a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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Provost and Vice President Academic

November 27, 2012

To: Senate
c/o Christopher Eaton, Associate Registrar & Director, Senate & Curriculum Services

From: David H. Farrar
Provost and Vice-President Academic

Re: Aboriginal Strategic Plan Implementation Report, UBC Vancouver

Item for information:

I am pleased to forward for information of the Vancouver Senate the Aboriginal Strategic Plan Implementation Report 2012 for UBC Vancouver.

The Aboriginal Strategic Plan was adopted in January, 2009. The Report outlines the progress made by UBC Vancouver and points to the areas requiring further focus in the implementation of the Aboriginal Strategic Plan.

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

Attachment: UBC Aboriginal Strategic Plan Implementation Report, UBC Vancouver Campus 2012

UBC Aboriginal Strategic Plan
Implementation Report
Vancouver Campus
For the Period Ending June 30, 2012

Since the first report on the implementation of the Aboriginal Strategic Plan in 2010, considerable progress has been made in several key areas. Aboriginal enrolments and graduation rates have continued to rise: in the 2010/11 academic year, 1,041 students were identified as Aboriginal at UBC, with 729 students on the Vancouver campus, and, on Vancouver campus, 121 Aboriginal students graduated in all degree categories. At the Vancouver campus, processes surrounding admissions and several aspects of student support that have long operated as barriers to Aboriginal students have been significantly improved, and new pathways into UBC established. Major advances have also been made in data management, allowing students to more easily update their self-identification status, and providing more consistent baseline information. In research, a process moving towards better understanding and more complete evaluation of the kinds of collaborative research frequently done with Aboriginal communities and organizations has been established that will better support new research and significant initiatives already underway, and across the university new curriculum has been established and new Indigenous and expert faculty have been hired. UBC now has more than twenty Indigenous faculty on tenure-track appointments—one of the largest cohorts in a research-intensive university in the world. Additional programs for pre-university Aboriginal students have been established. A major strategic planning initiative for Aboriginal programs has begun for the health disciplines, and major Indigenous initiatives are now at the forefront of the Faculty of Education's agenda. Finally, UBC has begun a set of initiatives surrounding the history and legacy of the Indian Residential School system that will provide a focus for all of our programs aimed at the potential for a better future, based in a common understanding of our shared history, that we can, as an informed society, develop together.

Before beginning with this last set of possibilities, it is important to note that the Aboriginal Strategic Plan is now in its fourth year of operations. At its inception, the plan was intended to initiate new activity and provide institutional focus; in a larger sense, however, it is built on the recognition that the many forms of activity it encompasses are and must be embedded in core University functions in ways that are sustainable and allow for growth. It is important to ensure that, at the unit level, progress to date is understood and stable, and that a path for future development is defined. A final section of this report (Budgets and Planning) returns to this concern.

INDIAN RESIDENTIAL SCHOOL INITIATIVES

On November 1, 2011 the First Nations House of Learning, in collaboration with the Indian Residential School Survivors Society, hosted a day-long Dialogue on the History and Legacy of the Indian Residential Schools. For more than a century, the Indian Residential School system forcibly removed Aboriginal children from their communities and families and placed them in a system of extended confinement in which many died and many more suffered multiple forms of abuse. The effects upon individuals and communities were devastating and, though the last school closed in 1997, those effects reverberate through families and communities to this day. Until recently, these effects were rarely openly discussed in communities, and remained virtually invisible to the larger Canadian society that had tacitly authorized and perpetuated their operation. Even though Prime Minister Stephen Harper apologized in Parliament on June 11, 2008 for the systematic injustices perpetrated through this system few Canadians know much about this history or about the wider history it represents. The result is that Aboriginal people and other Canadians enter into conversations and negotiations with no real basis for understanding each other, or the context of the issues they are attempting to resolve.

The November 1 Dialogue at UBC was designed to give key administrators, faculty, and student leaders the opportunity to come together with residential school survivors and other Aboriginal leaders to develop a better understanding of this system and its effects, and to consider the ways in which a more informed understanding might provide the basis for a better future. The day, conducted according to Coast Salish ceremonial practice, was intense and, at many points, very difficult, but many participants indicated that it was very significant in giving them the basis for a new understanding and a clearer vision of what education can and should be in providing a basis for Canadian and Aboriginal relations.

Following this event, a further set of initiatives have been undertaken. First, a set of anniversary events during Celebrate Learning week in October 2012 has been scheduled to follow up on and continue the work begun in 2011. One focus will be further planning: the Truth and Reconciliation Commission of Canada (TRC), established by court order to gather testimony and documentation on the Indian Residential School system, is scheduled to hold its last National Event on the west coast in Vancouver in the fall of 2013. The UBC Faculty Senate and Board of Governors has approved the suspension of classes for one day during that National Event so that students and the university community may more actively participate in it, and this year's activities will plan how the National Event can be built into curriculum and other forms of engagement. Several campus units have already begun planning for such programs.

Part of the mandate of the Truth and Reconciliation Commission is also the formation of a permanent National Research Centre (NRC) to provide access to its records and to develop educational materials and public information on the schools. UBC has also joined with the University of Manitoba in a bid to become the National Research Centre. If this bid is successful, UBC will establish a West Coast Centre that will provide access to Indian Residential School records and testimony, and develop educational materials and public information that will provide institutional memory for this history and for the broader set of historical relations it represents, especially as it applies to British Columbia. It will serve as a focal point for education on the Point Grey campus, a destination point for K-12 students from across the province and for visitors from communities and around the world, and for the formation of new relationships and understandings that will serve us all.

ABORIGINAL STUDENT SUCCESS

Since the last report in 2010, considerable institutional focus has been devoted to removing barriers to Aboriginal student success and to providing better support for Aboriginal students at all levels.

Areas of Accomplishment

Admissions. Better management of the Aboriginal applicant pool and more efficient address of data issues resulted in an increase of 56% in undergraduate Aboriginal admissions for winter session 2011 without any changes having been made to admissions criteria. In the following year, admissions held even with this increased amount, even though very broad changes in general UBC admissions processes produced some challenges (further information below). The work done on Aboriginal admissions processes was very difficult and technically challenging, but the results clearly worthwhile. As noted at the end of this section, however, continued monitoring and adjustment will be necessary to retain and extend these gains, and to extend them through work in other areas.

In addition to these changes, substantial progress has been made in harmonizing data on Aboriginal students. Students can now more easily self-identify at the time of admission, and can easily change their status at any subsequent point. Definitions and the purpose of self-identification have also been more clearly explained. While it is possible that some of the increase in enrolments is an increase in self-identification, if so, it may well indicate that students feel more confident that identified Aboriginal status will work for them rather than against them. Although complexities and challenges remain in data collection, we can, for the first time, more confidently and consistently track Aboriginal student data from year to year.

Professional faculties, such as Law and Medicine, have separate admissions processes, and both Law and Medicine have had Aboriginal admissions programs that, for many years, been highly successful. The program in the Faculty of Medicine has frequently been studied by other institutions aspiring to similar success, and, in 2011, the Faculty of Law had a particularly successful admissions cycle, admitting nineteen new Aboriginal students for a total of fifty six—a record for a Law faculty in Canada.

More aggressive recruiting and support of Indigenous graduate students also resulted in gains across the university. In the 2010/11 academic year, 148 graduate students on the Vancouver campus were identified as Aboriginal. Since graduate students are admitted through many department processes, gathering more accurate current data on Aboriginal Graduate students remains a challenge. As graduate student recruitment tends to be international, the number of Indigenous students recruited to UBC also merits further investigation.

