

12. Decolonization, Reconciliation and Indigenization Committee (DRIC)

Draft Terms of Reference

At the 2017 FPSE AGM, members approved the creation of “an Indigenous Standing Committee with the resources of all other standing committees and with the collective support and effort of our Federation.”

At the June 14-16, 2017 FPSE Presidents’ Council retreat, PC directed the Ad Hoc Committee on Decolonization and Reconciliation to develop terms of reference for this new FPSE standing committee. The consensus among Presidents was that such terms of reference would be very generic following the template of the other standing committees, but that once the committee was established, committee members would develop comprehensive terms of reference and a committee mandate in line with existing FPSE policies. Presidents also felt that the committee members would decide on the most appropriate name for the committee.

The Decolonization, Reconciliation and Indigenization Committee will be guided by existing FPSE policies. Underlying these policies is the resolution passed at the 2017 AGM:

FPSE supports the inherent and collective rights of Indigenous peoples to rights of sovereignty and self-determination, and the Truth and Reconciliation Commission’s Calls to Action, especially through supporting the development and implementation of education on Indigenous themes for students at their members’ post-secondary educational institutions.

Reporting to: Reports regularly to the FPSE President and the Presidents’ Council.

Composition: The Decolonization, Reconciliation and Indigenization Committee is composed of one designated representative from each local.

A member will be appointed by the Executive Committee, with voice but without vote, to act as liaison between the Standing Committee, the Executive, and Presidents’ Council.

The Non-Regular Faculty Committee and the Pride Caucus may each appoint one person to the Committee.

Locals should consider including their DRIC member on their local Executive

Term of Appointment: Locals shall endeavour to elect or appoint representatives for a two-year term.

Meetings: Such meetings as are required to fulfill its responsibilities, limited only by the funding allocated to the Committee. The Committee may substitute or include a workshop or conference for a meeting.

Chairperson: The Committee shall elect a Chairperson at its first meeting. Thereafter, a new Chairperson shall be elected at the last meeting held prior to the convening of the Annual General Meeting and Convention.

The Committee shall endeavour to elect a second and subsequent Chairperson who has served on the Committee a previous term as a local representative.

The Chairperson or designate shall have observer status at meetings of the Presidents' Council with voice but no vote. The responsibility of the Chairperson includes attendance by the Chairperson or designate at Presidents' Council meetings upon request of the FPSE President.

The Chairperson shall attend the Annual General Meeting and Convention.

The Convention shall provide orientation and planning opportunities for Committee Chairpersons and facilitate their meeting as a group.

The duly elected Chairperson of the Committee must be the designated representative of a local to continue being Chairperson

Observers: By invitation of the Chair.

Quorum: A majority of locals.

Voting: Positions adopted by consensus among designated representatives; otherwise by simple majority of those voting. (By-Law #6.)

Funds: As allocated in the annual budget.

Policy Statement: [to be developed]

Responsibilities: [subject to committee review and recommendations to PC]

Review existing FPSE policiesⁱ and develop new policies to further the promotion of the inherent and collective rights of Indigenous peoples to rights of sovereignty and self-determination.

Draft a committee work plan that includes the following elements:

Continue the work of the ad hoc Decolonization and Reconciliation Committee by recommending to PC and Locals

- Actions meant to develop and implement the Truth and Reconciliation Commission's Calls to Action.
- Actions meant to support development and implementation of education on Indigenous themes for students at their members' post-secondary educational institutions.
- Implementation of the 2017 AGM resolution supporting the development and implementation of mandatory curricula on Indigenous themes for students within programs at their member institutions, and the lobbying for federal funding to support the development and implementation of such criteria.
- Appropriate teaching pedagogy and curricula for Indigenous and non-Indigenous content that would help post-secondary institutions in decolonization and reconciliation.

Provide an Indigenous 'lens' through which FPSE can develop policies and undertake work that takes into account the diverse needs of indigenous faculty and students, validates indigenous ways of knowing, and accommodates indigenous ways of experiencing the world.

