further the dialogue about the equity and impact of Aboriginal fishing rights and responsibilities using ecological, biological, economic and social evaluation. The Chair will encourage Aboriginal students seeking a career in fisheries by developing curricula and designing training access and “laddering” programs with schools, UBC faculties, regional colleges and First Nations post-secondary institutions. The Chair will also be an important mentor for Aboriginal fisheries students.

Teaching duties include a graduate Aboriginal fisheries course at the Fisheries Centre (see Annex "B") and an undergraduate course. Both graduate and undergraduate programs will be undertaken in collaboration with other departments. The Chair will organize a series of professional workshops focusing on Aboriginal fisheries and act as an Aboriginal fisheries advisor and advocate in the Fisheries Centre.

B. Example Research Areas

1. Respond to First Nations’ community concerns and design appropriate cooperative research programs with maximum community participation. Examples include protocols and agreements to guide the respectful use and cross-validation of traditional knowledge and university science; reconstruction of past ecosystems to determine potential harvest capacity; independent survey and monitoring of fish resources by First Nation trainees.

2. Research and implement ways in which First Nations’ traditional knowledge and values can complement and inform fisheries science. Examples include the Back to the Future project supported by the UBC Peter Wall Institute of Advanced Studies and the Fishbase project to include Aboriginal names and fisheries in the only international database for fish and fisheries (run by ICLARM, Manila).

3. Create a fresh vision based on the productive potential of BC fisheries:
   - traditional knowledge of resource abundance (pre-commercial fishery);
   - cross check with archaeological and other scientific tools;
   - inventory status of key fisheries resources today;
   - identify potential flow of benefits if resources were rebuilt.
4. Promote and coordinate inter-disciplinary collaboration with Forestry and other resource sectors. Strongly recommended by Gordon Prest & other participants

5. Contribute to established journals, e.g. Canadian Journal of Native Education, Reviews in Fish Biology and Fisheries and, through time, launch a newsletter and possibly a journal with an international perspective on Aboriginal fisheries.

C. The Question of Advocacy

The question of whether the incumbent should or should not be an advocate for First Nations interests occasioned lively debate amongst participants at the October 3, 1996 workshop. It is the considered position of FC and FNHL that an advocacy role would effectively destroy the scientific credibility of the incumbent. Strict adherence to scientific methods of evaluating evidence is a precondition for credibility in "hard" fisheries-related sciences. Advocacy, on the other hand, is seen as supporting without evidence and with a vested interest. That the same problem can arise in social sciences is evident from the discounting of anthropological evidence by BC Supreme Court Chief Justice Alan MacEachern in the Delgam’Uukw (Gitksan and Wet’suwet’en) land claim case.

The proponents do however agree with the suggestion made on October 3rd, that the Chair should actively seek to include First Nations issues in the equation where they had formerly been excluded or marginalized. It is also acknowledged that scientifically-credible research conducted or overseen by the Chair will help to provide quality information to BC fisheries interests and the general public. FC and FNHL believe that the Chair should be able to bring together groups with differing views and ensure that, whatever the vested interest, the fish come first. The same applies with First Nations research priorities. So the role is liaison, linking being a catalyst, being a problem solver.
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### Appendix A: Aboriginal Strategic Plan Development Process

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At a June 2007 meeting, President Stephen Toope and the First Nations House of Learning President’s Advisory Board called for development of the UBC Aboriginal Strategic Plan that would reflect UBC’s commitment to Aboriginal education, respect for Aboriginal knowledge and cultures, and resolve to build upon the strengths of the university to more fully address the needs of Aboriginal and Indigenous communities in British Columbia, Canada, and the world.

For more information on the process that has led to the development of this document, please see Appendix A or visit our website at http://aboriginal.ubc.ca.

Strategic planning is an ongoing process, but one that must begin here with the development of an initial framework, so that further effort in UBC’s ongoing Aboriginal initiatives can be better supported and work begun in critical areas without delay. Within this relatively short timeline, the Aboriginal Strategic Plan Development Working Group has sought the advice of many people, including UBC students, faculty, staff, and alumni, Aboriginal organizations and leaders, and others. Their advice has provided the foundation for this draft (for a list of off-campus consultations, please see Appendix A). We recognize, however, that the process of developing and maintaining an effective strategy and meaningful consultation has only begun. We consider this plan a living document that should undergo continual review and modification, and serve as both a focal point and a record of the many discussions and consultations necessary for meaningful action. This document outlines a comprehensive approach and must be followed by specific action plans that identify immediate priorities, sequences for development, resources, and time frames for centralized action and for initiatives undertaken by individual faculties and units.