Financial Aid. New Aboriginal scholarships and fellowships have been established at the undergraduate and graduate levels and more than $600,000 in dedicated funding is awarded yearly on the Vancouver campus to Aboriginal students. Two major entrance awards have been established for high-achieving Aboriginal undergraduate students, each worth $20,000 over four years. Graduate student support has also been increasing: in the 2011-2012 academic year, $282,685 in academic fellowships was targeted for Aboriginal graduate students. In addition to these amounts, the Faculty of Education also reports $320,000 awarded each year to Aboriginal Ph.D. students with plans to award more. These awards supplement others already established for Aboriginal students, and other general awards for which Aboriginal students are eligible. Since the purpose of these dedicated awards is to increase the levels of support available to Aboriginal students, any other awards made to students that will be displaced by these larger awards will go to the next most highly ranked Aboriginal student rather than returning to the general pool.

UBC is moving towards a more integrated Admissions / Financial Aid process in which financial awards will be more closely tied to need and financial aid packages presented to successful applicants simultaneously with their notice of admissions. Though this shift in process should provide significant benefit to Aboriginal applicants, it will be important to monitor it to assure that it does.

UBC-Langara Transfer Program. Since the last report, UBC and Langara College have collaborated on the design of a transfer program for Aboriginal students entering the Arts Faculty. The program uses a number of incentives, including guaranteed admissions, financial awards, and support services to encourage Aboriginal students to gain the preparation necessary for admission and success at the university. Given that the majority of Aboriginal students leaving BC high schools do not meet the University's general admission requirements, and that Aboriginal students who do transition to BC colleges and universities often prefer

smaller institutions, this program is an important component of the Vancouver campus's overall Aboriginal recruitment strategy. Other faculties are now considering participation in this program.

Aboriginal Language Credits. BC and Yukon high school students applying to the Vancouver campus must complete an approved grade 11 language course to meet the campus's second language requirement. Although the Vancouver campus has accepted several First Nations languages for some time, an additional 14 languages were added in 2012 to the list of grade 11 and 12 courses satisfying this requirement. This change in admission policy provides First Nations students and others the opportunity to learn local First Nations languages while preparing for university admission. These courses are also significant in that they may be included in the student's admission average calculation. Finally, these language courses are also helpful for smaller communities who struggle to offer their students enough of the academic courses needed for university admission. The Okanagan campus has also approved these courses for inclusion in admissions.

Aboriginal Jump Start. The Jump Start program began as a two-week orientation program primarily for international students and has proved so successful in increasing student success that programming has been extended throughout the year and UBC is now beginning to extend it to a wider range of students. In August 2011, an Aboriginal cohort was added to Jump Start and programming developed that specifically addressed their academic and cultural needs. A second group of students will enter the program this fall.

Pre-University Programs. UBC continues to run an extensive set of pre-university and outreach programs for younger Aboriginal students. In addition to established campus-based programs such as Summer Science, CEDAR, and the Native Youth Program, other programs are run collaboratively with the Musqueam Indian Band, the Vancouver School Board, and other partners. A new Emerging Aboriginal Scholars Program developed in collaboration with the Pacific Institute for the Mathematical Sciences (PIMS) was successfully inaugurated in 2011.

Challenges in Aboriginal Student Admissions and Support

Though substantial progress has been made in many aspects of admissions, data collection, and student support, challenges remain. As noted above, UBC is in the process of making substantial changes to its whole system of admissions, including a major shift to broad-based admissions that evaluate factors in addition to GPA as an

index of past performance, as well as a very substantial change in the ways in which services are provided. These changes should be of benefit to Aboriginal applicants, but their actual effects are, as yet, uncertain, and there are reasons for concern. The longer admissions form, for instance, may present some additional challenges for students coming from households in which there is little familiarity with such processes. This year, around 150 Aboriginal students began the application process, but did not complete it: follow-up contacts with and support for such students is essential. The cost of application also appears to be functioning as a barrier and strategies to mitigate application and registration costs need to be investigated.

UBC's admissions cycle is also considerably behind that of other institutions, several of which grant early admissions to Aboriginal applicants. It is, therefore, extremely important that we continue to monitor admissions processes for their actual effects on Aboriginal applications, devise alternative processes as necessary, and maintain the flexibility and mobility to address challenges quickly as they arise.

The gains made to date in these areas have been the result of constant vigilance, a highly dedicated strategic team, and close collaboration with senior administrators. UBC is a massive institution, and the numbers of Aboriginal students are still quite small (<1.5% on the Vancouver campus): it is very easy for critical Aboriginal initiatives to be lost in day-to-day processes or in the course of administrative policy shifts. This year, as noted above, a major shift in the ways in which services are provided has begun that eliminates many of the support structures this team has worked so long to establish. In this transition, the ways in which Aboriginal student circumstances will be addressed has not been not entirely certain.

For the last two years, the position of Coordinator of Aboriginal Initiatives dedicated to strategic planning in Enrolment Services and the VP Students portfolio has operated on a trial basis. That oversight and planning function has been critical to the gains made to date—and to their extension in the foreseeable future. At present, a process of assuring the long-term stability of that position is nearly complete. In addition, a dedicated Aboriginal recruiter/advisor position has been part of the UBC recruiting team in Enrolment Services. That position is now being restructured to better address strategic priorities.

It is still also the case that some Aboriginal student programs, especially those directed towards pre-university students, are vulnerable to changes in extramural funding. Recent reductions in both federal and provincial government support have resulted in reduced functions for some programs (very notably the Native Youth Program). It is

imperative that alternative strategies for continuing these valuable programs be identified. They are far too valuable to lose.

Opportunities in Aboriginal Admissions and Student Support

Based on the work done to date and assuming that gains can be consolidated in the emerging new regime of admissions and services, we are now in the position to consider the expansion of the programs that have a solid base, and to consider the addition of others.

Extension of the UBC-Langara Transfer Program. As noted above, this program has begun as a path towards admission to the Faculty of Arts. There is considerable interest and advantage to its extension to other faculties, and it has the promise of becoming a major pathway to UBC for students who may not be in a position to take that step in first year.

The possibility of establishing relations with other institutions, including Aboriginal-controlled institutions that might provide laddering into the Langara program, should also be explored.

Investigation of Other Transitional Year Options. The UBC-Langara Transfer Program offers an additional route into UBC for students for whom direct entry may not be the best option, but it is also a program likely to be of benefit primarily to students in the lower mainland. Other transitional year program possibilities should be explored for students coming from more distant locations.

Older students who have considerable work experience also might benefit from the development of other avenues of entry, such as certificate programs that provide alternative pathways into degree programs for academically-oriented participants. Some existing programs, such as the Aboriginal Health and Community Administration Program (AHCAP) provide a starting point for such developments, and other models available to us through our international partnerships should be further explored.

With further developments, a full set of admissions pathways for Aboriginal students is within our reach.

Recruiting. The first stage of implementation of the Aboriginal Strategic Plan deferred the development of an active recruiting program until we were confident that our processes and support structures for Aboriginal students would reliably result in

positive student experiences, and that supports were robust enough to support expansion. Though work remains in all of these areas, an active recruiting policy is now warranted.

There are, however, some challenges. Most UBC programs are over-subscribed: students compete heavily for entry, and recruiting is not really necessary. For Aboriginal students, however, the case may be quite different. Aboriginal students across Canada and certainly in BC have many more options than they used to, and the number of Aboriginal students completing Grade 12 with the necessary entrance requirements is still quite low. Institutions are now quite clearly competing for Aboriginal students. Students are often attracted as well to smaller institutions closer to home, and the highest performing students are often recruited by other elite institutions, including some in the United States.