Specifically, the committee will make recommendations to both PC and member locals on the following FPSE equity policies:

- Work to achieve equity for Indigenous peoples who have experienced and continue "to experience barriers to full participation as educators or learners in the post-secondary community" (7.9 Equity in Society; p. 116).
- Work to promote employment equity programs that "offer all individuals full opportunity to develop potential, and correct the conditions of disadvantage in employment experienced by designated groups" including First Nations peoples (7.10 Employment Equity; p. 116-117).
- "Encourage locals to educate members on equity issues facing...aboriginal people...and to educate members that our interests are served in removing any and all barriers preventing full equity" (7.11 Equity and Internal Association Matters; p. 118)

ⁱ Existing FPSE policies regarding Indigenous issues:

7.1 HUMAN RIGHTS PROTECTION

- 7.1.1 FPSE demands that the government of BC respect and adhere to the rights of aboriginal people entrenched in the Canadian Charter of Rights and Freedoms, under Sections 5 and 35 (1-3) and, further, FPSE strongly objects to the BC government's use of referenda to determine minority rights. *(2002 AGM)*

7.5 FIRST NATIONS RIGHTS

7.5.1 RIGHTS OF INDIGENOUS PEOPLES

FPSE will actively support Canada's indigenous peoples in their struggle for their inherent rights and the rights spelled out in the UN Declaration on the Rights of Indigenous Peoples. *(2014 AGM)*

7.5.2 ACCESS TO CLEAN WATER

FPSE supports the human right to safe and clean water in Aboriginal communities, and locals are encouraged to promote and engage in initiatives and events that increase awareness of this issue. *(2012 AGM)*

7.5.3 FPSE supports the call to initiate a federal public inquiry into the Gustafsen Lake events of 1995. *(2016 AGM)*

7.5.4 FPSE will adopt, endorse, and actively work to implement the Calls to Action of the Truth and Reconciliation Commission Report. *(2016 AGM)*

8.10 FIRST NATIONS PEOPLES

8.10.1 FPSE encourages locals to promote First Nations peoples' scholarship, including the use of texts and resources, in all areas of the curriculum. *(2000 AGM)*

8.10.2 FPSE shall lobby for funding for research and recordings of First Nations' experience for the post-secondary system. *(2000 AGM)*

8.10.3 FPSE shall lobby for enhanced and assured funding for First Nations' Resource Centres in all BC post-secondary institutions. *(1999 AGM)*

8.10.4 FPSE shall lobby for the development of education resources to expand the profile of aboriginal history and culture. *(1999AGM)*

8.10.5 FPSE recommends that counsellors and instructors who are knowledgeable regarding the needs of the First Nations community be brought into the post-secondary system. FPSE further recommends that professional development opportunities which sensitize and inform faculty, staff and management about First Nations community needs and culture be made available and be adequately funded.

FPSE recommends that programs whose content and structure are relevant to First Nations communities be introduced into the post-secondary system.

FPSE recommends that government decisions as to funding levels and allocation for First Nations post-secondary education be done in conjunction with representatives of First Nations communities.

FPSE recommends that adequate funding levels must be allocated for the implementation of the above recommendations. (1990 AGM)

8.10.6 FPSE supports the development and implementation of courses on Indigenous themes for students at their members' post-secondary educational institutions. (2016 AGM)

8.10.6.0 BC Aboriginal Inclusion and Pedagogy

8.10.6.1 FPSE recommends dedicated funding that promotes access and program completion for Aboriginal students at BC's post-secondary institutions. (2013 AGM)

8.10.6.2 FPSE recommends the inclusion and integration of Aboriginal philosophy and pedagogy. (2013 AGM)

8.23.1 FPSE Policy Statement on Trades and Apprenticeship Training

FPSE shall advocate for and shall encourage locals to advocate for:

- (g) New investments for improved access for all and especially for access support for under-represented groups of trainees, including women, First Nations peoples, visible minorities, and those with disabilities.

FPSE Internal Policies

1.6 DEFENCE FUND INVESTMENT POLICY

Section 5: Permitted Categories of Investment

5.4 Exclusionary Screens

(g) INTERNATIONAL OPERATIONS / HUMAN RIGHTS

Accordingly, FPSE's Defence Fund investment portfolio does not include companies:

- whose operations in less developed countries have been the subject of significant controversies related to treatment of employees, degradation of the environment or relationships with indigenous peoples;

(k) COMMUNITY

A company is excluded from eligibility for FPSE's Defence Fund investment portfolio under the following conditions:

- it recently has been involved in a major controversy with aboriginal peoples and communities.



