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MEMORANDUM

February 7, 2011

To: Senate, Vancouver
c/o Lisa Collins, Associate Registrar, Senate and Curriculum Services

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in dark ink, appearing to read 'DAH' followed by a long horizontal stroke.

Re: Aboriginal Strategic Plan, Implementation Report, UBC Vancouver

Item for information:

I am pleased to forward for the information of the Vancouver Senate the Aboriginal Strategic Plan, Implementation Report, UBC Vancouver.

The Aboriginal Strategic Plan was adopted in January 2009. The Implementation Report outlines the considerable progress made by UBC Vancouver to become more responsive to the needs of Aboriginal students and communities and better able to provide curricula and expertise on Aboriginal issues.

Following receipt by Senate, the Report will be made available at the following web site:
<http://aboriginal.ubc.ca/>

Attachment: Aboriginal Strategic Plan, Implementation Report, UBC Vancouver September 2010

ABORIGINAL STRATEGIC PLAN
IMPLEMENTATION REPORT
UBC VANCOUVER

September 2010

Summary

The Aboriginal Strategic Plan, accepted by the President in January 2009, was developed through extensive consultation to provide a framework for Aboriginal programs and initiatives at the University. In the past year-and-a-half considerable progress has been made and UBC has become more responsive to the needs of Aboriginal students and communities and better able to provide curricula and expertise on Aboriginal issues. This report provides an account of the progress made to date.

One of the most important indicators of the success of the Plan is the increase of Aboriginal student enrolment at the University. Due to the limitations of historical data on Aboriginal enrolment at UBC and the complexities of monitoring and tracking progress, the goals have been the development of a plan for the collection and use of data and the establishment of a baseline enrolment figure against which future progress can be measured. Any data based on self-identification has inherent limitations, but the most reliable data available indicate that in fall of 2008 (the most recent year for which this information is available) 630 students had been identified as Aboriginal: 505 undergraduate and 125 graduate students. There are strong indications that these numbers, not only for admissions, but graduations, are increasing. The First Nations House of Learning identified over 100 Aboriginal graduates in all degree areas for the first time in 2009, and over 120 in 2010. Among them were undergraduate degrees (BA, BSc), graduate degrees (MA, PhD), and degrees in professional programs (Law, Medicine, etc.).

The University recognizes that recruiting Aboriginal students is only the first step; comprehensive student services and supports are essential for students to reach their full academic potential. As such, since the introduction of the Strategic Plan services have been reviewed and where necessary changes have been made: student spaces and services at the Longhouses have been redesigned, services across campus have been integrated, a new position, Coordinator of Strategic Aboriginal Initiatives, has been introduced at Brock Hall, and much more.

The hiring of Indigenous faculty members is core to progress being made in Aboriginal education and since the Strategic Plan process began, the university has almost doubled the number of tenure-track Indigenous professors with nine recent hires across four faculties. These new faculty members will add to the considerable Aboriginal-focused research already underway at UBC. Under the Strategic Plan 120 researchers were brought together for a preliminary research colloquium. Much of their research has been community based and has resulted in substantial community engagement.

Another way that UBC is reaching community is through public programming such as the Belkin Art Gallery's *Backstory: Nuuchaanulth Ceremonial Curtains and the Work of Kī-ke-in*. This type of programming is not simply about showcasing Aboriginal culture or issues, but about collaboration between UBC and Aboriginal communities in a way that challenges traditional museum, gallery, and university practice.

A major focus of the Plan is pre-university recruitment and access initiatives. Many faculties and programs have a long history of outreach such as the Native Youth Program at MOA, CEDAR, and Bridge Through Sport. In the past year changes have been made to allow for a more integrated approach to outreach and funding for some programs has been secured on an ongoing basis. This work will continue to be a focus in the coming year.

In developing the Strategic Plan, the decision was made not to rely on a central fund for Aboriginal initiatives, but rather to encourage the integration of funding for Aboriginal initiatives into core budgets of individual units. At the same time, central administration has directed resources towards centralized initiatives and faculty hiring. The formation of an integrated university-wide development strategy for Aboriginal initiatives is now well underway and is expected to result in increased funding from private sources. The changes being made under the Strategic Plan should also make UBC a more attractive location for grant-funded research.

While much has been done to date, the efforts in many cases have been directed to laying the groundwork for the significant progress that will be made over the next year and beyond: student services will now be delivered more effectively, researchers brought together more consistently, and units across the university will now operate with a better understanding of the work needed. Over the coming year we expect to reach more youth, retain more students, engage more researchers in exciting collaborative projects, and see the university working closely with more Aboriginal communities across the province.

Metrics and Benchmarks

Because UBC is a very large institution and the Aboriginal Strategic Plan is a comprehensive framework, it is very challenging to give a full account of our progress, but below are some items selected from the report that indicate the kind of progress we are making in some key areas:

Increase in the number of Indigenous tenure-track faculty members:

- 2001/2002 – 6
- 2007/2008 – 11
- 2009/2010 – 21

New staff positions created and filled under the Plan:

- Aboriginal Counsellor in Counselling Services
- Research and Communications Officer in the First Nations House of Learning
- Coordinator of Strategic Aboriginal Initiatives in the VP Students portfolio
- Coordinator of Aboriginal Initiatives added in the Center for Teaching, Learning, and Technology

Increase in Aboriginal Student Graduation (all degree categories, including graduate and professional):

- 2001/02 – 67 Students
- 2007/08 – 84 Students
- 2009/10 – 120 Students

Aboriginal Student Enrolment Baseline (Fall 2008):

- Undergraduate: 505 Students
- Graduate: 125 Students
- Total: 630 Students

Aboriginal Enrolment Highlights:

- The Faculty of Law reports 22 Aboriginal students entering in Fall of 2010, for a total of 54 current Aboriginal students—a new record for UBC, and possibly for any law school in Canada.
- The Faculty of Graduate Studies reports that applications and overall enrolment of students that identified as Aboriginal continued their upward trend in 2010. Since 2008, applications have increased by 41.8% overall, and enrolments by 16.8% overall.
- The Arts Faculty reports 33 enrolled graduate students, a significant increase over previous years (exact numbers for previous years not available).

Aboriginal Courses and Curriculum Highlights:

- Since 2008/2009, at least 13 courses with significant Aboriginal content have been added to the UBC Calendar.
- Three new Aboriginal languages have been taught in collaboration with communities, and a new collaborative course in Cree with an urban organization has been developed. Enrollment in courses for UBC students and community members taught on the Musqueam reserve is now at record and sustainable numbers.

UBC Vancouver

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UBC acknowledges its responsibilities to improve opportunities for Aboriginal students in its programs at every level, to develop expertise in research and teaching that can address the gaps in public education and information on Aboriginal issues and contribute to more functional social dialogues, and to develop collaborative relationships with Aboriginal communities that promote common goals. The Aboriginal Strategic Plan was developed to provide a framework for progress in all of these areas.

The Aboriginal Strategic Plan (ASP) was formed through a two-year process involving extensive on and off-campus consultations, and was accepted by the President in January 2009 as the first completed part of *Place and Promise*, the new strategic plan for the university. The ASP is a plan for the entire university, but is implemented separately on the Vancouver and Okanagan campuses. The implementation of the ASP on the Vancouver campuses has resulted in the formation of two committees, the internal ASP Implementation Committee, and the external President's Advisory Committee on Aboriginal Affairs, UBC Vancouver, comprised of Aboriginal community members. The following is the first summary report on the implementation of the Plan.

This report provides an account of some of the major areas of activity that have developed under the plan. For this reason, while it does attempt to give some sense of the general array of Aboriginal programs at UBC Vancouver, it is primarily an account of newer activity and changes that have taken place since the formation and implementation of the plan began. It is by no means fully inclusive of all activity related to Aboriginal programs, and it is important to note that there are many long-standing Aboriginal programs at UBC that are not its primary focus. The difficulty of capturing all the activity taking place at UBC Vancouver is a welcome result: from the outset, the Plan has been designed to provide a framework for the many forms of action taken in individual units on the initiative of faculty and staff in their areas, without central direction. Additional information, including statistics and summary unit reports, is found in appendices.

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STUDENTS

STUDENT ENROLMENTS

Because of differences in the way in which data have been collected, identifying reliable baseline information on Aboriginal enrolments is challenging and trends are hard to determine with complete confidence. A major initiative of the ASP is to improve our collection and use of data and provide a more complete analysis of historical data. Partially because categories of Indigenous identity are fluid, some of the issues may never be fully resolved. Appendix A provides a more complete description of these challenges and of the available data.

At present, we consider the most reliable data to be based on student self-identification supplemented by identification available through the Ministry of Advanced Education and Labour Market Development Student Transitions Project (STP): self-identification figures gathered internally produce a lower number. The most recent data from the STP is from 2008 and the combined result from that year indicates that 630 Aboriginal students were enrolled at UBC Vancouver in fall of 2008, with 20% of those being graduate students. This represents about 1.4% of the total student body. In the last year, a total of at least 120 self-identified Aboriginal students received degrees from UBC Vancouver, a substantial increase over the year before, which itself had been a landmark in, for the first time, awarding more than a hundred degrees.

ADMISSIONS TO UNDERGRADUATE AND PROFESSIONAL PROGRAMS

While UBC Vancouver has an Aboriginal admissions process for students who do not meet the competitive admissions criteria, most Aboriginal students enroll at UBC through regular processes. The success rate of students admitted through Aboriginal admissions is under review. Some Faculties have dedicated seats for Aboriginal students: Medicine, for instance, maintains a separate, though highly competitive, cohort admissions process and offers well-organized student support. Based on the success of this model, other programs in the health disciplines are considering similar programs. Law and Education also actively recruit Aboriginal students. Dedicated funding for Aboriginal students exists at UBC, but in relatively small proportions. Several individual scholarships are available and administered centrally, and some are tied to specific faculties. The Arts Faculty recently created a small number of scholarships for Aboriginal undergraduate students.

GRADUATE ADMISSIONS

Graduate student admissions occurs through a different set of processes, and the active recruitment of graduate students typically falls to individual departments, with the Faculty of Graduate Studies playing a role in general outreach and application support. The newly established Aboriginal Coordinator in the Faculty of Graduate Studies has fielded

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inquiries from dozens of prospective and current students from across Canada and the U.S. and assisted them with tasks such as identifying appropriate programs, research supervisors and funding sources. The UBC policy on admission eligibility for graduate programs has also been revised to better define a broad-based admissions approach for Aboriginal and other applicants and to encourage Aboriginal students to apply.

Since research universities compete with others for top graduate students, graduate student funding is an important issue and a substantial challenge generally for UBC. In recent years due in part to economic events, graduate funding has been especially challenging. The Faculty of Graduate Studies, in conjunction with the Provost's Office, has increased and targeted some of the graduate funding for Aboriginal students, and has encouraged faculties and departments to do the same. Some faculties, notably Education, Arts, and Science, have made additional recruiting resources available to departments: the Faculty of Arts has been particularly aggressive in offering additional funding through departments to Aboriginal graduate students. Due to the general challenges in graduate funding, these measures must be monitored carefully. Graduate students work especially closely with faculty and one of the most important factors affecting the recruitment and support of Aboriginal graduate students is the presence of faculty with whom students want to work. As noted below, the recruitment of Aboriginal and other expert research faculty is a key priority, and substantial progress is being made across disciplines. Aboriginal graduate recruitment is already benefiting from the addition of these faculty members and in recent years there has been a significant increase in applications and enrolment.

SERVICES FOR ABORIGINAL STUDENTS

Fully functional services for Aboriginal students are a key implementation priority. Ineffective delivery of student services frequently results in higher levels of stress for students, and adversely affects their academic work. In some cases, it contributes to the withdrawal of students from the university.

Ineffective delivery also results in inefficient use of staff time: without structural solutions, staff must repeatedly improvise solutions to the same crises. It also constitutes a limit: if UBC were to try to increase the number of Aboriginal students, these crises would multiply, further challenging an already stretched system. To accommodate more students, this system must become more functional and efficient. Since students' experiences of these services form much of their impression of the university, there is little point in increasing recruiting efforts if the reports students take back to their families and communities are not already very positive. Expanded recruitment will be far more effective when these issues are resolved.

Services for Aboriginal students are distributed across the university, but some are also concentrated in specific units. Academic advising, for instance, is provided by individual faculties, since it requires specific expertise. Many faculties have advisors identified for Aboriginal students, and some (e.g., Arts, Law, Medicine, Science, Land & Food Systems) have dedicated Aboriginal advisors or coordinators.

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Other services are more centralized. Some are provided at the First Nations Longhouse, but many are located in different units in the VP Students portfolio. Brock Hall, where many of these other services are located, can be a challenging place for students, and particularly for Aboriginal students who have needs complicated by multiple factors and the complexities of band or other third-party funding. Even services provided elsewhere (e.g., the Longhouse) often require collaboration with these units. The challenge is to provide a more effective and integrated approach to this complex array of necessary services.

Support for graduate students is traditionally provided within departments and the Faculty of Graduate Studies, but there is clear evidence that additional networking support for Aboriginal graduate students across faculties and the university is highly valued. A graduate student support network, the SAGE program, initially developed in the UBC Faculty of Education, now extends across UBC and other institutions in the province, and has been replicated elsewhere. At UBC, a student initiative, the Indigenous Research Group, initially based in the Arts Faculty, has also provided networking for graduate students and other researchers.

SERVICES—PROGRESS TO DATE

To date, the effort to improve services has had several major components. Starting in the summer of 2009, a reassessment of student services available at the Longhouse has been undertaken. Student spaces in the Longhouse were evaluated and redesigned, with a clearer separation of social and study spaces. That preliminary redesign was highly successful, and, with funding secured, a full remodeling of those spaces is now underway. In collaboration with some faculties (Arts, Science) centralized tutoring services for Aboriginal students at the Longhouse were also initiated in September 2009. Those services, highly valued by students, will be expanded in the coming year.

