

UBC ABORIGINAL STRATEGIC PLAN

17 December 2008

prepared by

THE UBC ABORIGINAL STRATEGIC PLAN
DEVELOPMENT WORKING GROUP

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At a June 2007 meeting, President Stephen Toope and the First Nations House of Learning President's Advisory Board called for development of the UBC Aboriginal Strategic Plan that would reflect UBC's commitment to Aboriginal education, respect for Aboriginal knowledge and cultures, and resolve to build upon the strengths of the university to more fully address the needs of Aboriginal and Indigenous communities in British Columbia, Canada, and the world.

For more information on the process that has led to the development of this document, please see Appendix A or visit our website at <http://aboriginal.ubc.ca>.

Strategic planning is an ongoing process, but one that must begin here with the development of an initial framework, so that further effort in UBC's ongoing Aboriginal initiatives can be better supported and work begun in critical areas without delay. Within this relatively short timeline, the Aboriginal Strategic Plan Development Working Group has sought the advice of many people, including UBC students, faculty, staff, and alumni, Aboriginal organizations and leaders, and others. Their advice has provided the foundation for this draft (for a list of off-campus consultations, please see Appendix A). We recognize, however, that the process of developing and maintaining an effective strategy and meaningful consultation has only begun. We consider this plan a living document that should undergo continual review and modification, and serve as both a focal point and a record of the many discussions and consultations necessary for meaningful action. This document outlines a comprehensive approach and must be followed by specific action plans that identify immediate priorities, sequences for development, resources, and time frames for centralized action and for initiatives undertaken by individual faculties and units.

UBC, through this first Aboriginal Strategic Plan and subsequent adaptations and amendments to it, seeks to articulate the UBC mission statement into meaningful practice. The UBC Mission Statement states that

The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, industry, and the professions, as well as with other educational institutions and the general community, to discover, disseminate, and apply new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research. The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable,

flexible, and innovative. As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.

The Plan is intended to guide UBC's engagement with Aboriginal peoples and communities, its inclusions and representations of Aboriginal histories, cultures, and understandings, and the education on Aboriginal issues it provides to all.

GUIDING PRINCIPLES

The University of British Columbia acknowledges the location of its two main campuses on the traditional territories of the Musqueam and Okanagan peoples and seeks to develop respectful and reciprocal relationships with all Aboriginal people in British Columbia and Canada, and other Indigenous people throughout North America and the world.

In this document, we use the term "Aboriginal" in the spirit of its use in section 35 [2] of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities. Since the term "Aboriginal" is not used in many other countries, we use the term "Indigenous" to refer to similar peoples in international contexts.

UBC acknowledges its essential responsibility to develop educational opportunities for Aboriginal people and to provide curricula and research that accurately represent and include Aboriginal cultures, histories, and systems of knowledge, and are relevant to Aboriginal communities and their concerns.

UBC also acknowledges its responsibility to integrate these understandings in the education that it offers to all students and to address the broader issues of ignorance and misunderstanding of Aboriginal cultures and histories that have resulted from the educational failures of the past.

Many paths to knowledge and understanding are available to Aboriginal learners, both inside communities and in public education. UBC recognizes that it represents only one choice among many, and acknowledges the role of other universities and colleges, Aboriginal institutions, and communities in providing a comprehensive set of educational opportunities for Aboriginal learners. UBC is committed to determining, in consultation with Aboriginal communities and organizations, how it may best contribute to Aboriginal education, alone or in partnerships with other educational institutions, organizations, and communities.

As a research intensive university with graduate and professional programs, extensive research capabilities, and undergraduate programs formed by a research-intensive environment, UBC recognizes its special responsibility to ensure that its full range of

educational offerings is accessible to Aboriginal students and communities who can benefit from them.

UBC acknowledges with gratitude contributions of Aboriginal and non-Aboriginal faculty, staff, students, alumni, communities, organizations, and individuals that have enabled the university to develop and implement existing programs and initiatives with an Aboriginal focus. They have effected important changes to curricula and research and the ways in which they operate, and have established relationships and models of engagement that form the basis upon which the university can move forward.

UBC recognizes that, in a time of rapid change and in the process of its own development of Aboriginal initiatives, Aboriginal strategic planning can never be a fully completed process, and that continual engagement with Aboriginal communities and others to identify, prioritize, and evaluate progress, areas of action and engagement will be necessary.

As a large and complex multi-campus institution, UBC recognizes that its strategic planning for Aboriginal initiatives will require that campuses and units develop implementation strategies and approaches specific to their circumstances. In particular, UBC Vancouver and UBC Okanagan should exercise their academic autonomy, draw upon their unique relationships with local Aboriginal communities, and address their distinct learning environments in implementing the plan in ongoing consultation with their internal and external constituencies.

Finally, UBC recognizes that for the Aboriginal Strategic Plan to succeed, the engagement of UBC leadership, academic and non-academic units, faculty, staff, and students will be required, and responsibility and accountability for meeting the Plan's goals and objective must be clearly defined and distributed. Adequate resources need to be identified and committed to enable implementation of the plan.

THE IMPERATIVE FOR THIS PLAN

The UBC TREK 2000 document set an enrolment target of 1000 Aboriginal students by the year 2000. Although there has been significant progress in the development of Aboriginal programs, only half that number Aboriginal students are currently enrolled. While Aboriginal students account for approximately 10% of BC school enrolments, only about 1% of UBC students are Aboriginal, and in the years 2005-2007, only about half of one percent of those completing degrees in the Faculty of Graduate Studies were Aboriginal. The low participation rates of Aboriginal students at UBC reflects in part reflects the cumulative effect of similar differentials throughout the educational system. Aboriginal students in Canada are less likely to graduate from high school than others, and even less likely to finish with university pre-requisites, especially in math and science. As detailed in this document, there is, however, much that UBC can do to address this situation. For more information on Aboriginal participation in education, please see Appendix B. For UBC enrolments and programs, please see Appendices C and D.

KEY AREAS OF STRATEGIC ENGAGEMENT

In order for the University to effectively contribute to Aboriginal education and research and create learning environments for all students that reflect the values and principles outlined above, the University must strategically engage in the following ten key areas:

1. Pre-university, Recruitment, and Access Initiatives
2. Student Support and Retention
3. Curriculum and Public Programming
4. Recruitment and Support of Faculty and Staff
5. Research
6. Study and Work Climate
7. Community Relations
8. Internal and External Communications
9. Development Initiatives
10. Administration, Evaluation, and Resources

1. PRE-UNIVERSITY, RECRUITMENT, AND ACCESS INITIATIVES

Aboriginal students complete high school at a significantly lower rate than the general population, and an even smaller number graduate with university prerequisites. Universities establishing and maintaining contact with Aboriginal learners from an early age can make a significant difference in their participation in post-secondary education.

- 1.1 Summer programs that bring younger Aboriginal students to UBC have frequently been cited as having a major positive impact on people's lives. Existing summer programs should be formally evaluated, further developed, and supported on an ongoing basis, as appropriate. When possible, such programs should involve multi-year participation and continued subsequent contact. Given the very low rate of Aboriginal participation in pre-university curriculum in math and science, initiatives in these areas are especially necessary. UBC participation in community-based programs should be explored. A coordinating body to collate and share practices and develop integrated approaches to programming, fundraising, and communications should be established.
- 1.2 Year round programs involving UBC faculty, staff, and students in mentoring or targeted teaching initiatives with younger Aboriginal students should be developed and maintained. Some programs may be developed through partnership in community-based initiatives (homework clubs, etc.). UBC student participation through service learning should be fully explored. Participation of younger students and other community members in UBC research initiatives operating in or near their communities should be encouraged.
- 1.3 Partnership with secondary schools should be established, initially with a focus on a limited number of schools in districts near to UBC campuses. For UBC Vancouver, specific attention should be accorded to urban schools with high Aboriginal enrolment. Such partnerships should include regular visits to advise students on university pre-requisites and curricular choices and assist students in their final years with applications and financial aid materials. They should also include department or program-based educational enrichment partnerships and collaborative research initiatives in innovative teaching strategies. The possibilities for initiatives in math and science in particular should be explored.
- 1.4 UBC should develop a plan ensuring coordinated and regular attendance of UBC personnel at community functions, such as career fairs, in both urban and rural communities.

Even students well positioned to take full advantage of UBC programs may be unfamiliar with UBC and the range of educational options that it offers and may not

have support structures to draw on in navigating the processes of application or acclimatization to a university environment.

- 1.5 A comprehensive and well-funded recruitment strategy for undergraduate admissions should be established to identify and attract Aboriginal students who can benefit from UBC's programs and environment and assist, as necessary, in the application process. Recruiting should concentrate first on students from British Columbia and Canada, but also create a welcoming environment for Indigenous students from other parts of the world. For UBC Vancouver, that strategy should include significant attention to urban communities. Partnerships with other post-secondary educational institutions should be developed to assure that Aboriginal students have access to and information on the most meaningful choices among institutions. Transfer relationships for students moving between partner institutions should be well articulated. This recruitment strategy should draw on the strengths of available programs and accurately represent them.

While UBC and other institutions have seen an increase in the number of Aboriginal students coming to university directly from high school, it is still the case that many very capable people return to education at a later point in life and lack essential prerequisites.