Federation of
Post-Secondary Educators
of BC

STANDING, SUB- & AD HOC COMMITTEES: WORKPLANS

July 2017

STANDING COMMITTEES

BCC	<ul style="list-style-type: none"> • coordinate and share all relevant bargaining information from the post-secondary education and public sectors • research for bargaining for 2019 round • liaise with Equity Sub-Committee • create a model for meaningful and strategic support and solidarity among locals • liaise with SWC, develop template language for local and Common collective agreements regarding domestic violence and provision of child care for members. • develop a report reviewing all past rounds of bargaining at the provincial and local levels since the inception of the common table (bargaining history project) • create separate model language packages for: <ol style="list-style-type: none"> 1. retirement Incentives that lead to full retirement; 2. phased Retirement Processes that provide a clear path to retirement over a set time-frame during which incumbent members have incentives for reducing their workload. 3. post-retirement employment, but only when: <ol style="list-style-type: none"> a. rights to incumbent workers are respected, a full canvass for new workers takes place in any posting process; b. that such post-retirement work be without regularization, benefits, or increment accrual; c. that combined compensation of pension plus pay not exceed the top of the faculty salary scale. 4. when constructing such model language packages, BCC shall use the following guiding principles: <ol style="list-style-type: none"> a. When regular faculty members retire, institutions should be obligated to fill those vacancies with regular positions or regularized faculty. b. Retirement incentives should not result in cost savings that benefit the employer. Any savings should go towards supporting and encouraging work-force transition, or towards regularizing non-regular faculty. c. As such transition initiatives are to be standing, reoccurring features of workplace arrangements, the work created should lead to regularization or the regularization track. • support elimination of secondary scales • work toward ensuring academic freedom for all collective agreements
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CARC	<ul style="list-style-type: none"> • maintain ongoing work in contract administration • provide advice to bargaining tables as appropriate • continue to monitor labour relations trends in post-secondary sector • review collective agreements to identify any language which discriminates on the basis of age in relation to benefits, leaves, and evaluation • develop training module for locals to support all members in workplaces with a growing contingent of older employees. • liaise with Equity Sub-Committee • develop a training module teaching members how to deal with member-to-member conflict
DMRC	<ul style="list-style-type: none"> • monitor and recommend measures to improve effectiveness of local disability management committees through the FPSE's JCBA's reps • monitor, assess and recommend measures to improve the disability process for locals and their members • review disability management issues and provide education on emerging issues / trends • liaise with Equity Sub-Committee
EPC	<ul style="list-style-type: none"> • liaising with the new standing committee on decolonization and reconciliation, explore how to develop frameworks and pathways for decolonizing and indigenizing the classroom and institutional practices • investigate the impact of pathway agreements on ESL courses • conduct a comprehensive study of the effect scheduling software has had on the wellness of employees, pedagogy and changes in working environments • monitor impact of technologies on students and faculty • continue to support development of ESL and ABE campaigns • investigate steps required to ensure that international students either have on their arrival in Canada, or acquire after their arrival, sufficient language, literacy, social support, and scholastic skills to meet the requirements of courses before they are admitted to such courses and to provide ongoing supports while they are enrolled
HRISC	<ul style="list-style-type: none"> • investigate and take action to promote and ensure fair trade practices, given the fact that our campuses provide unfair trade goods and services • work with the NRFC on developing an educational component to build awareness on challenges faced by non-regular faculty. • liaise with International Solidarity Fund Committee • liaise with BCFED Human Rights Committee and CAUT's international solidarity work • organize speaking tour • liaise with Equity Sub-Committee • liaise with DRISC
NRFC	<ul style="list-style-type: none"> • implement and monitor the Precarious profs Campaign • study the effect of the elimination of mandatory retirement on precarity • assist locals in developing activities for Fair Employment Week • support work of the Secondary Scales Committee • support BCC's preparation work for the 2019 round.
PAC	<ul style="list-style-type: none"> • keep working on CPP's Socially Responsible Investing (SRI) Practices [FPSE Policy 5.12.2] • PAC Education Sub-committee will develop and offer an education program for internal use by PAC • make recommendations on model contract language for BCC