Counselling services have been a major focus of this restructuring. It has been crucial to develop a system in which students have access to counselling that is both professionally accredited and culturally relevant, and that multiple counselors be available to address specific and urgent student needs. A partnership between the UBC Counselling Services and the First Nations House of Learning was formed to provide accredited counseling at both the Longhouse and at the Counseling Centre in Brock Hall. An experienced Aboriginal counselor, Renée Robert, has also been added to Counseling Services staff. In addition, a nurse from Student Health Service now has hours at the Longhouse, and advising by faculty advisors at the Longhouse has also been initiated. Most significantly, in January 2010 the student services coordinator position at the Longhouse was restructured to include more emphasis on strategic planning and student and community development. By forming strategic linkages with other units, better referrals are possible, and the development of other programs, such as mentoring and outreach programs, can proceed with the further engagement of other resources.

As noted above, staff with long experience in Aboriginal student services identified some long-standing structural problems with student services delivery, and with coordination between units. During the 2009-2010 academic year, a Student Services Strategy Group

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reporting to the Implementation Committee was formed. This group, consisting of the senior Arts Faculty Academic Advisor, the Aboriginal Recruiter-Advisor in Admissions, and the FNHL Student and Community Development Officer, began meeting with staff in various student services units, identifying procedural and structural problems and potential solutions, while maintaining a close working relationship with the campus committee of Aboriginal advisors and coordinators. A further result was the formation in the summer of 2010 of a Coordinator, Strategic Aboriginal Initiatives position in the VP Students portfolio, located in Brock Hall, to coordinate services in units there and liaise with groups across campus.

The result of this reconfiguration of Aboriginal student services has been the establishment of a network among units in the VP Students portfolio (the Enrolment Services/Student Development Services working group) and across campus that will continue to connect the technical expertise and capacities in service units with specific Aboriginal expertise found there and elsewhere. The formation of this network has already had very positive results, and this work should now accelerate. Solutions to even such seemingly intractable problems as 3rd party billing now seem within reach. Because venues have been established in which productive discussions of Aboriginal concerns may be addressed, staff in all involved units see a clearer way to progress.

SERVICES—NEXT STEPS

In addition to the above, the Strategy Group has recommended the following as priority items for the coming year:

- improved data collection, including storage, access, and reporting;
- greater transparency in the provision of financial aid, including resolution of third-party billing issues, and more effective connection of students to available resources;
- increased efficiency in applications and other forms processing;
- development of a more integrated wellness strategy for Aboriginal student health.

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FACULTY AND CURRICULUM

FACULTY

One of the most significant commitments a university can make is the hiring of tenure-track (permanent) faculty. Since the Strategic Plan process began, UBC has almost doubled its cohort of Indigenous professors. Among the new Indigenous professors are: Dr Mark Aquash (Education: NITEP program), Candis Callison (Arts Faculty: Journalism), Dana Claxton (Arts Faculty: Art History, Visual Art, and Theory), Dr David Close (Science Faculty: Zoology and the Fisheries Centre), Dr Peter Cole (Education: Curriculum & Pedagogy), Dr Glen Coulthard (Arts Faculty: First Nations Studies and Political Science), Dr Tracy Friedel (Education: Curriculum & Pedagogy), Darlene Johnston (Law), Dr Sheryl Lightfoot (Arts: First Nations Studies and Political Science), Dr Dory Nason (Arts: First Nations Studies and English). These ten new tenure-track professors join eleven others already at UBC, and more may soon follow.

Despite the progress made in the hiring of Aboriginal scholars, some concern has been raised that Aboriginal faculty, underrepresented at all ranks, are proportionally even more underrepresented at advanced ranks. Pre-tenure Aboriginal faculty have, in the past, also been recruited into administrative positions, a circumstance that may have adversely affected their advancement, and it is often the case that the administrative or program development demands on Aboriginal faculty are greater than those on their peers. Ensuring that faculty recruited to UBC have stable platforms for their work requires a more complete discussion, and the development of a more complete account of the role of Aboriginal faculty members must form a basis for it.

In addition, UBC has recently added non-Aboriginal expert faculty in key curricular areas (two in Indigenous history, one with an Aboriginal focus in English and Women's Studies, one very recently in Anthropology) who add to the considerable expertise available across the university. Curricular initiatives and graduate students follow faculty expertise, so the addition of all of these research-level scholars is of primary significance.

Approximately twenty-two Indigenous faculty and staff work at UBC on other kinds of appointments in academic programs (adjunct faculty, librarians, advisors, coordinators, etc.). Since the initiation of the Strategic Plan, two have been added in the Institute for Aboriginal Health and Counseling Services has added an Aboriginal counselor.

CURRICULUM

The development of curriculum follows the arrival of new faculty, but it may also be the outcome of sustained initiatives. For example, in the last two years, the First Nations Languages Program has expanded its offerings beyond its established curriculum in the Coast Salish dialect spoken at Musqueam to include community-based courses in

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Kwak'wala and Cree, though sustainable funding for these courses has yet to be secured. The exact number of new courses added in a given year is difficult to determine for several reasons, but in the last three years, over thirteen courses with significant Aboriginal content have been added to the UBC catalogue. The total number of courses with significant Aboriginal content offered in a given year is variable, since not every course is offered every year. Based on lists maintained by units for degree purposes, however, it is safe to say that at least fifty-five courses are offered yearly. Some faculties have also considered ways to broaden the reach of existing curricula, in some cases moving towards Aboriginal content requirements for students in their programs (e.g., Education). Programs to train professional students in areas such as health care to better interact with and serve Aboriginal clients and organizations are also in development.

ENVIRONMENT

One of the most important factors in recruiting new faculty or students to a university is the campus climate—how Aboriginal or other traditionally underrepresented people experience their treatment by others. During consultations in the early stages of the Aboriginal Strategic Plan, we heard many stories of times in which Aboriginal people were stopped on university grounds by staff or security who questioned their presence. Today, UBC is a truly multicultural campus upon which such incidents are far less likely to occur, but it is still the case that many students, faculty, and staff arrive at the university with very little understanding of Aboriginal people or Aboriginal history and many problematic assumptions. Incidents of racism still occur, and there is still potential for misunderstandings, or for discussions in classes, even when they begin innocuously enough, to veer into very troubled waters. A recent student video project, *What I Learned in Class Today: Aboriginal Issues in the Classroom*, documented student experiences of some of those more troubling instances and brought them to university-wide attention.

In the 2009-2010 academic year, following on the attention brought by this project, a partnership between the Centre for Teaching and Academic Growth (TAG; now renamed the Center for Teaching, Learning, and Technology) and FNHL resulted in the establishment of a new position in TAG designed to initiate dialogue around professional and productive conduct of classroom discussions of cross-cultural and Aboriginal issues. Karrmen Grey, one of the principals of the earlier *What I Learned in Class Today* project, was hired for this position. Her work under this initiative has been to provide the basis for professional development for faculty and for the training of graduate teaching assistants. At the end of the 2009-2010 academic year, Karrmen resigned from this position to begin graduate studies, but her work has exceeded expectations and has provided a very solid basis on which her successor can build. This initiative has provided a place for Indigenous faculty to develop a community for thinking about pedagogical issues, and for a wider dialogue with other faculty who have had questions or anxieties, but have had no venue for productive discussions.

The importance of intercultural relationships has also been identified as a critical element of the broader framework of the university strategic plan. Following the development of the Aboriginal and the Equity and Diversity strategic plans, a group has been formed to frame a cultural diversity statement that would also operate as a larger frame for the

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specific discussion of Aboriginal concerns. While neither of these initiatives can guarantee that students will not encounter difficult discussions in classrooms or insensitive remarks elsewhere, they are both part of a process of defining an institutional context in which such incidents will be increasingly seen to arise from exceptional, rather than normative behaviour.

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RESEARCH & PUBLIC PROGRAMMING

RESEARCH

UBC has long been a leader in Aboriginal research, and some programs, particularly in health research, have been conducting research for many years. UBC faculty have lead their fields in many other areas, and some have provided crucial academic testimony in legal and other significant processes. The Aboriginal Strategic Plan calls for greater integration of UBC's research in Aboriginal areas. This spring, for the first time a preliminary research colloquium for researchers in Aboriginal areas was co-sponsored by the First Nations House of Learning and the Office of Research Services. Over 120 researchers attended, with more indicating interest in future meetings. This meeting confirmed the significant level of research activity at UBC Vancouver, its distribution across units and disciplines, and the general lack of awareness of UBC researchers in these fields of each other's activities. Later in the spring a follow-up event for researchers in health-related fields was held.

In addition, the Irving K. Barber Learning Centre (IKBLC) has initiated a series of discussions around community-based research. Community-based research is an important area for Aboriginal research, and these discussions should provide a good basis for moving forward in this area, and for further supporting graduate research and UBC's undergraduate programs of research partnerships with Aboriginal communities and organizations (e.g., the First Nations Studies Program).

The discussions surrounding community-based research are very significant for another reason: new models of community-based research present opportunities for meaningful collaboration between university researchers and Aboriginal communities and for overcoming the legacy of exploitative research practices of the past. Developing collaborative relationships requires considerable time and effort. University procedures for evaluating faculty must recognize the specific requirements of these models to ensure that the work of faculty members, and in particular early career and Aboriginal faculty, is recognized and that faculty are not dissuaded from pursuing them.

Examples of significant community-based and collaborative research may be found across campus. They include the Reciprocal Research Network developed by the Museum of Anthropology in collaboration with three First Nations communities, the community-based language stabilization work undertaken by the First Nations Languages Program with Musqueam and other communities, and others. Most recently, the Irving K. Barber Learning Centre (IKBLC), in conjunction with the UBC Library system, FNHL, FNSP, and the School of Library, Archival, and Information Sciences, has undertaken a collaborative research project surrounding the formation of community digital archives in partnership with the First Nations Technology Council and three communities (Namgis,

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Ktunaxa, and Heiltsuk). This initiative and others like it are a direct response to the Aboriginal Strategic Plan.

In addition, some units have taken very active positions on research and community service that have not yet produced concrete results. In particular, the Faculty of Applied Science under the direction of Dean Tyseer Aboulnasr has sought to develop community partnerships to implement an initiative similar to “Engineers Without Borders” that develops infrastructure-building relationships with local First Nations communities. Though this initiative was slowed by capacity problems at FNHL, this very promising initiative is now moving forward for the coming year.

Other work around the university has also produced substantial community engagement. Professor Leonie Sandercock in the School of Community and Regional Planning, for instance, has recently premiered a documentary film on the history and experiences of the Cheslatta and Ts'il Kaz Koh (Burns Lake) Carrier bands. This film, produced in close collaboration with the bands and other Aboriginal advisors, is valuable in creating a new kind of voice for the communities, in informing a broader public of community circumstances, and in serving as a basis for ongoing discussions and negotiations. It is the result of two years of intensive work with the communities and part of a new paradigm of collaborative research.

PUBLIC PROGRAMMING

This year the UBC Belkin Art Gallery hosted *Backstory: Nuuchaanulth Ceremonial Curtains and the Work of Ki-ke-in*, an exhibition co-curated by UBC professor Charlotte Townsend-Gault and Nuuchahnulth artist and intellectual Ki-ke-in (Ron Hamilton). This exhibition was groundbreaking in its collaborative practice, and brought back for display Nuuchahnulth *thliitsapilthim* (ceremonial curtains) from across North America. Because of earlier processes of alienation from their communities of origin, several of these *thliitsapilthim* had never been seen by the families for whom they were originally produced.

This exhibit provided a way for visitors to appreciate the beauty of these works, but also to understand their function and importance in Nuuchahnulth communities. Indeed, an important aspect of the exhibition was to challenge the categories through which museums have presented Aboriginal art. In his opening remarks at the ceremony that opened the exhibit, Ki-ke-in successfully transformed the gallery space into a cultural space for the work of the community, asserting the primacy of that function and the role of the *thliitsapilthim* within it. Truly, it was a groundbreaking reply to critiques of museum and gallery practice and a rare experience of cultural interaction.

An exhibit such as *Backstory* does not happen overnight: it is the result of years of collaborative effort and the understandings that emerge from it. It, and the other projects already noted, are significant examples of the very positive developments that can come out of collaborations between Aboriginal communities and research universities such as UBC if the right people are present and their partnerships supported. It is important to note that the film and exhibit just described predate the Aboriginal Strategic Plan. The

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Plan, however, now provides a context that both supports and extends the kinds of work they represent.

This winter, Harry Somers' opera *Louis Riel* was performed by the UBC Opera Ensemble and UBC Symphony Orchestra accompanied by a whole set of supporting interpretive events that drew together musicologists, historical scholars, and Métis community leaders. Like another set of events two years earlier, the Chan Centre premiere of a restored print of the 1914 Edward Curtis film *In the Land of the Headhunters* that had extensive Kwakwaka'wakw community participation, this event used the public spaces and programming capabilities of the university to foreground community histories and concerns to new audiences, and for the university to function reciprocally as a site for community work.

Several UBC units have also partnered with urban Aboriginal organizations and the City of Vancouver in the *Dialogues* project that works to establish constructive dialogues between recent immigrants and Aboriginal people in the city. This project is an important part of a larger cross-cultural conversation vital to the social and political development of the city and the position of Aboriginal people within it.

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OUTREACH AND COMMUNICATIONS

OUTREACH

UBC has a long history of innovative individual programs that engage Aboriginal youth. The Native Youth Program at the Museum of Anthropology has been running for more than thirty years, and other programs, such as CEDAR and the Summer Science Program provide other summer venues for youth engagement. To date, these programs have operated independently and without much interaction, and often on contingent funding. Plans are currently underway to expand these programs and stabilize their funding.