- 1.6 A path towards admission for returning students or those demonstrating exceptional abilities but missing the full complement of admissions requirements should be established. Development and strengthening of existing pre-university qualifying programs, independently and in partnership with other institutions and community organizations, leading to direct admission to one or more institutions on completion should be explored.

Aboriginal students often face financial hardship and other circumstances that may limit their access to higher education, even if they are eligible for band funding and have family and community support. These pressures may cause them to forgo opportunities at UBC in favour of programs that may not fully meet their needs but constitute a lower cost alternative or provide greater proximity to family or community support. It is critical that UBC work to remove these barriers to their enrolment.

- 1.7 A program of university and faculty-specific undergraduate entrance scholarships and bursaries for Aboriginal students should be developed and funded through university, government, and private sources. UBC should demonstrate leadership in the development of these opportunities.

UBC is among a small number of institutions that offer a full complement of programs at the graduate and professional levels. Since many of these programs are not widely available at other institutions, it is particularly important that UBC engages Aboriginal students at the graduate level through the development of

graduate curricula and support structures, and through an active program of Aboriginal graduate student recruitment.

- 1.8 A highly competitive and well publicized recruiting program for Aboriginal graduate students in and across faculties and schools should be developed that includes competitive funding packages, housing, and other guaranteed forms of support. Recruitment efforts should focus on potential applicants in BC and Canada, but should also extend throughout North America and other parts of the world.
- 1.9 A position in the Faculty of Graduate Studies to coordinate admissions and support for Aboriginal graduate students should be created.
- 1.10 Graduate programs must always strive to attract the most qualified and capable students. Given the circumstances that often structure the undergraduate experience and work lives of Aboriginal students, the consideration by the Faculty Senates of both campuses of a more broadly based admissions program that includes other criteria in addition to GPA and may more accurately identify the most promising Aboriginal candidates should be initiated.

2. STUDENT SUPPORT AND RETENTION

It is not enough for UBC to attract Aboriginal students to the university: we must also ensure that the university is a productive and supportive environment for their work. The university should ensure that adequate support services are available to address the specific needs and expectations of Aboriginal students.

- 2.1 Students with funding flowing from external sources frequently face hardship and uncertainty due to processing delays. A functional system for addressing delays in third-party billing, workshops for funding agencies to facilitate their understanding of UBC processes and timelines, and single-point-of-contact processing assistance for students should be developed.
- 2.2 Housing presents a special obstacle to Aboriginal students, especially those relocating to high cost housing markets in Vancouver and Kelowna. Aboriginal students who have children or older relatives who assist with child care are often further challenged in their relocation efforts. A program of housing assistance, including both individual and family options should be developed. The desirability of cluster housing for Aboriginal students should be investigated, and liaison with other Aboriginal housing agencies should be pursued.
- 2.3 A task group should be established to review the childcare needs of Aboriginal students.
- 2.4 Central Aboriginal student services offices should operate at both UBC V and UBC O to coordinate expedition and referral for financial processing, financial aid and financial planning, housing, and counseling.
- 2.5 University counseling should include a stable designated team of professional counselors with relevant cultural expertise able to provide sustained and comprehensive support. A review of the services provided to Aboriginal students and their effectiveness and the investigation of alternative delivery models should be undertaken.
- 2.6 Provision of academic support, such as tutoring should be continued and extended and periodically evaluated for its adequacy in addressing the needs of Aboriginal students. At UBC Vancouver, the effectiveness of support services at both the faculty and central levels should be explored and evaluated. The need for additional Aboriginal tutoring and peer-tutoring service at an identifiable central location that includes a computer lab (e.g., the Longhouse at the Point Grey campus) should be addressed.
- 2.7 An active program of cultural activities organized for and by Aboriginal students and engaging Aboriginal community members should be supported and maintained. Opportunities for the engagement of Aboriginal elders in various roles should be identified and explored.

- 2.8 Transition and orientation services for incoming students should be expanded. An orientation program for incoming undergraduate Aboriginal students that extends throughout the first year and includes peer and alumni mentoring should be developed to build community and social support. Opportunities for cohort learning should also be explored.
- 2.9 Orientation, peer support, and mentoring programs in and across faculties for incoming Aboriginal graduate students should be supported on an ongoing basis.
- 2.10 Additional mentoring programs in and across faculties, including those pairing undergraduate Aboriginal students with faculty, graduate, advanced undergraduate students, and alumni/ae mentors should be established and supported on an ongoing basis.
- 2.11 The university should create a program to expand undergraduate Aboriginal students' research experience. This program should include incentives for researchers to invite Aboriginal students' participation and stipends for Aboriginal students to work on research teams with a faculty mentors.
- 2.12 Career services for Aboriginal students both centrally and across faculties should be strengthened. Partnerships with private sector employers and alumni/ae should be sought for career mentorship.
- 2.13 A program providing professional development for UBC faculty wishing to work more effectively with Aboriginal students should be established.

3. CURRICULUM AND PUBLIC PROGRAMMING

Historically, Aboriginal people have been excluded from higher education by policy and circumstances, but they have also encountered curricula that either ignore Aboriginal issues and perspectives, or regard Aboriginal people as objects of study rather than participants in the creation of knowledge. As a research institution in which the intellectual frameworks for recognized fields of knowledge are constantly being redefined, UBC has a very significant responsibility to establish and develop programs that engage Aboriginal people in the production and definition of knowledge and develop approaches to Aboriginal issues and concerns at the highest intellectual and research levels. In addition, UBC has an obligation to assure that an accurate and developed understanding of Aboriginal histories, cultures, and perspectives is integrated into its existing curricula, and that emerging work in relevant fields is broadly communicated to the greater public.

- 3.1 The development of curricula specifically addressing Aboriginal issues and concerns must remain a priority area across Faculties, assuring that those areas receive the depth of research and intellectual development accorded to other disciplines. Aboriginal communities and experts should be engaged to assist in those developments.
- 3.2 Although some departments already lead in the development of comprehensive and sophisticated understandings of Aboriginal issues and perspectives, that responsibility cannot be limited to those units. Efforts must be well supported to ensure that those understandings are well represented across the curriculum and that instructional practices reflect the reality of a multicultural student body that includes Aboriginal students. An ongoing venue that allows for exchange of information and ideas for the development of Aboriginal curricula across departments, disciplines, and faculties should be established.
- 3.3 Access to accurate and complete information is critical to curriculum development and research. Library collections on Aboriginal subject areas, including special collections such as those located in the Xwi7xwa branch library, and access to relevant electronic resources must be maintained. Research librarians expert in Aboriginal areas should be supported.
- 3.4 Public programming presenting curricular and research developments should be developed and well supported. Exploration of innovative ways of ensuring its ongoing availability (e.g., webcasting, video archiving, and internet publication) should be continued.
- 3.5 Development of capacity in areas of high interest to Aboriginal students and communities should be encouraged, and faculty provided with opportunities for professional development of their capacity to work with Aboriginal students in addressing those needs.

- 3.6 As part of its international strategy, UBC should consider creating opportunities for Aboriginal/Indigenous student exchanges and to include on the list of its international partners universities with strong Indigenous programs.

4. RECRUITMENT AND SUPPORT OF FACULTY AND STAFF

In order to develop curricula, research, and public programming for Aboriginal learners and communities about Aboriginal issues and concerns at the highest academic level, as well as to diversify its faculty, UBC must attract leading Aboriginal scholars and administrators and other experts to its ranks. Since the pool of Aboriginal faculty working at the research level is not large and hiring is a critical and complicated process, sophisticated strategies for recruitment must be developed. Indigenous and other faculty from traditionally disadvantaged groups across North America routinely face legitimate demands for student mentoring, community involvement, and university service that are substantially greater than those facing their peers. For Aboriginal scholars and others in related fields to be successful, and for the university to be successful in attracting and retaining them and developing its programs, those circumstances should be adequately and equitably addressed. Finally, highly professional and culturally competent staff should also be recruited for Aboriginal programs and the inclusion of Aboriginal employees more generally ensured as part of the university's commitment to employment equity.

- 4.1 A flexible and sophisticated program of recruiting and responding to faculty hiring opportunities within and across Faculties must be developed.
- 4.2 A support network, including dedicated staff in human resources and other administrative areas, should be identified to assist incoming Aboriginal faculty with their relocation to UBC.
- 4.3 Mentoring and peer support programs for Aboriginal faculty, in and across departments and Faculties, should be established to provide advice on how to best benefit from and contribute to the university environment.
- 4.4 A committee should be formed to assess the relationship between promotion and tenure procedures and the actual demands placed on Aboriginal faculty (e.g., mentoring of Aboriginal students, significant administrative work necessary for the development of Aboriginal programs, the development of relationships with communities necessary for research or the progress of university programs). Recommendations from the committee should be forwarded to the relevant policy making and administrative bodies responsible for promotion and tenure process.
- 4.5 In collaboration with other units (e.g., Equity) developing diversity initiatives, a program to assist in the recruitment, support, and professional development of qualified Aboriginal staff for Aboriginal programs and for units across the university should be established.

5. RESEARCH

University based research can be of substantial benefit to Aboriginal people and communities, but many Aboriginal communities remain circumspect about research initiatives based upon their experience of exploitive research practices common in the past and still pursued at points in the present. Models of more mutually beneficial collaborative research with communities, however, have been in operation at UBC and elsewhere for many years. UBC should continue to find ways to support research that respects and benefits Aboriginal communities. It should ensure that UBC researchers are not involved in the continuation of exploitative research practices.