PSDC	<ul style="list-style-type: none"> • study of applied research in BC post-secondary education system, looking at workload, structure, activities and results • examine pedagogical approaches to implementing the Calls to Action of the Truth and Reconciliation Commission Report. • conduct surveys on educational technology with respect to resources and pedagogy • liaise with DRISC on curriculum development
PSPC	<ul style="list-style-type: none"> • work with the BC Federation of Labour to develop ESL labour education and training. • lobby for more effective regulation of private institutions • build stronger alliances with international students • establish ongoing briefing sessions with Ministry of Advanced Education • investigate recruitment of international students
SWC	<ul style="list-style-type: none"> • liaise with BCC, develop template language for local and Common collective agreements regarding domestic violence and provision of child care for members. • initiate actions to recognize National Day of Remembrance and Action (December 6th) and International Women's Day (March 8th) at FPSE Locals • develop and promote member education on domestic violence and work protection for survivors of domestic violence, using the CLC principles as a guide • participate in training activities to promote women's leadership in the union movement and in academic governance • liaising with new (Indigenous) Standing Committee, explore ways to increase the participation of Indigenous women in the union movement and in post-secondary institutions • monitor and expose federal and provincial funding cuts to women's programs • maintain and update Women's Resource List • liaise with Equity Sub-Committee • liaise with BC Fed's Women's Committee • liaise with CAUT's Equity and Diversity Committee
WHSEC	<ul style="list-style-type: none"> • work with CLC, BCFL and CAUT on OH&S campaigns and their committees • liaise with BC Fed OH&S Committee • training: investigations, bullying and harassment, and return to work • conduct a survey (reviewed and approved by PC) of faculty and staff on violence in the workplace • conduct a survey (reviewed and approved by PC) of faculty and staff on the effects of email on workload
DRISC	<ul style="list-style-type: none"> • TBD

SUB- AND AD HOC COMMITTEES

ABE Caucus	<ul style="list-style-type: none"> • undertake a research project to gather province-wide data on ABE student outcomes, both qualitative and quantitative
Advisory Committee on Policy & Archiving	<ul style="list-style-type: none"> • continue ongoing work of updating Policy Manual • report on archived and referred policy
Climate Survey Sub-Committee	<ul style="list-style-type: none"> • compile and publish annual report of survey by March 2018 and compare with previous years
Decolonization and Reconciliation Ad Hoc Committee	<ul style="list-style-type: none"> • create a draft of Terms of Reference (including policy statement and responsibilities) and work plan for the new (Indigenous) Standing Committee
ESL Caucus	<ul style="list-style-type: none"> • listserv only
Equity Sub-Committee	<ul style="list-style-type: none"> • undertake review of contract language on equity • develop workshop on equity issues • continue work on equity initiatives
FPSE History Project Working Group	<ul style="list-style-type: none"> • investigate commissioning and funding a comprehensive history of CFF/CIEA/FPSE
Sub-Committee on Admin Density	<ul style="list-style-type: none"> • compile and publish an annual report of findings that also includes comparative data on faculty FTE
Sub-Committee on Organizing Outside the Bargaining Unit	<ul style="list-style-type: none"> • support organizing drive at locals where bargaining unit work is being moved outside the bargaining unit • support organizing where non-union work could be organized
Sub-Committee on Secondary Scales LOA committee	<ul style="list-style-type: none"> • complete the work of the Common Table LOA on Secondary Scales by January 1, 2018.
Finance Sub Committee	<ul style="list-style-type: none"> • advise Secretary-Treasurer as required
ITA Caucus	<ul style="list-style-type: none"> • listserv only

Op-ed: Education is the key to reconciliation



PETER STOICHEFF

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CeCe Baptiste poses on May 3, 2017 in front of the Gordon Oakes Red Bear Centre on the University of Saskatchewan campus, where she was highlighting one of the stops on The Art of Indigenization on Campus tour. She led a walk looking at how the University of Saskatchewan has begun to indigenize. *MICHELLE BERG / SASKATOON STARPHOENIX*

Making good on the Truth and Reconciliation Commission's (TRC) 94 Calls to Action presents Canada with one of the greatest challenges — and greatest opportunities — in its 150-year

history.

