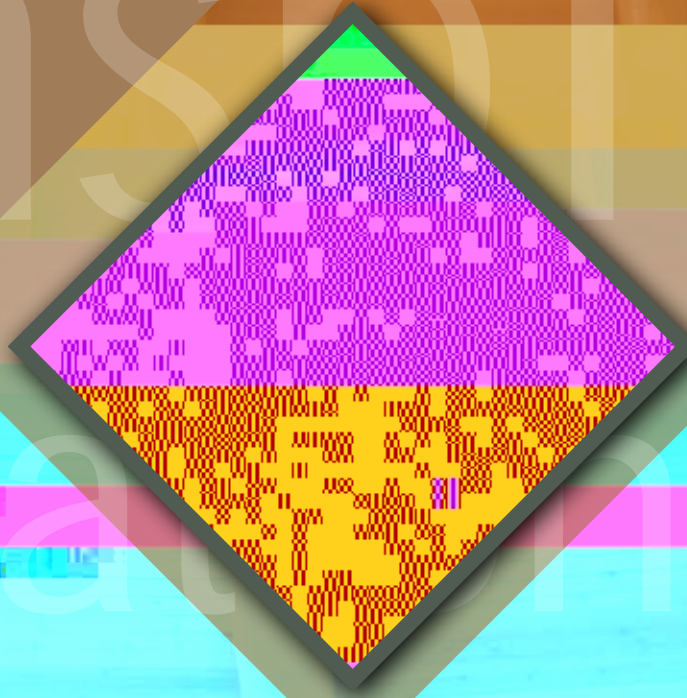
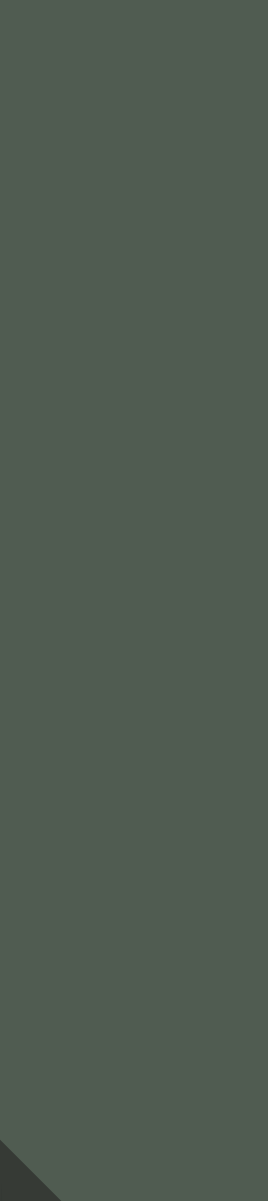
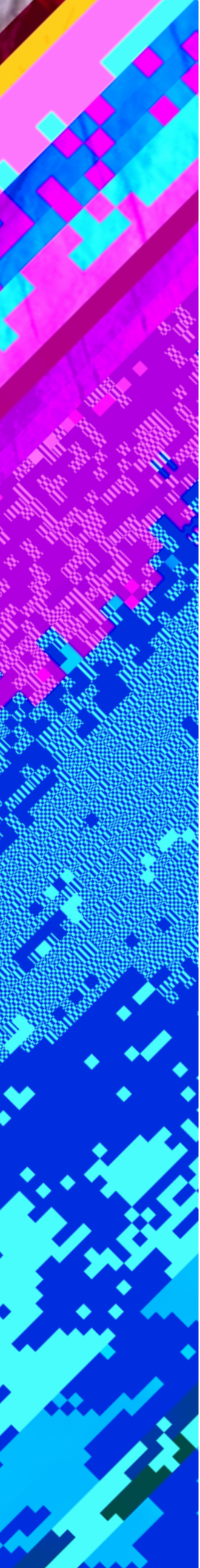