- 5.1 An Aboriginal/community-based research group or institute welcoming the contributions of both Aboriginal and non-Aboriginal researchers should be established for the sharing of experiences, practices, and strategies, etc., to provide the basis for collaboration on funding and initiatives, and to contribute to a broader professional and public discussion of the Aboriginal community-based research as it is developed at UBC and elsewhere. This group should maintain liaison with other relevant research units and administrative bodies (e.g., research ethics boards).
- 5.2 A task group should be established that includes UBC legal staff, researchers, and community groups and organizations to investigate the critical questions of intellectual property rights in community-based research.
- 5.3 Where appropriate, university and community research protocols, such as those being developed under existing memoranda of affiliation with the Musqueam Indian Band and the Okanagan Nation Alliance, should be developed. They should be readily available to UBC researchers.
- 5.4 The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible.

6. STUDY AND WORK CLIMATE

Student experiences of isolation, racism, and alienating discussions in classrooms are well-documented and have been identified as concerns in many consultations with community members and organizations. Similar circumstances can poison the atmosphere for faculty and staff as well. Few faculty members, administrators, and staff have received training in cross-cultural communications and many are ill prepared to address difficult Aboriginal issues in classrooms or workplace environments, in spite of the reality that those discussions inevitably occur or underlie daily interactions in our increasingly diverse classrooms and workplaces.

- 6.1 In collaboration with the UBC Equity Office and other units and with the support of the President and administration, a policy clearly articulating UBC's valuing of cultural diversity and a code of conduct that provides a framework for addressing issues of discrimination should be developed.
- 6.2 UBC should initiate a program for developing professional and productive approaches to cross-cultural issues in classrooms and workplaces. At the academic level in particular, an initiative should be developed addressing the concerns of Aboriginal students in classrooms. It might begin with pilot programs in departments or faculties and extend over time, across the university.

7. COMMUNITY RELATIONS

Relationships with Aboriginal communities and organizations are critical to every aspect of UBC's progress on Aboriginal initiatives. Those relationships begin with UBC's relationships with the Musqueam and Okanagan communities upon whose traditional territories our main campuses stand and with whom we have Memoranda of Affiliation. They extend to Aboriginal communities and organizations in British Columbia and beyond. While particular initiatives may require an especially high level of engagement for specific purposes, it is critical that the process of building relationships be recognized as one that requires long term commitment and frequent interactions. It is also unrealistic to presume that individuals, communities, and organizations will remain engaged if they do not see that their participation has resulted in meaningful action.

- 7.1 UBC must continue to develop and support its relationships with the Musqueam Indian Band and the Okanagan Nation Alliance, based on the existing Memorandum of Affiliation. For UBC Vancouver, it is particularly important to stabilize funding for current UBC-Musqueam programs (Musqueam 101, Bridge Through Sport, the *hən̓q̓əmin̓əm̓* Language Program, Archaeological Field School, etc.) and to continue their development, as well as to develop new programs.
- 7.2 UBC should continue to develop close working relationships with communities and organizations, to expand its institutional awareness of their developmental goals and needs, and to seek their advice on programs and program development, research priorities, and other matters. UBC should continue to work to develop closer working relations with educational partners, such as the First Nations Education Steering Committee (FNESC), the FNESC Post-Secondary Sub-Committee, and the Education Partners Group.
- 7.3 Central office functions on both campuses should be identified and maintained to assist UBC faculty and staff and Aboriginal community members in establishing contacts, following up on interests, respecting protocols, and coordinating their efforts in research, teaching, and student support.
- 7.4 UBC Vancouver should work to develop an effective Aboriginal urban strategy, and especially to develop initiatives in collaboration with urban schools with significant Aboriginal populations, urban organizations that work with youth, and colleges and other institutions in urban areas.
- 7.5 UBC Aboriginal alumni constitute a very special and important community group. UBC should develop a comprehensive Aboriginal alumni relations strategy that includes the ability to survey Alumni for information that may assist in further strategic planning and implementation. The possibilities for forming an Aboriginal alumni association should be investigated.

8. INTERNAL AND EXTERNAL COMMUNICATIONS

UBC needs to ensure that its commitment to Aboriginal education is clearly and effectively communicated on and off UBC campuses.

- 8.1 UBC must develop a comprehensive, coordinated communications strategy to inform internal and external communities about Aboriginal admissions, financial aid, educational programs and initiatives, and contacts. Responsibility for development and implementation of this strategy needs to be clearly assigned.
- 8.2 A clear statement of UBC's commitment to Aboriginal initiatives and of opportunities and specific programs available on both campuses should be developed, periodically updated and publicly shared.
- 8.3 A clear and well organized Aboriginal portal on the UBC websites of both campuses should be developed and maintained.
- 8.4 Effective print publications from the university (Aboriginal view book, etc.) and from individual faculties and units, as appropriate, directed towards Aboriginal people and communities should be developed, maintained, and made available to anyone traveling to Aboriginal locations or to professional or other meetings with relevant audiences. UBC publications in general should be reviewed to assure that they are inclusive of Aboriginal people and the diversity of UBC campuses without tokenizing minority representation.
- 8.5 Support should be provided, as necessary, for faculty and staff attendance at prime academic recruiting venues (such as the American Indians in Science and Engineering Society meetings, or equivalent disciplinary-specific meetings), and provision made for staffing of information tables at those events.
- 8.6 Appropriate materials, including multimedia products, on UBC curricula, support services and university life should be developed for high school and incoming students.

9. DEVELOPMENT INITIATIVES

Off-campus funding sources are critical to many university programs and can play a vital role in Aboriginal initiatives. Information on Aboriginal initiatives needs to be consistently provided to potential donors and strategies for more specific fundraising initiatives developed and coordinated at both university and faculty levels so that fundraising efforts may proceed in an organized and effective manner.

- 9.1 A centralized task group for fundraising, including dedicated development staff and representatives from various initiatives should be established to ensure coherent and effective fundraising efforts.
- 9.2 Partnerships with the private sector that might support development and funding of programs, internships, and scholarships should be explored.
- 9.3 Strategic engagement with federal, provincial and First Nations governments to advocate for the establishment of Aboriginal scholarships, bursaries, and program support, with particular attention to the establishment of Aboriginal graduate fellowships, should occur on an ongoing basis.
- 9.4 Alumni, and especially Aboriginal alumni, should be made aware of initiatives and opportunities to contribute their support to programs and undertakings that focus on Aboriginal priorities.

10. ADMINISTRATION, EVALUATION, AND RESOURCES

Strategic planning must be an ongoing process and should be based on the most complete and accurate information possible. Responsibility for initiatives must be clearly established and the challenges of Aboriginal initiatives that span institutional units and boundaries adequately addressed. Appropriate resources must be identified and committed to support action on priority initiatives at any given time. Finally, a system for monitoring progress on an ongoing basis must be developed.

- 10.1 A coordinating unit for gathering and maintaining information on current and past UBC programs, student and faculty representation, best practices, and other relevant research should be established and adequately resourced to allow the university to collect, analyze and effectively use this data towards improvement of Aboriginal learning opportunities and student experience.
- 10.2 A clear and cooperative system within the UBC administration on both campuses should be established for setting up and tracking responsibility for initiatives, and for identifying and assuring adequate funding for Aboriginal priorities and its appropriate distribution.
- 10.3 A process should be identified to review and adjust policies, as necessary, to enable the university to be more fully responsive to funding opportunities for Aboriginal initiatives available from federal and provincial governments and other sources.
- 10.4 A standing committee or other body should be established to coordinate the implementation of this plan and to institute a regular system of review, including yearly reports. That system of review should include consultation and review with Aboriginal communities and/or representatives. Such reviews should include not only an update and reflection on initiatives in progress, but also provide a clear identification of priorities for the approaching cycle of activity and funding. An urgent and ongoing responsibility of this committee will be the engagement of units and other stakeholders in the identification of priorities for timely action.
- 10.5 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.
- 10.6 This document and others to follow should be shared with the senates of both campuses and the UBC Board of Governors.

Submitted by

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First Nations Studies Program

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Co-chairs, Aboriginal Strategic Plan Development Working Group

APPENDIX A

ABORIGINAL STRATEGIC PLAN DEVELOPMENT PROCESS

Between 2003 and 2005, UBC engaged in an extensive review of its vision statement, resulting in *TREK 2010: A Global Journey*. This document identifies general university priorities, in which Aboriginal initiatives appear in many areas. The TREK document does not, however, specify how such general goals are to be accomplished. The process of developing an Aboriginal Strategic Plan was undertaken to provide a framework for more specific action on Aboriginal initiatives.

The Formation of the Strategic Plan Development Working Group

In the summer of 2007, President Stephen Toope met with the Advisory Board of the UBC First Nations House of Learning. A set of proposals circulated prior to that meeting called for the formation of an Aboriginal Strategic Plan, and President Toope carried that idea a step further by suggesting that the formation of such a plan would allow for the closer integration of Aboriginal initiatives in the University's new strategic plan and key budgeting processes. He also noted that for Aboriginal initiatives to have this kind of consideration in the next available budgeting cycle, a plan would need to be formulated by the end of the Fall, 2008. Following this meeting, a Steering Committee for the Development of the UBC Aboriginal Strategic Plan was formed to set terms of reference for the development of the plan. The full report of that Committee is available on the Aboriginal Strategic Plan website (<<http://aboriginal.ubc.ca>>).