While the emergence of all of these options are desirable in terms of the larger social goal of providing Aboriginal students with multiple paths in higher education, UBC has unique opportunities for Aboriginal students in many areas and may well be the best choice for students who may choose other institutions if we do not adequately make our case. It is now the time to devise, resource, and implement an effective Aboriginal recruiting strategy. The full and strategic development of the dedicated recruiting position in Enrolment Services noted above is critical and requires the collaborative engagement of expertise from many areas, and certainly from the Coordinator of Aboriginal Initiatives in Enrolment Services and the VP Students portfolio.

CURRICULUM AND PUBLIC PROGRAMMING

In addition to the superb curriculum that exists across many units in many fields, significant developments have occurred since our last report in curricula of particular interest to Aboriginal students and communities.

Required Courses. The Faculties of Education and Law have both instituted mandatory Aboriginal curriculum requirements for all of their undergraduate students. The Faculty of Education has passed a requirement that all students complete a course in Aboriginal education.

The Faculty of Law will now be requiring that all students complete curriculum in constitutional law that addresses Aboriginal rights. This requirement is in response to the assessment in the legal profession that knowledge of these areas is fundamental to competence in the practice of law in Canada and will begin this fall.

New Degree Tracks. In addition to new and revised courses developing Aboriginal content across campus, some units are adding degree concentrations addressing Aboriginal concerns. The Faculty of Education is also offering a Master of Education with an emphasis on Indigenous Knowledges and Pedagogies.

Based on the success of research projects conducted in collaboration with First Nations communities, the School of Community and Regional Planning has also developed an Indigenous Concentration within its Master Program in Planning. This program should prove particularly valuable in developing the planning expertise necessary to take full advantage of the many areas of specialist expertise available in other areas throughout the university (in engineering, business, natural resources, politics and policy) to provide more integrated development strategies for communities. Too often specialist initiatives developed in communities do not progress because critical developments in some other area are lacking: this program will build the planning expertise to avoid those pitfalls and develop more integrated development strategies.

These programs and degree tracks supplement the many already in operation at UBC. The First Nations Concentration in the School of Library, Information, and Archival Studies (SLAIS) is one example, and the First Nations Studies Program in the Arts Faculty another.

Although not a degree track, another course is worthy of mention. For the last two years, the UBC Film Production Program has offered a one-term course in First Nations film production. This course provides students who are not film specialists the opportunity to develop an understanding of visual media and to produce a short video on a First Nations theme. In each of these two years, students have produced interesting work, and one student has gone on to major film festival success and the beginnings of a career. This course is funded by a multicultural film grant from Rogers Communications and will focus on Aboriginal film for one more year before rotating to another area. Further support will need to be secured for a First Nations film course to continue beyond this year.

New Faculty. UBC continues in its commitment and success in bringing additional Indigenous and expert faculty to the university. Since our last report, two new Indigenous faculty members have joined UBC. Dr Candace Kaleimamoowahinekapu Galla has joined the Faculty of Education, specializing in Indigenous language revitalization and education. Dr Daniel Justice, a senior Cherokee scholar specializing in Indigenous literature, has joined the Faculty of Arts as Chair of the First Nations Studies Program. In addition, the Faculty of Forestry welcomes Jeanette Bulkan from Guyana as Professor of First Nations and Community Forestry, replacing Professor Ron Trosper, who has returned to the United States. Several other search processes are currently in progress. UBC's contingent of Indigenous and other expert faculty is now among the best in the world.

Public Programming. In addition to its regular courses, UBC routinely hosts conferences and other public events addressing Aboriginal issues. In addition to the November 1, 2011 Dialogue on the History and Legacy of the Indian Residential Schools mentioned earlier, below are some notable events from the last two years:

Global Indigenous Conference. Beginning in 2011, UBC has hosted a student-led conference addressing global Indigenous issues. The 2011 conference focused on the impact of development on Indigenous communities in Peru and the Amazon, and the 2012 conference concentrated on mining and energy issues and First Nations development strategies in BC.

The Futures of Change: Equity, Diversity, & Intercultural Understanding Colloquium. This conference in the spring of 2012, organized by the Interdisciplinary Roundtable on Diversity, a student organization including

many Aboriginal students, provided a comprehensive examination of diversity issues on campus in which Aboriginal perspectives were well integrated.

International Federation of Library Associations. In the spring of 2012, the annual meeting of the International Federation of Library Associations (IFLA) was held at UBC. The current President of the association, UBC Head Librarian Ingrid Parent, set Indigenous knowledge as the theme of the conference, and administrators of library systems from around the world gathered for three days to consider the information needs of Indigenous communities and the interaction of Indigenous information systems with larger national and transnational systems.

Hands Back, Hands Forward: Sharing Indigenous Intellectual Traditions. This two-day international conference focusing on Indigenous Intellectual Traditions in Education held at UBC was also a pre-conference to the annual meeting of the American Educational Research Association in which two senior Indigenous educators, Dr Linda Tuhiwai Smith from the University of Waikato in New Zealand, and Dr Jo-Ann Archibald, Associate Dean of Indigenous Education at UBC, were honoured.

Classroom Dialogue. The Aboriginal Strategic Plan noted that Aboriginal and other students often suffer significantly when classroom discussions of Aboriginal topics do not progress productively. Following the work begun in the student project *What I Learned in Class Today: Aboriginal Issues in the Classroom* a position was established in the Centre for Teaching, Learning, and Technology to assist new and continuing teachers with understanding these discussions better and developing more productive and professional ways of working with them. That program began with the training of Teaching Assistants, and has now been increasingly active in working with faculty in several significant curricular areas.

RESEARCH

While it is clear that many research projects are underway across the university that have an Aboriginal focus, getting an accurate number is very difficult, both because of the wide spectrum of projects challenges definition, and because research projects only typically become visible through a few formal processes—when, for instance, they register funding or file for ethics approval.

It is perhaps more useful to note that the Aboriginal Strategic Plan identified the *type* of research relationships as a more critical issue than the *number* of projects underway. The Plan notes that research that does not consider the interests of Aboriginal communities has, in the past, often been far worse than no research at all, and the Plan calls for increased support of research relationships with Aboriginal communities and organizations that developed along newer, more collaborative models. That kind of research often begins with the establishment of collaborative relationships through which questions are jointly developed, goals determined, methods devised, and the interpretation and benefits of results shared.

Research conducted in this way is frequently called Community-Based Research (CBR), and in the 2011-2012 academic year, the Vice-President Research and International appointed a taskforce to prepare a set of recommendations for its better understanding and support. The recommendations of that group are now under consideration for further action. This step is a significant one: by asking different questions and developing relationships through which they can be approached in different ways, Community-Based Research can provide substantial benefits that would not be realized by other methods. There are, however, costs to doing this kind of work that have not been fully understood or adequately credited. The kinds of reciprocal relations involved can also take time and require forms of expertise and work not typical of other methods. If those benefits and requirements are not well understood, researchers may face difficulties in the assessment of their work, and especially its timelines, and may be dissuaded from entering this field. Establishing a community of practice that makes this work more visible and a process that ensures that it is properly understood and accurately evaluated will position UBC at the forefront of this emerging approach to research and is a major step forward for the Aboriginal Strategic Plan. The further progress of these developments should be watched closely.

One example of Community-Based Research is the CEDAR Project, a project funded by the Canadian Institute of Health Research, Institute of Aboriginal People's Health (CIHR, IAPH), and conducted by a team of UBC researchers from the School of Public and Population Health and Aboriginal community leadership. This study has been possible at all only through its collaborative community-based design, and has investigated questions, such as

the link between HIV and HCV rates among urban Aboriginal youth and environmental factors such as parental attendance in Indian Residential Schools, that are very significant for policy and of primary interest to communities, but might otherwise have escaped the attention of academic researchers. The results have been significant in providing a better understanding of a critical issue in Aboriginal health and for establishing partnerships that can shape the future of Aboriginal health delivery.

