



ABORIGINAL STRATEGIC PLAN

FIFTH YEAR IMPLEMENTATION REPORT

VANCOUVER CAMPUS

JULY 2014

PREPARED BY THE FIRST NATIONS HOUSE OF LEARNING



The Aboriginal Strategic Plan was the first part of UBC's *Place and Promise* strategic plan to be fully articulated and was accepted as university policy in January 2009. The Plan was designed to provide a comprehensive framework within which existing programs and initiatives could be located and opportunities and imperatives for new initiatives identified. It now provides a framework through which opportunities for collaboration and integration across areas can be better understood.

A major focus of the plan has been sustainability. Historically, Indigenous and similar kinds of initiatives across North America have operated on contingent funding, resulting in a persistent pattern of start-up and collapse. The circumstances they address, however, are persistent, and, in the case of Aboriginal initiatives, increasing in importance. The aim of the UBC Aboriginal Strategic Plan has been to locate programs and initiatives within core budgetary processes, either at their outset, or as soon as their value has been established.

The historical cycles in which Aboriginal programs have collapsed or been eliminated have often been seen as a pragmatic responses to the realities of the economic pressures faced by post-secondary education as a whole. In fact, these cycles are profoundly inefficient because they force the replication of foundational work and inhibit the development of work at more advanced levels. The framework developed at UBC and the integration of Aboriginal programs and initiatives into distributed core budget processes, in contrast, has proved to be effective and efficient, and productive of work at a considerably higher level. It is recognized across North America and internationally as a leading pragmatic and effective approach.

With this approach, UBC programs, rather than relying on benevolence or the redress of past injustices as their primary motivations, have worked to establish approaches that are practical, respectful, and financially sound, and work towards a new standard for addressing the political and social reality of interactions between Aboriginal and other Canadians and their potential for change and growth informed by knowledge, expertise, and reciprocity.

Early in the process of the development of the Aboriginal Strategic Plan an agreement was made that, while the plan would provide a common framework for both the Vancouver and Okanagan

campuses, the two campuses would pursue separate implementation and evaluation processes. This report addresses developments on the Vancouver campus only.

STUDENTS

An early aim of the Aboriginal Strategic Plan implementation on the Vancouver campus was to increase the number of Aboriginal students by addressing issues affecting the quality of their experiences. At the time the Plan was formulated, many Aboriginal students were experiencing significant difficulty in navigating UBC administrative processes that were not designed to address their circumstances. Active recruitment of new students was postponed until these problems were addressed. The most significant obstacles to improvement lay in administrative structure: because Aboriginal students comprise less than 2% of students, their systemic problems often appeared to be idiosyncratic, and their resolutions both difficult and time-consuming. Staff experienced them as frustrations and were often unresponsive and more specific forms of structural address were difficult to bring into focus at the necessary levels for administrative action.

Early in the implementation of the Aboriginal Strategic Plan, the First Nations House of Learning began advocating for the dedication of a position to work with knowledgeable staff to identify systemic problems and propose solutions that would report to a high-level implementation committee comprised of the Registrar, the VP Students, and the FNHL Director. The purpose of this committee was to assure that, once a mode of structural address was agreed upon, the necessary authority to implement change, even when it required collaboration across domains, was assured. Though some time was required to implement this system, its efficiency in addressing longstanding problems was clearly demonstrated: structural solutions not only increased efficiency, but reduced the stress level of staff and substantially reduced critical incidents for students and the time necessary for their resolution.

Adjusting the services for Aboriginal students to subsequent and ongoing changes in university-wide student service policies has demonstrated the need to continue with this arrangement and the staff position, now Associate Director of Strategic Aboriginal Enrolment Initiatives, is now permanent. While maintaining effective student services for Aboriginal students in an organization as large as UBC will always be challenging, we now have the means to address challenges as they arise and respond quickly with effective structural solutions. With this system in place, the development of a more deliberate recruitment strategy is both supportable and warranted, and 1.5 Aboriginal recruitment staff positions are now in place.

The Aboriginal Strategic Plan set no enrolment targets. At a research-intensive university such as UBC, setting such targets may have perverse effects: rather than directing attention to the design of effective processes, they focus attention on meeting targets, and often result in stop-gap measures such as reduced enrolment criteria to expand enrolments. If the result is that students

who have not had adequate preparation struggle in first year classes and leave the university bear the burden of a failure the university has been at least partially complicit. By working to remove the obstacles for students who are fully prepared for UBC classes, strengthening tutoring and other support services, and working with Faculties to develop more welcoming environments and relevant curricula, UBC Vancouver has seen substantial growth in Aboriginal enrolments across campus, as well as retention and graduation rates similar to those of all students.

Students who may find first year at UBC Vancouver daunting, however, often do very well after two years at another smaller institution such as Langara College. In the fall of 2013, the UBC-Langara Aboriginal Transfer Program was established. Under this program, Aboriginal students meeting a set of requirements are guaranteed transfer admission to the Faculty of Arts at the Vancouver campus. Students meeting a higher standard are guaranteed a scholarship and ongoing support. The Faculty of Science has now joined this program, and other Vancouver Faculties are now working to extend this program to their operations and develop other similar partnerships.

In part due to the expansion of Aboriginal and expert research faculty, enrolments have expanded in graduate and professional programs as well: UBC has now become a preferred institution for graduate students in Indigenous fields from across North America and the Pacific. The Faculty of Education has been working for many years to expand its graduate offerings for Aboriginal students and has a significant contingent of Masters and Doctoral students as well as an expanding set of curricular options addressing Aboriginal education. The Faculty of Law has also had a longstanding program in Indigenous Legal Studies that has both a curricular component and consistently high Aboriginal enrolments, now the largest in Canada. Law has also taken significant steps towards addressing the climate for Aboriginal students in the Faculty, about which more will be said below. For more than ten years, the Department of Family Practice in the Faculty of Medicine has had the most successful program in Canada for recruiting and graduating Aboriginal MDs, and other disciplines in the health sciences are now considering ways to extend that model in their areas. Other Faculties, such as Arts and Applied Sciences have shown significant growth in their Aboriginal graduate enrolments, in part in response to the development of curricular initiatives. These developments are crucial to UBC's contribution to the production of the next generation of Aboriginal scholars and professionals and others knowledgeable in relevant fields.