Another set of programs work through specific partnerships. Several programs operate through partnerships with Musqueam. Musqueam 101 is an academic program operating through the Arts Faculty that brings UBC and visiting academics and other speakers to a weekly seminar conducted on reserve and available for UBC credit. This program is now entering its tenth year and the Arts Faculty has recently committed to recurring funding for it. Bridge Through Sport is another partnership through which Musqueam hosts an annual Aboriginal youth soccer tournament at UBC. Bridge Through Sport has also played a part in the formation of a creative writing class and homework club at Musqueam in which UBC faculty and students have participated. The relocation of an outreach coordinator associated with the Bridge Through Sport to FNHL will provide the basis for a more integrated approach to these and other outreach possibilities.

Other programs, such as the Ch'nook program operated by the Sauder School of Business have developed innovative outreach frameworks. Ch'nook has established networks among BC post-secondary business programs and offered scholarship support for Aboriginal business students in them. It has also developed a low-residency certificate program for established community-based entrepreneurs. The Ch'nook program has benefited from significant private sector funding.

These outreach programs have operated for the most part in traditional face-to-face modalities, and there is good reason to recognize the importance of personal contact. The possibilities of contact through newer forms of communications, especially with younger students in remote communities, however, are worth exploring. The eHealth Strategy Office in the Faculty of Medicine has recently received a grant for more than \$900,000 to establish internet mentoring relationships between UBC Medical students and professors and younger Aboriginal learners. The Barber Learning Centre is exploring the possibility of hosting interactive sessions between UBC professors and Aboriginal K-12 students in distant communities. A private donation to UBC Robson Square and Continuing Education will also support a public lecture and podcast series on Aboriginal issues next fall.

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COMMUNICATIONS

One of the primary recommendations of the Aboriginal Strategic Plan is the development of a coherent and integrated communications strategy for Aboriginal initiatives that would supplement the mailing lists, websites, and print publications already in use. In the last year, the focus at UBC Vancouver has been on the development of a web portal for Aboriginal programs. In concept, this portal has been designed to provide ways for users to see and understand the full range of Aboriginal programs and initiatives and opportunities at UBC-V, to locate desired information quickly, and to transition to individual program sites quickly and seamlessly. The design of the site has been complex, since it must operate efficiently, and yet speak to and engage many audiences, from research funding agencies, prospective faculty, and potential donors, to current and prospective students, faculty and staff, community members, and parents.

In order to make it engaging and effective for all of these potential users, the site has been designed to include all the normal and familiar navigational tools, but first and foremost, to be driven by stories: each section is introduced by a lead feature story that connects users with a person or people doing something interesting in that area. The goal is not only to humanize the site and connect people, but also to give a clearer picture of the activity that occurs there. Many of these stories are told through video interviews, and stories and videos will be updated regularly with content that stimulates user interest, and allows people to quickly see the depth of activity the university includes. This site will launch in February 2011 and may be viewed at <http://aboriginal.ubc.ca>.

The First Nations House of Learning has received matching funding for the coming year from UBC Public Affairs to continue work on this website, to produce additional print publications for use in community relations and recruiting, and to host events for similar purposes.

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FUNDING

BUDGETS AND RESOURCES

During the formation of the Aboriginal Strategic Plan, considerable attention was given to the question of resources. The establishment of a central fund for Aboriginal initiatives was rejected as a primary funding mechanism, since such funds have often had the adverse effect of halting initiatives already in progress that do not receive special funding, or creating initiatives solely dependent on special funding that have died when the special funding ended (a familiar result of government funding of Aboriginal initiatives). The Aboriginal Strategic Plan, while acknowledging the necessity of some central funding for infrastructural projects or projects that necessarily operate in a central location, has encouraged the integration of funding for Aboriginal initiatives into the core budgets of units in which initiatives occur. President Toope originally proposed the construction of the ASP as a way of identifying initiatives early on in strategic planning so that they could be integrated into budgetary processes. The premise that units should embed Aboriginal initiatives in their core funding and identify them for support in their allocation was consistently presented to units throughout the consultation process on the Plan, and later in its early implementation phase. In the meantime, central administration has been responsive to unit priorities, especially in the core area of faculty hiring, in which unit commitment to Aboriginal initiatives has been supplemented with additional resources, and there is no single area of resource commitment with greater or more significant implications.

The 2009-2010 budgetary process was an important moment for UBC Vancouver in addressing budgetary limitations and moving towards a new and more strategic budget process. In the very substantial changes that transition to this model entailed, some of the attention to the embedding of strategic priorities such as the ASP in budgets was lost. The administration has committed to the reassertion of this model in budgetary discussions in the new academic year. Even so, as unit summaries indicate, units have moved forward in taking responsibility for actions in support of the ASP that fall within their domains. These are welcome developments, and commitment to this model will be a primary factor in distinguishing UBC's Aboriginal Strategic Plan from the many others that have relied on special (and therefore highly contingent) funding as their approach.

DEVELOPMENT & EXTERNAL FUNDING

Other sources of funding are critically important, and the model described above retains the incentives to pursue external funding both from granting agencies and private sources. Granting agencies are primary sources for many Aboriginal research projects and associated initiatives. The efforts described above to build stronger and more integrated communities of practice will make UBC an increasingly attractive location for funded research. The benefits are likely to be particularly evident in areas such as health

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research, in which major funding initiatives are underway, and in which more integrated approaches, especially to Aboriginal health, are recognized to be effective.

The 2010-11 academic year marks the end of a four-year commitment from the BC Provincial Government for the Pacific Century Graduate Scholarships, which as part of its operations provided scholarship funding for several Aboriginal graduate students over the past four years. BC's only graduate scholarship program, the PCGS has not been renewed, reducing further the funding available for Aboriginal graduate students. UBC and other BC universities should advocate for its renewal or a replacement scholarship program, through which the BC government would demonstrate the Province's commitment to Aboriginal advancement.

Private sources are equally important, and several UBC programs, notably the Ch'nook Program in the Sauder School of Business, have benefited from major corporate grants. The formation of an integrated university-wide development strategy for Aboriginal initiatives is now underway that will present prospective donors with the array of choices and opportunities. The location of each program within a clear spectrum of activity is more likely to convince donors that their contributions will be institutionally supported in a synergistic environment. Further development also depends upon units, and especially faculties, identifying Aboriginal priorities that can be included in this approach.

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CHALLENGES

The major challenges identified by the Aboriginal Strategic Plan, of course, remain. Aboriginal students are still underrepresented at UBC, and engagement strategies supporting younger Aboriginal students remains a priority. Indigenous and expert faculty still need to be recruited and supported. Curriculum addressing Aboriginal issues, public programming, and more effective modes of conducting classroom discussions of them still require further development. Research in Aboriginal areas and collaborative research relationships with Aboriginal communities and organizations still need to be expanded. As reported here, progress is being made in many, though not yet all, of these areas.

For a variety of reasons, some of the specific areas identified for UBC Vancouver in the first priorities document have not seen significant movement. Though it remains an important issue for many researchers, no forum has yet been formed for the deliberate discussion of intellectual property issues. This is an important issue and a forum could be formed at any time by a faculty member or group that takes initiative. In the absence of such a group forming organically, FNHL or another unit will have to initiate action, and to date, FNHL has not had the capacity to do so. FNHL did collaborate in organizing the address of another, similar issue, ethics for research with Aboriginal people and communities. Another identified area is the formation of an urban Aboriginal plan for the university. Early steps to the formation of a plan include the initiation of closer working relationships with urban Aboriginal organizations and the identification of staff to develop some of those relationships.

In some of the areas identified above, the pace of progress is limited by available funding. In others, it is limited by the pace of development of supporting structures in other units. In many cases, the most significant limitation lies in the difficulty of identifying and attracting the most capable people from pools that in many areas are very small and just developing. UBC has been remarkably successful in adding to its faculty and staff complement in many of the areas noted above. Given the high levels of specialized skills required, however, it is better match the pace of initiatives with the availability of people to advance them, than to attempt to accelerate initiatives beyond our capacity to staff them.

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APPENDIX A:
ABORIGINAL STUDENT PARTICIPATION AT UBC VANCOUVER

As an institution, we continue to face challenges in compiling data on Aboriginal participation rates. The recent hiring of a Research and Communications Officer at the First Nations House of Learning is a first step towards the development of a consistent plan for collection, storage, access, and usage of reliable data on Aboriginal participation. Over the coming months, the House of Learning will be working on this plan in collaboration with Enrolment Services and the Office of Planning and Institutional Research.

A NOTE ABOUT THE DATA

One of the difficulties in measuring Aboriginal participation is that it is necessary to rely on self-identification and some students, for a wide variety of reasons, choose not to identify as Aboriginal. As such, actual Aboriginal enrolment and graduation rates are likely higher than data suggest.

Please note that unless otherwise indicated, the data included in this report are for UBC Vancouver enrolment only.

STUDENT TRANSITIONS PROJECT AND SELF-IDENTIFICATION AT UBC

As noted above, measuring Aboriginal student enrolment and tracking progress is very challenging. UBC currently relies on two data sources to measure participation: student identification as Aboriginal in the British Columbia K-12 system, and student self-identification upon application for admission to UBC.

The K-12 data is drawn from the Ministry of Advanced Education and Labour Market Development Student Transition Project. This project links data on students in public post-secondary institutions with students' K-12 records through each student's Personal Education Numbers (PEN). The data provide an approximation of Aboriginal student participation rates by identifying any current student who identified as Aboriginal while enrolled in the BC K-12 system. The most recent data available for analysis is from Fall 2008 enrolment. It is important to note that data obtained through this processes will be used for statistical purposes to monitor the university's progress in improving accessibility, not to make decisions about individual students.

For this report, the list of students identified through the Student Transitions Project was merged with the list drawn from the UBC Student Information System of students who identified as Aboriginal upon application for admission to UBC. This process shows that **630** students registered at UBC Vancouver in 2008 had identified as Aboriginal. This breaks down to **505** undergraduate students, and **125** graduate students. For reasons

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identified below, this number quite likely undercounts the number of Aboriginal students actually at UBC.

The data reveal a sharp discrepancy between male and female participation: approximately **34%** of the 630 students who self-identified as Aboriginal at UBC Vancouver were male.

These 630 students represent approximately **1.4%** of the student enrolment headcount for Fall 2008, a proportion that is consistent with the findings of confidential student surveys of new and continuing students in which students are given the opportunity to identify themselves as Aboriginal. It is significant that this analysis is based on headcount, not FTE. If Aboriginal students on average take a lighter course load than is typical, these figures would be an overestimation of student participation.

The University recognizes that retention is as important as recruitment, if not more important. If students are not provided with the services and support necessary to reach their full academic potential, increased recruitment serves little purpose. As such, one component of the Aboriginal data plan will address student retention and completion.

Students are given the opportunity to identify themselves as having Aboriginal ancestry at a number of points in their time at UBC besides application for admission: by enrolling in third-party billing, and on applications for housing, awards, and graduation. For future reporting, it is hoped that this information can be merged with that found above to provide a more comprehensive account. We also believe that in some cases, for programs that do not use the standard on-line application form, students' Aboriginal identity is not being transferred into the wider Student Information System and these students are therefore being missed in this count. At this time, it is not known how many students would fall into this category but over the coming months we intend to address this issue.

As we improve our ability to collect data on Aboriginal identity, tracking mechanisms will capture an increasing number of students. Therefore increases at this time do not necessarily represent improved Aboriginal student recruitment or retention.

The tables on the following pages indicate in which programs the Aboriginal students identified through this process are enrolled. To ensure student privacy, for programs with fewer than five Aboriginal students, the numbers are suppressed and shown as <5.

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Table 1: Self-Identified Aboriginal Undergraduate Enrolment (Fall 2008)	
Degree program	Number of Students
Bachelor of Arts	147
Bachelor of Applied Science	32
Bachelor of Commerce	16
Bachelor of Computer Science	<5
Bachelor of Education (Elementary)	45
Bachelor of Education (Secondary)	17
Bachelor of Environmental Design	<5
Bachelor of Fine Arts	5
Bachelor of Human Kinetics	18
Bachelor of Music	<5
Bachelor of Midwifery	<5
Bachelor of Science (Agroecology)	<5
Bachelor of Science	47
Bachelor of Science (Natural Resources Conservation)	<5
Bachelor of Science (Pharmacy)	9
Bachelor of Science Forestry	<5
Bachelor of Science (Food Nutrition and Health)	8
Bachelor of Science (Forest Science)	<5
Bachelor of Science (Global Resource Systems)	<5
Bachelor of Science in Nursing	8
Bachelor of Social Work	9
Diploma in Accounting	<5
Diploma in Art History	<5
Diploma in Education	10
Diploma in Linguistics	<5
Diploma in Urban Land Economics	6
Juris Doctor/ Bachelor of Laws	17
Doctor of Medicine	12
Null (not enrolled in a degree or diploma program)	48
Total	505

Source: UBC Planning and Institutional Research (Juris Doctor/Bachelor of Laws enrolment provided by the Faculty of Law).

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Table 2: Self-Identified Aboriginal Graduate Enrolment (Fall 2008)	
Degree program	Number of Students
Master of Architecture	<5
Doctor of Education	10
Master of Arts	16
Master of Archival Studies	<5
Master of Applied Science	<5
Master of Business Administration	<5
Master of Education	18
Master of Engineering	<5
Master of Education Technology	<5
Master of Fine Arts	<5
Master Health Administration	<5
Master of Journalism	<5
Master of Laws	<5
Master of Library & Information Studies	<5
Master of Management	<5
Master of Music	<5
Master of Nursing	<5
Master of Physical Therapy	<5
Master of Science	10
Master of Science in Nursing	<5
Master of Software Systems	<5
Master of Social Work	<5
Doctor of Philosophy	32
Total	125

Source: UBC Planning and Institutional Research (one LL.M. and three PhD in Law students were reported separately by the Faculty of Law)

In addition to the enrolment numbers provided above, the Faculty of Graduate Studies monitors Aboriginal applications and enrolment across all doctoral and most master's programs at UBC. It reports a continued upward trend in overall application and enrolment of students that identified as Aboriginal between 2008 and 2010 (shown in Table 3). Over this time applications increased by 41.8% overall, and enrolments by 16.8% overall. Please note that these figures are drawn from separate data than those provided above from UBC Planning and Institutional Research and as such are not comparable. In particular they will not be drawn at the same dates and will only capture students who identified to the Faculty of Graduate Studies upon application. Despite these limitations, the upward trend in applications and enrolments, especially at the Doctoral level, is a promising indicator.