Following the development of these terms of reference, the president appointed the Aboriginal Strategic Plan Development Working Group to begin work on the plan. The membership of the Working Group is as follows:

Dr. Alaa Abd-El-Aziz, Provost, UBC Okanagan
Dr. Jo-ann Archibald, Associate Dean Indigenous Education, Faculty of Education
Mr. Ethan Baptiste, graduate student, UBC Okanagan
Dr. Gordon Christie, Director, First Nations Legal Studies, Faculty of Law
Dr. Ian Cull, Associate VP Students, UBC Okanagan
Dr. Tirso Gonzales, Indigenous Studies, Irving K. Barber School of Arts and Sciences, UBC Okanagan
Mr. Graeme Joseph, Aboriginal Student Recruiter and Advisor, Enrolment Services
Dr. Linc Kesler, Director, First Nations Studies Program, Faculty of Arts
Dr. Anna Kindler, Vice Provost and Associate Vice President Academic Affairs
Ms. Madeleine MacIvor, Director *pro tem*, First Nations House of Learning
Ms. Leigh-Ann Matthieson, undergraduate student, Faculty of Land and Food Systems
Mr. Darrel McLeod, Chief Negotiator, Indian and Northern Affairs Canada

Mr. Stephen Owen, Vice President External, Legal and Community Relations
Dr. Jack Saddler, Dean, Faculty of Forestry
Dr. Kay Teschke, School of Population and Public Health
Dr. Richard Vedan, School of Social Work, Faculty of Arts, former Senior Advisor
to the President on Aboriginal Affairs and past Director of the First Nations
House of Learning

The Working Group is co-chaired by Dr. Anna Kindler and Dr. Linc Kesler

The ASP Website

Early on in the operations of the Working Group, an interactive website was established to provide information about the Aboriginal Strategic Plan process and to provide opportunities for people to provide suggestions and comments to the Working Group. Additional information about the Plan and its processes is located on this site at:

<http://aboriginal.ubc.ca>

Consultations

During the later spring and summer of 2008, the Working Group conducted an extensive set of consultations with different sectors of the campus community, including faculty, staff, students, and administration. Though the short timeline and coincidence of the consultation period with the summer imposed some constraints, consultations were also conducted with a significant set of individuals and organizations in Aboriginal communities on and off campus. In some cases, meetings were held with groups or individuals multiple times. A list of these consultations is included on the next page.

During the early fall, the Working Group consolidated what it had heard in all of these consultations into a draft document that was then posted on the website and circulated for public comment through broadcast emails, mailing lists, and mail outs to off-campus groups. A short survey on the draft was also developed and circulated with these notifications. A set of presentations of the draft was also made on campus at fall meetings of twelve of the thirteen Faculties and Colleges. Comments and suggestions from all of these sources have been integrated into the present document.

EXTERNAL GROUPS AND INDIVIDUALS CONSULTED

From UBC Vancouver:

Organizations:

B.C. First Nations Summit (Grand Chief Ed John)
Burnaby School District (Lyn Daniels)
First Nations Education Steering Committee and Post Secondary Sub-Committee
Indian Residential School Survivors Society
Langara College (Kory Wilson-Goertzen and Larry Railton)
Musqueam First Nation (Leona Sparrow)
Native Education College
Nicola Valley Institute of Technology (Casey Sheridan and Verna Billy-Minnabarriet)
Sprott Shaw Community College (Dean Duperron)
Tsawwassen First Nations (Chief Kim Baird)
UBC First Nations House of Learning President's Advisory Committee
Urban Native Youth Association
Vancouver Native Health Society
Vancouver School District (Debra Martel)

Individuals:

Doreen Jensen
Matt Vickers, Meyers Norris Penny
Verna Kirkness, former Director, First Nations House of Learning

From UBC Okanagan:

Aboriginal Council of Okanagan College and UBC Okanagan
En'owkin Center
Kelowna School District No. 23
Little Shuswap Indian Band
Merrit School District
Neskonlith Indian Band
Okanagan Indian Band
Okanagan Indian Band (Elders)
Okanagan Métis Community Services
Okanagan Nation Alliance
Penticton Indian Band
School District No.53
Spallumcheen/Splatsin Indian Band
Vernon Friendship Center
Westbank First Nation

Please Note that this list does not include less formal contacts between committee members and other individuals and groups. We apologize for any omissions.

APPENDIX B

SELECTED DATA ON ABORIGINAL PARTICIPATION IN EDUCATION

ABORIGINAL POPULATION

Aboriginal peoples are currently the fastest growing population demographic in Canada. As reported by the 2006 Census, the Aboriginal population grew by 45% between 1996 and 2006, compared with 8% with the non-Aboriginal population. Aboriginal peoples, including First Nations, Métis, and Inuit, surpassed the one-million mark by numbering 1,172,790 in 2006.

The Aboriginal population is much younger than the non-Aboriginal population with children and youth making up half of the Aboriginal population. The census reported that in 2006, the median age of the Aboriginal population was 27 years compared with the median of 40 years for the non-Aboriginal population. Children and youth under the age of 24 account for 48% of the Aboriginal population, while 31% make-up the non-Aboriginal population. According to the 2005 Statistics Canada's population projections, numbers are expected to grow and Aboriginal people could make up a growing portion of the young adult population over the next decade. They also make up a relatively large portion of the urban Aboriginal population.

In British Columbia, the census counted 129,580 First Nations Peoples, 59,445 Métis, and 795 Inuit people, making up a total of 196,075 Aboriginal people. This compares to 3,878,310 people with non-Aboriginal identity.

(Source: Statistics Canada, "2006 Census: Aboriginal Peoples," 15 January 2008, <<http://www12.statcan.ca/census-recensement/2006/rt-td/index-eng.cfm>>.)

ABORIGINAL PARTICIPATION IN EDUCATION

A report released on 3 December 2008 by the C. D. Howe Institute notes the relative scarcity of good data on Aboriginal participation in education, and identifies the reluctance of governments and agencies to publish data. Data is, however, currently available from several sources and the following summary includes data from the 2006 Census, the BC Ministry of Education, the First Nations Education Steering Committee, and the C.D. Howe Institute.

Educational Portrait of Aboriginal People in Canada

The 2006 Census reported that approximately 555,400 Aboriginal peoples are aged 25 to 64 years old. Out this number, one in three (34 %) Aboriginal peoples had not graduated from secondary school and 21% reported a high school diploma as their highest

education qualification. On the other hand, 44% of Aboriginal peoples graduated with post-secondary education in 2006. The census estimated that 14% graduated with trade credentials, 19% with a college diploma, and 8% with a university degree.

The Census also reported that in 2006, 42,900 Aboriginal people (8%) received a university degree, compared to 26,300 (6%), in 2001¹. The percentage of Aboriginal people graduating with a university degree is still much lower than that of non-Aboriginal people (8% compared with 23%). This gap has increased since 2001, when 6% of Aboriginal people had a degree compared to 20% of the population with non-Aboriginal identity.

(Source: Statistics Canada, “2006 Census: Analysis Series,” 2006, <<http://www12.statcan.ca/english/census06/analysis/education/differences.cfm>>.)

ABORIGINAL PRE-UNIVERSITY PARTICIPATION

One constraint on Aboriginal participation in post-secondary education is the relatively small number of Aboriginal students completing secondary education, and the even smaller number completing it with college pre-requisites.

An important source for student data is the BC Ministry of Education, which publishes annual reports on the public school system and student achievement results. Many of these reports provide important data on Aboriginal participation at the grade level, enrollment rates, high school completion, and student transition. According to the Ministry of Education, “An Aboriginal student is a student who has self-identified as being of Aboriginal ancestry. Beginning in 2003/04 school year a student is considered Aboriginal if s/he has self-declared any time in the period 2003/04 forward. Before 2003/04, students were considered Aboriginal in any given year only if they self-declared in September 30 enrolment in that year.”

Enrollment

The “2007/08 Summary of Key Information” report published by the Ministry of Education offered the following information on student enrollment:

- In the 2007/08 school year, a total of 62,806 Aboriginal students enrolled in public and independent schools. While 59,411 Aboriginal students were enrolled in public schools, 3,395 were enrolled in independent schools, making up 10.2% and 4.9% of the overall student population, respectively (see Table 1).

¹ The census points out that only comparisons were made between 2001 and 2006 for university degrees due to changes in questions.

(Source: Ministry of Education, “2007/08 Summary of Key Information,” 2008, <<http://www.bced.gov.bc.ca/keyinfo/pdfs/ski08.pdf>>.)

High-School Completion Rates and Aboriginal Student Transition

One of the current challenges in trying to increase the rates of Aboriginal participation at the post-secondary level is the issue that Aboriginal students graduate from secondary school at a lower rate compared with non-Aboriginal students. The number of those who graduate with the necessary university pre-requisites is even smaller. The June 2008 Ministry of Education report, “Student Transitions Project Highlights,” provides the following information. Please note that “post-secondary education” in the Ministry’s documents refers to a wide range of programs, within which university programs represent a significantly smaller subset.