A more fully developed platform for Community-Based Research will significantly add to UBC's ability to partner with Aboriginal communities to address critical issues in health and many other areas, and to produce results such as this one.

STRATEGIC INITIATIVES

The Aboriginal Strategic Plan was designed from the outset not to define initiatives across the university, but to set a broad framework in which units could see their work located and could undertake further initiatives to address issues and opportunities local to their fields. At present, two UBC units are undertaking major planning and implementation initiatives.

Faculty of Education. As noted above, the Faculty of Education has undertaken a major curricular initiative in mandating a required course on Aboriginal education for all undergraduates, is offering an M.Ed. program with an emphasis on Indigenous Knowledges and Pedagogies, and is continuing to add Indigenous faculty to its already significant cohort. In addition, the Faculty has designated the 2012-2013 academic year as "The Year of Indigenous Education." Further information may be found at *http://educ.ubc.ca/facultyunits/indigenous-education.*

Faculty of Medicine. As noted above, the Faculty of Medicine has had for many years one of the most successful programs for Aboriginal medical students. With major changes underway in the organization of all UBC health programs, the Faculty of Medicine, in collaboration with other units, has established an Aboriginal Health Strategy Working Group. A more integrated approach to UBC's Aboriginal health initiatives will be of substantial benefit to both the university and Aboriginal people and communities, especially as the newly forming First Nations Health Authority begins the process of restructuring health administration and delivery for Aboriginal people throughout the province.

BUDGETS AND PLANNING

One of the key design goals of the Aboriginal Strategic Plan is to develop stable funding for Aboriginal initiatives: where a familiar historic pattern has been to fund Aboriginal initiatives for short periods of contingent funding, the ASP calls for the integration of Aboriginal initiatives into core unit funding processes. Section 10.5 of the ASP notes that

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

The 2010 *Implementation Report* noted both optimism and some apprehension regarding progress towards this goal.

> The 2009/10 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.

In the 2011-2012 budget process, a further step has been taken towards this goal. Units were instructed, in the preparation of their budget presentations, to include information identifying their commitments and priorities on two strategic initiatives, one of which was the Aboriginal Strategic Plan.

Units responded in varying ways and to varying degrees to this requirement. The unit summaries included in the Appendices to this document include summaries of what each unit identified in these presentations. It is clear that, as of yet, not every Faculty or unit has an Aboriginal strategy within which new and existing Aboriginal initiatives can be located and

supported. If progress on the Aboriginal Strategic Plan is to continue and be fully embedded as an ongoing University commitment and priority, it is vital that this integration of Aboriginal priorities in core budget planning continue to develop as a regular feature, and that units be encouraged to represent their commitments and aspirations more fully.

Where Faculties and other units have not articulated unit-level Aboriginal strategies, it is now time that they do so: unit strategies are important frameworks within which the opportunities created by smaller budgeting units (departments, research units, even individual scholars), may be clearly assessed for their potential value, apart from unit interests, in making allocation decisions.

DEVELOPMENT

UBC is in the later phases of the *Start an Evolution* development campaign, the most ambitious university development campaign in Canadian history, with a goal of raising $1.5 billion. Aboriginal initiatives, to date, have not had a major presence in this campaign, but the development of a West Coast Centre of the National Research Centre of the Truth and Reconciliation Commission, with which this document began, if approved, will require substantial fundraising and will provide a focus for Aboriginal initiatives in this campaign. Development priorities for Aboriginal initiatives across the university are now being defined and should have clear visibility within this campaign, even in the event the Centre project does not go forward.

APPENDIX A:
ABORIGINAL STUDENT PARTICIPATION AT UBC VANCOUVER

UBC collects and uses Aboriginal student self-identification to develop, implement and assess programs and services that support Aboriginal student success at the University. The University has made several changes to the ways in which it collects and manages data, including some that make it easier for students to self-identify online at any point in their time at UBC. Self-identification is, however, voluntary, and we have strong anecdotal evidence that many Aboriginal students choose not to identify for a variety of reasons. It is highly likely that the number of Aboriginal students at UBC is significantly higher than we are able to report.

For statistical purposes, UBC uses data from the Ministry of Advanced Education Student Transition Project (STP), which includes UBC student self-identification data. 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 most recent year for which this data is available is Winter 2010/11.

The data provide an approximation of Aboriginal student participation rates by identifying any current student who self-identified (or was identified) as Aboriginal while enrolled in the BC K-12 system or any other BC Post-Secondary institution. Though harmonized for statistical purposes, this data is never recorded in student files at UBC.

Enrolment. In Winter 2010/11 at UBC's Vancouver campus, 729 students enrolled had identified or been identified as Aboriginal. Of these 581 were undergraduate and 148 were graduate students. This enrolment is a 16% increase from the 620 students registered in 2008. At both the undergraduate and graduate levels Aboriginal students constitute 1.5% of the student body (compared to 1.4% in 2008).

Gender. Females were overrepresented in the general student body but much more sharply among Aboriginal students. At the undergraduate level 65% of all Aboriginal students were female compared to 55% of non-Aboriginal students. At the graduate level the difference between male and female enrolments increases dramatically with males forming only 28% of the total. This disparity is not reflected among the non-Aboriginal graduate students for whom the genders are represented almost equally.

Part-time/Full-time. A higher proportion of Aboriginal students were enrolled in part-time studies but not dramatically so: 45% of Aboriginal students were part-time versus 37% of

non-Aboriginal students. There is virtually no difference between Aboriginal and non-Aboriginal part-time enrolments at the graduate level.

Median Age. Aboriginal students, especially at the undergraduate level, are not considerably older than non-Aboriginal students. The median age for Aboriginal undergraduate students is 24 versus 22 for non-Aboriginal students. The difference is greater at the graduate level where the median age for Aboriginal students is 35 versus 28 for non-Aboriginal students.

Admission Type. Far more Aboriginal students came to UBC from another post-secondary institution than non-Aboriginal students: 48% of Aboriginal students came from another institution versus only 26% of non-Aboriginal students.

Retention. Aboriginal student retention after two years (82%) was close to the retention rate for non-Aboriginal students (86%). For graduation within six years, however, the divide was much more pronounced. For the 2005 cohort, only 59% of Aboriginal students had graduated within six years versus 78% of non-Aboriginal students. After ten years though, this gap had narrowed: 77.4% of the 2001 Aboriginal cohort had graduated within ten years versus 82% of the non-Aboriginal cohort.

Required to Withdraw. In 2010/11, twelve Aboriginal undergraduate students (2.1%) were required to withdraw. This is very close to the percentage required to withdraw among non-Aboriginal students (1.7%).

Graduation. In 2011/12, 108 self-identified Aboriginal students graduated from the Vancouver campus, down from 121 in 2010/11. Due to the issues surrounding self-identification, this figure likely underestimates the number of Aboriginal graduates. Despite the decrease from 2010/11, this is an increase of 61% from 2001/02 when only 67 Aboriginal graduates were identified. We cannot determine what portion of this increase can be attributed to increasing levels of self-identification.