UBC, through this first Aboriginal Strategic Plan and subsequent adaptations and amendments to it, seeks to articulate the UBC mission statement into meaningful practice. The UBC Mission Statement states that

The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, industry, and the professions, as well as with other educational institutions and the general community, to discover, disseminate, and apply new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research. The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable,
flexible, and innovative. As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.

The Plan is intended to guide UBC’s engagement with Aboriginal peoples and communities, its inclusions and representations of Aboriginal histories, cultures, and understandings, and the education on Aboriginal issues it provides to all.

GUIDING PRINCIPLES

The University of British Columbia acknowledges the location of its two main campuses on the traditional territories of the Musqueam and Okanagan peoples and seeks to develop respectful and reciprocal relationships with all Aboriginal people in British Columbia and Canada, and other Indigenous people throughout North America and the world.

In this document, we use the term “Aboriginal” in the spirit of its use in section 35 [2] of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities. Since the term “Aboriginal” is not used in many other countries, we use the term “Indigenous” to refer to similar peoples in international contexts.

UBC acknowledges its essential responsibility to develop educational opportunities for Aboriginal people and to provide curricula and research that accurately represent and include Aboriginal cultures, histories, and systems of knowledge, and are relevant to Aboriginal communities and their concerns.

UBC also acknowledges its responsibility to integrate these understandings in the education that it offers to all students and to address the broader issues of ignorance and misunderstanding of Aboriginal cultures and histories that have resulted from the educational failures of the past.

Many paths to knowledge and understanding are available to Aboriginal learners, both inside communities and in public education. UBC recognizes that it represents only one choice among many, and acknowledges the role of other universities and colleges, Aboriginal institutions, and communities in providing a comprehensive set of educational opportunities for Aboriginal learners. UBC is committed to determining, in consultation with Aboriginal communities and organizations, how it may best contribute to Aboriginal education, alone or in partnerships with other educational institutions, organizations, and communities.

As a research intensive university with graduate and professional programs, extensive research capabilities, and undergraduate programs formed by a research-intensive environment, UBC recognizes its special responsibility to ensure that its full range of
educational offerings is accessible to Aboriginal students and communities who can benefit from them.

UBC acknowledges with gratitude contributions of Aboriginal and non-Aboriginal faculty, staff, students, alumni, communities, organizations, and individuals that have enabled the university to develop and implement existing programs and initiatives with an Aboriginal focus. They have effected important changes to curricula and research and the ways in which they operate, and have established relationships and models of engagement that form the basis upon which the university can move forward.

UBC recognizes that, in a time of rapid change and in the process of its own development of Aboriginal initiatives, Aboriginal strategic planning can never be a fully completed process, and that continual engagement with Aboriginal communities and others to identify, prioritize, and evaluate progress, areas of action and engagement will be necessary.

As a large and complex multi-campus institution, UBC recognizes that its strategic planning for Aboriginal initiatives will require that campuses and units develop implementation strategies and approaches specific to their circumstances. In particular, UBC Vancouver and UBC Okanagan should exercise their academic autonomy, draw upon their unique relationships with local Aboriginal communities, and address their distinct learning environments in implementing the plan in ongoing consultation with their internal and external constituencies.

Finally, UBC recognizes that for the Aboriginal Strategic Plan to succeed, the engagement of UBC leadership, academic and non-academic units, faculty, staff, and students will be required, and responsibility and accountability for meeting the Plan’s goals and objectives must be clearly defined and distributed. Adequate resources need to be identified and committed to enable implementation of the plan.
THE IMPERATIVE FOR THIS PLAN

The UBC TREK 2000 document set an enrolment target of 1000 Aboriginal students by the year 2000. Although there has been significant progress in the development of Aboriginal programs, only half that number Aboriginal students are currently enrolled. While Aboriginal students account for approximately 10% of BC school enrolments, only about 1% of UBC students are Aboriginal, and in the years 2005-2007, only about half of one percent of those completing degrees in the Faculty of Graduate Studies were Aboriginal. The low participation rates of Aboriginal students at UBC reflects in part reflects the cumulative effect of similar differentials throughout the educational system. Aboriginal students in Canada are less likely to graduate from high school than others, and even less likely to finish with university pre-requisites, especially in math and science. As detailed in this document, there is, however, much that UBC can do to address this situation. For more information on Aboriginal participation in education, please see Appendix B. For UBC enrolments and programs, please see Appendices C and D.