- “In 2005-06, a total of 2,247 Aboriginal students graduated from B.C. secondary schools, of which 830 (37 per cent) registered at a B.C. public post-secondary institution in 2006-07.”
- “[A] significant proportion of Aboriginal students do not graduate from secondary schools, and of those who do, many are not academically qualified for university entrance. For example, if 100 non-Aboriginal students enter Grade 8 in B.C.’s education system and an equal number of Aboriginal students do the same, 79 non-Aboriginal students graduate within six years of entering Grade 8 (in 2002-03), but only 46 Aboriginal students achieve their Grade 12 credential in the same time period. Furthermore, 53 non-Aboriginal students go on to enter B.C.’s public post-secondary education within three years of graduating from high school, but only 27 Aboriginal students do the same.” (See Figure 1)
- “The proportion of Grade 12 Aboriginal graduates entering post-secondary education within three years of graduation is not as high as the transition rate achieved by non-Aboriginal graduates, but after five years, the transition rates will be roughly equal at 69 per cent Aboriginal versus 72 per cent non-Aboriginal.” The percentage entering university, however, is only 6%, compared to 19% for others. (see Figure 2)
- “Another barrier is academic qualifications. The Student Transitions Project reveals that only 16 per cent of Aboriginal students graduate from secondary schools with sufficient course work in academic subject to calculate their academic grade point average, or GPA (versus 48 per cent of non-Aboriginal students). . . . Of those Aboriginal students who do graduate with sufficient courses and grades to calculate an academic GPA, they achieve an average academic GPA four percentage points below non-Aboriginal graduates (75 per cent versus 79 per cent). Overall, only eight per cent of all Aboriginal graduates (versus 32 per cent of non-Aboriginals) achieve the minimum 75 per cent average GPA sufficient for university admission eligibility.”

(Source: Ministry of Education, “Student Transition Project Highlights,” June 2008, <http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf>.)

Performance: Grade 4 and 7

To increase the rates of Aboriginal participation at the post-secondary level, student performance from an early age must be considered and supported. The C.D. Howe Institute recently published a report titled, “Understanding the Aboriginal/non-Aboriginal Gap in Student Performance: Lessons from British Columbia,” which examines some of the reasons why a large gap continues to exist between the performance of Aboriginal and non-Aboriginal students at the grade level.

This document includes statistics on performance published by the province of British Columbia based on cognitive skills tests students take from Grades 4 and 7 in reading, writing, and numeracy. For the ratio of Aboriginal and non-Aboriginal students that meet or exceed expectations, see Figure 3.

(Source: C.D. Howe Institute, “Understanding the Aboriginal/non-Aboriginal Gap in Student Performance: Lessons from British Columbia,” December 2008, <http://www.cdhowe.org/pdf/commentary_276.pdf>.)

Performance: Grade 12

Every student is required to take certain provincially examinable courses in grade ten, eleven, and twelve to meet graduation requirements. The Ministry of Education report, “How Are We Doing?” offers data on the performance of Aboriginal students in 2007 at the grade level (B.C. public schools only). For an overview of the required examinations results in 2007, see Figure 4.

(Source: Ministry of Education, “How are We Doing?,” 2007, <<http://www.bced.gov.bc.ca/abed/perf2007.pdf>>.)

Completion Rates On-Reserve and Off-Reserve in Canada

Aboriginal students on- and off-reserve compete secondary school at different rates. According to the C.D. Howe Institute:

- “About one-third of all on-reserve students- a higher ratio at the secondary than primary level- attend off-reserve schools. According to the [2006] Census, three-quarters of Aboriginal now live off-reserve. Based on these ratios, on-reserve schools run by band councils are responsible for education about one Aboriginal child in six; provincial governments are responsible for the other five.”
- “Aboriginal outcomes differ markedly across the three identity population groups: North American Indian (or First Nation), Métis, and Inuit. They also differ markedly across areas of residence. The largest Aboriginal/non-

Aboriginal gap exists when Inuit in rural areas and North American Indians living on-reserve are the comparators. For both groups, high-school completion is less than 40 percent, and the Aboriginal/non-Aboriginal gaps approach 50 percentage points.” (See Figure 5)

- “There is a strong positive correlation between on- and off-reserve Aboriginal school performance within a province or territory. . . . Both on- and off-reserve performance is generally above the national average in Atlantic Canada and Yukon, and below average in the Northwest Territories and Nunavut. . . . Among the six (other provinces), British Columbia’s rates are highest, followed by Ontario. For both on- and off-reserve groups, the other four provinces all perform below the relevant on- and off-reserve national averages.” (See Figure 6)

(Source: C.D. Howe Institute, “Closing the Aboriginal / non-Aboriginal Educational Gap,” October 2008, <http://www.cdhowe.org/pdf/Backgrounder_116.pdf>.)

ABORIGINAL POST-SECONDARY PARTICIPATION

First Nations Participation Rates in Post-Secondary Education

In May 2008, the First Nations Education Steering Committee completed a report “Aboriginal Post Secondary Education in British Columbia,” which focuses on issues relating to the need for formal recognition and support of Aboriginal controlled and governed institutions in British Columbia and addresses the educational gap that exists between Aboriginal and non-Aboriginal participation at the post-secondary level:

- “According to the June 3, 2005 BC Stats Infoline Report, a non-Aboriginal person is five times more likely to have a university degree than a First Nation person living on-reserve, and almost three times more likely than a First Nations person living off-reserve (cited in FNESC, 2005).”
- “Stonechild (2006) analyzed data provided by Indian and Northern Affairs Canada (INAC) to conclude that approximately 2% of the Canadian First Nations population attended university in 2000. A similar analysis of data provided by the Association of University and Colleges in Canada concluded that 3.2% of the mainstream population participated in university in the same year. That means that the university participation rate of the First Nations population was 69% of that of the mainstream. In the same year, including community colleges in the calculations indicated that First Nations participation in higher education was 36% of the mainstream participation rate.”
- “The Auditor General’s 2004 *Report on Education Program and Post-Secondary Student Support* also noted that a significant education gap continues to exist between First Nations people living on-reserve and the Canadian population as a whole. The Auditor General estimates that it could take 28 years to close the education gap

between people living on-reserve and other Canadians if current trends continue unchanged.”

Métis Participation Rates in Post-Secondary Education in BC

This report also offers data on the participation rates and challenges experienced by Métis people in post secondary education in British Columbia. The organization’s information is based on a survey that was distributed by the Métis Nation of British Columbia (MNBC) and was summarized in the “Report on the Statistical Description and Analysis of the 2006 Métis Nation of British Columbia Provincial Survey” (<<http://www.mnpsc.bc.ca/education/education/html>>):

- “57% of Metis children are not receiving Métis history or culturally significant teaching in their schools;”
- “7.2% of Métis adults have achieved post-secondary education (largely certificate level);”
- “52% of Métis adults have completed their grade 12 diploma;”
- “19% of Métis adults have only achieved an elementary level education (max. Grade 9);”
- “97% of Métis adults surveyed agreed Métis resource centers on campus would greatly assist Métis students;”
- “Over 40% of respondents in the survey identified funding as the greatest barrier to achieving post-secondary education.”

(Source: FNEESC, “Aboriginal Post Secondary Education in British Columbia,” May 2008.)

CHARTS AND TABLES

TABLE 1:

Aboriginal Student Enrollment in B.C. Public and Independent Schools

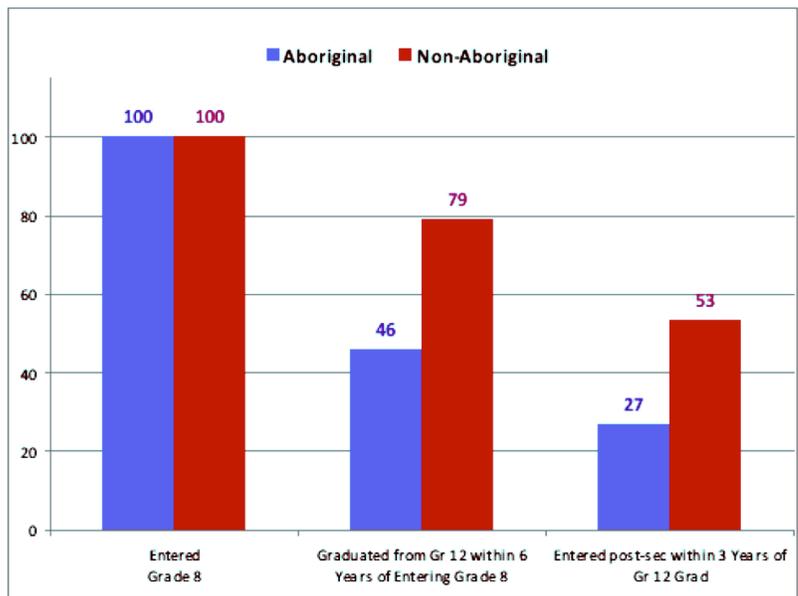
School Year	Public		Independent		Total # of Aboriginal Students
	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	
1998/99	42,367	6.7	2,651	4.4	45,018
1999/00	44,748	7.0	2,530	4.3	47,278
2000/01	46,845	7.4	2,505	4.2	49,350
2001/02	48,905	7.8	2,452	4.1	51,357
2002/03	50,359	8.1	2,617	4.2	52,976
2003/04	60,983	9.9	3,415	5.4	64,398
2004/05	61,294	10.1	3,555	5.5	64,849
2005/06	60,846	10.1	3,446	5.2	64,292
2006/07	59,022	10.0	3,325	4.9	62,347
2007/08	59,411	10.2	3,395	4.9	62,806

This table provides data on the number of Aboriginal students that have enrolled in public and independent grade schools each year from 1998 to 2008.