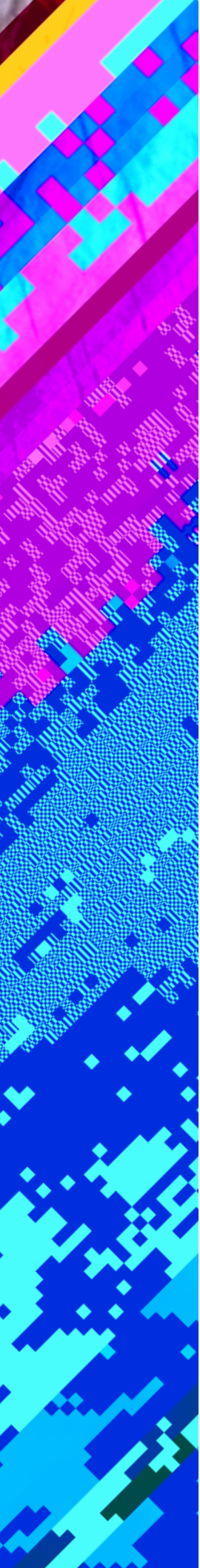
A
C 7 C 7

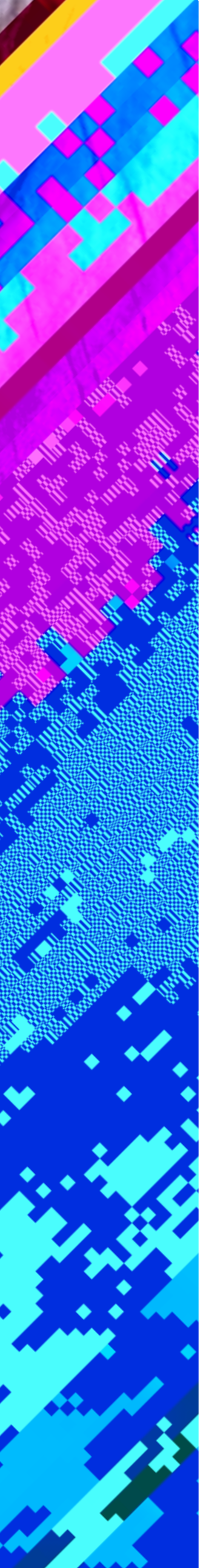












C 3:

Goal

... A ... N ... E ...

Actions

... D ... C ... AECC ... H7 ... Abo iginal HR Be P ac ice Repo ... M, N, G ... M ... A ... A ... C ...

C 4: E

Goal

... (EL IN E WILNEW) ...

Actions

A, EL IN E WILNEW ... D, EL IN E WILNEW ... C, H & C ... D, C ...

G / /O7 M 7

F 7, 7 7, 2012 2015, A A D: I A ... A O7, 7 O7, .22.

- 1. Project Co-Sponsors:** L A D A E 7 & C 7 ... B E 7 ... C A E 7 & ...
- 2. Indigenization Steering Committee** ...
- 3. ASP Community Advisory Committee** ... 20 ... A N ...
- 4. Project Leader:** C M ...
- 5. Faculty from the Centre of Excellence for Teaching & Learning, schools, and departments** ...
- 6. Project Work Team** ... M C ...
- 6. Project Support:** D A D AECC, ...



Challenges

Lack of resources to support on-going presence and/or delivery of some critical ASP initiatives

- A lack of resources to support on-going presence and/or delivery of some critical ASP initiatives. This includes a lack of staff, funding, and infrastructure. For example, the lack of a dedicated staff member to coordinate the ASP initiatives is a significant challenge. Additionally, the lack of funding for the ASP initiatives is a major barrier to their success. Finally, the lack of infrastructure, such as a dedicated space for the ASP initiatives, is also a challenge.

Lack of resources, time and/or capacity - A lack of resources, time and/or capacity to support on-going presence and/or delivery of some critical ASP initiatives. This includes a lack of staff, funding, and infrastructure. For example, the lack of a dedicated staff member to coordinate the ASP initiatives is a significant challenge. Additionally, the lack of funding for the ASP initiatives is a major barrier to their success. Finally, the lack of infrastructure, such as a dedicated space for the ASP initiatives, is also a challenge.

Differences in needs and interests - A lack of resources, time and/or capacity to support on-going presence and/or delivery of some critical ASP initiatives. This includes a lack of staff, funding, and infrastructure. For example, the lack of a dedicated staff member to coordinate the ASP initiatives is a significant challenge. Additionally, the lack of funding for the ASP initiatives is a major barrier to their success. Finally, the lack of infrastructure, such as a dedicated space for the ASP initiatives, is also a challenge.

Distance to communities/lack of good transit - A lack of resources, time and/or capacity to support on-going presence and/or delivery of some critical ASP initiatives. This includes a lack of staff, funding, and infrastructure. For example, the lack of a dedicated staff member to coordinate the ASP initiatives is a significant challenge. Additionally, the lack of funding for the ASP initiatives is a major barrier to their success. Finally, the lack of infrastructure, such as a dedicated space for the ASP initiatives, is also a challenge.

Limited connections to the Métis community - A lack of resources, time and/or capacity to support on-going presence and/or delivery of some critical ASP initiatives. This includes a lack of staff, funding, and infrastructure. For example, the lack of a dedicated staff member to coordinate the ASP initiatives is a significant challenge. Additionally, the lack of funding for the ASP initiatives is a major barrier to their success. Finally, the lack of infrastructure, such as a dedicated space for the ASP initiatives, is also a challenge.