KEY AREAS OF STRATEGIC ENGAGEMENT

In order for the University to effectively contribute to Aboriginal education and research and create learning environments for all students that reflect the values and principles outlined above, the University must strategically engage in the following ten key areas:

1. Pre-university, Recruitment, and Access Initiatives
2. Student Support and Retention
3. Curriculum and Public Programming
4. Recruitment and Support of Faculty and Staff
5. Research
6. Study and Work Climate
7. Community Relations
8. Internal and External Communications
9. Development Initiatives
10. Administration, Evaluation, and Resources
1. **Pre-University, Recruitment, and Access Initiatives**

Aboriginal students complete high school at a significantly lower rate than the general population, and an even smaller number graduate with university prerequisites. Universities establishing and maintaining contact with Aboriginal learners from an early age can make a significant difference in their participation in post-secondary education.

1.1 Summer programs that bring younger Aboriginal students to UBC have frequently been cited as having a major positive impact on people’s lives. Existing summer programs should be formally evaluated, further developed, and supported on an ongoing basis, as appropriate. When possible, such programs should involve multi-year participation and continued subsequent contact. Given the very low rate of Aboriginal participation in pre-university curriculum in math and science, initiatives in these areas are especially necessary. UBC participation in community-based programs should be explored. A coordinating body to collate and share practices and develop integrated approaches to programming, fundraising, and communications should be established.

1.2 Year round programs involving UBC faculty, staff, and students in mentoring or targeted teaching initiatives with younger Aboriginal students should be developed and maintained. Some programs may be developed through partnership in community-based initiatives (homework clubs, etc.). UBC student participation through service learning should be fully explored. Participation of younger students and other community members in UBC research initiatives operating in or near their communities should be encouraged.

1.3 Partnership with secondary schools should be established, initially with a focus on a limited number of schools in districts near to UBC campuses. For UBC Vancouver, specific attention should be accorded to urban schools with high Aboriginal enrolment. Such partnerships should include regular visits to advise students on university pre-requisites and curricular choices and assist students in their final years with applications and financial aid materials. They should also include department or program-based educational enrichment partnerships and collaborative research initiatives in innovative teaching strategies. The possibilities for initiatives in math and science in particular should be explored.

1.4 UBC should develop a plan ensuring coordinated and regular attendance of UBC personnel at community functions, such as career fairs, in both urban and rural communities.

Even students well positioned to take full advantage of UBC programs may be unfamiliar with UBC and the range of educational options that it offers and may not
have support structures to draw on in navigating the processes of application or acclimatization to a university environment.

1.5 A comprehensive and well-funded recruitment strategy for undergraduate admissions should be established to identify and attract Aboriginal students who can benefit from UBC’s programs and environment and assist, as necessary, in the application process. Recruiting should concentrate first on students from British Columbia and Canada, but also create a welcoming environment for Indigenous students from other parts of the world. For UBC Vancouver, that strategy should include significant attention to urban communities. Partnerships with other post-secondary educational institutions should be developed to assure that Aboriginal students have access to and information on the most meaningful choices among institutions. Transfer relationships for students moving between partner institutions should be well articulated. This recruitment strategy should draw on the strengths of available programs and accurately represent them.

While UBC and other institutions have seen an increase in the number of Aboriginal students coming to university directly from high school, it is still the case that many very capable people return to education at a later point in life and lack essential prerequisites.

1.6 A path towards admission for returning students or those demonstrating exceptional abilities but missing the full complement of admissions requirements should be established. Development and strengthening of existing pre-university qualifying programs, independently and in partnership with other institutions and community organizations, leading to direct admission to one or more institutions on completion should be explored.

Aboriginal students often face financial hardship and other circumstances that may limit their access to higher education, even if they are eligible for bursary funding and have family and community support. These pressures may cause them to forgo opportunities at UBC in favour of programs that may not fully meet their needs but constitute a lower cost alternative or provide greater proximity to family or community support. It is critical that UBC work to remove these barriers to their enrolment.

1.7 A program of university and faculty-specific undergraduate entrance scholarships and bursaries for Aboriginal students should be developed and funded through university, government, and private sources. UBC should demonstrate leadership in the development of these opportunities.

UBC is among a small number of institutions that offer a full complement of programs at the graduate and professional levels. Since many of these programs are not widely available at other institutions, it is particularly important that UBC engages Aboriginal students at the graduate level through the development of
graduate curricula and support structures, and through an active program of Aboriginal graduate student recruitment.