(Source: Ministry of Education, “2007/08 Summary of Key Information,” 2008, <<http://www.bced.gov.bc.ca/keyinfo/pdfs/ski08.pdf>>.)

FIGURE 1:

Aboriginal versus Non-Aboriginal Student Transition in B.C.



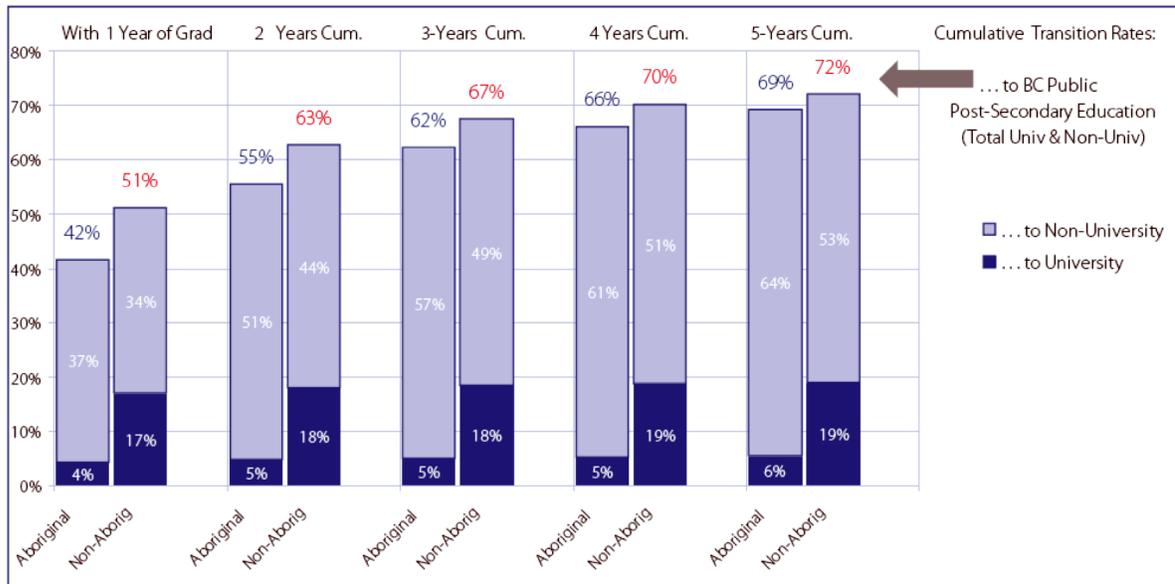
(Note: if you are viewing a black/white copy, the bar for “non-Aboriginal” is to the right)

This figure presents Aboriginal versus non-Aboriginal student transition from the time students enter Grade 8, graduate Grade 12, to the time they enroll in post-secondary education.

(Source: Ministry of Education, “Student Transition Project Highlights,” June 2008, <http://www.avcd.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf>.)

FIGURE 2:

Cumulative Transition Rates of 2001-02 B.C. High School Graduates to B.C. Public Post-Secondary Education (University and Non-University, Aboriginal versus Non-Aboriginal)

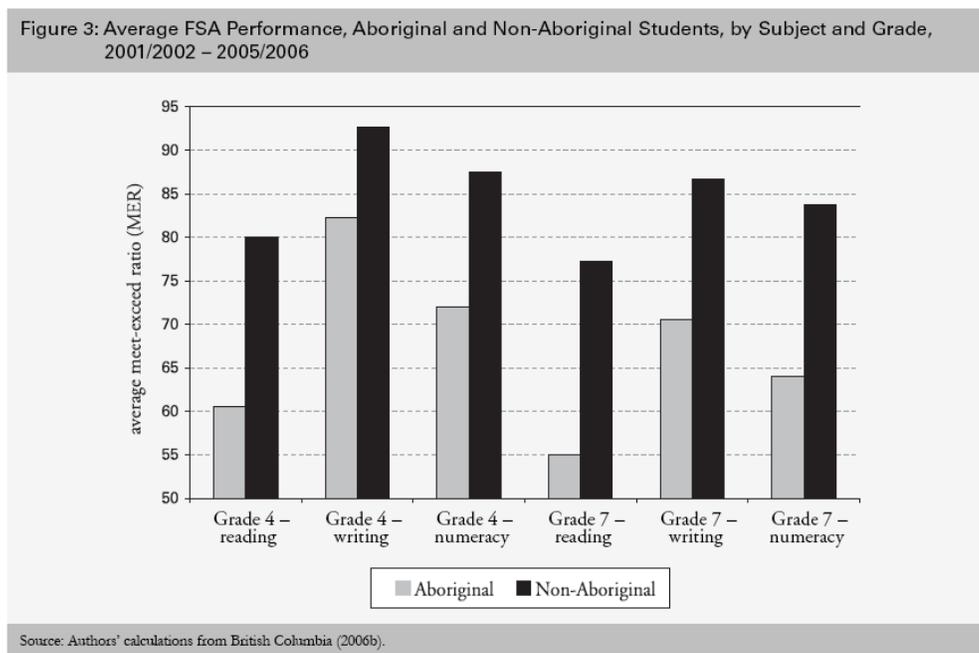


This figure charts the number of students (Aboriginal versus non-Aboriginal) from the 2001-02 Graduating Class that have transitioned to post-secondary education.

(Source: Ministry of Education, “Student Transition Project Highlights,” June 2008, <http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf>.)

FIGURE 3:

Average FSA Performance of Aboriginal and non-Aboriginal Students, 2001/02- 2005/06



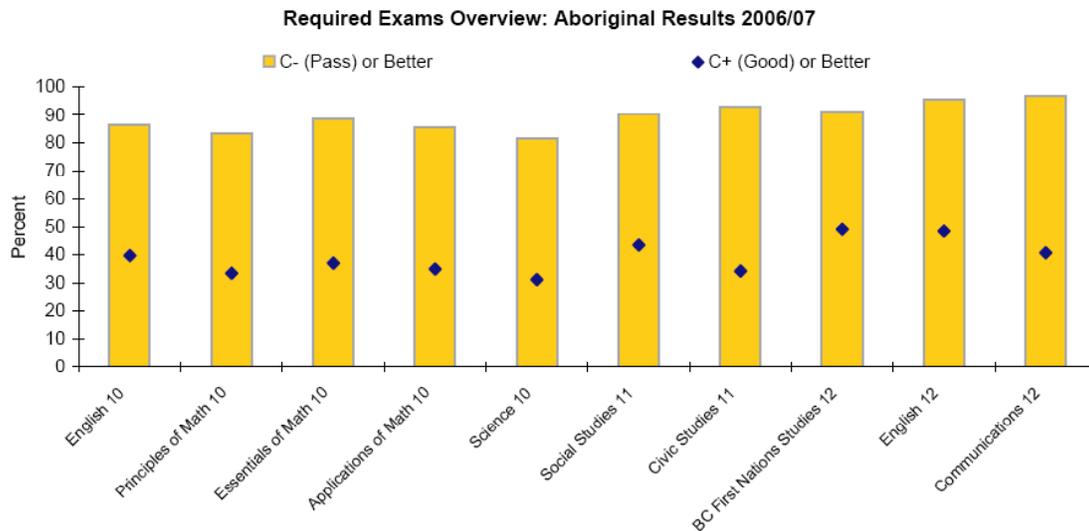
Published Foundation Skills Assessment (FSA) results often classify student performance as “exceeding expectations,” “meeting expectations,” and “not meeting expectations.” This figure illustrates the ratio of students that meet or exceed expectations (MER) over the 2001/02 to 2005-06 school years.

(Source: C.D. Howe Institute, “Understanding the Aboriginal/non-Aboriginal Gap in Student Performance: Lessons from British Columbia,” December 2008, <http://www.cdhowe.org/pdf/commentary_276.pdf>.)