Opportunities

Continued support from senior management - Continued support from senior management, including the Vice-Chancellor, has been a key factor in the success of the ASP initiatives. This support has provided the necessary resources and infrastructure to support the ASP initiatives. Additionally, the Vice-Chancellor's leadership has been instrumental in ensuring the success of the ASP initiatives.

Great results already - The ASP initiatives have achieved significant results, including a 40% increase in the number of students enrolled in ASP programs. This success has been a result of the continued support from senior management and the dedication of the ASP staff. Additionally, the ASP initiatives have provided a valuable learning experience for students and a positive impact on the community.

The new ASP Community Advisory Committee - The new ASP Community Advisory Committee (CAC) was established in 2011 and has provided valuable input and guidance to the ASP staff. This committee has been instrumental in ensuring the success of the ASP initiatives and providing a voice for the community. Additionally, the CAC has provided a valuable learning experience for the ASP staff and a positive impact on the community.

Naming of the ASP Community Advisory Committee - The naming of the ASP Community Advisory Committee (CAC) was a significant milestone in the history of the ASP initiatives. This naming was a result of the continued support from senior management and the dedication of the ASP staff. Additionally, the naming of the CAC provided a valuable learning experience for the ASP staff and a positive impact on the community.

VING - C (Vancouver Indigenous Network Group) is a network of Indigenous students and staff at the University of British Columbia. The VING - C network provides a valuable learning experience for students and a positive impact on the community. Additionally, the VING - C network has provided a valuable learning experience for the ASP staff and a positive impact on the community.

Lessons

We need to continue to focus on employee learning and making our campus more welcoming to Aboriginal learners - We need to continue to focus on employee learning and making our campus more welcoming to Aboriginal learners. This includes providing training and support for employees to ensure they are equipped to support the ASP initiatives. Additionally, making our campus more welcoming to Aboriginal learners is a key factor in the success of the ASP initiatives.

Each Aboriginal community has its own unique needs - Each Aboriginal community has its own unique needs and interests. It is important to recognize and respect these differences and to provide support and resources that are tailored to the needs of each community. Additionally, recognizing and respecting these differences is a key factor in the success of the ASP initiatives.

It is better to collaborate - It is better to collaborate with the community and to work together to support the ASP initiatives. This includes providing training and support for employees to ensure they are equipped to support the ASP initiatives. Additionally, collaborating with the community is a key factor in the success of the ASP initiatives.

Effective collaboration requires educated representatives - Effective collaboration requires educated representatives who are able to communicate and work together effectively. This includes providing training and support for employees to ensure they are equipped to support the ASP initiatives. Additionally, having educated representatives is a key factor in the success of the ASP initiatives.

Partnership is possible - Partnership is possible between the university and the community. This includes providing training and support for employees to ensure they are equipped to support the ASP initiatives. Additionally, having a partnership with the community is a key factor in the success of the ASP initiatives.