Enrolment by Program

Table 1: Self-Identified Aboriginal Undergraduate Enrolment (Winter 2010/11)	
Degree program	Number of Students
Bachelor of Arts	189
Bachelor of Applied Science	27
Bachelor of Commerce	22
Bachelor of Computer Science	<5
B.D.Sc.(Dental Hygiene)	<5
Bachelor of Education (Elementary)	45
Bachelor of Education (Secondary)	21
Bachelor of Fine Arts	<5
Bachelor of Human Kinetics	16
Bachelor of Music	6
Bachelor of Midwifery	<5
Bachelor of Science (APBI)	<5
Bachelor of Science (Agroecology)	<5
Bachelor of Science	54
Bachelor of Science (Natural Resources Conservation)	5
Bachelor of Science (Pharmacy)	7
Bachelor of Science Forestry	6
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	5
Bachelor of Social Work	6
Diploma in Accounting	<5
Diploma in Art History	<5
Diploma in Education	13
Doctor of Dental Medicine	<5
Diploma in Urban Land Economics	<5
Juris Doctor/ Bachelor of Laws	26
Doctor of Medicine	20
Certificate in Real Prop Valuation	<5
Null (not enrolled in a degree or diploma program)	82
Total	**581**

Source: UBC Planning and Institutional Research – STP Data

Table 2: Self-Identified Aboriginal Graduate Enrolment (Winter 2010/11)	
Degree program	Number of Students
Master of Architecture	<5
Doctor of Education	13
Executive MBA	<5
Master of Laws	<5
Master of Arts	10
Master of Arts (Asia Pacific)	<5
Master of Arts (Planning)	<5
Combined M.A.S. & M.L.I.S.	<5
Master of Archival Studies	<5
Master of Applied Science	<5
Master of Business Administration	<5
Master of Education	15
Master of Education Technology	<5
Master of Fine Arts	8
Master Health Administration	<5
Master of Journalism	<5
Master of Landscape Architecture	<5
Master of Library & Information Studies	<5
Master of Management	<5
Master of Public Health	6
Master of Music	<5
Master of Nursing	<5
Master of Occupational Therapy	<5
Master of Physical Therapy	<5
Master of Science	13
Master of Science in Nursing	5
Combined MSC/Dip Endodontics	<5
Master of Social Work	<5
Doctor of Philosophy	39
Total	**148**

Source: UBC Planning and Institutional Research STP Data

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

The Indigenous Academic Caucus, an informal association of faculty members who identify as Indigenous, currently has thirty members from six faculties and the UBC Library. Of these, 22 are tenured or tenure-track.

Increase in the number of Indigenous tenure or tenure-track faculty at UBC's Vancouver Campus.

- 2001/2002 – 6
- 2007/2008 – 11
- 2009/2010 – 20
- 2011/2012 – 22

Of these, fourteen are Canadian, seven American, and one from another country.

The two most recent faculty hires are Dr Candace Kaleimamoowahinekapu Galla, Assistant Professor, in Language and Literacy Education and Dr. Daniel Heath Justice, Associate Professor of English and Chair in the First Nations Studies Program.

Growing up in a sugar plantation town in Ka'ū, Hawai'i, Dr. Galla was exposed to an array of languages and cultures from a young age and continued learning about her Hawaiian language and culture formally at Kamehameha Schools on Kapālama campus in Honolulu. She went on to study Linguistics at the University of Arizona and received a PhD in Language, Reading and Culture. Her research explores what types of technology initiatives Indigenous language communities are using to revitalize, maintain, and promote their language.

A citizen of Canada, the United States, and the Cherokee Nation, Daniel Heath Justice comes to UBC from the Aboriginal Studies program and the Department of English at the University of Toronto. He specializes in Indigenous literatures in North America, cultural studies and literary history, and speculative fiction. He is the author of *Our Fire Survives the Storm: A Cherokee Literary History* and other critical essays in the field of Indigenous literary studies, as well as co-editor of a number of critical and creative anthologies and journals. His forthcoming projects include a critical monograph on kinship in Indigenous writing, and, with co-editor James H. Cox, the *Oxford Handbook of Indigenous American Literature*.

UBC Vancouver's complement of Aboriginal scholars may be increasing even further in the near future, with five searches currently underway for faculty positions in indigenous subject areas. These positions may or may not be filled with Indigenous scholars.

Searches currently in progress are:

School of Social Work--Assistant Professor of Social Work (First Nations/Aboriginal)

School of Human Kinetics - Assistant or Associate Professor in Indigenous Culture, Health and Physical Activity

Faculty of Arts – Faculty member in the First Nations Languages Program.

Faculty of Education—CRC in Indigenous Mental Health, Healing, and Wellness; tenure-track position in Educational Studies

Results from the 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.

As with student numbers, it is important to keep in mind that while these are the best data available, they rely on self-identification. As some individuals may choose not to participate or self-identify, the data may not reflect the actual representation of Aboriginal staff and faculty at UBC. All data below on the representation of Aboriginal staff and faculty at UBC Vancouver have been provided by the UBC Equity Office.

Representation of UBC V Faculty by Faculty and Designated Equity Group: Aboriginal Peoples - 2009 and 2011

Faculty	UBC Faculty(*)			Aboriginal Peoples(*)			
	2011			2009		2011	
	Total (**)	Respondents to the Questionnaire		Total	Respondents to the Questionnaire	Total	Respondents to the Questionnaire
		#	%	#	%	#	%
Applied Science	235	124	53%			1	1%
Arts	553	314	57%	6	2.2%	7	2%
Education	179	94	53%	5	6.8%	4	4%
Forestry	49	21	43%			1	5%
Law	46	23	50%	1	5.3%	1	4%
Medicine	649	259	40%	1	0.5%	1	0.4%
Sub Total	1711	835	48.8%	13	2.3%	15	1.8%
Total (all Faculties)	**2410**	**1185**	**49.2%**	**13**	**1.3%**	**15**	**1.3%**

Source: UBC Equity Office 2012

(*) Data gathered from the UBC Employment Equity Census Questionnaire October 31, 2009 and October 31, 2011

(**) Sessionals and Adjunct Professors are not included

Academic Rank of Faculty who self-identified as Aboriginal Peoples at UBC V

Rank	% of Respondents to the UBC EE Census Questionnaire	
	2009	2011
Full Professor	1	3
Associate Professor	6	6
Assistant Professor	3	6
Instructor II	2	
Lecturer	1	
Total	**13**	**15**

Source: UBC Equity Office 2012

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(*)			
	2011			2009		2011	
	Total	Respondents to the Questionnaire		Total	% of Respondents to the Questionnaire	Total	% of Respondents to the Questionnaire
	#	#	%	#	%	#	%
Applied Science	594	281	47%	5	1.9%	6	2.1%
Arts	1290	619	48%	10	1.9%	12	1.9%
College of Health Disciplines	62	28	45%			1	3.6%
College of Interdisciplinary Studies	198	103	52%	2	1.6%	2	1.9%
Dentistry	219	123	56%	1	1.0%	1	0.8%
Education	473	210	44%	7	4.2%	10	4.8%
Forestry	165	90	55%			1	1.1%
Graduate Studies	52	40	77%				
Land and Food Systems	134	79	59%	1	1.1%	1	1.3%
Law	89	47	53%	2	4.9%	3	6.4%
Medicine	2846	1351	47%	10	1.0%	12	0.9%
Pharmaceutical Sciences	107	68	64%	1	1.6%		
Science	1011	534	53%	2	0.4%	3	0.6%
Sauder School of Business	384	208	54%	1	0.7%	4	1.9%
Office of the President	231	123	53%			1	0.8%
VP Academic and Provost	1099	635	58%	7	1.9%	6	0.9%
VP Development and Alumni Engagement	225	155	69%	1	0.9%	2	1.3%
VP Finance, Resources and Operations	1366	535	39%	11	2.5%	10	1.9%
VP Research and International	208	109	52%	2	2.4%	4	3.7%
VP Students	1128	426	38%	10	2.2%	9	2.1%
VP External, Legal and Community Relations	75	47	63%	2	2.9%	2	4.3%
Total	**11956**	**5827**	**49%**	**75**	1.6%	**90**	**1.5%**

Source: UBC Equity Office

APPENDIX C: UNIT SUMMARIES

ACADEMIC UNITS

Each unit summary below begins with a unit profile. In each case, the second, inset paragraph presents a summary of those Aboriginal priorities identified in the unit's 2011/12 budget presentation. In some cases a final paragraph summarizes other information provided by the unit.