FIGURE 4:

Overview of Required Examination Results for Course Options Leading to Graduation in B.C. (Aboriginal versus non-Aboriginal)

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
English 10	3886	3366	87	1545	40	43198	41151	95	28159	65
Principles of Math 10	1718	1430	83	579	34	33585	30797	92	19209	57
Essentials of Math 10	1761	1561	89	655	37	7738	7159	93	3359	43
Applications of Math 10	453	388	86	159	35	3833	3501	91	1448	38
Science 10	3671	2993	82	1155	31	43527	40521	93	25054	58
Social Studies 11	2387	2157	90	1039	44	38981	37545	96	25653	66
Civic Studies 11	29	27	93	10	34	510	489	96	329	65
BC First Nations Studies 12	594	542	91	293	49	982	937	95	579	59
English 12	1782	1708	96	869	49	37793	37054	98	25562	68
Communications 12	896	868	97	365	41	5488	5344	97	2755	50



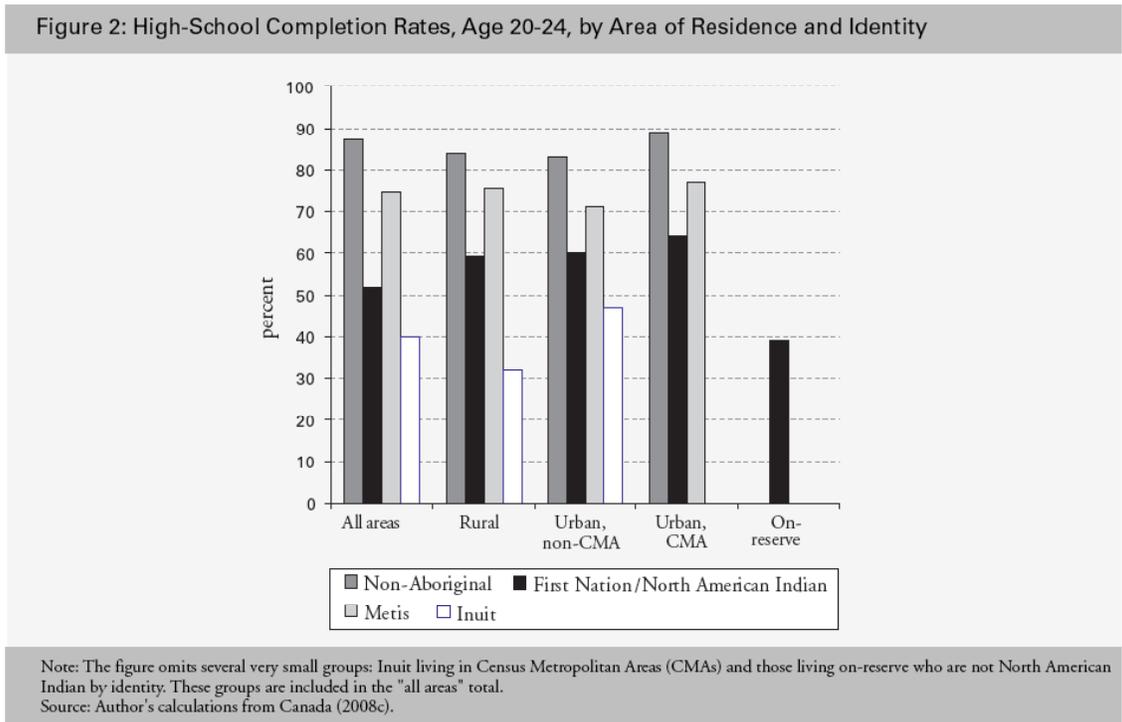
The table offers data on the performance of Aboriginal students (versus non-Aboriginal) in their required exams for course options that lead to graduation in 2007 (B.C. public schools only). Data includes the number and percentage of students that receive a grade lower or higher than a C- or C+, respectively.

The numbers and percentage for Aboriginal students only is then represented in the chart.

(Source: Ministry of Education, “How are We Doing?,” 2007, <<http://www.bccd.gov.bc.ca/abed/perf2007.pdf>>.)

FIGURE 5:

High School Completion Rates, Age 20-24, by Area of Residence and Identity in Canada

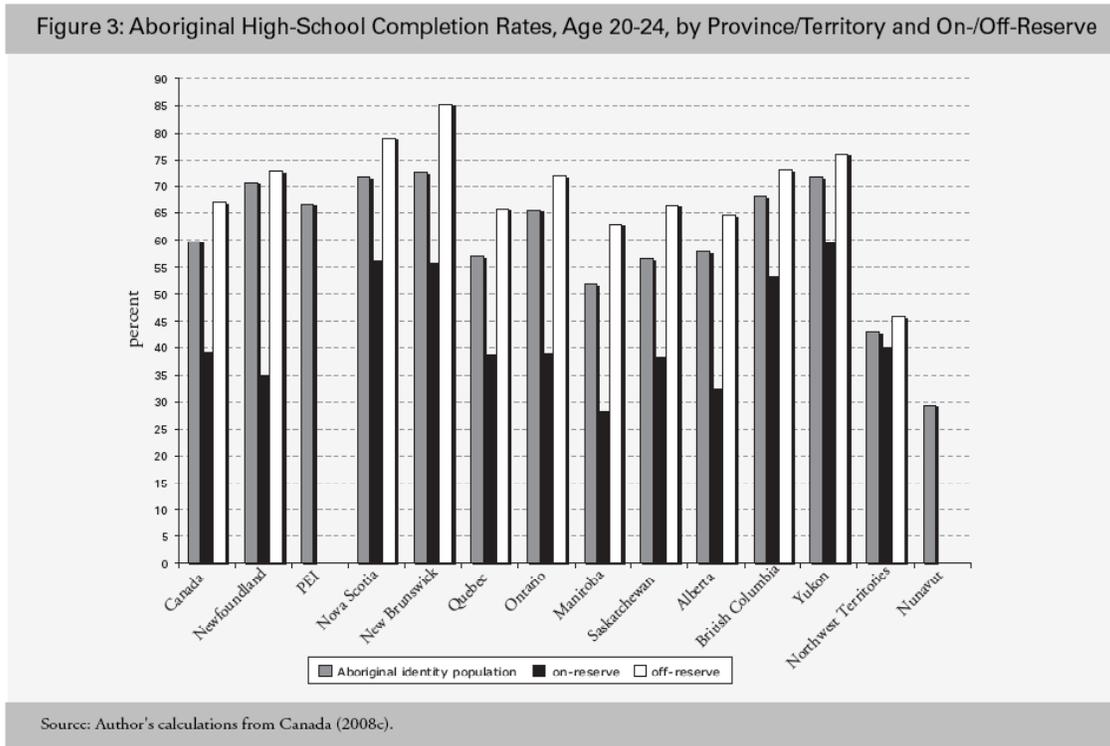


This figure compares the percentage of students (First Nations, Metis, and Inuit versus non-Aboriginal) that complete high school in Canada by area of residence: rural, urban- non CMA (Census Metropolitan Area), urban-CMA, and on-reserve.

(Source: C.D. Howe Institute, "Closing the Aboriginal/ non-Aboriginal Educational Gap," October 2008, <http://www.cdhowe.org/pdf/Backgrounder_116.pdf>.)

FIGURE 6:

Aboriginal High School Completion Rates, Age 20-24, by Province/Territory and On-/Off Reserve



(Source: C.D. Howe Institute, "Closing the Aboriginal/ non-Aboriginal Educational Gap," October 2008, <http://www.cdhowe.org/pdf/Backgrounder_116.pdf>.)

APPENDIX C

ABORIGINAL PARTICIPATION AT UBC

Data on Aboriginal participation rates at UBC is at present difficult to compile. The material in this section is very preliminary and should not be regarded as definitive. We are awaiting clarifications and verification from various UBC sources. One of the items identified in the strategic plan is the need to have a consistent plan for tracking and compiling data and a centralized repository for its storage and access.

Undergraduate Participation

Data on current levels of participation is still being compiled and formatted. Total number of Aboriginal students on both campuses is estimated to be less than 500.

Graduate Participation

Faculty of Graduate Studies student records between 1991-2008, indicate that 163 self-identified Aboriginal students registered in graduate programs. During that period, 48 Aboriginal graduates have received masters and doctoral degrees from the Faculty.

Aboriginal Students Receiving Degrees from the Faculty of Graduate Studies between 1991-2007

Convocation Year	Aboriginal Students (self-identified)		Total # of Aboriginal Students ¹	Total # of All Students ²	% of All Students ³
	Masters ¹	Doctoral ¹			
1991-2004	13		13	19,478	0.067%
2005-07	27	8	35	6,218	0.56%
Grand Total	40	8	48	25,696	0.19%

(Source: (1) Graduate Studies Systems and Data Analysis unit, (2) UBC GEAR website at <<http://www.grad.ubc.ca/admin/gear/>>, (3) calculated)

APPENDIX D

ABORIGINAL PROGRAMS, INITIATIVES, AND SERVICES AT UBC

Please Note: we have attempted to ensure that this list is comprehensive and complete and apologize for any unintended omissions.

UBC Vancouver

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
College of Health Disciplines and First Nations House of Learning	Institute for Aboriginal Health	The Institute for Aboriginal Health works with Aboriginal communities to identify effective ways of improving the health of Aboriginal people.
	Administration and Support	Director Education Coordinator
Continuing Studies and the Institute for Aboriginal Health (IAH)	Aboriginal Health Care Administration Program (AHCAP)	The Institute for Aboriginal Health with the UBC Continuing Studies Department has developed the AHCAP program with the objective to improve administrative skills for health care workers already working in communities.
Faculty of Arts	First Nations Languages Program	FNLG offers courses in various First Nations languages and produces educational material. They also collaborate with different communities and conduct research on BC's endangered languages.
	First Nations Studies	FNSP offers provides

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	Program	students with the opportunity to graduate with a major or minor in First Nations Studies at the undergraduate level.
	School of Library, Archival, and Information Studies: First Nations Concentration	The First Nations Curriculum Concentration allows students in the Master of Archival Studies and Master of Library and Information Studies degrees to develop particular expertise in Indigenous information and community asset management.
	School of Social Work and Family Studies: Squamish First Nations Bachelor of Social Work	The First Nations BSW program is delivered off-campus to Aboriginal students from the Squamish First Nation, Sechelt First Nation, and Lil'wat First Nation.
	Administration and Support	Director of First Nations Languages Director of First Nations Studies Program First Nations BSW Coordinator Director for the Squamish BSW program
	Student Services	Arts First Nations Student Services Coordinator Arts Academic Advisor for First Nations Students
Faculty of Education	Native Indian Teacher Education Program	NITEP is a community-based teaching program

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	(NITEP)	for persons of Aboriginal ancestry
	Ts'kel Graduate Program	Ts'kel supports graduate students of Aboriginal ancestry
	Administration and Support	Associate Dean for Indigenous Education Director of the NITEP program Director of the Ts'kel Graduate Studies Program
Faculty of Forestry	First Nations Forestry Initiatives	The Faculty of Forestry offers a range of programs, courses, services, and events for its Aboriginal students.
	Administration and Support	Coordinator of First Nations Initiatives
Faculty of Law	First Nations Legal Studies Program	The FNLSP program has the mandate to make legal education on Aboriginal issues available and to support Aboriginal students in law.
	Administration and Support	Academic and Research Director Coordinator of First Nations Legal Studies
Faculty of Medicine	Division of Aboriginal People's Health	The Division develops and supports Aboriginal Health programs, curriculum, and research in partnership with Aboriginal communities.