This is a challenge because the habits created by years of ignorance, racism, neglect, and damage are hard to acknowledge and overcome. It is an opportunity because with commitment and strong leadership, Canada will emerge more unified, healthier and more inclusive than it has ever been.

Many institutions will need to change significantly if Canada is to do so. One of them is education, at both the K-12 and post-secondary levels. This was stressed at a national reconciliation forum in Winnipeg last week attended by many from the University of Saskatchewan.

When the U of S held Canada's first National Forum on Building Reconciliation two years ago, TRC chair Murray Sinclair said "education is the key to reconciliation." If so, a lot of work needs to be done. About 27 per cent of Canadians have a university degree, but fewer than 10 per cent of Indigenous people do. If access to education is a sign of a just society, that's injustice in action.

The U of S, which has a strong record of social justice dating back decades, is committed to increasing the number of Indigenous students it registers, supports for success and graduates. We are seeing improvement in this regard annually.

Our role in Canada's journey to reconciliation involves more than increasing the graduation rates and numbers of Aboriginal students, however.

Among many initiatives, we now have a program in Aboriginal languages, a Cameco Chair in Indigenous Health, and a new law degree program in Nunavut. One of our signature research areas is Indigenous Peoples.

We are increasing our Indigenous faculty and staff numbers, and recently created a high-level leadership position in Indigenous engagement. We have opened the beautiful Gordon Oakes Red Bear Student Centre as a gathering place for students of all backgrounds, and are including Indigenous symbols in our campus buildings.

Content drawn from Indigenous experience and ways of knowing is being incorporated into all our degree programs across campus — not to supplant traditional western understanding, but to enrich it, offer

alternatives to it, acknowledge thousands of years of deep learning that occurred here long prior to it, and give all students a richer, more informed and ultimately more compassionate understanding of the world. Through this, the U of S will be an even better university.

We all owe the Indigenous people who have lived here for millennia profound gratitude for providing the chance to receive even some of that knowledge. Few countries and few universities have that opportunity.

The U of S benefits from the hard work, patience and wisdom of elders, residential school survivors, Aboriginal leaders, and Aboriginal and non-Aboriginal faculty members and student leaders, who believe in the significant role we can play in reconciliation.

We all benefit from partnerships with Aboriginal organizations and communities, and the Office of the Treaty Commissioner, to ensure an understanding of treaties, of which education is a foundation.

And, importantly, the U of S and the people of Saskatchewan benefit from the province's K-12 teachers and administrators, who work hard to design and deliver curricula broadly infused with building an understanding of treaties, Indigenous history, and the difference between justice for all and justice for only a few. So when their graduates come to the U of S, they are already well-informed.

A challenge of this magnitude means being purposeful and committed. It means not just reconciliation but reconcili-action. It will take time and a careful mix of patience and impatience. But I am reminded of Senator Sinclair's statement that "If we agree on the objective of reconciliation, and agree to work together, the work we do today will immeasurably strengthen the social fabric of Canada tomorrow." In Saskatchewan, I often say, if not us, who? If not now, when?

Peter Stoicheff is president of the University of Saskatchewan.

universityaffairs.ca

Universities, colleges asked to imagine a 'reconciled education system'

[NEWS](#)

That was the theme of third annual reconciliation forum, held at University of Manitoba.

By MARTHA TROIAN | NOV 22 2017

More than 350 leaders from universities, colleges and Indigenous communities gathered at the University of Manitoba for the third annual [Building Reconciliation Forum](#). The theme for this year's event, held on November 8 and 9, was "The Journey Toward a Reconciled Education System."

In response to the [94 calls to action](#) issued by the Truth and Reconciliation Commission of Canada in 2015, educational leaders, academics, students and Indigenous people from across the country came together to share what is currently being done at postsecondary institutions to make reconciliation a reality, and to discuss what still needs to happen at the institutional level.