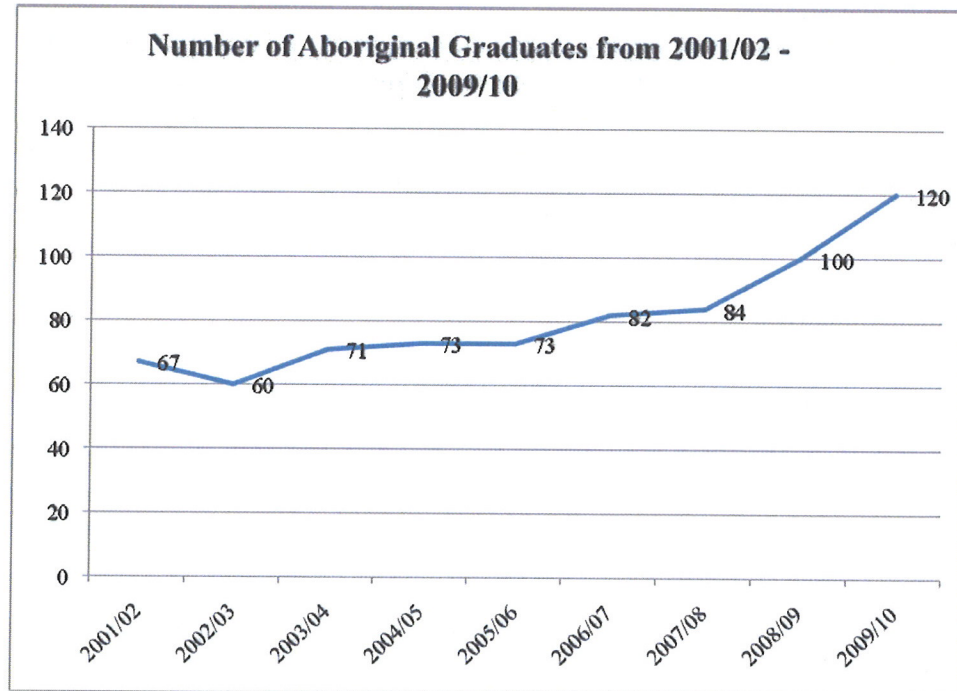
Table 3: Faculty of Graduate Studies Aboriginal Applications and Enrolment						
Year	2008		2009		2010	
Degree Level	Masters	Doctoral	Masters	Doctoral	Masters	Doctoral
Applications	66	13	79	17	87	25
Overall Enrolment	65	30	75	31	73	38

Source: UBC Faculty of Graduate Studies

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GRADUATION

In 2009/10, 120 self-identified Aboriginal students graduated from UBC. Due to the same issues outlined above, this figure likely underestimates the number of Aboriginal graduates. Nonetheless, this represents a continued upward trend. The number has increased by 79% since 2001/02 when only 67 Aboriginal graduates were identified. It is important to keep in mind that we cannot determine what portion of this increase can be attributed to increasing levels of self-identification.



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APPENDIX B:
REPRESENTATION OF ABORIGINAL FACULTY AND STAFF
AT UBC VANCOUVER

The Aboriginal Strategic Plan recognizes that in order to develop curricula, research, and public programming for Aboriginal learners, UBC must attract leading Aboriginal scholars and administrators. Due to the challenge posed by the relatively small pool of qualified Aboriginal faculty working at the research level, a strategic approach must be taken to recruitment in this area. In response to this need, the plan set out a number of actions that are either in their infancy, or have not yet been initiated.

The data currently available on Aboriginal faculty and staff at UBC will be used as a baseline against which future progress can be measured and to inform strategic recruitment initiatives.

A NOTE ABOUT THE DATA

As with student numbers, it is important to keep in mind that while these are the best data available, they rely on self-identification. If individuals chose not to participate or self-identify, the data may not reflect the actual representation of Aboriginal staff and faculty at UBC.

All data on the representation of Aboriginal staff and faculty at UBC Vancouver have been provided by the UBC Equity Office. Results are preliminary and have not yet been verified or released publicly. As such, they should not be regarded as definitive.

UBC EMPLOYMENT EQUITY CENSUS QUESTIONNAIRE

Since 1990, UBC has asked every faculty and staff member to complete the voluntary Employment Equity Census Questionnaire in which they can identify whether or not they belong to one or more of four designated equity groups: women, Aboriginal people, persons with disabilities, and members of visible minorities. While the survey has been used since the early 1990s, changes to the questions were made two years ago and the return rate for the questionnaire as of October 31, 2009 was 40.8% (as opposed to an earlier return rate of 74.2%). Because the questions in the survey have changed, statistics from the most recent survey are not comparable to those from earlier years. Despite these limitations this remains the most reliable source for data on the representation of Aboriginal staff and faculty in UBC's workforce. It is anticipated that the validity and usefulness of the data will improve as survey return rates increase. New data will be available in November 2010.

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Out of those that responded to the survey by October 31, 2009, 75 employees (faculty and staff) identified as Aboriginal. This represents 1.6% of the 4778 respondents but only 0.6% of the 11,699 employees at UBC Vancouver. Of the 75 individuals that identified as Aboriginal, 47 (63%) were women and 28 (37%) were men. This figure includes employees from all the Employment Equity Occupational Groups, from manual workers to senior managers and professors. See Table One for more details.

In the category of Faculty (excluding sessionals and adjunct professors), 13 respondents identified as Aboriginal. This represents 1.3% of respondents. See Table Two below for more details.

At UBC Vancouver 8.8% of the new University Teachers hired between October 31, 2008 and October 31, 2009 self-identified as Aboriginal Peoples. (33% of all new University Teachers hired responded to the UBC Employment Equity Census Questionnaire.)

The following two tables indicate the percentage of employees who self-identified as Aboriginal across administrative and academic units. Only units in which at least one person identified as Aboriginal are shown. Table One shows staff and faculty members by Faculty and Unit, while Table Two shows only faculty members, by faculty. Table Three shows the academic rank of faculty members that identified as Aboriginal. **Please note that only individuals who chose to return the questionnaire and identify themselves as Aboriginal are included in these data; as such, units with Aboriginal faculty or staff who did not identify are not shown.** See Appendix C for further information on Aboriginal staff and faculty.

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Table 1: Representation of UBC V Staff and Faculty by Faculty and Administrative Unit and by Designated Equity Group: Aboriginal Peoples					
Faculty/Administrative Unit	Staff and Faculty			Aboriginal Peoples(*)	
	Total	Respondents to the UBC EE Census Questionnaire		Total	% of Respondents to the UBC EE Census Questionnaire
		#	%		
College of Interdisciplinary Studies	266	129	48.5%	2	1.6%
Pharmaceutical Sciences	129	63	48.8%	1	1.6%
Applied Science	616	260	42.2%	5	1.9%
Arts	1,161	514	44.3%	10	1.9%
Dentistry	202	104	51.5%	1	1.0%
Education	488	165	33.8%	7	4.2%
Land and Food Systems	166	87	52.4%	1	1.1%
Law	81	41	50.6%	2	4.9%
Medicine	2,705	1,039	38.4%	10	1.0%
Science	994	455	45.8%	2	0.4%
Sauder School of Business	338	142	42.0%	1	0.7%
VP Academic and Provost	750	359	47.9%	7	1.9%
VP Development and Alumni Engagement	194	110	56.7%	1	0.9%
VP Finance, Resources and Operations	1,367	432	31.6%	11	2.5%
VP Research and International	171	85	49.7%	2	2.4%
VP Students	1,297	449	34.6%	10	2.2%
VP External, Legal and Community Relations	212	70	33.0%	2	2.9%
Sub Total	11,137	4505	40.4%	75	1.6%
Grand Total(**)	11,663	4765	40.9%	75	1.6%

Source: UBC Equity Office

(*) Data gathered from the UBC Employment Equity Census Questionnaire, October 31, 2009

(**) Grand Total includes all Staff and Faculty across all Faculty and Administrative Units even instances where no Aboriginal Peoples self-identified as Staff or Faculty and were therefore not included in the breakdown.

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Table 2: Representation of UBC V Faculty by Faculty and Designated Equity Group: Aboriginal Peoples					
	UBC Faculty(*)			Aboriginal Peoples(*)	
Faculty	Total (**)	Respondents to the UBC EE Census Questionnaire		Total	% of Respondents to the UBC EE Census Questionnaire
		#	%		
Arts	510	267	52%	6	2.2%
Education	167	73	44%	5	6.8%
Law	45	19	42%	1	5.3%
Medicine	623	206	33%	1	0.5%
Sub Total	1,345	565	42%	13	1.3%
Total (all Faculties)	2,295	981	43%	13	1.3%

Source: UBC Equity Office

(*) Data gathered from the UBC Employment Equity Census Questionnaire, October 31, 2009

(**) Sessionals and Adjunct Professors are not included

Table 3: Academic Rank of Faculty who self-identified as Aboriginal Peoples	
Faculty	Total (**)
Full Professor	1
Associate Professor	6
Assistant Professor:	3
Instructor II	2
Lecturer	1

Source: UBC Equity Office

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APPENDIX C:
INDIGENOUS ACADEMIC CAUCUS

The Indigenous Academic Caucus is an informal association of UBC faculty members who identify as Indigenous. This group currently has twenty-six faculty members (including three adjunct professors and two instructors). Nine new tenure-track professors have been added to this group since the Aboriginal Strategic Plan was initiated. Seventeen staff and non-teaching faculty members from across the University have also identified as Aboriginal. The following is a list of Indigenous Academic Caucus members and Aboriginal staff including a short description of their background and work. We invite other Indigenous faculty members to join the caucus by contacting the First Nations House of Learning.

FACULTY

Dr Mark Aquash: Director, Native Indian Teacher Education Program and Assistant Professor, Department of Education Studies, Faculty of Education

Dr Aquash is Thunder Clan, Potawatomi/Ojibwe Anishinaabe and a member of the Council of Three Fires, Walpole Island First Nation in Ontario, Canada. Dr Aquash's research interests include organization and Leadership in education administration as well as culturally-based curriculum, instructional and evaluation systems, educational technology, Anishinaabe language curriculum and instructional strategies and decolonization and First Nations control of education.

Dr Jo-Ann Archibald: Professor and Associate Dean for Indigenous Education, Faculty of Education

Dr Archibald (Sto:lo) is a former director of the First Nations House of Learning and the Native Indian Teacher Education Program (NITEP). She is currently the Associate Dean for Indigenous Education in the Faculty of Education. Dr. Archibald is the editor of the annual theme issue of the Canadian Journal of Native Education. Her main areas of research are Indigenous education, oral tradition & storytelling, Indigenous higher education, and Indigenous knowledge systems.

Ms Candis Callison: Assistant Professor, School of Journalism

Ms Callison received her Ph.D. from MIT's Program in Science, Technology, and Society, and a M.Sc. from MIT's Comparative Media Studies Program. Her research interests include media change, public engagement on complex science and environment issues, and how new media is shaping the efforts and practices of science journalists, scientists, and social movements. Candis is a member of the Tahltan Nation of northwestern B.C

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Dr Gordon Christie: Director, First Nations Legal Studies, Faculty of Law

Dr Christie has taught in universities in Canada and the United States, in Faculties of Law, and Departments of Philosophy and Indigenous Studies. Most recently he was an Assistant Professor at Osgoode Hall Law School (1998 - 2004) where he also acted as Director of the Intensive Program in Aboriginal Lands, Resources and Governments. Dr Christie's research fields include Aboriginal legal issues, legal theory, and tort. His ancestry is Inupiat/Inuvialut.

Ms Dana Claxton: Assistant Professor, Department of Art History, Visual Art and Theory, Faculty of Arts

Ms Claxton is of Hunkpapa Lakota ancestry and her family reserve is Lakota First Nations -Wood Mountain in southwest Saskatchewan. She works in film, video, photography, single and multi channel installation and performance art. Her practice investigates beauty, the body, the socio-political and the spiritual.

Dr David Close: Director, Aboriginal Fisheries Research Unit, Fisheries Centre and Assistant Professor, Department of Zoology, Faculty of Science

Dr Close has been working in Aboriginal Fisheries for over 10 years. His research is focused on answering biological questions directed towards sustainable Aboriginal fisheries. His current research focuses primarily on the Pacific lamprey, is a culturally important food to the Aboriginal peoples along the west coast that is also important in evolutionary history. He is a citizen of the Cayuse Nation located on the Confederated Tribes of the Umatilla Indian Reservation.

Dr Peter Cole: Assistant Professor, Department of Curriculum and Pedagogy, Faculty of Education

Dr Cole is a member of the Douglas First Nation (Southern Stl'atl'imx) as well as having Welsh/Scottish heritage. He has considerable experience as a researcher and educator in Indigenous education, with expertise in curriculum theory, Indigenous epistemology and pedagogy, research methodology, traditional indigenous technologies, and Indigenous perspectives in environmental and sustainability education.

Dr Glen Coulthard: Assistant Professor, First Nations Studies and Political Science, Faculty of Arts

Dr Coulthard has written and published numerous articles and chapters in the areas of Indigenous thought and politics, contemporary political theory, and radical social and political thought. Glen is currently writing a book on Indigenous peoples and recognition politics in Canada. He is a member of the Yellowknives Dene First Nation.