Faculty of Applied Science

In Winter 2010/11, the Faculty of Applied Science had Aboriginal students enrolled at the bachelors, masters, and doctoral level. This included 32 undergraduate and 15 graduate students. Each year the Faculty offers GEERing-Up youth engineering workshops for children and youth from grades 2-10. In 2011, 35 of the participants were Aboriginal. As of Spring 2012, the School of Community and Regional Planning has joined the Faculty of Applied Science. In September 2012 the school will begin offering an Indigenous Community Planning specialization in the masters degree in planning.

> **Budget Presentation.** Applied Science identified a number of Aboriginal-focused research initiatives currently underway in the Faculty. The School of Nursing has at least six current projects including "Improving Access to Primary Health Care: Lessons from Two Urban Aboriginal Health Centres," "Reuniting Carrier Sekani Children in Care with Family and Community," and "Addressing the Consequences of Violence and Trauma: A Health Intervention for Women in an Indigenous Context." A major NSERC-funded research project in the Department of Chemical and Biological Engineering, "Res'eau WaterNet," is aimed at developing innovative, affordable technologies for providing clean drinking water to small, rural, and, in particular, First Nations communities. The Faculty also reported a graduate Scholarship for Aboriginal students, an Aboriginal Community of Practice and a Mining Engineering course.

Faculty of Arts

The Faculty of Arts has a number of Aboriginal-focused academic programs and projects including the First Nations Studies Program, the First Nations Languages Program, the First Nations concentration in Library and Archival Studies, the Archaeological Field School, and the Nanisiniq Arviat History Project in Social Work. Ongoing community and outreach programming includes the MOA Native Youth Program and Musqueam 101. The Faculty

currently has nine tenure-track faculty members across five departments and schools who have identified as Indigenous, with six of those having joined the university since the Aboriginal Strategic Plan process began. Tenure track searches for Aboriginal hires are currently underway in the First Nations Languages Program and the School of Social Work. Arts also has the largest number of self-identified Aboriginal undergraduate students of any Faculty, with 206 undergraduates in 2010/11(up from 148 in 2008) and 33 graduate students.

> **Budget Presentation.** New developments identified in the Faculty's budget presentation include the Dechinta Project, creating credit-bearing courses and student mobility with the Dene Nation, to which the Faculty has made considerable contributions; the participation of several Arts units in the proposed development of First Nations Residential Schools archive; fundraising for a LEEF Chair in Ecosystems and Cultures at Risk; and the development of a First Nations Reporting Program in the School of Journalism. The Faculty is also engaged in two tenure-track searches for Aboriginal hires including a search to replace the chair of the First Nations Languages Program. A search for a new chair of the First Nations Studies program was recently successfully completed with the hiring of Dr. Daniel Heath Justice.

Faculty of Dentistry

In Winter 2010/11 the Faculty of Dentistry had under five students who had identified as Aboriginal. Dentistry has multiple community outreach dental clinics that serve First Nations populations. The dental clinic on the Downtown Eastside that is linked with the First Nations Health Clinic has become a venue for dental students to provide volunteer clinics. In 2011-2012 the Dentistry volunteer clinics treated more than 2000 individuals with limited access to care. A volunteer clinic has become a yearly event for the First Nations population on Penelakut Island and another clinic is scheduled for summer 2012. Dentistry also has two comprehensive dental clinics on Haida Gwaii. These clinics have rotations for General Practice residents, dental graduate students, dental students and dental hygiene students. In addition to the clinics on Haida Gwaii, programs in the public schools have begun to assist students to better understand optimal oral health.

> **Budget Presentation.** Dentistry reported that it plans to increase recruitment of Aboriginal students to Dentistry programs and expand its outreach programming. Towards these ends, the Dentistry Admissions Office met with the education representatives of seven different First Nations to investigate ways to enhance application to and admission to the B.D.Sc. Dental Hygiene programs. They report an enthusiastic response to the meetings and have several First Nations students

starting the B.D.Sc program in September 2012. Dentistry is working with the Lieutenant Governor's office to identify other First Nations locations to provide oral health care and one additional clinical site will be initiated in summer 2012.

Faculty of Education

The Faculty of Education has considerable Indigenous enrolment at the undergraduate and graduate levels with 99 undergraduate students and 53 graduate students in Winter 2010/11. The Faculty has ten tenure-track/tenured faculty members, one visiting associate professor, and five (9-12 month) lecturers who have identified as Indigenous. A nominee for a Tier 2 Canada Research Chair in Aboriginal Mental Health is in process of being confirmed with the federal government. This, coupled with the appointment of an Associate Dean of Indigenous Education, makes it the largest cluster of its kind in a Canadian faculty of education. A search is also underway for a tenure-track position in Aboriginal Health, Exercise and Physical Activity in the School of Kinesiology. The Faculty continues to offer the Native Indian Teacher Education Program (NITEP), which is a Bachelor of Education Degree and the Ts`'kel Program for graduate students. The province-wide, inter-institutional, and multi-disciplinary Supporting Aboriginal Graduate Enhancement (SAGE) peer support and faculty mentoring project continues to be led and organized by the Faculty of Education.

Budget Presentation. The Faculty of Education provided a comprehensive account of its Aboriginal-focused initiatives in its budget presentation. For 2011 the Faculty focused on increasing the number of tenure track positions, developing a faculty Indigenous Strategic Plan; engaging in strategic directions for Indigenous Education at a national level; expanding educational opportunities for Aboriginal people and opportunities for all students to learn about Aboriginal issues and perspectives; and increasing community-based research and knowledge mobilization through the Indigenous Education Institute of Canada.

A number of new developments were identified: a core Aboriginal education course is a requirement in the new teacher education program; a province-wide undergraduate to graduate transitions initiative, SAGE-U was piloted with 80 undergraduate participants; a current Master of Education program is being offered in July 2012 with an emphasis on Indigenous Knowledges and Indigenous Pedagogies; discussions continued regarding a proposed Indigenous Education PhD sub-specialization; and four new Aboriginal students received Aboriginal PhD scholarships (up to $20,000 for each of four years). Total students supported are now 18 for a total of $320,000 for 2011-12.

A comprehensive set of goals and deliverables for 2012 were identified, including a "Year of Indigenous Education" activities, the launching of a new NITEP field centre at Bella Bella ($115,000 per year), increasing NITEP enrolment to 80 students, developing a SAGE-High School mentoring project, developing a NITEP alumni mentoring program, securing ongoing funding for SAGE, and engaging in the curriculum approval process for two graduate initiatives: (1) a Master of Education program in Indigenous Knowledges and Indigenous Pedagogies; and (2) an Indigenous PhD sub-specialization.

College of Health Disciplines

Much of the Aboriginal-focused work of the College of Health Disciplines is located in the Institute for Aboriginal Health (IAH). The IAH assists health and human service faculties, schools, and departments in program and planning development concerning Aboriginal health issues and develops mechanisms for connections with Aboriginal communities and for the recruitment and support of Aboriginal students in the health and human service disciplines. Each year the IAH Summer Science Program brings approximately forty Aboriginal students from grades 9-12 on campus for the one week camps.

Budget Presentation. The College of Health Disciplines referred to support for Aboriginal students recruitment and retention, curriculum development across the Health and Human Sciences, First Nations Health Council funding, and Aboriginal engagement.

Additional Information. Over the past year, the IAH has begun work on an Aboriginal Admissions Strategy. IAH also provides tutoring and student success workshops, and a student lounge. It also offers a number of Aboriginal knowledge classes including First Nations Health and the Traditional Role of Plants.