It is important to recognize that, though much progress has been made on campus, Aboriginal students and community members still face challenging circumstances here and in a larger social context in which difficult situations are common. In the fall of 2013 during first-year orientation events, a number of students in the Sauder School of Business engaged in chants that promoted sexual violence and disregard for Aboriginal people and culture. These events were widely publicized, and the university moved quickly to address these incidents and is now working on longer-term modes of address to provide not only more meaningful orientation to the culture and values of the campus, but deeper address of the social circumstances that have normalized such

activities for far too long. Reaction to these highly publicized events in Aboriginal communities, however, was strong, and an indication that, while we work to build substantive address of these and other issues on campus, the confidence we build with communities is easily compromised.

CURRICULUM

Another stated aim of the Aboriginal Strategic Plan was to expand curricula addressing Aboriginal culture, history, politics, and other areas, and, in the past five years, curricular options available to students has indeed expanded significantly. The First Nations Studies Program, still in its start-up phase when the Plan began, has now expanded in its faculty complement, curricular offerings, and enrolments, and is now both robust and stable. The First Nations Languages Program, also in the Faculty of Arts, has recently tripled its faculty and is also now sustainable. Together, these two programs are exploring the formation of a joint Institute that would provide a stronger platform for their operations, their support of post-doctoral fellows and graduate students, and their partnerships with other curricular units across campus. The growth of strength in Aboriginal languages stabilization and recovery in Arts and Education directly addresses a priority identified in the Plan.

The Faculty of Education is recognized both in Canada and the Pacific for its work in Indigenous education. The Faculty operates one of the oldest training programs for Aboriginal educators, the Native Indian Teacher Education Program (NITEP), and is the only Faculty at UBC and the only Faculty of Education in Canada to have an Associate Dean for Aboriginal initiatives. The Faculty designated 2013/14 the Year of Indigenous Education, with over thirty two special events, and during this year established a Professorship in Indigenous Teacher Education. The Faculty has also expanded curricular offerings at both undergraduate and graduate levels and is increasing its attention to Indigenous language education. An M.Ed. with an emphasis in Indigenous Knowledges & Pedagogies has been established, and the Faculty is among the first in Canada to require all undergraduate students to complete a course in Aboriginal education.

The Faculty of Law now also requires all students to complete curricula in Aboriginal constitutional law. The possibility of other required courses addressing Aboriginal concerns are under discussion in other locations as well. Required courses, while addressing the critical need to provide students with information and analysis they have not typically developed in their pre-university education, are, however, measures that must be undertaken with some care. By their very nature contentious, they require experienced instructors with expertise in managing the difficult classroom conversations, and it is particularly important to assess the staffing resources available as such requirements are considered.

In the early days of the Aboriginal Strategic plan, the experiences of Aboriginal and other students of classroom discussions that did become contentious had been clearly identified by a student documentary video project, *What I Learned in Class Today: Aboriginal Issues in the Classroom*

(intheclass.arts.ubc.ca). A staff position was piloted in what is now the Centre for Teaching, Learning, and Technology to provide professional development for instructors and especially teaching assistants who wish to develop more professional approaches to those circumstances. That position has subsequently become permanent and is perhaps the only of its kind in Canada to work with experienced faculty, provide training to others, and develop resources, especially in the digital realm, that can assist faculty in supporting meaningful address of Aboriginal issues. Both the approach and the digital resources are now used at other universities across Canada. CTLT was a lead unit in engaging faculty and students in events surrounding the Truth and Reconciliation Commission's National Event in Vancouver in September 2013, and now also includes Aboriginal topics in the training available to new administrators. These programs are important aspects of UBC's ability to build depth and capacity across the university to improve the curriculum available to all students, as are other recent developments, such as the Faculty of Education's entry into the realm of Massive Open Online Courses, that extend UBC's presence in the digital realm.

Other significant curricular initiatives are also continuing or developing in other faculties. Forestry has long had a First Nations Forestry program as well as a First Nations Council of Advisors. For many years it has also had a dedicated faculty position, now Professor of Indigenous and Community Forestry, and other faculty members have been recognized for their work with communities and engagement of students with community-based curricula. At the writing of the last Implementation Report (2012), the School of Community and Regional Planning (SCARP) was just launching a First Nations curricular concentration in its masters program. That program, co-developed with the Musqueam Indian Band, will be graduating its first cohort in the fall of 2014 and is now attracting students from across Canada and is attracting inquiries from as far away as Australia. Other Faculties such as Pharmacy and schools such as Audiology, now in conjunction with the Centre for Excellence in Indigenous health described below, are also intensifying the curriculum that prepares their students to work with Aboriginal people and communities. These developments, and especially the development of curricular initiatives taught in and/or co-developed with communities, beginning with NITEP and extending through FNSP, SCARP, and other developing initiatives, demonstrate the potential for more responsive and informed curricula.

In response to UBC's extensive involvement in the Truth and Reconciliation Commission's National Event in Vancouver in September 2013 and UBC's development of a proposal to establish an Indian Residential School History and Dialogue Centre, about which more will be said below, the School of Architecture and Landscape Architecture posed as its design challenge for the Core Comprehensive Studio required of all MA students in Architecture the design of such a centre. The results were stunning, but at least as impressive was the work of students and professors to develop and integrate an understanding of the core issues involved in Indian residential school history in their designs: their accounts of their thinking and processes were as eloquent as their

designs and demonstrate the ways in which consideration of Aboriginal issues may be integrated in technical and other curricular areas where their immediate relevance is less obvious.