Nine sessions focused on topics like Indigenous structural architecture on campuses, Indigenous faculty recruitment successes and challenges, and Indigenous leadership at university and colleges. The discussion also took place online, with people using the hashtag [#UMBRF2017](#).

At a president's panel held on the first day of the forum, Ralph Nilson, the president of Vancouver Island University, said his institution has been involved in numerous initiatives to help overcome the challenges and barriers Indigenous people and communities face when it comes education and access. "About four years ago, we said no child aging out of [child and family services] here in B.C. is going to pay for tuition," said Dr. Nilson. VIU was the first postsecondary institution in the province to offer such a tuition waiver.

In B.C., children and youth who are in care leave the system at age 18. [According to a Statistics Canada report](#), in 2011, Indigenous children represented nearly half of all children in foster care in the country. VIU has had 34 Indigenous students claim the tuition waiver since the program started in 2013.

Dr. Nilson noted, as well, that Indigenous elders at VIU are paid the same scale as faculty with PhDs as recognition of the value of traditional knowledge. VIU has approximately 15,000 full-time and part-time students, with 1,600 students who are Indigenous.

The panel also featured David Barnard of the University of Manitoba, Richard Florizone of Dalhousie University and Vianne Timmons of the University of Regina. They pointed to new Indigenous hires in senior positions at their institutions, and the creation of special spaces for Indigenous students, from lodges to medicine gardens.

But challenges remain for universities. These include burnout of Indigenous faculty because they are in such high demand at their universities, working with many Indigenous chiefs who may have differing views about what's needed, and keeping an active relationship with people and communities in the north. Remaining committed to the Indigenous vision and initiatives is also a key

challenge, Dr. Nilson said.

An Indigenous student panel followed, where participants shared their experiences at university and their take on reconciliation.

One of them was Chance Paupanekis, a Muskego Ininew (Swampy Cree) who is completing his bachelor of arts degree at the University of Manitoba, and who served as co-president last year of the [University of Manitoba Aboriginal Students Association](#). “When I was [co-]president, that was one thing the students addressed to me, that there needs to be language degrees, not [just] programs,” said Mr. Paupanekis.



Chance Paupanekis, Victoria E. McIntosh, Meaghan St. Germaine and Laura Forsythe participated in the student panel.

Laura Forsythe, a Métis from the Red River Settlement and a master's student in Native studies at U of M, echoed Mr. Paupanekis. “I am in the homeland of the Métis nation and we don't offer Michif here,” she said, referring to the language of the Métis people.

For the students on the panel, the importance of language and culture came up often. They also mentioned how universities are very much like a second home to them, and how crucial it was to

feel supported by their peers.

After the panel, *University Affairs* contacted U of M about their language courses. The university provost's office recently approved a tenure-track hire in Indigenous languages with funding from the U of M's Indigenous Scholars Fund. Meetings are currently taking place to develop a degree program in an Indigenous language at the university.

Part of advancing reconciliation and creating pathways to Indigenous achievement is through Indigenous faculty recruitment, a subject discussed in its own session at the forum. Kristina Bidwell, associate dean of Aboriginal affairs in the College of Arts and Science at the University of Saskatchewan, asked the forum to imagine what universities would be like if there were Indigenous faculty in all departments, at all academic ranks and at all levels of leadership.

Dr. Bidwell said that Indigenous staff and faculty would bring their diverse cultures with them to universities. Students would see Indigenous knowledge and cultures as intrinsic parts of their degrees, and the classroom would become a place of relationship between Indigenous people and Canadians, which could become a powerful step towards reconciliation. She admitted that her university is still a long way from that vision, but she said they are slowly getting there.

One strategy at U of S, described by Lawrence Martz, is the university's Aboriginal recruitment committee that helps with the selection and hiring of new Indigenous faculty and staff. The committee is made up of Indigenous faculty members, women and other representatives. A diversity support specialist will also be added to the committee. Dr. Martz added that it is important for them to know that they are hiring a candidate based on their

vision of reconciliation, whether it be through a candidate's research, scholarship, role modeling, community engagement or leadership.