A D-
I A A O O O

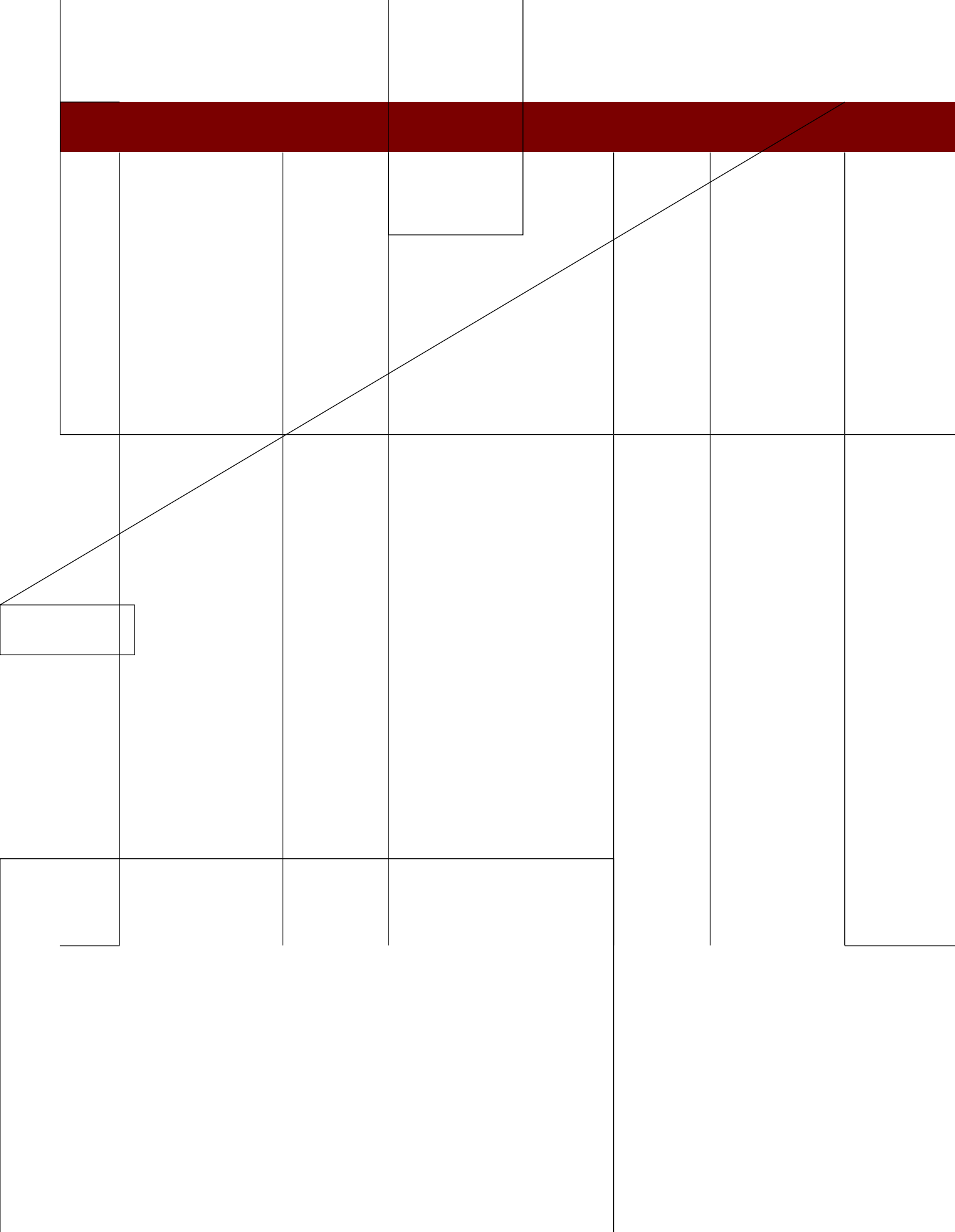
Minimum Funding Activities

ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
1	E C E E C A N		A M C A E A Suppo Goal 1/Objective 1: A	E ! /931:/AA \$/@7/B C H C I=5/537 A	9E E-B@1BE B = 1/<>CA =B3:/=2 24 BB=2 13@<:=7BA	
1	E C C C E		H C E A Suppo Goal 1/Objective 1: A	.2 C 1632C3 E ! /=53 " C@C E (3/16 C E	C +; @E B@B3 1:23A E /A .70 J E F (

ASP Goal*	Proposed Activity & Description	Activity Category	Rationale .TJ2			

ASP Goal*	Proposed Activity &					

ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
2	Aboriginal Community Projects Coordinator:		<p>1: @7/B2/=2; 3@2 =332A</p> <p>2: 1C< 3=B2 32C1/B7 =/=2 B77-75</p> <p>63:>32 1; <<C=BB23D3; >B637@</p> <p>2, ...</p> <p>Suppo :</p> <p>Goal 2/Objective 1:</p> <p>D ... A ...</p> <p>Goal 2/Objective 2:</p> <p>E ... A ...</p>	<p>.5 7,</p> <p>C ...</p> <p>! 33B7</p> <p>C ...</p> <p>A3AA, <<C=BB</p> <p>AECCT</p> <p>C 1/</p> <p>\$@>/@/=2 417B/B</p> <p>A CACT</p> <p>D/C/B/B63</p> <p>AECCT</p> <p>C 1/</p> <p>@7/B</p> <p>\$@>/@</p> <p>A CACT</p> <p>2 /</p> <p>D</p>	<p>C ...</p> <p>! 33BE B6/::</p> <p>15 7 /</p> <p>C ... 3 /</p> <p>A3AA, <<C=BB</p> <p>AECCT</p> <p>C 1/</p> <p>\$@>/@/=2 417B/B</p> <p>A CACT</p> <p>15 7 7 C 7</p> <p>A</p>	<p>G ...</p> <p>C 7 C</p> <p>A ... /</p> <p>15 7 7 C 7</p> <p>A</p>



Activity	Pre-ASP	Year 1	Year 2	Year 3	Legacy	Access, Retention, Completion	Relevance & Receptivity	Partnership Engagement
I... C... M...								
E... E...								
EL IN... WILNEW (...)								
E... E...								
I... 7								
C... H... &... C								
D7								
H... I... H...								
C... /...								
...								
H7								
C7... A								
G... F...								
M...								
N... 13A								
... 44 ... 4 ... 4								