During the 2013-2014 academic year, the Sauder School of Business conducted an extensive review of its Aboriginal programs. In previous years, the major Aboriginal initiative at Sauder has been the Ch'nook program, a program that concentrated primarily on non-degree professional development for Aboriginal business professionals and on scholarship and networking programs for students, mostly at other institutions. One outcome of this review will be the gradual introduction of curricula more directly focused on Aboriginal business and business in Aboriginal contexts, and strengthened recruitment and support for Aboriginal students at Sauder. Efforts are also underway to increase curricula in the School of Social Work, which, for the first time in 2013, conducted its orientation for all students on the Musqueam reserve. A grant from the Peter Wall Institute also brought a number of Indigenous scholars from four countries, many from social work, to campus for a week-long intensive conference on improving Indigenous representation in curricula and institutional practice.

Initially established as a repository for community-contributed materials, the Xwi7xwa Library adjacent to the First Nations Longhouse on the Vancouver campus is the only branch of a university library in Canada dedicated to Indigenous holdings. Over the past two years, Xwi7xwa has conducted an extensive review of its operations and will be refocusing its limited resources on high-value uses of its research and instructional expertise and its potential to be a centre for Aboriginal intellectual life on campus. The high value of Xwi7xwa expertise in managing and navigating the complex and often counter-intuitive structure of information crucial to Indigenous instruction and research is unique to UBC, and is particularly important to curricular initiatives such as the First Nations concentration in the iSchool (School of Archival, Library, and Information Studies), one of the few programs in North America providing expert training in addressing Indigenous professional, organizational, and community needs for information management. The increased demands on Xwi7xwa are a very positive sign of the growth of high-level academic Indigenous initiatives on campus, but also evidence that they now require additional support.

Many curricular areas at UBC are now, of course, participating in the globalization of information, knowledge, and instruction. In this climate, it might at first appear that initiatives tied to local knowledge, such as those focused on Aboriginal concerns in BC or Canada, occupy an increasingly narrow and specialized space. A more inflected view of globalization, however, soon confronts the reality that all globalized activity is always specific and local, even if the local is, for people moving globally, always changing. This is a circumstance addressed best not by a homogenization of thought, but the development of the capacity to understand the complexity and depth of the local, and form meaningful and informed relations within it: skills that are indeed transferrable, and are of exceptionally high value. Understanding the deep roots of Aboriginal history at UBC, in Vancouver and in BC, and how the complex currents of contemporary politics surrounding culture, land, and authority work here, not only invests students in a sense of place, but a depth of

understanding in *how* to think about culture, complexity, and interaction that will serve them well wherever they go and be a hallmark of the very advanced thinking that has informed their time at UBC.

RESEARCH

Research on Indigenous topics, and especially topics of high value for First Nations and Aboriginal communities and organizations, has been conducted in many academic programs and departments across UBC for many years. This research is funded through a variety of means and is conducted by both faculty and student researchers, and for these reasons, it is difficult to ascertain just how many projects with Aboriginal focus are underway at any given time. It is certainly the case that many interesting research projects have become more visible since the Aboriginal Strategic Plan has begun, and stories on many of them have been collected on the UBC Aboriginal Portal (aboriginal.ubc.ca).

Since its inception it has, however, been an aim of the Aboriginal Strategic Plan to bring greater attention to a specific type of research that is of particularly high value in this area. Community-based research (CBR) is a type of research that operates through a fundamentally different set of relationships and principles than traditional research, though it often uses the same technical procedures and methods. It is distinguished by the ways in which research questions are set, projects designed and conducted, and results produced and disseminated. Rather than beginning with a research question that researchers then take “into the field” for implementation, community-based research typically begins either with the identification of a research need by a community or organization, or with a conversation in which researchers and community partners work together to define a question. It then progresses through a collaborative process of design and implementation, delivering, at its conclusion, results that are useful to the community or organization, while also satisfying to researchers’ intellectual and professional interests and contributing to knowledge in its field.

Community-based research is of particular interest to Aboriginal communities and organizations that have been subject to exploitative research practices in the past (recent disclosures of university research on Indian residential school students offer particularly egregious examples), but collaborative design has other benefits as well, including accelerated timeframes resulting from cooperation with otherwise reluctant communities, and attention to research questions and that otherwise might not have been identified. One example is the Cedar Project, a long-running CIHR-sponsored research project co-directed by UBC researcher Dr. Patricia Spittal and Chief Wayne Christian of the Słatsin First Nation. This collaborative project provides valuable insights on HIV-AIDS among Aboriginal youth in BC and methods of harm reduction, and would most certainly not be possible without close collaboration between university and community partners.

As community-based research has emerged as a practice and begun to attract dedicated funding, researchers have often been working at a disadvantage in a system of evaluation and reward structured around older research models. After several years of preliminary discussions, the UBC Vice President, Research and International, appointed a Task Force to develop recommendations for the better understanding and support of community-based research. Subsequent to the delivery of that report, an implementation committee was established, and a set of initiatives supporting community-based research is now in active development. These developments are of significant benefit to many Indigenous researchers and others working with Aboriginal communities and will promote better and more innovative research meeting community needs.