The forum also heard from survivors and elders who shared their stories and experiences. Indigenous filmmaker and PhD student at the University of British Columbia, Jules Koostachin, was present to share her film about trauma and hope, [*Without Words*](#). Participants also had the opportunity to visit the [National Centre for Truth and Reconciliation](#) on the U of M campus.

The University of Victoria will host [next year's forum](#).



July 18, 2017

Honourable Scott Fraser
Minister of Indigenous Relations and Reconciliation
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister Fraser:

Congratulations on your new appointment as Minister of Indigenous Relations and Reconciliation.

It has never been more important for new leadership that works for ordinary people, not just those at the top.

It is your job to deliver that leadership in your ministry.

Our government made three key commitments to British Columbians.

Our first commitment is to make life more affordable. Too many families were left behind for too long by the previous government. They are counting on you to do your part to make their lives easier.

Our second commitment is to deliver the services that people count on. Together, we can ensure that children get access to the quality public education they need to succeed, that families can get timely medical attention, and that our senior citizens are able to live their final years with dignity.

These and other government services touch the lives of British Columbians every day. It is your job as minister to work within your budget to deliver quality services that are available and effective.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone, not just the wealthy and the well-connected. Together, we are going to tackle poverty and inequality, create good-paying jobs in every corner of the province, and ensure people from every background have the opportunity to reach their full potential.

These three commitments along with your specific ministerial objectives should guide your work and shape your priorities from day to day. I expect you to work with the skilled professionals in the public service to deliver on this mandate.

.../2

As you are aware, we have set up a *Confidence and Supply Agreement* with the B.C. Green caucus. This agreement is critical to the success of our government. Accordingly, the principles of “good faith and no surprises” set out in that document should also guide your work going forward.

As minister, you are responsible for ensuring members of the B.C. Green caucus are appropriately consulted on major policy issues, budgets, legislation and other matters as outlined in our agreement. This consultation should be coordinated through the Confidence and Supply Agreement Secretariat in the Premier’s Office. The secretariat is charged with ensuring that members of the B.C. Green caucus are provided access to key documents and officials as set out in the agreement. This consultation and information sharing will occur in accordance with protocols established jointly by government and the B.C. Green caucus, and in accordance with relevant legislation.

British Columbians expect our government to work together to advance the public good. That means seeking out, fostering, and advancing good ideas regardless of which side of the house they come from.

Our government put forward a progressive vision for a Better B.C. that has won broad support with all members of the legislature. There is consensus on the need to address many pressing issues such as reducing health-care wait times, addressing overcrowded and under-supported classrooms, taking action on climate change, tackling the opioid crisis, and delivering safe, quality, affordable child care for all. As one of my ministers, I expect you to build on and expand that consensus to help us better deliver new leadership for British Columbians.

As part of our commitment to true, lasting reconciliation with First Nations in British Columbia our government will be fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission. As minister, you are responsible for moving forward on the calls to action and reviewing policies, programs, and legislation to determine how to bring the principles of the declaration into action in British Columbia.

In your role as Minister of Indigenous Relations and Reconciliation I expect that you will make substantive progress on the following priorities:

- Work collaboratively and respectfully with First Nations to establish a clear, cross-government vision of reconciliation to guide the adoption of the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission Calls to Action, and the Tsilhqot’in Supreme Court decision.
- In partnership with First Nations, transform the treaty process so it respects case law and the United Nations Declaration on the Rights of Indigenous Peoples.
- Support Indigenous communities seeking to revitalize connections to their languages.
- Provide reliable, dedicated funding and support for Friendship Centres.
- With the Minister of Finance, negotiate with First Nations leadership and communities around expanding opportunities for their share of B.C.’s gaming industry.

All members of Cabinet are expected to review, understand and act according to the *Members Conflict of Interest Act* and to conduct themselves with the highest level of integrity. Remember, as a minister of the Crown, the way you conduct yourself will reflect not only on yourself, but on your Cabinet colleagues and our government as a whole.

I look forward to working with you in the coming weeks and months ahead.

It will take dedication, hard work, and a real commitment to working for people to make it happen, but I know you're up to the challenge.

