



Management Approach: Indigenous Connections

At Stantec we are committed to building and maintaining respectful and sustainable relationships with Indigenous Peoples and communities. This is accomplished by recognizing, supporting, and respecting the diversity and distinctiveness of the Indigenous cultures of our employees, our Indigenous partners, our Indigenous clients, and the Indigenous businesses we work with. Our relationships with communities and our awareness of Indigenous cultures and histories are vital to our ability to deliver effective and sustainable project design and solutions.

More and more, Stantec partners with Indigenous-owned businesses to deliver our work; we provide services to established Indigenous businesses; and we work with Indigenous communities.

Indigenous Relations

Stantec's Indigenous Relations program fosters positive, productive relationships with Indigenous communities and businesses, and Stantec's formalized [Indigenous Relations Practice](#) publicly commits us to action.

We are members of the Canadian Council for Aboriginal Business (CCAB), which promotes Indigenous relationships and an economy based on shared prosperity. We are committed to CCAB's Progressive Aboriginal Relations Program—a signal that we support a workplace that is inclusive of Indigenous Peoples and are committed to helping Indigenous communities prosper—and are members of CCAB's Procurement Champions Group—to demonstrate that we are committed to removing project participation barriers for Indigenous subcontractors and creating jobs for Indigenous community members.

We continued to partner with Alaska Native Corporations for federal government contract opportunities and other business partnerships. We proudly work with 14 Alaska Native organizations through our Alaska Native Program. We are members of the American Indian Science Engineering Society (AISES) Corporate Advisory Council and are recognized as a Top 50 Workplace for Indigenous STEM Professionals by the official magazine of AISES, Winds of Change. Our focus on promoting STEM education begins at the K-12 level through our school business partnership with the Alaska Native Cultural Charter School, Alaska Native Science and Engineering Program (ANSEP) and Alaska Resource Education (ARE). Our STEM outreach continues through the university level via scholarship donations (for a total of \$17,000) to Indigenous students at six different programs in Canada and the United States.

For several years, this program has focused on efforts in Canada and Alaska. Recently, we formally expanded this program to include a global perspective. Though Stantec has direct connections with Indigenous Peoples in countries around the world, our initial expanded focus was in the contiguous United States and Australia.

Indigenous Business Partnerships

For 20 years, Stantec has been the minority partner in and legal operator of numerous [Indigenous Business Partnerships](#) throughout Canada. These partnerships, currently numbering 11 active [partnerships](#), provide direct investments that support economic growth.

Our Indigenous Business Partnerships enable Stantec to

- Generate revenue for our Indigenous partners
- Connect clients to local resources
- Combine the local knowledge of our partners and partner communities with our technical capabilities to deliver projects on Indigenous lands and traditional territories
- Provide local Indigenous community members with opportunities to build capacity through employment, training, and hands-on skills development
- Build longer-term opportunities for community members to build on existing skill sets and take on roles with increasing levels of responsibility on our projects
- Expose Indigenous Peoples to all career options at Stantec (including science, engineering, architecture, finance, human resources, etc.)
- Create shared value for our partners, our clients, and Stantec



See Also

Management Approaches

- [Community Engagement](#)
- [Human Rights](#)
- [Inclusion and Diversity](#)
- [Sustainable Supply Chain](#)