The UBC Division of Health Care Communication, in collaboration with community partners, continues to offer the "Aboriginal Community as Teacher" program for health professional students to learn how to develop culturally-appropriate relationships. The program, funded by the Faculty of Medicine, recently won a community service-learning (CSL) award from the J.W. McConnell Foundation. The Division is also Investigating opportunities to involve patients and community organizations (including people from the Aboriginal community) in the training of medical residents about health advocacy, communication and collaboration.

Faculty of Forestry

In Winter 2010/11, the Faculty of Forestry had 13 undergraduate students and fewer than five graduate students who had identified as Aboriginal. The Faculty offers a Specialization in Community and Aboriginal Forestry within the Forest Resources Management Program. The Faculty has an Aboriginal Strategic Plan and First Nations Advisory Board in place. Dr. Jeanette Bulkan has joined the Faculty as Professor of First Nations and Community Forestry.

> **Budget Presentation.** The Faculty of Forestry did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

Faculty of Graduate Studies

UBC Vancouver has identified 148 graduate students in units across campus as Aboriginal in Winter 2010/11, an 18% increase from 125 in Fall 2008. The Assistant Dean, Student Administration and Strategic Initiatives, serves as Aboriginal Coordinator and delivers individualized support for Aboriginal graduate applicants and problem solving for current graduate students. The Faculty also administers the Aboriginal Graduate Fellowship.

> **Budget Presentation.** The Faculty of Graduate Studies identified four key areas of work: enhancing access to and responsiveness of student support services, ensuring all meritorious Aboriginal applicants have access to entrance funding, increasing Aboriginal graduate enrolment, and increasing applicants, awards, and reporting for the Aboriginal Graduate Fellowships.

Additional Information. In recent years significant funding has been added to the Aboriginal Graduate Fellowship (AGF) program (2012-2013 budget is more than $400,000) and its continued expansion was one of four priorities in the Faculty's 2011/12 alumni appeal. The Spring 2012 competition was the largest ever, with 38 applications received. For the 2012-2013 intake, a competition for bridge funding was held (to be matched by graduate programs) for incoming students who either missed or were unsuccessful in the earlier AGF competition. The faculty plans to continue to raise the profile of the AGF among graduate programs, as they are best able to steer incoming students towards the competition.

This year, the Aboriginal coordinator initiated efforts to enhance engagement and community building among Aboriginal graduate students. This work will be expanded in 2012-2013 with a budget of $3,000 towards hosting welcome events, town-hall meetings, and sponsoring academic support gatherings in partnership with the First Nations House of Learning and Vice President Students Office.

The Faculty recognizes the need for greater awareness of Aboriginal research methodologies and epistemologies to better support students who would like to conduct research from these perspectives, and plans to partner with other units in developing resources for graduate student supervisors. The Faculty would also like to partner with other units in training for supervisors and program staff related to cross-cultural communications and addressing difficult Aboriginal issues in the classroom or workplace.

Interdisciplinary Studies

The College for Interdisciplinary studies had six masters and fewer than five Doctoral students who identified as Aboriginal in Winter 2010/11. The School of Community and Regional Planning, which was a part of the College for Interdisciplinary Studies until Spring 2012, has developed a new Indigenous Community Planning program, a specialization in the masters degree in planning, with classes beginning in Fall 2012. The school has now moved to the Faculty of Applied Science.

> **Budget Presentation.** Interdisciplinary Studies did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

Faculty of Land and Food Systems

The Faculty of Land and Food Systems had fifteen undergraduate students identify as Aboriginal in Winter 2010/11. One faculty member in Land and Food Systems has identified as Indigenous and a number of students and faculty members are engaged in research related to Aboriginal issues and knowledge. Aboriginal students enrolled in the Faculty receive advising and support from the Aboriginal Student Coordinator for the Faculties of Science and Land and Food Systems.

> **Budget Presentation.** Land and Food Systems did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

Faculty of Law

The Faculty of Law admitted nineteen Aboriginal students in Fall 2011, for a total of 56 enrolled Aboriginal students—a new record for a Canadian University. The Faculty has two Aboriginal faculty members involved in active research related to issues respecting Aboriginal communities; there are a further two non-Aboriginal faculty members whose work is directly in the area of Aboriginal law and a further non-Aboriginal faculty member whose work has close ties to Aboriginal legal issues. The Faculty works to improve Aboriginal involvement in the

legal profession by providing legal education relating to Aboriginal Issues for all students and supporting the legal education of Aboriginal students through the First Nations Legal Studies Program. The Centre for International Indigenous Legal Studies (CIILS), the research arm of the First Nations Legal Studies Program, strives for the advancement of Indigenous concerns through collaborative research projects with Indigenous communities.

Budget Presentation. The Faculty of Law did not identify any Aboriginal initiatives or priorities in its most recent budget presentation.

Additional Information. A new course on Aboriginal and treaty rights will be a mandatory part of the first year curriculum for all UBC Law students starting in September 2012. Among Aboriginal research projects in the Faculty are two that are part of the larger Major Collaborative Research Initiative (MCRI) on "Indigenous Peoples and Governance." UBC Law has consulted extensively since 2009 with the Musqueam Indian Band on ways in which to incorporate recognition of the Musqueam and other indigenous peoples in the design of Allard Hall. A Musqueam House Post has been raised on the north lawn of the new building. An explanation of the significance of the post will be a component of first year law orientation.

In the coming year, UBC Law intends to significantly increase its recruitment activities by delivering an LSAT preparation course for prospective Aboriginal law school applicants, sending targeted letters to self-identified Aboriginal students with competitive LSAT scores to invite them to apply to UBC Law, and revising recruitment materials to emphasize Aboriginal content in the first year program and advanced Aboriginal law courses, including the First Nations Legal Clinic.

Faculty of Medicine

The Faculty of Medicine has one of the highest intakes of Aboriginal medical students in Canada (1.6% in 2001 to 4.7% in 2009). The Faculty reserves 5% of admissions openings for Aboriginal applicants and in Winter 2010/11 34 students enrolled in the Faculty of Medicine had identified as Aboriginal. One faculty member has also self-identified. In May 2012 the Faculty graduated twelve Aboriginal MDs, a record for British Columbia. Within the School of Public and Population Health, the Division of Aboriginal People's Health exists to support and develop Aboriginal health programs, curriculum, research and advocacy with Aboriginal communities and partners on local, national and international levels. The Faculty has identified seventeen current research projects with an Aboriginal focus, with a total of nearly $9,000,000 in funding.

Budget Presentation. The Faculty highlighted the progress made in Aboriginal enrolment and a number of recent initiatives such as the Inter-Cultural Online Health Network, the E-mentoring project, the National First Nations and Inuit Health eHealth Evaluation, a Health Canada initiative to evaluate eHealth in First Nations and Aboriginal Communities, and the School of Audiology and Speech Sciences new program to better prepare students and staff to work with Aboriginal clients. The Faculty also identified its intent to form an Aboriginal health strategy.

Additional Information. A Working Group has been established to develop an Aboriginal Strategic Plan for the Faculty of Medicine and associated units. Measures have also been taken to stabilize the positions of faculty and staff working on Aboriginal health initiatives.

Faculty of Pharmaceutical Sciences

The Faculty of Pharmaceutical Sciences had nine self-identified Aboriginal undergraduate students in Winter 2010/11.

Budget Presentation. The Faculty intends to collaborate with other units to develop course content to better meet the needs of Aboriginal communities, increase the number of relevant lectures and student projects, extend Doctor of Pharmacy Program experiential learning and specialized course offerings, and extend professional development to include special populations (Aboriginal, global, marginalized, etc.). The Faculty plans to identify areas of focus for partnership and collaboration in the development and delivery of Continuing Pharmacy Professional Development (CPPD) programs that meet the needs of Aboriginal populations.