Sincerely,

A handwritten signature in black ink that reads "John Horgan". The signature is written in a cursive, flowing style with a large initial 'J'.

John Horgan
Premier



July 18, 2017

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister Mark:

Congratulations on your new appointment as Minister of Advanced Education, Skills and Training.

It has never been more important for new leadership that works for ordinary people, not just those at the top.

It is your job to deliver that leadership in your ministry.

Our government made three key commitments to British Columbians.

Our first commitment is to make life more affordable. Too many families were left behind for too long by the previous government. They are counting on you to do your part to make their lives easier.

Our second commitment is to deliver the services that people count on. Together, we can ensure that children get access to the quality public education they need to succeed, that families can get timely medical attention, and that our senior citizens are able to live their final years with dignity.

These and other government services touch the lives of British Columbians every day. It is your job as minister to work within your budget to deliver quality services that are available and effective.

Our third key commitment is to build a strong, sustainable, innovative economy that works for everyone, not just the wealthy and the well-connected. Together, we are going to tackle poverty and inequality, create good-paying jobs in every corner of the province, and ensure people from every background have the opportunity to reach their full potential.

These three commitments along with your specific ministerial objectives should guide your work and shape your priorities from day to day. I expect you to work with the skilled professionals in the public service to deliver on this mandate.

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As you are aware, we have set up a *Confidence and Supply Agreement* with the B.C. Green caucus. This agreement is critical to the success of our government. Accordingly, the principles of “good faith and no surprises” set out in that document should also guide your work going forward.

As minister, you are responsible for ensuring members of the B.C. Green caucus are appropriately consulted on major policy issues, budgets, legislation and other matters as outlined in our agreement. This consultation should be coordinated through the Confidence and Supply Agreement Secretariat in the Premier’s Office. The secretariat is charged with ensuring that members of the B.C. Green caucus are provided access to key documents and officials as set out in the agreement. This consultation and information sharing will occur in accordance with protocols established jointly by government and the B.C. Green caucus, and in accordance with relevant legislation.

British Columbians expect our government to work together to advance the public good. That means seeking out, fostering, and advancing good ideas regardless of which side of the house they come from.

Our government put forward a progressive vision for a Better B.C. that has won broad support with all members of the legislature. There is consensus on the need to address many pressing issues such as reducing health-care wait times, addressing overcrowded and under-supported classrooms, taking action on climate change, tackling the opioid crisis, and delivering safe, quality, affordable child care for all. As one of my ministers, I expect you to build on and expand that consensus to help us better deliver new leadership for British Columbians.

As part of our commitment to true, lasting reconciliation with First Nations in British Columbia our government will be fully adopting and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Action of the Truth and Reconciliation Commission. As minister, you are responsible for moving forward on the calls to action and reviewing policies, programs, and legislation to determine how to bring the principles of the declaration into action in British Columbia.

In your role as Minister of Advanced Education, Skills and Training I expect that you will make substantive progress on the following priorities:

- Provide greater access to adult basic education and English-language learning programs by eliminating fees.
- Reduce the financial burden on students by eliminating interest on B.C. government student loans and establish a \$1,000 completion grant program to provide debt relief to B.C. graduates.
- Encourage excellence in B.C.’s graduateschool programs by introducing a new graduate student scholarship fund.
- Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.
- Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.

- Work with the Minister of Children and Family Development to improve the education success of former youth in care by expanding the tuition fee waiver program.
- Expand B.C.'s technology-related post-secondary programs, co-op programs, and work to establish technology and innovation centres in key areas of the economy.
- Develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector, focusing on growing innovation and the manufactured wood products sector.

All members of Cabinet are expected to review, understand and act according to the *Members Conflict of Interest Act* and to conduct themselves with the highest level of integrity. Remember, as a minister of the Crown, the way you conduct yourself will reflect not only on yourself, but on your Cabinet colleagues and our government as a whole.

I look forward to working with you in the coming weeks and months ahead.

It will take dedication, hard work, and a real commitment to working for people to make it happen, but I know you're up to the challenge.

Sincerely,

A handwritten signature in black ink that reads "John Horgan". The signature is written in a cursive, flowing style.

John Horgan
Premier