Not all community-based research is the province of faculty, advanced graduate, and post-graduate researchers. Curricular units such as the First Nations Studies Program at the undergraduate level and the First Nations concentrations in the iSchool and School of Community and Regional Planning are built around student conduct of community-based research practica. Concentration on community-based research assures that graduates of such programs have acquired not only the intellectual and technical skills of their disciplines, but the strategic skills and capacities to negotiate and implement projects in challenging off-site environments. It assures that curricula prepare students both theoretically and practically for the work that will shape their professional careers, and it provides communities and organizations with ways to better understand the potential of university research and the value it may bring to their circumstances. Along with innovations in the use of technology, in which UBC Aboriginal programs have been leaders, community-based research at the undergraduate level is at the leading edge of new models of learning and instruction, not just for Indigenous studies, but for their potential application in other areas of study. By responding to a need for connection, they are at the forefront of defining education in a more connected future.

Attention to these new initiatives, of course, should not detract from the many forms of research, and, indeed, community-based research that have been operating for years in Faculties as diverse as Arts, Medicine, Forestry, and Applied Science. More information on some of these projects is included in Appendix C.

FACULTY

A major aim of the Aboriginal Strategic Plan has been to strengthen the cohort of Indigenous faculty and other expert faculty in areas of concern to Aboriginal students and communities. To this end, several hiring initiatives have been undertaken by programs and Faculties, often in partnership with the central administration (Academic Affairs). Notable gains in the concentration of Indigenous tenured / tenure-track faculty have been made in the Faculties of Education and Arts in particular. Most recently the Faculty of Science has hired an Aboriginal Instructor in Math, and the Faculty of Law, in conjunction with the Faculty of Arts, have hired an Aboriginal Assistant Professor in Law and First Nations Studies. In addition, Indigenous scholars have at times been

hired through search processes outside of such initiatives. Twenty four self-identified Canadian Aboriginal or American Indian tenured / tenure-track research faculty now work at UBC's Vancouver campus—one of the largest cohorts at a research-intensive university in North America—and several more work on an ongoing basis on other types of faculty appointments. Since the inauguration of the Aboriginal Strategic Plan, other faculty experts in Indigenous areas have also joined UBC. Most recently the Faculty of Arts has added two additional professorial appointments in First Nations Languages. UBC's strength in Indigenous research and scholarship is now widely recognized, and many of its scholars are well known nationally and internationally. The presence of this community of scholars across disciplines is a considerable asset in attracting others, and certainly in recruiting graduate students and post-doctoral fellows who see a context for their work here that exists in few other places.

COMMUNITY RELATIONS

One of the last parts of the *Place and Promise* plan to fully take shape has been the Community strategy, but it has, of course, been a central component of the Aboriginal Strategic Plan from the outset, and takes many forms. Many relations with communities and organizations operate through collaborative research relationships and curricular initiatives, as noted above. Others operate through projects to coordinate or deliver services or exchange information. One noteworthy example are the *Learning Circles* operated for years by Family Practice in the Faculty of Medicine and now by the newly-formed Centre for Excellence in Indigenous Health in partnership with the First Nations Health Authority. This project links more than seventy First Nations communities by video conference and webinar technologies at least twice a month to exchange information on topics of interest in Aboriginal health. These and other such projects are important ways of meeting community needs, and of assuring that community perspectives are solidly in focus for university scholars, practitioners, and strategists.

These newer initiatives also take shape in the context of very long engagements. MOA (the Museum of Anthropology) is known internationally for its holding of Northwest Coast Aboriginal materials, and it brings thousands of visitors every year to campus. Less widely known, however, is its local and international reputation for leading work in community partnerships—an area in which it has led the reformation of museum and university practice. Particularly since its recent redesign and flagship *Partnership of Peoples* project that links museums and their holdings worldwide with Aboriginal communities, MOA has not only stood for reciprocal relations with communities, but provided an opportunity to develop the capacity of generations of students, scholars, and museum professionals to better understand this approach. It is crucial that as MOA and the university continue to evolve, these critical functions continue to develop with requisite support.

UBC has for many years operated programs to engage community youth. Some of those programs are run in community locations, and others bring youth on campus for programming and

internship opportunities. The alumni of some, such as the Native Youth Program hosted by the Museum of Anthropology (MOA), now occupy leadership positions in community organizations. Others, such as the recently established Emerging Scholars program, jointly developed by the Pacific Institute of Mathematical Science and the First Nations House of Learning, prepare secondary students for advanced study at the university. In past years, these programs have operated autonomously, with little collaboration or integration. Recently, promising discussions surrounding shared programming, shared resources, and laddering of participants have begun to move towards greater integration.

The Vancouver campus's relationship with its host community, the Musqueam Indian Band, has also deepened through the first five years of the Plan. Several key programs, such as the Musqueam 101 program run jointly with the Faculty of Arts, the community-based language program that the First Nations Languages Program teaches in the community for credit to community members and university students, and the Archaeological field school have been operating for many years. Other newer initiatives, such as the collaboratively-developed First Nations concentration in the School of Community and Regional Planning are recent and still developing. UBC programs such as Social Work and Law are conducting more programming events for students in the new facilities at Musqueam, and Musqueam territory is increasingly acknowledged at events on campus.

In recent years a new set of physical markers also acknowledge Musqueam history on the Vancouver campus, and more are under discussion. Most notable are the large carving of the Musqueam historical leader qíyáplènəx^w (Capilano) on the north side of Allard Hall, the new home of the Faculty of Law. This figure acknowledges the location of Allard Hall in an area that was a strategic encampment under the direction of qíyáplènəx^w at the time of first contact with Europeans as well as the engagement of the Faculty of Law in important Musqueam and other First Nations legal cases. The use of this carving and attendant Musqueam presence in the Faculty of Law's orientation for new students locates that Faculty at the forefront of university practice establishing frameworks for new students' respectful engagement with the university community—particularly important given incidents during the 2013 orientation that the university is still working to address.