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Dr Tracy Friedel: Assistant Professor, Faculty of Education

Dr Friedel's research interests include critical analysis of Aboriginal education policy and practice, First Nation and Métis experience concerning work and learning, and an enhanced understanding of Indigenous theories on place and what this offers to the transformation of education and society more broadly. Her Indigenous affiliation is with Region 4 of the Métis Nation of Alberta.

Ms Lucetta George-Grant: Instructor and On-Campus Coordinator, Native Indian Teacher Education Program, Faculty of Education

Ms George, Coast Salish, is the on-Campus Coordinator for year three, four, and five students in the Native Indian Teacher Education Program.

Mr Larry Grant: Adjunct Professor/Resident Elder First Nations Language Program, Faculty of Arts and First Nations House of Learning

Mr Grant is an Elder from the Musqueam First Nation in Vancouver, BC. He is an Adjunct Professor in the University of British Columbia First Nations Languages Program, the Language and Culture Consultant for Musqueam First Nation, and the Resident Elder for the First Nations House of Learning at UBC.

Dr Jan Hare: Associate Professor Language and Literacy Education, Faculty of Education

Jan Hare is an Anishinaabe from the M'Chigeeng First Nation. She is an Associate Professor in the Department of Language and Literacy Education. Her research interests include the social practices of literacy in Aboriginal families, schools and communities. She has a particular interest in Aboriginal early learning and youth issues. She is mentoring doctoral students working on Aboriginal language revitalization and Aboriginal education

Dr Carl Johnson: Senior Instructor, Classical, Near Eastern and Religious Studies, Faculty of Arts

A member of the Nhlá7kapmx First Nation, Lytton Band, Dr. Johnson is a Senior Instructor in the Department of Classical, near Eastern and Religious Studies

Ms Darlene Johnston: Associate Professor, Faculty of Law

Professor Johnston is a member of the Chippewa Nawash First Nation in Ontario. Her teaching areas include Indigenous legal traditions, Canadian Aboriginal and treaty rights, and law & colonialism. Her current research focuses on the relationship between totemic identity, territoriality and governance.

Dr Eduardo Jovel: Associate Professor, Land and Food Systems

Dr Jovel's research interests include ethnobotany, mycology, natural product chemistry and Aboriginal health. In the last 10 years he has taken an active role in Aboriginal health research, including Indigenous medicinal systems, food security, environmental health, research ethics, and Indigenous research methodologies.

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Dr Linc Kesler: Director of the First Nations House of Learning and First Nations Studies Program, Senior Advisor to the President and Associate Professor, English

Dr Kesler's indigenous ancestry is Oglala Lakota. His research work focuses on the relationship between technological change and the representation of knowledge, a topic as vital to strategizing the survival of Indigenous communities as it is to understanding the development of industrialism in the west. He is also interested in developing uses of emerging and interactive technologies that truly serve the needs and interests of Indigenous communities.

Dr Sheryl Lightfoot: Assistant Professor, First Nations Studies and Political Science, Faculty of Arts

Dr Lightfoot is Anishinaabe, an enrolled citizen of the Lake Superior Band of Ojibwe, at the Keweenaw Bay Community in northern Michigan. Her research interests include global Indigenous peoples' politics, Indigenous diplomacy, Indigenous social movements, and critical international relations. She publishes articles in both Indigenous studies and international relations venues. She is currently writing a book based upon her award-winning Ph.D. dissertation, "Indigenous Global Politics" which examines how the global Indigenous rights movement has challenged some of the fundamental tenets of international relations.

Dr Michael Marker: Director, T'Skel Graduate Studies, Faculty of Education

Dr Marker (Arapaho) studies the ethnohistory of education and the politics of Indigenous knowledge, primarily in the Coastal Salish region. His research has foregrounded the ways that colonizing powers have imposed ideologies and cosmologies on Aboriginal communities and the remarkable resistance strategies of Native people.

Dr Rod McCormick: Associate Professor, Educational and Counselling Psychology, Faculty of Education

Dr McCormick is a member of the Mohawk Nation. His scholarly interests include cultural psychology, indigenous psychologies, spirituality and counselling, ecopsychology, gerontological counseling, trauma recovery, addictions counseling, career counseling, utilization of nature in healing.

Mr Duncan McCue: Adjunct Professor, School of Journalism

Duncan McCue is a national reporter for CBC-TV News in Vancouver. His current affairs documentaries are featured on the CBC's flagship news show, The National, and the 6 o'clock news Canada Now. Duncan has also taught documentary journalism to Indigenous students at First Nations University and Capilano College. Duncan is Anishinaabe (Ojibwa), and a member of the Chippewas of Georgina Island First Nations in southern Ontario.

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Ms June McCue: Assistant Professor, Faculty of Law

Ms McCue is a member of the Ned'u'ten People located along Lake Babine in northern British Columbia. Her current efforts are focused on research, writing and teaching in the Indigenous law field.

Dr Charles R. Menzies: Associate Professor, Anthropology, Faculty of Arts

Dr Menzies, a member of Gitxaana Nation and an enrolled member of the Tlingit and Haida Tribes of Alaska, was born and raised in Prince Rupert, BC. His primary research interests are the production of anthropological films, natural resource management (primarily fisheries and forestry related), political economy, contemporary First Nations' issues, maritime anthropology, and indigenous archaeology. He has conducted field research in, and produced films concerning, north coastal BC, Canada; Brittany, France; and Donegal, Ireland. He is also the Director of Cultural and Heritage Research for Gitxaana Nation.

Dr Dory Nason: Assistant Professor, First Nations Studies and English, Faculty of Arts

Dr Nason is Anishinaabe and an enrolled member of the Leech Lake Band of the Minnesota Chippewa Tribe. She holds a joint position with First Nations Studies and the Department of English. Her research focuses on contemporary Indigenous Feminisms and related Native women's intellectual history and contemporary Native literature.

Ms Marny Point: Adjunct Professor, First Nations Language Program and Urban Coordinator, Native Indian Teacher Program, Faculty of Education

Ms Point is a member of the Musqueam Band of the Coast Salish Tribes. As Urban Program Coordinator she advises first and second year NITEP students. She also teaches B.Ed. courses dealing with issues in First Nations education.

Dr Ron Trospen: Associate Professor, Forest Resources Management, Faculty of Forestry

Dr Trospen, of Salish and Kootenai ancestry, is an Associate Professor in the Faculty of Forestry, Department of Forest Resources Management. Dr Trospen's research interests include Aboriginal forestry, ecological economics, and Aboriginal economic development.

Dr Richard Vedan: Associate Professor, School of Social Work

Dr Vedan, from the Neskonalch Band of the Secwepemc First Nations, is an Associate Professor in the School of Social Work and past Director of the First Nations House of Learning. His research interests encompass the development of practice methods relevant to First Nations issues as well as the establishment of service delivery organizations that integrate traditional First Nations values and healing methods.

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ABORIGINAL STAFF AND NON-TEACHING FACULTY

Mr James Andrew: Associate Director of Aboriginal People's Health, Faculty of Medicine.

Mr Andrew's work focuses on Aboriginal health curriculum and research, and recruitment and retention of Aboriginal medical students. He is from the Lil'Wat First Nation, and a member of the Mount Currie Band.

Ms Tanya Bob: Coordinator, Aboriginal Student Affairs, Faculty of Arts

Ms Bob (Tahltan and Tlingit) is the coordinator of Aboriginal Student Affairs which provides academic and cultural support services for Aboriginal students.

Dr Lee Brown: Director, Institute for Aboriginal Health

Dr Brown is the Director of the UBC Institute of Aboriginal Health. He is the co-author of *The Sacred Tree*, an educational curriculum based in Aboriginal values and epistemology. Lee is a member of the Cherokee Nation and the Wolf Clan.

Ms Pam Brown: Curator - Pacific Northwest, Museum of Anthropology

Ms Brown is of Heiltsuk and Tsimshian ancestry. Her goal is to facilitate collaboration with Aboriginal communities and other institutions and to make the resources of the UBC Museum of Anthropology (MOA) more accessible to those Aboriginal communities and organizations whose heritage is represented in the museum. Ms Brown also manages MOA's Native Youth Program.

Ms Kerrie Charnley: Education Coordinator, Institute for Aboriginal Health

Ms Charnley's family hails from Katzie Nation. Aside from her current position at UBC, Ms Charnley has taught first year English courses as a teaching assistant and as on-line instructor at Simon Fraser University and as a sessional instructor at the Institute for Indigenous Governance. She has also worked in an administrative capacity for Vancouver Coastal Health in the area of diversity and human rights training and complaints resolution processes for staff, and for Native organizations both locally and in Ottawa.

Ms Teresa Howell: Research Manager, Institute for Aboriginal Health

Mr Graeme Joseph: Aboriginal Student Recruiter-Advisor, Enrolment Services

Mr Joseph, a member of the Gitksan Nation, works in Student Recruitment and Advising supporting students with their applications and course registration.

Ms Elsie Kipp: Aboriginal Community Liaison Coordinator, Human Early Learning Partnership (HELP)

Ms Kipp, of Yale First Nation, is responsible for HELP's engagement initiatives in Aboriginal communities around the province. HELP is an interdisciplinary partnership working to create, advance and apply knowledge through interdisciplinary research to help children and families thrive.

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Mr Gerry Lawson: Oral History Language Lab Coordinator, UBC Museum of Anthropology

Mr Lawson, of the Heiltsuk Nation of BC, supports Oral History and Linguistics research by enabling high quality digital audio recording and the digitization of existing legacy analog recordings.

Ms Kim Lawson: Reference Librarian, Xwi7xwa Library

Ms Lawson is from the Heiltsuk Nation of BC. Prior to joining UBC, she worked as the Archivist/Librarian for the Union of BC Indian Chiefs Resource Centre. Her MLIS research looked at First Nations Perspectives on archives, libraries and museums

Ms Madeleine MacIvor: Associate Director, First Nations House of Learning

Madeleine is a Métis woman whose family comes from the historic Métis community of Lac Ste Anne in northern Alberta. In addition to her work as Associate Director of the First Nations House of Learning, Madeleine is currently working on her doctoral research that looks at the development of Aboriginal post-secondary education policy in British Columbia.

Mr Tim Michel: Aboriginal Coordinator, Faculties of Science and Land and Food Systems

Mr Michel is from the Secwepemc Nation. He has taught at both Capilano College and the Institute of Indigenous Government and is currently Aboriginal Coordinator for the Faculties of Science and Land and Food Systems.

Mr Rick Ouellet: Coordinator, Aboriginal Student Services, First Nations House of Learning

Mr Ouellet, a descendant of the Aboriginal families evicted from Jasper National Park in 1910/11, is currently working on a PhD in Interdisciplinary Studies. As coordinator of Aboriginal Student Services, he is responsible for developing and managing programs and services for Aboriginal students and fostering a vibrant and inclusive community at the Longhouse.

Ms Amy Perreault: Academic Advisor, Faculty of Arts

Ms Perreault, Métis, is the First Nations Studies Program Advisor and an Advisor at Aboriginal Student Affairs. She is also the co-developer of the What I learned in Class Today initiative.

Ms Renée Robert: Counsellor, Counselling Services

Ms Robert is from the Sahtu Dene Nation in the Northwest Territories and also of European heritage. She recently joined the Counselling Services team after having spent 12 years at the Native Education College offering crisis and therapeutic services to community members and in the Family Violence Resource Centre.

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Ms Michele Sam: Senior Aboriginal Researcher and Liaison, Human Early Learning Partnership (HELP)

Ms Sam, a member of the Ktunaxa Nation, provides leadership to Aboriginal communities, nations, and organizations whose visions include their children thriving. HELP is an interdisciplinary network working to better understand the biological, psychological and societal factors influencing children's health and development.

Ms Leah Walker: Associate Director, Division of Aboriginal People's Health

Ms Walker is of Aboriginal, Danish and English ancestry and has strong family ties with Sto:lo Nation at Seabird Island. Leah is currently teaching International Indigenous Experiences of Colonization and an Aboriginal Health Elective, leading the UBC Learning Circle connecting First Nations-led Health Centres in BC, working on a cultural safety project with two communities in Haida Gwaii, and involved in an international 5-year CIHR funded grant on how health education can improve health outcomes for Indigenous populations.

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APPENDIX D:
OTHER FACULTY WITH EXPERTISE IN INDIGENOUS AREAS

Across the university there are many non-Aboriginal faculty carrying out research with an Aboriginal focus. This work ranges from improving Aboriginal access to healthcare, to First Nations language revitalization, to the study of contemporary Aboriginal art and literature. The following list, while by no means comprehensive, provides a preliminary view of the scale and range of research being done at UBC in this area that will be more fully developed in subsequent reports.

Dr Carol Blackburn: Assistant Professor, Anthropology, Faculty of Arts
Indigenous rights and sovereignty, First Nations and the Canadian state, injury, trauma and reconciliation.

Dr Helen Brown: Assistant Professor, Nursing, Faculty of Applied Science
Rural Aboriginal maternal care, the inseparability between culture and health, the integration of the relevance of history, place, identity, and relationships for promoting the health of childbearing women, infants, families and communities.

Dr Annette Browne: Associate Professor, Nursing, Faculty of Applied Science
Aboriginal healthcare, health care inequities, culture and health and critical inquiry in nursing and health care.

Dr Betty Calam: Associate Professor, Family Practice, Faculty of Medicine
Participant in a five-year international collaborative project entitled “Educating for equity: Exploring how health professional education can reduce disparities in chronic disease care and improve outcomes for Indigenous populations.”

Dr Julia Cruikshank: Professor Emerita, Anthropology, Faculty of Arts
Practical and theoretical developments in oral tradition studies.