1.8 A highly competitive and well publicized recruiting program for Aboriginal graduate students in and across faculties and schools should be developed that includes competitive funding packages, housing, and other guaranteed forms of support. Recruitment efforts should focus on potential applicants in BC and Canada, but should also extend throughout North America and other parts of the world.

1.9 A position in the Faculty of Graduate Studies to coordinate admissions and support for Aboriginal graduate students should be created.

1.10 Graduate programs must always strive to attract the most qualified and capable students. Given the circumstances that often structure the undergraduate experience and work lives of Aboriginal students, the consideration by the Faculty Senates of both campuses of a more broadly based admissions program that includes other criteria in addition to GPA and may more accurately identify the most promising Aboriginal candidates should be initiated.
2. **Student Support and Retention**

It is not enough for UBC to attract Aboriginal students to the university: we must also ensure that the university is a productive and supportive environment for their work. The university should ensure that adequate support services are available to address the specific needs and expectations of Aboriginal students.

2.1 Students with funding flowing from external sources frequently face hardship and uncertainty due to processing delays. A functional system for addressing delays in third-party billing, workshops for funding agencies to facilitate their understanding of UBC processes and timelines, and single-point-of-contact processing assistance for students should be developed.

2.2 Housing presents a special obstacle to Aboriginal students, especially those relocating to high cost housing markets in Vancouver and Kelowna. Aboriginal students who have children or older relatives who assist with child care are often further challenged in their relocation efforts. A program of housing assistance, including both individual and family options should be developed. The desirability of cluster housing for Aboriginal students should be investigated, and liaison with other Aboriginal housing agencies should be pursued.

2.3 A task group should be established to review the childcare needs of Aboriginal students.

2.4 Central Aboriginal student services offices should operate at both UBC V and UBC O to coordinate expedition and referral for financial processing, financial aid and financial planning, housing, and counseling.

2.5 University counseling should include a stable designated team of professional counselors with relevant cultural expertise able to provide sustained and comprehensive support. A review of the services provided to Aboriginal students and their effectiveness and the investigation of alternative delivery models should be undertaken.

2.6 Provision of academic support, such as tutoring should be continued and extended and periodically evaluated for its adequacy in addressing the needs of Aboriginal students. At UBC Vancouver, the effectiveness of support services at both the faculty and central levels should be explored and evaluated. The need for additional Aboriginal tutoring and peer-tutoring service at an identifiable central location that includes a computer lab (e.g., the Longhouse at the Point Grey campus) should be addressed.

2.7 An active program of cultural activities organized for and by Aboriginal students and engaging Aboriginal community members should be supported and maintained. Opportunities for the engagement of Aboriginal elders in various roles should be identified and explored.
2.8 Transition and orientation services for incoming students should be expanded. An orientation program for incoming undergraduate Aboriginal students that extends throughout the first year and includes peer and alumni mentoring should be developed to build community and social support. Opportunities for cohort learning should also be explored.

2.9 Orientation, peer support, and mentoring programs in and across faculties for incoming Aboriginal graduate students should be supported on an ongoing basis.

2.10 Additional mentoring programs in and cross faculties, including those pairing undergraduate Aboriginal students with faculty, graduate, advanced undergraduate students, and alumni/ac mentors should be established and supported on an ongoing basis.

2.11 The university should create a program to expand undergraduate Aboriginal students’ research experience. This program should include incentives for researchers to invite Aboriginal students’ participation and stipends for Aboriginal students to work on research teams with a faculty mentors.

2.12 Career services for Aboriginal students both centrally and across faculties should be strengthened. Partnerships with private sector employers and alumni/ac should be sought for career mentorship.

2.13 A program providing professional development for UBC faculty wishing to work more effectively with Aboriginal students should be established.
3. **Curriculum and Public Programming**

Historically, Aboriginal people have been excluded from higher education by policy and circumstances, but they have also encountered curricula that either ignore Aboriginal issues and perspectives, or regard Aboriginal people as objects of study rather than participants in the creation of knowledge. As a research institution in which the intellectual frameworks for recognized fields of knowledge are constantly being redefined, UBC has a very significant responsibility to establish and develop programs that engage Aboriginal people in the production and definition of knowledge and develop approaches to Aboriginal issues and concerns at the highest intellectual and research levels. In addition, UBC has an obligation to assure that an accurate and developed understanding of Aboriginal histories, cultures, and perspectives is integrated into its existing curricula, and that emerging work in relevant fields is broadly communicated to the greater public.