Towards the south end of campus, two new dormitories in the Totem Park complex have been given Musqueam names, həmləsəḿ House and qələχən House. Both names are tied to stories and the landscape that is now the campus. The naming is, of course, significant in that these are the first names given by a community in a complex that has had English (and in some cases erroneous) names of First Nations on buildings for more than thirty years. Those buildings now have explanatory materials on the communities they are named for, as well as the process through which they were named, and students in the two new dorms know the proper pronunciation and stories that accompany the names of their buildings and have the pride of a deeper connection to the area in which they study.

Initiatives are now underway to develop more comprehensive histories of the Aboriginal landmarks on the Vancouver campus, and work has begun on a mobile application that will provide location-specific information to people as they tour the campus. This kind of innovative extension of engagement with place, community, and history has been largely developed by students of programs such as First Nations Studies and First Nations Languages that not only provide students with content, but with the strategic capacity and community-based skills to bridge the campus/community divide. They are also key and leading elements of UBC's capacity to establish deep and meaningful relationships between the global and local, as noted above.

As these initiatives on campus work to affirm the Indigenous history of this area, other partnerships developed here work to preserve history in communities. The Indigitization project begun by the IK Barber Learning Centre and the First Nations Technology Council and supported by MOA (The Museum of Anthropology), for instance, works with a growing number of community partners to develop the means to digitally preserve community records. They form another key part of efforts to sustain and strengthen communities, culture, and language.

Finally, it is important to note that Faculties such as the Faculty of Forestry and programs such as the Native Indian Teacher Education Program in the Faculty of Education have community-based advisory boards. At the university level, the President's Advisory Committee on Aboriginal Affairs also meets three times a year to provide valuable advice on the direction of developments on the Vancouver campus and review progress made on the Aboriginal Strategic Plan. The university has benefited from the advice and combined expertise and experience of the members, and meetings have been attended regularly by the Provost, Vice Provost Academic, and the President, resulting in discussions that have been detailed, substantive, and productive. As will be further noted below here, the Aboriginal Strategic Plan has been as successful as it has because, in many ways and through many avenues, it is a set of partnerships and relationships that are constantly renewed and enacted in ongoing exchanges.

MAJOR INITIATIVES AND DIRECTIONS

In the first five years of the Aboriginal Strategic Plan, considerable effort has gone into the growth and stabilization of core individual programs and initiatives across campus and into bringing the variety and extent of work being done into focus. In the past two years, as programs and initiatives became stronger and more stable, it has been possible to think more deliberately about the potential for their interaction and larger patterns of integration. The emergence of the First Nations concentration in Community and Regional Planning, for instance, now provides the occasion for thinking about the ways in which concentrations in business, resource development, governance, health, and law might be coordinated to provide more integrated approaches to community development. As this first phase of the Aboriginal Strategic Plan has moved towards completion, two major initiatives have also been developed that have further extended these possibilities.

The Centre for Excellence in Indigenous Health

Some years ago, faculty and staff in the Faculty of Medicine began developing a proposal for a centre at UBC based in part on their familiarity with the Center for American Indian Health at Johns Hopkins University. Contemporaneously, discussions about closer relationships among Faculties and units in the health sciences at UBC entered a very active phase. After considerable further discussion, the centre proposal and the committee developing it were expanded to have a greater cross-disciplinary reach. Also simultaneous with this process was the establishment of the First Nations Health Authority in BC that created an even more pressing need for a clear focal point for Indigenous initiatives at the university. In winter 2012-2013 a draft proposal for a centre was completed and taken for consultation to Faculty and program meetings and to the forming Health Authority and other community organizations. In the fall of 2013, a revised proposal was then approved by the Vancouver campus Faculty Senate, and later by the Board of Governors, and the Centre for Excellence in Indigenous Health established on 1 January 2014. The Centre, located in the School of Public and Population Health, provides a means for greater coordination of research, and especially collaborative research, for extending successful programs recruiting and supporting students in some areas to others, and developing specialized training in Indigenous health and curricula increasing the competence of all health professionals in working with Aboriginal individuals and communities.

Establishing this Centre was a long and arduous process that, at times, involved some very contentious discussions, especially surrounding the migration of programs from the Institute for Aboriginal Health, which the Centre largely supersedes, to the Centre and other locations, but the result is a better defined, better supported, and more strategically located platform for Indigenous health than has previously been available at UBC.

Truth and Reconciliation Initiatives

In the past ten years, a set of processes on the local and national levels has brought greater public awareness of the history of the Indian residential school system that existed in Canada from the later nineteenth century through the closing years of the twentieth century. In this system, which for much of its history forcibly removed Aboriginal children from their families, often for years, many students suffered serious abuse and many died. In 2008 a court-ordered settlement to the largest class action lawsuit in Canadian history, brought by former students against the government of Canada and the churches who operated the schools, established the Truth and Reconciliation Commission of Canada with a mandate to gather testimony and records and administer other aspects of the settlement. The settlement also mandated the establishment of a National Research Centre to preserve Commission and school records and inform future generations about the schools and what happened in them. Also during this period the Prime Minister delivered an apology to former students on behalf of the government for the abuses students suffered and for the policy of assimilation that the schools enacted.

Because the history of the Indian residential schools and the systemic nature of the abuses suffered by the children who attended them are so well documented, understanding some of that history opens a way for many people to understand the larger patterns of interaction that have structured the relationships between Aboriginal peoples and Canadian society more generally. On the Vancouver campus at UBC, sharing this history more widely has proven to be a significant opportunity to think about the larger social and institutional issues we face as a society and the opportunities to address them identified in the Aboriginal Strategic Plan.

On November 1, 2011, the First Nations House of Learning, in collaboration with the Indian Residential School Survivors Society, hosted a day-long intensive exploration of Indian residential school history and its effects. Approximately two hundred campus leaders and community members attended and heard from academic experts, former residential school students and their families about the devastating effects the schools had on the lives of students and their communities. They also heard about the ways in which understanding the history and its effects have given faculty, students, and community partners a way to understand present circumstances and think more realistically and productively about their work and a way forward, and about developing the skills and capacities for more effective dialogues, negotiations, and the relations that will structure the future. The day helped to establish a direction for more informed discussions of Aboriginal initiatives on campus and thoughtful planning.