Dr Marvin Cohodas: Professor, Art History, Visual Art, and Theory, Faculty of Arts
American visual representation (i.e. ‘Pre-Hispanic Art’), contemporary ritual and weaving arts of Maya peoples in Southern Mexico and Guatemala, and Native American basket weaving in California and Nevada.

Dr Margery Fee: Professor, English and Dean’s Advisor on Aboriginal Initiatives, Faculty of Arts
Post-colonial and Canadian literatures and Aboriginal activism at the Canada-US border.

Dr Charlotte Townsend-Gault: Professor, Art History, Visual Art, and Theory, Faculty of Arts

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Historical and contemporary First Nations art, reception of Indigenous cultural expression.

Dr Douglas C. Harris: Associate Dean, Research & Graduate Studies, Associate Professor, Faculty of Law

Law and history, First Nations law, property law, law and society, fisheries law, law and colonialism, law and geography, and legal theory.

Dr R. Cole Harris: Professor Emeritus, Geography, Faculty of Arts

Historical geography with a focus on geographies of colonialism in early British Columbia.

Dr Kendall Ho: Associate Professor, Emergency Medicine and Director of the eHealth Strategy Office, Faculty of Medicine

The use of information technologies to accelerate the incorporation of latest health evidence into routine practice, participant in a five-year international collaborative project entitled “Educating for equity: Exploring how health professional education can reduce disparities in chronic disease care and improve outcomes for Indigenous populations.”

Michael A. Jackson: Professor, Faculty of Law

First Nations law, prison law and penal policy, international human rights.

Dr Jennifer Kramer: Curator Pacific Northwest, Museum of Anthropology, Faculty of Arts

Visual culture and the anthropology of art, specifically focused on the First Nations of the Northwest Coast.

Dr Andrew Martindale: Assistant Professor, Anthropology, Faculty of Arts

History and archaeology of complex hunter-gatherers of western North America, the archaeology and ethnohistory of cultural contact and colonialism, space-syntax analysis of architecture and households, and the use of indigenous oral records in archaeology.

Dr Bruce G. Miller: Professor, Anthropology, Faculty of Arts

Indigenous peoples and their relationships with the state, tribal justice/legal initiatives, the circumstances of indigenous communities without state recognition, the nature of research and the influences of litigation on anthropological knowledge, the contemporary international debate around the concept of indigeness and the international connections between indigenous peoples and groups.

Dr Patrick Moore: Associate Professor, Anthropology, Faculty of Arts

Anthropological linguistics, Kaska Language Program, languages of North America, sub-arctic ethnography, and ethno-history.

Dr Shaylih Muehlmann: Assistant Professor, Anthropology, Faculty of Arts

The intersections between environmental conflict, language and indigeneity.

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Dr Paige Raibmon: Associate Professor, History, Faculty of Arts
First Nations history.

Dr Arthur J. Ray: Professor Emeritus, History, Faculty of Arts
Historical Geography, Native history, Hudson's Bay Company and the fur trade,
economic development of the North, ethnohistory, comparative history of Aboriginal
rights litigation research.

Dr Patricia Rodney: Associate Professor, Nursing, Faculty of Applied Science
Aboriginal access to healthcare, Urban Aboriginal Healthcare.

Dr Sue Rowley: Curator Public Archaeology at the Museum of Anthropology,
Associate Professor, Anthropology, Faculty of Arts
Public archaeology, Arctic archaeology, oral history, ethnohistory, material culture.

Dr Deena Rymhs: Assistant Professor, English, Faculty of Arts
First Nations literature, gender studies, life writing, prison literature.

Dr Patricia A. Shaw: Associate Professor, Linguistics and Director of the First Nations
Languages Program, Faculty of Arts
First Nations Languages, Musqueam language revitalization, endangered languages.

Dr Victoria Smye: Assistant Professor, Nursing, Faculty of Applied Science
Access to mental health and addictions care with particular attention in women's
mental health and Aboriginal mental health.

Dr Coll Thrush: Assistant Professor, History, Faculty of Arts
Aboriginal history, environmental history, cultural history.

Dr Colleen Varcoe: Professor, Nursing, Faculty of Applied Science
Ethical healthcare policy and practice, rural Aboriginal maternity care, a current
project is the Urban Aboriginal Health Centre Study.

Dr Lorraine Weir: Professor, English, Faculty of Arts
Aboriginal Epistemology, oral history as evidenced in First Nations land claims cases,
contemporary First Nations and Native American writing, contemporary
settler/Canadian writing.

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APPENDIX E:
SUMMARIES OF UNIT IMPLEMENTATION REPORTS

As part of the annual reporting process for the implementation of the Aboriginal Strategic Plan, individual faculties and administrative units have been asked to provide annual reports to the Vice Provost and Associate Vice President Academic Affairs. For this initial reporting cycle, no format or guidelines were provided to units and this is reflected in the diversity of the reports received. Reports identify the activities that each unit deemed most important as they work towards their Aboriginal education goals. The following summaries, drawn from the unit reports, highlight key activities under the ten areas of strategic engagement.

FACULTIES AND OTHER ACADEMIC UNITS

FACULTY OF APPLIED SCIENCE

- **Pre-university, Recruitment, and Access Initiatives:** The School of Engineering submitted a successful plan for Aboriginal recruitment/retention that was funded and is underway. When the necessary resources are identified, the Faculty plans to work further with various youth outreach programs to support initiatives with Aboriginal communities. One program being considered is a School of Architecture and Landscape Architecture “Design for Sustainability” summer school targeting Aboriginal youth.
- **Student Support and Retention:** The Faculty has committed to offering top-up packages for Aboriginal students who receive Faculty of Graduate Studies Aboriginal Graduate Fellowships with a start date on or after March 1, 2010. Two Aboriginal APSC students were recently honoured with scholarships.
- **Curriculum and Public Programming:** The Faculty is currently identifying resources and planning for a number of future initiatives in this area. These include:
 - The formation of a holistic APSC team to work with an Aboriginal community in addressing community needs and challenges;
 - The identification of issues that 4th year engineering students could address in their capstone design projects;
 - The expansion of a current initiative in which co-op students are placed in a mining community with a 50% time allocation to work in the mine and the remaining 50% directed at working within the community school system to expose students to engineering.
- **Internal and External Communications:** APSC has hired two students to help articulate current research projects related to Aboriginal communities as “stories”. These will be linked to the UBC Aboriginal portal.

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FACULTY OF ARTS

- **Pre-university, Recruitment, and Access Initiatives:** Through the Museum of Anthropology Native Youth Program, youth (six in summer 2009) are paid to work at the museum for seven weeks, familiarizing themselves with the collection, and learning to communicate information about themselves and their traditions to the visiting public.
The Faculty of Arts has directed significant resources to the recruitment of Aboriginal graduate students. Units have been strongly encouraged to pursue all qualified Aboriginal Graduate Student applicants and the Faculty informs all of its 21 Departments and Schools that any Aboriginal graduate student applicant that the unit would like to admit will be offered special funding from the Dean's Office above and beyond the unit's funding allocation.
- **Student Support and Retention:** Aboriginal Student Affairs supports the success of new and continuing Aboriginal students and organizes student events throughout the year. Aboriginal Advisors are available to serve students' academic needs and facilitate connections to campus resources.
- **Curriculum and Public Programming:** The Faculty has five ongoing teaching programs concerning Aboriginal issues and knowledge: First Nations Languages, First Nations Studies (major/minor), First Nations Languages and Linguistics (major/minor), the Archaeological Field School, and the School of Social Work Squamish Program. Overall there are 72 courses with substantial First Nations subject matter. Community programs in 2009/10 included the residence of dramatist Margo Kane as Distinguished Visitor in the Arts, the Belkin Gallery Exhibit of Nuu-chah-nulth Ceremonial Screens, and the School of Music's *Louis Riel* (opera).
- **Recruitment and Support of Faculty and Staff:** Arts has recently hired five new tenure track faculty members: Candis Callison (JOUR), Dana Claxton (AHVA), Glen Coulthard (FNSP/POLI), Sheryl Lightfoot (FNSP/POLI), and Dory Nason (FNSP/ENGL).
- **Research:** Over fifty Arts faculty members have Aboriginal research specializations.
- **Community Relations:** The Department of Anthropology's Ethnographic Film Unit has been involved in a ten-year collaboration with Gitxaala Nation. Two films have been produced on appropriate research methods, one feature film, and a series of distributed digital web resources have been produced. The unit is currently engaged in a film on Gitxaala-directed archaeology and a feature film on traditional foods.

FACULTY OF DENTISTRY

- **Pre-university, Recruitment, and Access Initiatives:** The Faculty has been actively recruiting First Nations students to the DMD and BDS in dental hygiene programs. Activities include attending high school career fairs, summer youth programs, yearly recruitment trips to UNBC, and a revised DMD

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admissions process intended to increase admissions opportunities for First Nations applicants.

- **Curriculum and Public Programming:** The Faculty has been active in several free clinics across the province to provide oral health care to First Nations patients. Two full-time clinics have also been opened on Haida Gwaii. These clinics have benefited First Nations communities and provide opportunities for faculty and students to learn more about community needs.
- **Research:** Three research projects are currently underway that involve Aboriginal populations and the faculty has started to investigate opportunities to interact with the Institute for Aboriginal Health.
- **Community Relations:** The faculty has been an active participant in the First Nations Health Council.

FACULTY OF EDUCATION

- **Student Support and Retention:** The Faculty has directed considerable resources towards supporting, recruiting and retaining Aboriginal undergraduate and graduate students. Activities include the following:
 - Held a Native Indian Teacher Education program on-campus orientation and gathering (resources committed \$8,000);
 - Established the Shirley Wong Bursary for Aboriginal undergraduate students (\$90,000 endowed);
 - Provided leadership and administration for Supporting Aboriginal Graduate Enhancement (SAGE), a province-wide peer-support and faculty mentoring program (resource commitment: \$15,000 plus one faculty mentor – in kind);
 - Supported the Indigenous Graduate Student Symposium organized by Aboriginal graduate students (resources committed: \$5000); and
 - Provided funding packages for eight Aboriginal PhD students. Four new students received a \$14,000 package in 08/09 and then \$20,000 in 09/10 and four new students received \$20,000 in 09/10 (resource commitment: \$256,000).
- **Curriculum and Public Programming:** A new course on Aboriginal education is being developed and will be a core requirement starting in 2011 (estimated resource commitment \$10,000). A proposal has also been developed for a Faculty-wide Indigenous Education PhD sub-specialization.
- **Recruitment and Support of Faculty and Staff:** The Faculty of Education has been very active in the recruitment of Aboriginal faculty members. Mark Aquash joined the Faculty as Assistant Professor and Director of the Native Indian Teachers Education Program and Drs. Tracy Friedel and Peter Cole were appointed as Assistant Professors in the Department of Curriculum and Pedagogy. The following searches are also in progress:
 - Assistant Professor in Indigenous Language Revitalization in the Department of Language and Literacy Education;
 - Assistant or Associate Professor in Indigenous Culture and Health in the School of Human Kinetics;

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- Tier two Canada Research Chair in Indigenous Counselling and Mental Health in the Department of Educational and Counselling Psychology and Special Education;
- And a tier one Canada Research Chair.
- **Research:** The Indigenous Education Institute has established a province-wide Aboriginal math consortium (K-12) and also partnered with Edudata Canada on a research project examining Aboriginal student transitions from undergraduate to graduate studies. There are also other faculty members engaged in research concerned with a broad range of topics related to Indigenous education that include Indigenous health, First Nations youth, literacy in Indigenous contexts, and community education.

FACULTY OF FORESTRY

- **Pre-university, Recruitment, and Access Initiatives:** As part of its First Nations Strategic Plan (2007-2010), the Faculty of Forestry set goals for Aboriginal Student enrolment at both the undergraduate and graduate level. Towards this end, a proposal has been developed for a bridging program. There are currently two Aboriginal graduate students working on research projects within the faculty, and in 2009 an Aboriginal student won the Best Masters Thesis Award in the Faculty.
- **Student Support and Retention:** For a number of years, the Faculty had in place a Coordinator of Aboriginal initiatives. Unfortunately, at this time funding is not available for this position.
- **Curriculum and Public Programming:** Under its First Nations Strategic Plan, the Faculty has recently made significant progress in the area of curriculum and a specialization in Community and Aboriginal Forestry was implemented in September 2010. To provide learning opportunities in business management, a minor in commerce is available in this specialization. The Faculty offers at least 50 undergraduate and 36 graduate hours of Aboriginal content in 6 courses. In addition, FRST 424, Sustainable Forest Management has had two Aboriginal projects each year in the senior capstone. Forestry also recently agreed to provide university credit for courses taught at the Haida Gwai Semester.
- **Research:** In 2010, there are at least 16 ongoing Aboriginal-related research projects in the Faculty.
- **Community Relations:** All of the Aboriginal-related research projects have some level of community participation. In some cases, community members have attended Masters defenses and class community presentations. In 2009 an MOU was signed with the Katzie First Nation and the Faculty has participated in their forestry board. The Alex Fraser Research forest has pursued relationships with the First Nations in its area and the Faculty has developed linkages with other relevant organizations including a protocol with the First Nations Forestry Council and participating in the Association of BC Forest Professionals' Aboriginal Committee.
- **Internal and External Communications:** The Faculty has developed a communications plan which has led to a web page redesign, and the preparation

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of brochures for the Community Aboriginal Forestry Program. This has included the involvement of the Faculty's First Nations Council of Advisors.

FACULTY OF GRADUATE STUDIES

- **Pre-university, Recruitment, and Access Initiatives:** Graduate admission eligibility policies have been revised to better reflect a broad-based admissions approach for Aboriginal and other applicants and to directly encourage Aboriginal students to apply.
- **Student Support and Retention:** An existing staff position (Asst. Dean held by Jenny Phelps) was assigned duties as "Aboriginal Coordinator" to serve as an identifiable resource person for Aboriginal students. Scholarship funding administered by FGS for Aboriginal graduate students increased in 09/10 to just over \$300,000 but in 2010/11 several funding programs will end; FGS is working to address this by dedicating funds from the new Four Year Fellowship Program and encouraging disciplinary faculties to dedicate portions of their Graduate Support Initiative funding to Aboriginal students.