3.1 The development of curricula specifically addressing Aboriginal issues and concerns must remain a priority area across Faculties, assuring that those areas receive the depth of research and intellectual development accorded to other disciplines. Aboriginal communities and experts should be engaged to assist in those developments.

3.2 Although some departments already lead in the development of comprehensive and sophisticated understandings of Aboriginal issues and perspectives, that responsibility cannot be limited to those units. Efforts must be well supported to ensure that those understandings are well represented across the curriculum and that instructional practices reflect the reality of a multicultural student body that includes Aboriginal students. An ongoing venue that allows for exchange of information and ideas for the development of Aboriginal curricula across departments, disciplines, and faculties should be established.

3.3 Access to accurate and complete information is critical to curriculum development and research. Library collections on Aboriginal subject areas, including special collections such as those located in the Xwí?xwa branch library, and access to relevant electronic resources must be maintained. Research librarians expert in Aboriginal areas should be supported.

3.4 Public programming presenting curricular and research developments should be developed and well supported. Exploration of innovative ways of ensuring its ongoing availability (e.g., webcasting, video archiving, and internet publication) should be continued.

3.5 Development of capacity in areas of high interest to Aboriginal students and communities should be encouraged, and faculty provided with opportunities for professional development of their capacity to work with Aboriginal students in addressing those needs.
3.6 As part of its international strategy, UBC should consider creating opportunities for Aboriginal/Indigenous student exchanges and to include on the list of its international partners universities with strong Indigenous programs.
4. **Recruitment and Support of Faculty and Staff**

In order to develop curricula, research, and public programming for Aboriginal learners and communities about Aboriginal issues and concerns at the highest academic level, as well as to diversify its faculty, UBC must attract leading Aboriginal scholars and administrators and other experts to its ranks. Since the pool of Aboriginal faculty working at the research level is not large and hiring is a critical and complicated process, sophisticated strategies for recruitment must be developed. Indigenous and other faculty from traditionally disadvantaged groups across North America routinely face legitimate demands for student mentoring, community involvement, and university service that are substantially greater than those facing their peers. For Aboriginal scholars and others in related fields to be successful, and for the university to be successful in attracting and retaining them and developing its programs, those circumstances should be adequately and equitably addressed. Finally, highly professional and culturally competent staff should also be recruited for Aboriginal programs and the inclusion of Aboriginal employees more generally ensured as part of the university’s commitment to employment equity.

4.1 A flexible and sophisticated program of recruiting and responding to faculty hiring opportunities within and across Faculties must be developed.

4.2 A support network, including dedicated staff in human resources and other administrative areas, should be identified to assist incoming Aboriginal faculty with their relocation to UBC.

4.3 Mentoring and peer support programs for Aboriginal faculty, in and across departments and Faculties, should be established to provide advice on how to best benefit from and contribute to the university environment.

4.4 A committee should be formed to assess the relationship between promotion and tenure procedures and the actual demands placed on Aboriginal faculty (e.g., mentoring of Aboriginal students, significant administrative work necessary for the development of Aboriginal programs, the development of relationships with communities necessary for research or the progress of university programs). Recommendations from the committee should be forwarded to the relevant policy making and administrative bodies responsible for promotion and tenure process.

4.5 In collaboration with other units (e.g., Equity) developing diversity initiatives, a program to assist in the recruitment, support, and professional development of qualified Aboriginal staff for Aboriginal programs and for units across the university should be established.
5. Research

University based research can be of substantial benefit to Aboriginal people and communities, but many Aboriginal communities remain circumspect about research initiatives based upon their experience of exploitive research practices common in the past and still pursued at points in the present. Models of more mutually beneficial collaborative research with communities, however, have been in operation at UBC and elsewhere for many years. UBC should continue to find ways to support research that respects and benefits Aboriginal communities. It should ensure that UBC researchers are not involved in the continuation of exploitative research practices.

5.1 An Aboriginal/community-based research group or institute welcoming the contributions of both Aboriginal and non-Aboriginal researchers should be established for the sharing of experiences, practices, and strategies, etc., to provide the basis for collaboration on funding and initiatives, and to contribute to a broader professional and public discussion of the Aboriginal community-based research as it is developed at UBC and elsewhere. This group should maintain liaison with other relevant research units and administrative bodies (e.g., research ethics boards).

5.2 A task group should be established that includes UBC legal staff, researchers, and community groups and organizations to investigate the critical questions of intellectual property rights in community-based research.