As national discussions began to move forward to establish the Truth and Reconciliation Commission's National Research Centre, the Commission began planning for the last National Events it would hold on the west coast, in Vancouver in September 2013. At UBC, students, faculty, staff, and administrators on the Vancouver campus began to think about the ways in which UBC might play a role in both of these circumstances further raise awareness of Aboriginal issues and people on campus. A group of faculty and staff began putting together a proposal for UBC's involvement in the National Research Centre, and a wider group began to plan for UBC's involvement in the National Event.

After months of preparation that included faculty volunteer presentations in many department and Faculty meetings and planning by student groups and others, UBC's engagement with the National Event in September 2013 was extensive. UBC was the first university and only research-intensive university to take the unprecedented step of suspending classes for the first day of such an event so that students and faculty could attend and be part of this history, and many did. Two major exhibitions reflecting on residential school history were opened on campus, and many other discussions, presentations, and workshops, were held. Many faculty members across disciplines took time to work with their students to learn and reflect on the significance of the event. Many also questioned why they knew so little and observed that understanding something of this history was the first time in their lives that they had a context for thinking about the kinds of Aboriginal issues that they otherwise only intermittently heard about through newspapers and other media.

As these events were transpiring, faculty and staff at UBC decided not to contest the very strong bid being made by the University of Manitoba to house the National Research Centre, but to propose instead that UBC establish a west coast centre, affiliated with the national centre, on the Vancouver campus. This Centre would be a resource for former Indian residential school students and their families and communities by providing access to records and would support research and scholarship on residential school history and related matters. It would also be a centre for the development and delivery of public information and curricula on Indian residential school history and a way for many people to better understand the circumstances of the present. Finally, it would be a dialogue centre for advanced and ongoing discussions among academic experts from many disciplines and community members about the ways in which a better understanding about our shared history can shape our thinking about our shared future.

In his speech at the TRC National Event, UBC President Stephen Toope spoke of our aspiration to establish such a centre to a very enthusiastic crowd. A proposal was developed and given preliminary approval, and fundraising has begun and is now more than half-way towards a sustainable goal. This centre, if established, has the potential to significantly accelerate the ways in which all UBC students and others can develop an understanding of Aboriginal history that informs their advanced and field-specific study. It has the potential to bring together scholars from many domains including archival and information studies, history, politics, languages, health disciplines, computer science, and many others, into productive cross-disciplinary discussions, and to further develop interactions between the campus and communities. In addition, because Aboriginal programs at UBC have always been at the forefront of uses of interactive technology, the Centre can be a primary opportunity for thinking about the ways in which interactive technology can be used to help people grasp complex information quickly, deliberately, and intuitively. Like the Centre for Excellence in Indigenous Health, by bringing together diverse specialties into a common conversation, it has the potential to create unprecedented levels of strength, functionality, and advanced thought.

CHALLENGES FOR THE COMING YEARS

One of the challenges identified in discussions with the President's Advisory Committee on Aboriginal Affairs has been the imaginative lifespan of strategic initiatives in institutional awareness. Strategic initiatives are most typically regarded as periods of focused attention to particular issues to accelerate development before attention is redirected elsewhere. The Aboriginal Strategic Plan, however, was designed from the outset to address a longstanding and difficult social history, address a persistent institutional deficit, and set in motion different ways of thinking about our institutional role in a new paradigm in which advanced thought could form.

The Plan lays out a framework through which truly healthy and sustainable relationships between higher education and Aboriginal people and communities in Canada can be realized. As our

graduates leave with the skills, strategies, information, and partnerships they have formed here, they take the knowledge of what is possible and how it can be achieved with them.

Though considerable progress has been made in the first five years of the Aboriginal Strategic Plan, that larger aim requires persistent and sustained work that extends the work of this period into the future and assures that it continues and evolves. The two major initiatives just described are perhaps the most visible ways in which that work may be extended over coming years, but they are by no means the only ways. The design of the Aboriginal Strategic Plan—to encourage and extend work done across the university and embedded in many units—requires persistent attention, focus on those points of strength, but also the ongoing identification of those areas in which progress has not, to date, been fully realized, as in the recent review of Aboriginal programs in the Sauder School of Business has done, and as similar reviews in other areas have yet to do, and as the events of the 2013 student orientation have reminded us.

The level of activity on campus in the past five years has been truly exceptional and UBC is now recognized as a leading institution in Indigenous engagement in North America and internationally, and yet there is much to be done. Though the UBC has successfully conducted the largest university fundraising campaign in Canadian history, Aboriginal programs and initiatives have attracted very modest support. We continue to work towards the day in which the reasons for that support is clearly in the minds of our partners and advocates, and UBC's work in this area is more clearly recognized as an essential part of what distinguishes the university.

Progress on the Aboriginal Strategic Plan has been the result of partnerships—partnerships between university scholars, researchers, teachers, and students and Aboriginal communities and organizations and between the university and community leaders such as the members of the President's Advisory Committee on Aboriginal Affairs. It has also succeeded through the partnership of Aboriginal people, faculty and staff at the university, and others in Faculties, programs, and other units, and the very strong partnership between Aboriginal faculty and staff and the central administration, and especially President Toope, Provost David Farrar, and Vice Provost Anna Kindler, with whom the initiative to form the Plan began. In the normal course of time and change, professors Toope and Kindler are moving on to other responsibilities and opportunities, but the framework that they, with others, have established has been built to endure and to provide the basis for continued growth and progress.