COLLEGE FOR INTERDISCIPLINARY STUDIES

- **Curriculum and Public Programming:** The Centre for Women's and Gender Studies (CWAGS) recently collaborated with the Museum of Anthropology to sponsor an exhibition and speakers series, "Forgotten Women", a tribute to the 69 women missing and murdered from the Downtown Eastside. CWAGS also partnered with the House of Learning and the Equity Office to bring Justice Rosalie Abella to UBC to host a forum on "25 years of employment equity in Canada".
- **Recruitment and Support of Faculty and Staff:** The Centre for Women's and Gender Studies recently hired a new faculty member, Leslie Robertson, whose research interests focus on Aboriginal women and health, and First Nations' oral histories.
- **Research:** Units within the College for Interdisciplinary Studies tend to take the interdisciplinary or holistic approaches that are recognized as being appropriate for addressing the social issues important to Aboriginal people. There are a number of initiatives within the college that have a considerable Aboriginal focus:
 - Dr Leonie Sandercock of the School of Community and Regional Planning was invited by the Cheslatta Carrier Nation and Ts'il Kaz Koh Nation to explore healing of Native/non-Native relations in Canada. This has resulted in a major six-year research initiative and a feature-length documentary which is leading to positive dialogue between the Aboriginal and non-Aboriginal communities in the area. The documentary has also been recognized as having significant public education potential
 - Honouring and respecting First Nations epistemologies, the Aboriginal Fisheries Research Centre, under the direction of Dr David Close, combines traditional ecological knowledge with modern science to

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support more effective ecosystem and aquatic resource management. Recognizing the importance of fish and other aquatic resources in the traditional ways of life including the spiritual, subsistence, and commercial, the activities of the Aboriginal Fisheries Research Centre integrate traditional knowledge, aquatic ecology, fish biology, including physiology, and use these tools to benefit indigenous people's resource management.

- In his own research, Dr Close has discovered a steroid hormone in the lamprey that may help in the conservation of this eel-like fish, which dates back 500 million years and is culturally important to the tribes of the Columbia River. The research is receiving international attention because it provides evidence of the origin and evolution of stress hormones in vertebrates. Close also intends for the findings to have a practical application in the efforts to save the Pacific lamprey in the Columbia River. He published the finding in the Proceedings of National Academy of Sciences Early Edition in July.
- As part of facilitating the Aboriginal Research Network, Associate Principal Sneja Gunew and the Faculty of Arts Dean's Advisor on the Aboriginal Strategic Plan, Professor Margery Fee, collaborated with Green College to add an international and comparative dimension by bringing together local researchers and scholars from India who were engaging in research with Aboriginal peoples for a Transnational Indigeneity Workshop held in May 2010.
- **Community Relations:** The Aboriginal-focused research work being carried out within the college has been conducted in collaboration with communities and includes wider outreach. Dr Sandercock's work represents the idea of conducting research at the invitation of and in collaboration with First Nations communities with the result being a benefit (as defined by the communities themselves) to those communities and to a wider audience. Dr Close's work in the Aboriginal Fisheries Centre is conducted with First Nations communities in an effort to benefit those communities with respect to this important resource. The Centre for Women's and Gender Studies has worked with Aboriginal communities and has also reached out to broader communities through the MOA exhibit, lecture series, and forum on employment equity.

FACULTY OF LAND AND FOOD SYSTEMS

- **Pre-university, Recruitment, and Access Initiatives:** Much of the Faculty's work in this area has been carried out by the Aboriginal Coordinator (40% Land and Food Systems, 60% Science), and has focused on developing interest and supporting K-12 students. Initiatives include a number of science outreach programs such as CEDAR, partnerships with the Vancouver School Board, attendance at career fairs, and early contact with Aboriginal applicants.
- **Student Support and Retention:** The Aboriginal Coordinator provides counseling and referrals to further counseling or advising, organizes cultural activities and Aboriginal student luncheons, and works with admissions to contact

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students as they are applying in order to foster additional interaction as they enter university. This has led to the early development of relationships between support workers and incoming students.

- **Curriculum and Public Programming:** Although the Faculty does not have a systemic curricular focus on Aboriginal issues, Land, Food, and Community II (LFS 350) has focused on food security issues in Bella Coola. Six to ten LFS students travelled to Bella Coola in two academic terms to meet with community members and conduct volunteer work.

Through the Centre for Sustainable Food Systems' programming on the UBC Farm, the Faculty of Land and Food Systems supports a range of Aboriginal initiatives, including the Urban Aboriginal Community Kitchen Garden Project and the Institute for Aboriginal Health's medicinal plant gardens (resource commitment estimated at \$60,000).

- **Research:** Two professors have conducted research with Aboriginal communities and four graduate students have completed M.Sc. theses focusing on Aboriginal issues and knowledge.
- **Community Relations:** Land and Food Systems has a direct relationship with Musqueam as well as the urban Aboriginal community, including a partnership with the Vancouver Aboriginal Friendship Society.

FACULTY OF LAW

- **Pre-university, Recruitment, and Access Initiatives:** In 2010, 22 Aboriginal students entered the first year law program. This is the highest number of Aboriginal students entering the UBC First Nations Legal Studies Program ever, and likely the highest number of Aboriginal students entering first year in any law school in Canadian history. It is hoped that enhancements to programs and better communication strategies will lead to continued improvements in recruiting. It is also recognized that the graduate program needs to continue to strive to reach prospective incoming Aboriginal students and offer sufficiently attractive packages.
- **Student Support and Retention:** The Faculty continues with its ongoing programs designed to provide academic, cultural, and personal support for Aboriginal students. These efforts are spearheaded by the First Nations Legal Studies Program which is developing an Aboriginal-centered approach to student support. In spring of 2010, the Associate Director will be assisting the Aboriginal Law Students Association in hosting alumni at lunchtime speaker events and organizing a lecture or speaker series on Aboriginal legal and political issues.
- **Curriculum and Public Programming:** With a broad range of courses focused on Aboriginal legal issues, UBC now enjoys the greatest depth in the field of Aboriginal law of any law school in Canada. Through the First Nations Legal Clinic students represent Aboriginal clients in a wide range of matters.
- **Recruitment and Support of Faculty and Staff:** On July 1, 2009, the Faculty welcomed Associate Professor Darlene Johnston (Anishnawbe, Cape Croker First Nation). Andrea Hillard (Nuxalk Nation) is entering her 2nd year as Associate Director of the FNHLS program.

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- **Research:** The First Nations Legal Studies Program continues to build research capacity based on the activities of individual faculty members. The Program remains interested in securing additional funds to develop broader research networks and to establish the Center for International Indigenous Legal Systems as significant research module within the university.
In early 2010 the First Nations Legal Studies Program hosted an Indigenous Pedagogies Retreat (funded by UBC Equity) to build a networking system for law school teachers who share an interest in progressive reform in the teaching of legal issues involving Indigenous peoples. Out of this meeting, the Society for Indigenous Legal Orders was formed.

FACULTY OF MEDICINE

- **Pre-university, Recruitment, and Access Initiatives:** To reach out to Aboriginal high school students, the Faculty makes presentations during the Summer Science Program and runs the Aboriginal into Medicine Preadmissions Program that introduces youth to the study of medicine. An Aboriginal admissions guide and Aboriginal admission stream have also been developed and 5% of seats annually in the first year MD undergraduate program are targeted for Aboriginal students. At present, a total of 33 students in the MD undergraduate program have identified as Aboriginal.
- **Student Support and Retention:** The Faculty has a number of student support initiatives in place: an early three-day orientation to the MD undergraduate program, an annual retreat for Aboriginal students and residents, and an Aboriginal Programs Coordinator to provide student support.
- **Curriculum and Public Programming:** Aboriginal issues are incorporated into Faculty of Medicine curriculum in a number of ways:
 - Some cases in the MD undergrad program highlight issues that affect Aboriginal patients and the longitudinal two-year course "Doctor Patient and Society has established First Nations, Inuit, and Métis health core competencies.
 - UBC is seen as a leader in developing education materials in Aboriginal health and is represented on the Indigenous Education Working Group.
 - In 2002 UBC became the first University in Canada to have an Aboriginal Residency Program.
 - A number of interprofessional courses have been developed with community partners.
- **Recruitment and Support of Faculty and Staff:** The Faculty has one Aboriginal faculty member in the Department of Surgery in the Northern Medical Program, as well as 14 clinical instructors from across the Faculty. The Aboriginal Programs Coordinator/Associate Director, Division of Aboriginal People's health is from the Lil'Wat First Nation.
- **Research:** The Aboriginal People's Health Division supports the idea that research must be done in partnership with Aboriginal communities. It also must be seen to be of benefit, have an enduring focus, and be accompanied by

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appropriate services. Currently, research is underway in rural Aboriginal maternity care and through the Cultural Safety Project in Skidegate.

- **Study and Work Climate:** The Division of Aboriginal People's Health hosted an Aboriginal Health Week to highlight the work of Aboriginal healthcare professionals. Undergraduate medical students formed the "Aboriginal Health Initiative to increase awareness of Aboriginal Health issues and develop resources to expose students to the practice of providing health care to Aboriginal communities.
- **Community Relations:** The Division of Aboriginal People's Health has an "Indigenous Speaker Series" as well as a biweekly videoconference to almost 100 First Nations communities that responds to healthcare centre needs. This is a partnership with the Inter-tribal Health Authority, Health Canada, and First Nations Health Council.
"Hartley Bay" is a project with the community, International and Aboriginal People's Health Divisions to build relationships, create health promotion interventions, build capacity, and provide clinical services.

FACULTY OF PHARMACEUTICAL SCIENCES

- **Pre-university, Recruitment, and Access Initiatives:** Aboriginal identity is taken into consideration during both pre-interview and final ranking decisions. Currently four students enrolled in the Bachelor of Science in Pharmacy program are identified as holding "Aboriginal status."
- **Curriculum and Public Programming:** The Faculty has prepared a proposal for a patient-centered pharmacy practice clinic on Haida Gwaii.

SAUDER SCHOOL OF BUSINESS

- **Pre-university, Recruitment, and Access Initiatives:** The Ch'nook Cousins Project works with 50 college-bound Aboriginal high school students providing them with the opportunity to meet with students currently engaged in full-time business studies.
- **Student Support and Retention:** The Ch'nook program provides support to Aboriginal learners in initiating and completing business education programs. In 2009/10, 39 full-time business students studying in 13 BC post-secondary business programs received financial, academic and career support. The Ch'nook Advanced Management program, an intensive part-time program, had 17 participants in 2009/10.

FACULTY OF SCIENCE

- **Pre-university, Recruitment, and Access Initiatives:** Through the Aboriginal Coordinator (40% Land and Food Systems, 60% Science), the Faculty has focused on developing interest and supporting K-12 students. A number of initiatives are underway including CEDAR summer programming for Aboriginal

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students age 8-12 (\$20,000/yr), the year-round CEDAR explorers program, partnerships with the Vancouver School Board, attendance at career fairs, and early contact with Aboriginal applicants. The Fisheries and Ecological Sciences Road Show project also provided an opportunity for Aboriginal undergraduate and graduate students to present information about issues in fisheries management at career fairs and provided a means to connect UBC recruiters with students.

- **Student Support and Retention:** Through the Aboriginal Coordinator, relevant counseling, referral services, and cultural activities are offered. The Aboriginal Coordinator also works with admissions to contact students as they are applying for admissions in order to foster additional interaction as the students enter the university. Students are flagged and requested to make contact with the Coordinator if there is concern about a particular subject area. In addition to the Aboriginal Coordinator, the Faculty of Science supports a team of student service professionals who work with undergraduates on academic, career, and personal development issues. Sponsorship for individual students to receive tutoring in specific subjects is also provided.
- **Recruitment and Support of Faculty and Staff:** In 2008, the Faculty of Science and the Fisheries Centre collaborated on the successful recruitment of Dr David Close into an Aboriginal Fisheries faculty position.
- **Research:** The Faculty has as one of its pillars the recognition of the importance of research into Aboriginal program planning and education more generally. The Faculty has been involved with the VSB-UBC Committee on Science and Mathematics Education, transitions research undertaken by Forestry, transitions research undertaken by Education, and other research initiatives related to Aboriginal science education.
- **Community Relations:** The Faculty has a direct relationship with Musqueam and a partnership through the Bridge for Sport Program but has also focused on the urban Aboriginal community and has a partnership with the Vancouver Aboriginal Friendship Society.

INSTITUTE FOR ABORIGINAL HEALTH

- **Pre-university, Recruitment, and Access Initiatives:** Through two one-week programs for Aboriginal students in grades 8-12, the Summer Science Program promotes interest in health and human service programs (resource commitment: \$75,000).
- **Student Support and Retention:** The Indigenous Students in Science and Health Education Association meets regularly to provide information and support to Aboriginal students. Several health science scholarships and work-study placements are also provided throughout the year. The institute also has a dedicated student work area that is becoming a hub for students.
- **Curriculum and Public Programming:** The Aboriginal Health and Community Administration Program is an award-winning unaccredited program offering training to Aboriginal community health workers (resource commitment:

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\$75,000). This year the program had over 20 graduates. A Masters Degree in Aboriginal Population health is also under development.

The institute also oversees the Aboriginal Garden at the UBC farm and is participating in the land-based Aboriginal Working group to maximize the long-term impact of Aboriginal initiatives on the farm.