5.3 Where appropriate, university and community research protocols, such as those being developed under existing memoranda of affiliation with the Musqueam Indian Band and the Okanagan Nation Alliance, should be developed. They should be readily available to UBC researchers.

5.4 The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible.
6. **Study and Work Climate**

Student experiences of isolation, racism, and alienating discussions in classrooms are well-documented and have been identified as concerns in many consultations with community members and organizations. Similar circumstances can poison the atmosphere for faculty and staff as well. Few faculty members, administrators, and staff have received training in cross-cultural communications and many are ill prepared to address difficult Aboriginal issues in classrooms or workplace environments, in spite of the reality that those discussions inevitably occur or underlie daily interactions in our increasingly diverse classrooms and workplaces.

6.1 In collaboration with the UBC Equity Office and other units and with the support of the President and administration, a policy clearly articulating UBC’s valuing of cultural diversity and a code of conduct that provides a framework for addressing issues of discrimination should be developed.

6.2 UBC should initiate a program for developing professional and productive approaches to cross-cultural issues in classrooms and workplaces. At the academic level in particular, an initiative should be developed addressing the concerns of Aboriginal students in classrooms. It might begin with pilot programs in departments or faculties and extend over time, across the university.
7. **Community Relations**

Relationships with Aboriginal communities and organizations are critical to every aspect of UBC’s progress on Aboriginal initiatives. Those relationships begin with UBC’s relationships with the Musqueam and Okanagan communities upon whose traditional territories our main campuses stand and with whom we have Memoranda of Affiliation. They extend to Aboriginal communities and organizations in British Columbia and beyond. While particular initiatives may require an especially high level of engagement for specific purposes, it is critical that the process of building relationships be recognized as one that requires long term commitment and frequent interactions. It is also unrealistic to presume that individuals, communities, and organizations will remain engaged if they do not see that their participation has resulted in meaningful action.

7.1 UBC must continue to develop and support its relationships with the Musqueam Indian Band and the Okanagan Nation Alliance, based on the existing Memorandum of Affiliation. For UBC Vancouver, it is particularly important to stabilize funding for current UBC-Musqueam programs (Musqueam 101, Bridge Through Sport, the ḵənq̓ə̱łə̱n̓ Language Program, Archaeological Field School, etc.) and to continue their development, as well as to develop new programs.

7.2 UBC should continue to develop close working relationships with communities and organizations, to expand its institutional awareness of their developmental goals and needs, and to seek their advice on programs and program development, research priorities, and other matters. UBC should continue to work to develop closer working relations with educational partners, such as the First Nations Education Steering Committee (FNESC), the FNESC Post-Secondary Sub-Committee, and the Education Partners Group.

7.3 Central office functions on both campuses should be identified and maintained to assist UBC faculty and staff and Aboriginal community members in establishing contacts, following up on interests, respecting protocols, and coordinating their efforts in research, teaching, and student support.

7.4 UBC Vancouver should work to develop an effective Aboriginal urban strategy, and especially to develop initiatives in collaboration with urban schools with significant Aboriginal populations, urban organizations that work with youth, and colleges and other institutions in urban areas.

7.5 UBC Aboriginal alumni constitute a very special and important community group. UBC should develop a comprehensive Aboriginal alumni relations strategy that includes the ability to survey Alumni for information that may assist in further strategic planning and implementation. The possibilities for forming an Aboriginal alumni association should be investigated.
8. **Internal and External Communications**

UBC needs to ensure that its commitment to Aboriginal education is clearly and effectively communicated on and off UBC campuses.

8.1 UBC must develop a comprehensive, coordinated communications strategy to inform internal and external communities about Aboriginal admissions, financial aid, educational programs and initiatives, and contacts. Responsibility for development and implementation of this strategy needs to be clearly assigned.

8.2 A clear statement of UBC’s commitment to Aboriginal initiatives and of opportunities and specific programs available on both campuses should be developed, periodically updated and publicly shared.

8.3 A clear and well organized Aboriginal portal on the UBC websites of both campuses should be developed and maintained.

8.4 Effective print publications from the university (Aboriginal view book, etc.) and from individual faculties and units, as appropriate, directed towards Aboriginal people and communities should be developed, maintained, and made available to anyone traveling to Aboriginal locations or to professional or other meetings with relevant audiences. UBC publications in general should be reviewed to assure that they are inclusive of Aboriginal people and the diversity of UBC campuses without tokenizing minority representation.