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. At the time of the last report (2012) the University had 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 also uses data from the Ministry of Advanced Education Student Transition Project (STP), which includes UBC student self-identification data and other sources. 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 for winter 2013/14. We believe that the inclusion of this data provides a better approximation of Aboriginal student participation rates at UBC than self-identification alone provides. Though harmonized for statistical purposes, this data is never recorded in student files at UBC.

The methods used by the Office of Planning and Institutional Research continue to evolve, and the Office has provided some revised figures for previous years, as noted below. We must continue to caution that, due to the variable nature of self-identification and other data, the statistics we present will always only be an approximation.¹

Enrolment. In Winter 2013, 912 students enrolled had identified or been identified as Aboriginal. Of these 710 were undergraduate and 202 were graduate students. The numbers of Aboriginal undergraduate students dropped slightly from 722 in the previous year, while the number of Aboriginal graduate students showed a slight increase, from 191. Over a longer period, however, the 2013/14 enrolments represent a 7% increase from 2010/11, and a 21% increase over the 751 students registered in 2008 at the start of the Aboriginal Strategic Plan, though some portion of these increases may reflect changing practices of data collection, particularly regarding older statistics. Aboriginal students now comprise 2.2% of the domestic student population.

Enrolment numbers, particularly for Aboriginal undergraduate students, reflect a number of factors external to UBC initiatives, including UBC's ability to manage Aboriginal enrolment processes through changes in more general enrolment processes, the numbers of Aboriginal

¹ Unless noted, international students have been excluded from comparisons of Aboriginal students to others.

students completing secondary education with university prerequisites, and the growing number of options for Aboriginal students as more programs develop across the province.

Gender. Females were overrepresented in the general student body but much more sharply among Aboriginal students. In winter 2013, 64% of all undergraduate Aboriginal students were female compared to 54% of non-Aboriginal students. These percentages are consistent with previous years. At the graduate level the difference between male and female enrolments increases with males forming only 30% of the total. This disparity is not reflected among non-Aboriginal graduate students nearly as much, where males comprise 42% of the total.

Part-time/Full-time. The proportion of Aboriginal students attending full-time is now the same as for all students (68%). These figures are generally consistent with those for previous years, though in previous years the percentage for Aboriginal students was slightly lower (64% in 2009).

Median Age. Aboriginal students are, on average, slightly older than non-Aboriginal students. In 2013, the median age of Aboriginal undergraduate students is 23 compared to 22 for that of non-Aboriginal students. At the graduate level, the situation is similar: the median age of Aboriginal students is 31 compared to 30 for that of non-Aboriginal students.

Retention. 91% of new 2012 Aboriginal students were retained in 2013; this is close to the retention rate for non-Aboriginal students (92%).

This represents a notable improvement from the year before, when it was 80% and 92% respectively, and we will continue to monitor this rate to assess whether it is a positive change, or a one-time fluctuation. Also, Aboriginal undergraduate students tend to complete sooner: they average 4.1 years compared to 4.6 years for non-Aboriginal students.

Admission Type. There is a higher percentage of Aboriginal students among transfers to UBC than among direct entrants. In Winter 2013, 54% of Aboriginal students came from another post-secondary institution, compared to 40% of all students.

Graduation. The numbers of self-identified Aboriginal students graduating from the Vancouver campus for the past four years shows a moderate increase, with a notably larger number of graduates in 2012/13. Since it is likely that not all Aboriginal students choose to self-identify, it is likely that these numbers underestimate the actual number of graduates. It is also possible that the increases, particularly between 2009/10 and 2010/11, may be partially the result of higher rates to self-identification due to changes in self-identification processes.

Table 1 – Aboriginal student graduation, 2009 to 2013 (includes international students)

2009/10	2010/11	2011/12	2012/13	2013/14
134	167	163	209	177

Enrolment by Program

Table 2. Aboriginal Undergraduate Enrolment by Degree Program, 2011 to 2013 (as of March 1st)

Degree Program	2011	2012	2013
Non-Degree	80	57	46
B.D.Sc.(Dental Hygiene)	<5	<5	<5
Bach of Sci(Wood Prods Proc)		<5	<5
Bach of Scie(Naturl Res Cons)	8	9	8
Bachelor of Applied Science	43	39	39
Bachelor of Arts	238	237	239
Bachelor of Bus in Real Estate			<5
Bachelor of Commerce	18	25	23
Bachelor of Computer Science	<5	<5	<5
Bachelor of Educ (Elementary)	50	49	37
Bachelor of Educ (Middle)		<5	
Bachelor of Educ (Sec)	20	22	27
Bachelor of Fine Arts	5	8	9
Bachelor of Human Kinetics	<5	<5	
Bachelor of Kinesiology	23	32	35
Bachelor of Medical Lab Scie	<5	<5	
Bachelor of Midwifery	<5	<5	5
Bachelor of Music	6	6	<5
Bachelor of Scie (Agroecology)	<5		
Bachelor of Scie (FNH)	10	13	12
Bachelor of Scie (Global Res)	<5	<5	<5
Bachelor of Science	72	75	77
Bachelor of Science (APBI)	5	5	6
Bachelor of Science Forestry	<5	<5	<5
Bachelor of Science in Nursing	8	6	<5
Bachelor of Science(Forest Sc)	<5		
Bachelor of Science(Pharmacy)	9	9	12
Bachelor of Social Work	5	<5	8
Combined M.D.& Ph.D.			<5
Diploma in Accounting	<5	<5	<5
Diploma in Art History	<5	<5	<5
Diploma in Education	11	12	15
Diploma in Urban Land Econ.	<5	5	5
Doctor of Dental Medicine	<5	<5	
Doctor of Medicine	31	31	28
Juris Doctor	51	54	55
PG Cert Real Prop Valuation	<5	<5	
Grand Total	725	722	710