- **Recruitment and Support of Faculty and Staff:** The Institute employs three core Aboriginal staff, several work study students, and other temporary staff (UBC core-funded staff salaries: \$292,808).
- **Research:** A Research coordinator has been hired and a number of research projects are under development. The Institute is a partner in an E-mentoring project that has recently been funded for \$917,897.
- **Community Relations:** A strong network of community relations, both urban and rural, has been established and ties have been developed with Vancouver Coastal Health, the Chiefs' Health Committee, Stehyiaq and Round Lake healing center, Dr Evan Adams and the Provincial Aboriginal Population Health Division.
- **Internal and External Communications:** The Institute has been present at many conferences on and off-campus and has developed a new brochure.
- **Development Initiatives:** The institute is working on a development initiative and an education and research fund has been created to accept donations.
- **Administration, Evaluation, and Resources:** A community and faculty consultative visioning process recently led to the development of a document that will provide direction to the institute in the coming years.

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OTHER UNIVERSITY UNITS

FIRST NATIONS HOUSE OF LEARNING

- **Student Support and Retention:** Student support continues to be a major focus of the House of Learning, and over the past year a number of changes have taken place to ensure that students' evolving needs are being met:
 - The focus of the Aboriginal Students Services Coordinator has shifted from direct service delivery to coordination of services both within the Longhouse and across UBC units.
 - The outreach coordinator responsible for programs such as Bridge Through Sport, has been transferred to the Longhouse from Community Affairs. This will allow for a more coordinated approach to outreach and expanded activities in this area.
 - The Longhouse student space has been reconfigured to allow for distinct study and social spaces and further improvements will be made over the next year. This will include renovations and upgrades to the computer lab to make it more usable as an instructional space and to incorporate multimedia stations.
 - An Aboriginal counsellor has been hired by Counselling Services and accredited counselors and academic advisors will now have hours in the Longhouse.
 - On-site tutoring services are now available for students.
 - The House of Learning is the lead unit on the development of a new UBC Aboriginal website to be launched later this year. The portal will provide information on programs and services to current and prospective Aboriginal students as well as the wider community.
- **Internal and External Communications:** The addition of the outreach coordinator to the House of Learning team will facilitate expanded relations with Aboriginal communities and organizations and over the next year, additional staff will be hired in public relations.
- **Administration, Evaluation, and Resources:** The House of Learning recently hired a Research and Communications Officer who will be responsible for gathering and maintaining information on current and past UBC programs, student and faculty representation, best practices, and other relevant research.

VICE PRESIDENT, EXTERNAL, LEGAL AND COMMUNITY RELATIONS PORTFOLIO

- **Curriculum and Public Programming:** The Chan Centre continues to actively seek out opportunities to present Aboriginal artists and speakers and is building connections with Aboriginal community members to determine how and if the Chan can play a bigger role in fostering Aboriginal performing arts. Aboriginal performing artists have been brought in through the Roots and Shoots program (world music programming and mentorship for children from less advantaged Vancouver schools) and the Live Sessions series (aimed at students, faculty and

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staff in the Telus Studio). This year Art Napoleon (Cree) as well as his daughter, emerging artist Niska, will be performing. In November, Lila Downs, a Mexican musician and activist of Mixtec descent, will be performing and speaking on a panel entitled “How the Arts Support Societies in Civil Conflict”. Documentary featuring female Mexican singers including Lila Downs, *Hasta El Ultima Trago... Corazon* will also be screened. UBC is the first and only Canadian university invited to submit a full proposal to the prestigious Association of Performing Arts Presenters Creative Campus Innovations Grant Program. The Chan Centre's application, which focused on the development of a program dedicated to addressing Aboriginal issues through the lens of the performing arts, was one of 31 semifinalists selected from 150 applicants.

In 2009/10, UBC Robson Square hosted 17 Aboriginal-focused events/meetings attended by an estimated 500 people. In Fall 2010, UBC Robson Square is hosting a series of six special dialogues on critical issues in Aboriginal Life and Thought, a Lifelong Learning series presented by the UBC First Nations Studies Program, the First Nations House of Learning, the Irving. K. Barber Learning Centre and UBC Continuing Studies. Conversations have begun with the First Nations House of Learning around other programs and events that could be held and showcased at UBC Robson Square in the future.

- **Faculty and Staff Recruitment and Support:** The Chan Centre recently hired an Aboriginal staff member and intends to seek ways to increase the number of Aboriginal staff (potentially as operations staff, student workers and programming staff)
- **Community Relations:** Aboriginal performers at The Chan Centre have drawn in audiences from the Aboriginal community and even provided an opportunity for Cree language students to meet with Art Napoleon and his daughter Niska. For these events a Musqueam elder is invited to do the welcome. The Learning Exchange works with the urban Aboriginal population of Vancouver through its programming in the Downtown Eastside. While most programs are not Aboriginal-specific, the high proportion of Aboriginal people in the area mean that a relatively high proportion of those individuals reached are of Aboriginal ancestry:
 - **Storefront Programs:** It is estimated that about 25% of the patrons of the Afternoon Computer drop-in are Aboriginal and with the development of the Computer Skills Workshops, it is expected that some workshop and tutorial facilitators will be Aboriginal. Aboriginal people also participate in a number of other initiatives such as ESL Conversation Program (as tutors) and special events. In June 2010, an event was hosted to unveil a house post carved Simon Charlie. This included a reception and a screening of Leonie Sandercock's feature-length documentary “Finding Our Way”.
 - **Trek Program and Reading Week Projects:** Through ongoing community service learning placements at East Vancouver schools, hundreds of UBC students work with K-12 students (many of whom are Aboriginal) in activities focused on literacy and numeracy, math and science, and arts and culture. UBC students also work with many

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Aboriginal children and youth during reading week break.

Programming often includes activities designed to teach students about First Nations culture, history and language.

- **UBC-Community Learning Initiative:** This past year, a number of initiatives in which community service learning was incorporated into academic courses were focused on Aboriginal communities. This included civil engineering students working to design a storage shed for the Urban Aboriginal Community Kitchen Garden Project and music students partnering with community members to organize an Aboriginal song circle.

UBC Ceremonies continues to build on its already strong working relationship with the Musqueam and maintains consistent and frequent contact with Band members. This has included work on increasing Musqueam involvement in ceremonies and events on campus, including graduation, official university events, and other activities that could or should involve the Musqueam. As part of this, Ceremonies provides advice and contact information to faculty and staff on protocols relating to Musqueam involvement. Ceremonies also liaises with the UBC Okanagan Ceremonies Office to ensure that relationships and involvement of the Musqueam and Okanagan communities with the respective campuses are comparable, engaging and continuously growing.

- **Internal and External Communications:** Public Affairs has assigned a Communications Coordinator to work with the First Nations House of Learning to assist with the creation of a communications plan. This coordinator will source Aboriginal-focused stories for inclusion in such vehicles as UBC Reports, the Annual Report, media releases, and media pitches. The Executive Director of Public Affairs also sits on the advisory panel for the new Aboriginal Portal.

VICE PRESIDENT, STUDENTS PORTFOLIO

- **Pre-university, Recruitment and Access Initiatives:** Athletics and Recreation provides discounted rental rates Thunderbird Park playing fields, as well as staff support for the annual Musqueam Youth Soccer Tournament. There is an Aboriginal Recruiter in Enrolment Services. This position recruits specifically to aboriginal students and is available to provide a more holistic service to Aboriginal applicants in that they have been cross-trained to support students through the application, admission, financial aid and scholarship stages.
- **Student Support and Retention:** Significant progress has been made across various units under the VP Students to provide improved services and support for Aboriginal students at UBC. Ongoing dialogue is expected to result in further improvements over the coming year:
 - In the summer of 2010 a Coordinator, Strategic Aboriginal Initiatives position was created in the VP Students portfolio. This position has been filled by Joseph Graeme, who is located in Brock Hall, and will coordinate services and liaise with groups across campus.

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- Student Financial Assistance and Awards has hired a new advisor who has extensive training and experience working with Aboriginal communities. The need for assisting Aboriginal students before they reach a crisis has been identified, leading to financial literacy workshops being held at the Longhouse and an advisor holding regular appointment times at the Longhouse starting in Fall 2010. The advisor will also contact newly admitted NITEP students to discuss funding options and supports available. Discussions will soon be initiated around the development of new financial awards for Aboriginal students that will recognize academic excellence and help mitigate financial need.
- Starting in September, Student Housing and Hospitality Services will provide consolidated residence and meal plan invoicing, a monthly installments payment plan, and third-party invoicing upon request. Continuing Aboriginal students will be ensured ongoing accommodation in student residence after first year, and priority access to Student Family Housing will be available for many Aboriginal students.
- Student Development and Services has designated a primary Aboriginal student point of contact for each unit to improve access to services. Working with Enrolment Services teams have also been developed to improve the third-party billing system, and more generally, to improve capacity to understand and meet the needs of Aboriginal students. This has included the prioritization of staff professional development in this area.
- Starting in September 2010, a Student Health Services nurse will hold regular office hours in the First Nations Longhouse.
- Go Global is working to identify university partnerships with strong/parallel Aboriginal student services or Aboriginal studies programs. They are also exploring the development and communication of opportunities that reduce barriers for Aboriginal student engagement in international learning.
- Career Services assisted with organizing an Aboriginal Career Fair and continues to be involved in the Aboriginal Lynx project. Aboriginal speakers and community employers have been brought in to speak at a number of events.
- Increased access to counseling for Aboriginal students has been a key priority for Counseling Services: additional counseling options are now available including on-site counseling at the Longhouse and the Counseling Services Centre in Brock Hall; An Aboriginal counselor position, filled by Renée Robert, has been funded; and new referral procedures have been implemented to streamline access to counseling for Aboriginal students.
- Access and Diversity is currently reviewing mechanisms to support Aboriginal students who identify as students with disabilities.
- **Study and Work Climate:** Units under the VP Students have sought to increase awareness and understanding of Aboriginal history, culture and issues

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among the wider UBC student population. Student Development and Services has begun to incorporate Aboriginal content in Peer Programs training while International Student Development plans to include Aboriginal content in UBC Jump Start and GALA – International Orientation and promote awareness of Aboriginal cultures in a number of International Student Development programs, including the International Peer Program.

- **Internal and External Communications:** Various units have been involved in the Aboriginal Strategic Plan Communications Task Group and contributed content, input, and interviews for the new Aboriginal web portal.

UBC LIBRARY

- **Pre-university, Recruitment, and Access Initiatives:** The Xwi7xwa library participated in the Native Youth Program with the Museum of Anthropology and the Summer Science Program with the Faculty of Land and Food Systems.
- **Student Support and Retention:** The Xwi7xwa Library was involved in a variety of events for Aboriginal students including those hosted by the First Nations Student Association and the House of Learning. In order to better assist Aboriginal students and faculty, Education librarians have attended a number of workshops and presentations in which they learnt more about indigenous research and ways of knowing.
- **Curriculum and Public Programming:** Recognizing that access to accurate and complete information is critical to curriculum development and research, various library units are actively expanding their collections of Aboriginal materials. A number of Library units have also offered support and training to Aboriginal students and courses with an Aboriginal focus. Art, Architecture and Planning provided in-class presentations in First Nations art history courses and the Life Sciences Libraries have given orientation sessions and other support for Aboriginal students in certain programs and maintain an Aboriginal Health and Healing subject guide.
- **Recruitment and Support of Faculty and Staff:** Kim Lawson of Xwi7xwa library was funded to travel to New Zealand for the International Indigenous Librarians' Forum.
- **Research:** Kathy Hornby of the Life Sciences Library is a co-investigator on a TEK-TIC Strategic Investment Grant, "Better Knowledge, Better Health: Promoting Health Literacy in the Digital Age," that will customize a "Searching for Health Information Online" training module and make training available to future Yukon Community Learning Centre community research leads. During 2009, the head of Xwi7xwa Library was granted leave to pursue further work on doctoral studies on indigenous knowledge organization relevant to the design of a subject thesaurus and renewed classification scheme.
- **Community Relations:** The Irving K. Barber Learning Centre (IKBLC) has worked with First Nations communities on a number of projects, including:
 - An original work of art by Musqueam artist Brent Sparrow was commissioned;

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- A project was initiated to assist First Nations communities with digitizing materials important to their history;
- The House of Learning and the First Nations Technology Council are represented on the Advisory committee.
- A School of Library, Archival and Information Studies co-op student was funded to itemize materials used by the Nisga'a in their successful self-government process.
- Author readings by Aboriginal persons have been held at the IKBLC/Robson Square.

DEVELOPMENT AND ALUMNI ENGAGEMENT

Community Relations: Alumni Relations has organized two Aboriginal roundtables with Aboriginal community leaders and alumni and in October 2010 will host a “UBC Dialogue” on Aboriginal Engagement. One suggestion that came out of these roundtable discussions was the establishment of an Aboriginal Alumni network. Alumni relations has since been in conversation on this with alumni and the First Nations House of Learning and ideas for an alumni network and/or mentorship program are being explored.

Development Initiatives: In recognition of the role that external funding sources can play in supporting Aboriginal initiatives at UBC, Development and Alumni Engagement (DAE) has taken a number of actions to facilitate improved fundraising efforts:

- A representative from DAE has been appointed as coordinator for activities in support of the Aboriginal Strategic Plan.
- A university-wide Aboriginal fundraising case for support is being developed to ensure consistent messaging and language across fundraisers.
- As part of UBC's Development and Alumni Campaign, a list of priority projects has been developed. As of April 2010, 43 of the priority projects, totaling \$153M of which \$46M is committed, have been identified as supporting Aboriginal engagement (UBC Vancouver and UBC Okanagan).
- Examples of Aboriginal-focused gifts received in 2009/10 include \$30,000 for Eileen Sworder to create the Roy Sworder First Nations Bursary in the Faculty of Forestry and \$167,000 from the Law Foundation to the First Nations Legal Clinic.
- DAE's new database will allow for more efficient reporting on dollars raised in support of Aboriginal engagement.