8.5 Support should be provided, as necessary, for faculty and staff attendance at prime academic recruiting venues (such as the American Indians in Science and Engineering Society meetings, or equivalent disciplinary-specific meetings), and provision made for staffing of information tables at those events.

8.6 Appropriate materials, including multimedia products, on UBC curricula, support services and university life should be developed for high school and incoming students.
9. **Development Initiatives**

Off-campus funding sources are critical to many university programs and can play vital role in Aboriginal initiatives. Information on Aboriginal initiatives needs to be consistently provided to potential donors and strategies for more specific fundraising initiatives developed and coordinated at both university and faculty levels so that fundraising efforts may proceed in an organized and effective manner.

9.1 A centralized task group for fundraising, including dedicated development staff and representatives from various initiatives should be established to ensure coherent and effective fundraising efforts.

9.2 Partnerships with the private sector that might support development and funding of programs, internships, and scholarships should be explored.

9.3 Strategic engagement with federal, provincial and First Nations governments to advocate for the establishment of Aboriginal scholarships, bursaries, and program support, with particular attention to the establishment of Aboriginal graduate fellowships, should occur on an ongoing basis.

9.4 Alumni, and especially Aboriginal alumni, should be made aware of initiatives and opportunities to contribute their support to programs and undertakings that focus on Aboriginal priorities.
10. Administration, Evaluation, and Resources

Strategic planning must be an ongoing process and should be based on the most complete and accurate information possible. Responsibility for initiatives must be clearly established and the challenges of Aboriginal initiatives that span institutional units and boundaries adequately addressed. Appropriate resources must be identified and committed to support action on priority initiatives at any given time. Finally, a system for monitoring progress on an ongoing basis must be developed.

10.1 A coordinating unit for gathering and maintaining information on current and past UBC programs, student and faculty representation, best practices, and other relevant research should be established and adequately resourced to allow the university to collect, analyze and effectively use this data towards improvement of Aboriginal learning opportunities and student experience.

10.2 A clear and cooperative system within the UBC administration on both campuses should be established for setting up and tracking responsibility for initiatives, and for identifying and assuring adequate funding for Aboriginal priorities and its appropriate distribution.

10.3 A process should be identified to review and adjust policies, as necessary, to enable the university to be more fully responsive to funding opportunities for Aboriginal initiatives available from federal and provincial governments and other sources.

10.4 A standing committee or other body should be established to coordinate the implementation of this plan and to institute a regular system of review, including yearly reports. That system of review should include consultation and review with Aboriginal communities and/or representatives. Such reviews should include not only an update and reflection on initiatives in progress, but also provide a clear identification of priorities for the approaching cycle of activity and funding. An urgent and ongoing responsibility of this committee will be the engagement of units and other stakeholders in the identification of priorities for timely action.

10.5 Although some aspects of planning, coordinating, and reviewing efforts in support of this plan may be undertaken as centralized functions, primary responsibility for identifying priorities and developing and implementing many of its aspects lies with individual units. Unit funding should be linked to progress in defining, developing and implementing initiatives in support of this plan. These initiatives should be integrated into unit academic and/or operational plans, assessments, and reviews. Specific goals and timeframes should be clearly identified.

10.6 This document and others to follow should be shared with the senates of both campuses and the UBC Board of Governors.
Submitted by

Linc Kesler
Associate Professor & Director
First Nations Studies Program

Anna M. Kindler
Vice Provost & Associate Vice President Academic Affairs

Co-chairs, Aboriginal Strategic Plan Development Working Group
Appendix D
A Selection of UBC-Vancouver Aboriginal Strategic Initiatives and Academic Programs

Aboriginal Strategic Initiatives and Supports

Aboriginal Web Portal: [www.aboriginal.ubc.ca](http://www.aboriginal.ubc.ca)

Centre for Teaching, Learning, and Technology (CTLT): Coordinator for Indigenous Initiatives (indigenourinitiatives.ctlt.ubc.ca)

First Nations House of Learning (FNHL): Aboriginal Academic Programs at UBC Vancouver (aboriginal.ubc.ca); Aboriginal Transfer Program re: Langara College

Forestry Faculty: Aboriginal Engagement Plan ([www.forestry.ubc.ca/general-information/strategic-plan/](http://www.forestry.ubc.ca/general-information/strategic-plan/))

Graduate and Postdoctoral Studies: “Applying to UBC Graduate Studies as an Aboriginal Student” (grad.ubc.ca)