Additional Information. Increasing Aboriginal student enrolment in the E2P Program assessing opportunities to partner with external funders to provide Aboriginal student scholarships for CPPD have also been identified as priorities.

Sauder School of Business

In 2010/11, Sauder School of Business undergraduate Aboriginal enrolment was 27 self-identified students. Enrolment in the MBA program, while up slightly from 2008 remains under five students. Through the Ch'nook program, the School also reaches a large number of Aboriginal business students from other BC institutions, current and aspiring Aboriginal entrepreneurs, and Aboriginal youth. The Ch'nook Cousins program, for example, reaches 100 Aboriginal youth from across the Province each year.

Budget Presentation. The School's budget presentation noted the recent hiring of an Assistant Dean for Aboriginal Education. Expansion of the Ch'nook Program and supporting research, leadership of professional graduate programs, learning assessment and curriculum renewal, Aboriginal programs, and entrepreneurship were also identified as priorities.

Faculty of Science

In Winter 2010/11, 55 undergraduate students (up from 47 in 2008) and eight graduate students had identified as Aboriginal in Science. The Faculty has one faculty member who has identified as Indigenous. The Faculty continues to support the annual two-week CEDAR summer camp that is attended by approximately 45 Aboriginal youth aged 8-12 each year. Aboriginal students in the Faculty receive advising, support and other services from the Aboriginal Student Coordinator for the Faculties of Science and Land and Food Systems.

Budget Presentation. The Faculty of Science identified a number of current initiatives and future plans related to the Aboriginal Strategic Plan. The Faculty seeks to expand educational opportunities for Aboriginal youth and to strengthen research collaborations with Aboriginal communities. It will continue to partner on the delivery of the Emerging Aboriginal Scholars Summer Camp (launched in 2011), through which 20 Aboriginal youth attended a five-week camp with math and English instruction and an internship with a faculty or staff member.

Additional Information. Over 2011/12, support services for incoming and continuing Aboriginal students in the Faculty were restructured and now include recruitment, science tutoring at the Longhouse, and increased coordination with the First Nations House of Learning. The Aboriginal Coordinator has also worked to foster an Aboriginal science student community through support of student clubs such as AISES and has supported students in pursuing NSERC Undergraduate Student Research Awards Program. Five Aboriginal students received these awards that give them the opportunity to experience research in a UBC lab through a paid internship. Two additional students received similar awards.

2012/13 priorities identified in the presentation included the continued review and evaluation of services provided to prospective and current Aboriginal students with an aim to increase enrolment, especially in graduate programs. The Faculty will also explore the possibility of increased funding for students with families and enhance coordination of Aboriginal community engagement programs. Discussions are underway with Langara College

regarding the expansion of the UBC-Langara Aboriginal Transfer program to the Faculty of Science.

UBC Library

The UBC Library has a wide collection of Aboriginal-focused materials. Some materials are housed in the Xwi7xwa Library, the only Aboriginal-focused branch of a University Library in Canada. The collections currently consist of approximately 12,000 items and are focused on First Nations in BC, but include contextual materials about Aboriginal people in Canada as a whole. In addition to special collections, Xwi7xwa has research librarians expert in Indigenous areas, and is an international leader in Indigenous classification research. In September 2011, Sarah Dupont (Métis) joined Xwi7xwa Library as Aboriginal Engagement Librarian. Her work includes providing reference and instruction services to students and faculty.

Budget Presentation. The Library identified the hiring of an Aboriginal librarian in its most recent budget presentation.

Additional Information. UBC Librarian Ingrid Parent, current President of the International Federation of Library Associations and Institutions (IFLA), hosted her first Presidential Meeting here at UBC with the theme "Indigenous Knowledges: Local Priorities, Global Contexts." Nearly 200 participants from many countries attended.

ADMINISTRATIVE UNITS

Vice President Communications & Community Partnership

UBC Robson Square

UBC Robson Square has hosted approximately 40 events with 1300–1500 people taking part and engaging in discussions with an Aboriginal focus.

UBC Learning Exchange

The UBC Learning Exchange has developed a pilot program to connect local resident volunteer facilitators with Aboriginal students at Templeton Secondary School who need computer support with homework. Another new initiative is a weekly Cree language workshop, facilitated by a local Aboriginal resident. Drop-in patrons at the Learning Exchange participated in the sharing of Aboriginal culture with UBC students as part of a Reading Week project focusing on oral histories. The Learning Exchange also supported the Downtown Eastside Literacy Roundtable, including Aboriginal cultural awareness and literacy as a priority (e.g., Aboriginal language sharing circles).

UBC Ceremonies

The Ceremonies Office continues to have a strong relationship with the Musqueam Indian Band to develop Musqueam participation in ceremonies and events on campus.

Government Relations

Government Relations highlights UBC's commitment to Aboriginal Education through direct communication with MLAs, MPs, and BC mayors. At the federal level, Government Relations supports the President in engaging key federal decision makers on Aboriginal Issues.

Public Affairs

Public Affairs works with the First Nations House of Learning and other units to identify significant Aboriginal–focused work underway at UBC for media releases, UBC Reports, UBC Social Media channels and the UBC website.

Vice President Students

Department of Athletics and Recreation

Athletics and Recreation has in the past collaborated in the annual UBC-Musqueam Soccer Tournament ($13,000 in field access and staff resources; the tournament moved entirely to Musqueam in 2012). Nine UBC REC student staff have also worked with the Bridge through Sport program in the Musqueam community: their participation has been highly valued by the community. Two students from the Emerging Aboriginal Scholars Summer Program also worked with the department in 2011.

Student Housing And Hospitality Services

Two alumni of the First Nations Studies Program were employed by Student Housing and Hospitality Services to chair an advisory naming committee that included Musqueam representatives to give Musqueam place names to two new student houses in the Totem Park Residence. The final names chosen by the committee for were *həm'ləsəm'* and *q'ələχən*.

Community Learning Initiative

The UBC Community Learning Initiative (CLI) worked with 18 schools and community organizations to locate 360 UBC students in placements with an Aboriginal focus for a total of 10,624 hours of service. A summer grant was also awarded to support a students work at Musqueam to document Chinese market farms and train Musqueam youth in oral history interviewing. In collaboration with the Faculty of Forestry, forestry

students supported the implementation of Grandview *uuqinak'uuh* Elementary's 'EarthSchool' curriculum.

Centre for Student Involvement

The Centre for Student Involvement participated in the FNHL Student Lunch Series in 2011 and conducted a workshop at FNHL to introduce students to the Chapman Learning Commons' online and in-person academic support services.

Career Services

Career Services participated in the FNHL Student Lunch Series and partnered with FNHL in 2011 on a second annual Aboriginal Career Fair: due to limited student participation, however, this initiative is being reassessed. Career Services also provides support for the FNHL Aboriginal Mentorship Program and maintains an affiliation with the Aboriginal Lynx employment program to assist students and recent graduates to connect with employers.

Counselling Services

CS maintains an active partnership with FNHL to provide counselling services at the Longhouse and at Brock Hall. Over the past year use has increased. An orientation will be held annually to provide information to all counsellors and staff on services for Aboriginal students.

Health Services

A Health Services nurse is available at the Longhouse every Tuesday (to coincide with student lunch/information sessions) and works with approximately ten students each week. HS participates yearly in the FNHL Student Lunch Series.

International Student Development

In 2011 the FNHL partnered with International Student Development to develop an Aboriginal cohort within the Jump Start orientation program. The funding allocation for 2012 is $20,000.

Go Global

Go Global is exploring the potential to develop a international learning hubs focusing on Aboriginal priorities in different regions. Discussions are also underway with the Faculty of Education regarding a Group Study Program in Peru.