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	Aboriginal Residency Program	The Aboriginal Residency Program offers Aboriginal students or those interested in Aboriginal health the opportunity to concentrate their family practice residency programs on Aboriginal health care issues.
	Administration and Support	Director for the Division of Aboriginal People's Health Site Director for the Aboriginal Residency Program Aboriginal Programs Coordinator
Faculty of Pharmaceutical Sciences	Patient-Centered Pharmacy Practice Clinic on Haida Gwaii	The Faculty is collaborating with the Queen Charlotte Islands Pharmacy to propose a planning initiative for a patient-centered pharmacy practice clinic on Haida Gwaii.
Faculty of Science and Land and Food Systems	UBC Aboriginal Science	These faculties offer a range of programs, courses, services, and events to its Aboriginal students.
	Administration and Support	Aboriginal Student Coordinator
Sauder School of Business	Ch'nook Business Education	The Ch'nook program provides business education opportunities and support for Aboriginal students.
	Administration and Support	Ch'nook Advisory Council

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	Support	Ch'nook Program Director and Manager
Fisheries Centre	Aboriginal Fisheries Research Unit	The Research Unit conducts research that combines traditional ecological knowledge and modern science to support aquatic resource management.
	Administration and Support	Director, Aboriginal Fisheries Research Unit
Enrollment Services	Aboriginal Student Recruiter-Advisor	The Aboriginal Recruiter-Advisor works to recruit and assist Aboriginal students with admissions processes.
First Nations House of Learning (FNHL)		The FNHL is a strategic planning body for Aboriginal initiatives and provides cultural programming and support for students at the First Nations Longhouse.
	Administration	Director Associate Director Coordinator for Information Technology
	Student Services	Coordinator for Aboriginal Student Services Aboriginal Student Recruiter-Advisor Counselor Computer Lab
FNHL / UBC Library	<u>X</u> wi7 <u>x</u> wa Library	<u>X</u> wi7 <u>x</u> wa is a branch of the library system and maintains a special

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
		collection of Aboriginal materials
	Administration and Support	Two librarians expert in Indigenous collections and search strategies
UBC Farm	Aboriginal Community Kitchen Gardens and Maya in Exile Gardens	The UBC Farm has collaborated with a number of local agencies and communities to create and support these community gardens.

UBC Okanagan

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
Irving K. Barber School of Arts and Science	Indigenous Studies Program	The Indigenous Studies Program offers a major or minor in Indigenous Studies at the undergraduate level.
UBC Okanagan Aboriginal Programs and Services	UBC Okanagan Aboriginal Access Program	This pilot program allows Aboriginal people to register for university-level courses without having to undergo the standard post-secondary admission process.
	Administration	Director of Aboriginal Programs and Services Aboriginal Educational Advisor
	Student Services	Aboriginal Student Resource Centre Aboriginal Student Orientation

OUTREACH & SUMMER PROGRAMS

FACULTY / UNIT	PROGRAM NAME	DESCRIPTION
Faculty of Applied Science	GEERing UP!	UBC Engineering students run a week long program, which gives children from the Downtown Eastside the opportunity to learn about science, technology, engineering, and mathematics through hands-on building projects.
Faculty of Arts	Humanities 101	Humanities 101 offers non-credit university-level courses to residents of the Downtown Eastside.
Faculty of Science	CEDAR Program	UBC students and faculty teach Aboriginal youth about science, agriculture, forestry, and the arts through hands-on activities and events.
	Teaching Science in the Community: Science 101	Science 101 is a non-credit, barrier-free course offered to residents of the Vancouver Downtown Eastside and other inner-city community. Students receive an introductory education in physics, astronomy, chemistry, computer science, earth and ocean science, and biology.
Institute for Aboriginal Health	Summer Science	Since 1988, the Summer Science program has flown in forty Aboriginal

FACULTY / UNIT	PROGRAM NAME	DESCRIPTION
		secondary school students from across the province to learn about a variety of science and health service careers through workshops hosted by UBC staff and students.
Museum of Anthropology	Native Youth Program	Six Aboriginal secondary school students are hired each summer to work at the Museum and its sponsor facilities, learn about the collections and how to communicate information to the public.

FACULTY AND ADVISORY COMMITTEES

Vancouver

FACULTY / UNIT	ADMINISTRATION LEVEL/ PROGRAM NAME	COMMITTEE
President's Office		FNHL's President's Advisory Council Senior Advisor to the President on Aboriginal Affairs
University Wide		Indigenous Academic Caucus
Faculty of Art	Dean's Office	Dean's Advisory Committee on Aboriginal Issues
	First Nations Languages Program	FNLG Advisory Committee Musqueam Indian Band- UBC FNLG Advisory Committee
Faculty of Education	Native Indian Teacher Education Program and Ts'kel Graduate Program	First Nations Education Council
Faculty of Forestry	Faculty of Forestry and First Nations Initiatives	First Nations Council of Advisors
Faculty of Law		First Nations Law Committee
Faculty of Medicine	Faculty of Medicine	Aboriginal Curriculum Subcommittee
	Division of Aboriginal People's Health	Aboriginal Core Advisory Committee
	Admissions	Aboriginal Admissions Subcommittee

FACULTY / UNIT	ADMINISTRATION LEVEL/ PROGRAM NAME	COMMITTEE
Institute for Aboriginal Health	Student Recruitment	UBC Aboriginal Student Recruitment Committee Health and Human Service Aboriginal Student Recruitment Working Committee
Sauder School of Business	Ch'nook Business Education	Ch'nook Advisory Council
School of Social Work and Family Studies	Squamish First Nations Bachelor of Social Work	Two Advisory Committees are in place

APPENDIX E

SELECTED RESOURCES

UBC-related:

Focus on People: Workplace Practices at UBC. 2008. The University of British Columbia. 15 December 2008. <<http://www.focusonpeople.ubc.ca/welcome.html>>

Human Early Learning Partnership. 2008. Human Early Learning Partnership. 15 December 2008. <<http://www.earlylearning.ubc.ca/>>

What I Learned in Class Today. Ed. Karrmen Crey and Amy Perreault. 2008. 15 December 2008. <<http://www.issuesintheclass.com/>>

Reports and Statistics:

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Mendelson, Michael. Aboriginal Peoples and Postsecondary Education in Canada. Ottawa: The Caledon Institute of Social Policy, July 2006.
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Richards, John, Jennifer Hove, and Kemi Afolabi. Understanding the Aboriginal/Non-Aboriginal Gap in Student Performance: Lessons from British Columbia. No. 276. Toronto: C.D. Howe Institute, December 2008. <www.cdhowe.org>.

Documents Provided by Consulted Organizations:

Archibald, J. K., Selkirk Bowman, F.C. Pepper, C. Union, G. Mirenhouse, and R. Short. "Honouring What They Say: Post-Secondary Experiences of First Nations Graduates." Canadian Journal of Native Education 21.1 (1995).

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Cole Rheaume. Success in the City: Examining Aboriginal Youth Moving from Rural to Urban Communities. Vancouver: Vancouver Native Health Society, 2008.

First Nations Education Steering Committee. Aboriginal Post-Secondary Education in British Columbia: A Place for Aboriginal Institutes. May 2008. <www.fnesc.ca>

Other University Plans and Diversity Resources:

"Aboriginal and Rural Under-representation in Canada's Medical Schools." Canadian Council on Learning: Lessons in Learning. 17 April 2008. 15 December 2008. <<http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning>>.

Bauman, Georgia L., Leticia Tomas Bustillos, Estela Mara Bensimon, M. Christopher Brown II, and RoSusan D. Bartee. Achieving Equitable Education Outcomes with All Students: The Institution's Roles and Responsibilities. Washington: Association of American Colleges and Universities, 2005.

Milem, Jeffrey F., Mitchell J. Chang, and Anthony Lising Antonio. Making Diversity Work on Campus: A Research-Based Perspective. Washington: Association of American Colleges and Universities, 2005.

Office of the Vice Provost for Educational Equity. A Framework to Foster Diversity at Penn State: 2004-09. University Park: Pennsylvania State University, 2004.

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