Science Faculty: Aboriginal Student Coordinator, joint with Faculty of Land and Food Systems (science.ubc.ca); Advancing Science: UBC Faculty of Science Strategic Plan (science.ubc.ca)

MOA: Memorandum of Affiliation Between The University of British Columbia and The Musqueam Indian Band, December 6, 2006 (aboriginal.ubc.ca)


VP Research, Office of: “Indigenous Peoples Collaborative Research Support Network”

Academic programs

Applied Science Faculty: School of Community and Regional Planning (SCARP), “Indigenous Community Planning Concentration” (ICPC) (icp.scarp.ubc.ca); PLAN 548P: “SCARP Indigenous Community Planning: Ways of Being, Knowing and Doing.” And see “Joint”

Education Faculty: Indigenous Teacher Education Program (NITEP), (nitep.edu.ubc.ca), TS”Kei graduate studies concentration and Aboriginal Graduate Enhancement (SAGE).

Forestry Faculty: Forest Resources Management Major: Community and Aboriginal Forestry Specialization (aboriginalforestry.ubc.ca); First Nations Council of Advisors: Professorship of Indigenous and Community Forestry; Haida Gwaii Semester (undergraduate). And see “Joint” (ANRC)

Joint Forestry Faculty-Applied Science-Sauder School of Business: Aboriginal Natural Resources Centre (ANRC)

Land and Food Systems Faculty: “Indigenous Research Partnerships” (IRP) program (ifs-indigenous.sites.olt.ubc.ca); UBC Farm, “Indigenous Initiatives” (ubcfarm.ubc.ca)

Law Faculty: “Indigenous Legal Studies Program” (allard.ubc.ca)

Medicine Faculty: UBC Centre for Excellence in Indigenous Health (CEIH) (health.aboriginal.ubc.ca)

Sauder School of Business: Ch’nook Indigenous Business Education: Aboriginal Management Program (AMP); Ch’nook Business Education Accord (to increase Aboriginal participation in educational studies); Ch’nook Cousins mentorship program (for BC Aboriginal youth interested in pursuing post-secondary business studies;) Ch’nook Scholars (for Aboriginal post-secondary business students). And see “Joint” (ANRC)
APPENDIX E. AFRU Proposal October 2017, Committee and Group Members, and Interviewees

IOF Committee 2016 – 2017
Andrew Trites, IOF
Tony Pitcher, IOF, ZOOLOGY
Charles Menzies, IOF, ANTHROPOLOGY
Dianne Newell (Chair), IOF, HISTORY

Working Group 2016-2017 Dianne Newell, Chair
The IOF Committee: Charles Menzies, Dianne Newell, Tony Pitcher, Andrew Trites, plus:
Linc Kesler (Professor of First Nations & Indigenous Studies and Department of English, Director, First Nations House of Learning, and Senior Advisor to the President on Aboriginal Affairs).
Tim Kulchyski (Fisheries Biologist for Cowichan Tribes, Vancouver Island).
Wilf Luedke (Chief Biologist, South Coast Area Stock Assessment, DFO, Nanaimo).
Murray Ned/Kenneth Malloway (co-Chairs, Lower Fraser Fisheries Alliance, BC First Nations).
Evelyn Pinkerton (Professor, Resource & Environmental Management, Simon Fraser University).
Leona Sparrow (MA, LL.B, Director of Treaty, Lands and Resources, Musqueam Indian Band and member of the UBC President’s Advisory Committee on Aboriginal Affairs).

Personal Interviews 2016
First Nations House of Learning: Linc Kesler (PhD, Director First Nations House of Learning, and Senior Advisor to the President on Aboriginal Affairs).
Forestry Faculty: John Innes (Dean of Forestry), and Teresa Ryan (Coast Tsimshian, Postdoctoral Teaching & Research Fellow, Forest Conservation Sciences).
Medicine: Jennifer Mackie, Program Manager, UBC Centre for Excellence in Indigenous Health.
V-P Research & Innovation Office: “Indigenous Peoples Collaborative Research Support Network,” Lerato Chondoma, LL.B, MBA (Associate Director), formerly with the Joint Forestry Faculty-Applied Science-Sauder School of Business Aboriginal Natural Resources Centre.
Institute for the Oceans & Fisheries: Dyhia Belhabib, PhD (Research Associate & Fisheries Scientist, Sea Around Us Africa, and Program Manager, Fisheries, ECOTRUST CANADA); Wesley Didier (PhD candidate, IOF Aboriginal Fisheries Research Unit and consultant to the Squamish Nation).