Office of Planning and Institutional Research

Table 3. Aboriginal Graduate Enrolment by Degree Program, 2011 to 2013 (as of March 1st)

Degree Program	2011	2012	2013
Combined M.A.S. & M.L.I.S.	<5	<5	<5
Combined MSC/Dip Endodontics	<5	<5	
Doctor of Education	14	11	7
Doctor of Musical Arts			<5
Doctor of Philosophy	47	50	57
Executive MBA	<5	<5	<5
Master Health Administration	<5	5	<5
Master of Applied Science	<5	<5	<5
Master of Architecture	5	5	<5
Master of Archival Studies	<5		
Master of Arts	15	21	22
Master of Arts (Asia Pacific)	<5	<5	
Master of Arts (Planning)	<5	<5	5
Master of Business Admin.	<5	<5	<5
Master of Educ Technology	<5	5	7
Master of Education	20	28	28
Master of Engineering	<5	<5	
Master of Fine Arts	11	10	9
Master of Health Science	<5	<5	<5
Master of Journalism	<5	<5	<5
Master of Kinesiology			<5
Master of Land & Water Systems			<5
Master of Landscape Arch	<5	<5	<5
Master of Laws	<5	<5	<5
Master of Library & Info Stud	<5	<5	7
Master of Museum Education			<5
Master of Music	<5	<5	
Master of Nursing	<5	<5	<5
Master of Occupational Therapy			<5
Master of Physical Therapy	<5	<5	<5
Master of Public Health	<5	<5	<5
Master of Science	17	12	11
Master of Science (Planning)	<5	<5	<5
Master of Science in Nursing	5	<5	<5
Master of Social Work	<5	<5	6
Grand Total	180	191	202

Office of Planning and Institutional Research

APPENDIX B:

ABORIGINAL FACULTY AND STAFF AT UBC VANCOUVER

Aboriginal Faculty. As noted in previous reports, since not all faculty participate in university equity surveys, the most reliable way of identifying Indigenous faculty on the Vancouver campus is through the Indigenous Academic Caucus, an informal association of self-identified Indigenous and some other faculty and academic staff.

In spring 2014, 23 tenured or tenure-track faculty members self-identified through this group, a considerable increase over the 16 so identified in 2008/9 and the 6 in 2001/2. Of this group, 15 have Canadian Aboriginal ancestry, 7 American Indian ancestry, and 1 from an Indigenous group in another country, though several with origins outside Canada are now Canadian citizens.

In addition to those on tenured/tenure-track professorial appointments, 11 people on other types of faculty appointments (instructor, adjunct, librarian) self-identify as Indigenous, as do 15 who are academic staff (counsellors, advisors, recruiters, curators, etc.).

In recent years, the number of Indigenous scholars on tenured/tenure-track appointments have remained fairly consistent. As new faculty members have joined the university, others have left through retirement or, in one case, recruitment to a senior position at another university. The community of Indigenous faculty is now large enough that such events will become as normal as they are for faculty more generally. Recruiting for Aboriginal faculty and Aboriginal-oriented programs has remained active, and on July 1, 2014, Nuuchahnulth scholar Johnny Mack, a specialist in Indigenous legal traditions, joined the Faculty of Law as an assistant professor in the most recent of these hires.

Other recent hires include:

Dr. Cash Ahenakew, Assistant Professor, Department of Educational Studies. His research focuses on the areas of international Indigenous studies in education, Indigenous curriculum and pedagogy and Indigenous health and well-being. He has been a research associate in international research projects on global citizenship education, international indigenous networks, and critical intercultural education at the universities of Oulu (Finland) and Canterbury (Aotearoa/New Zealand). He is Plains Cree and his family comes from the Ahtahkakoop Cree Nation.

Ms. Natalie Clark, Instructor and Chair, Field Education, School of Social Work. Her work is informed and by her interconnected identities, her English, Welsh and Indigenous ancestry, and her solo parenting of three Secwepemc children. She is an activist, counsellor and academic. Her research is informed by Indigenous methodologies, intersectionality and

critical participatory action research in the area of youth health, Indigenous health, and education.

Dr. Shawn Desaulniers, Instructor, Mathematics, Faculty of Science. Dr. Desaulniers is a mathematician and math educator of Métis ancestry. A portion of his duties will be directed to the support of Aboriginal students and community outreach.

Aboriginal Employees. UBC's most recent Equity and Inclusion Office Employment Equity Report (2012) noted that there were 101 Aboriginal employees spanning 15 occupational groups at UBC Vancouver, representing 1.6% of the total number of Vancouver Campus employees (compared to 1.5% in 2011) (see Table 1).

The 2006 Canadian Census Employment Equity Data Report indicated Aboriginal Peoples made up 3.1% of the National Workforce Population and 1.8% of the Vancouver Workforce Population.

The report considered that the low representation of Aboriginal Peoples at the Vancouver Campus "may be the result of either the low response rate in the UBC Employment Equity Census [57.3%], or low representation of this group in the broader workforce (i.e. 1.8% for greater Vancouver)."

It also noted that UBC Vancouver has "the greatest under-representation of Aboriginal Peoples amongst Senior Managers [0], and the greatest over-representation by Other Manual Workers [2]."

Table 1: Representation of Aboriginal Peoples (October 31, 2012) – Vancouver Campus

#	Level of Position (EEOG)	Aboriginal Peoples			Comparison to Census
		Respondents to the UBC EE Census Questionnaire			
		# 2012	2011%	2012%	
1.	Senior Managers			0.0%	2.4%
2.	Middle and Other Managers	6	1.6%	1.3%	1.0%
3.	University Professors	21	1.6%	1.4%	0.9%
4.	Professionals	30	1.4%	1.7%	1.0%
5.	Semi-Professionals & Technicians	9	1.3%	1.2%	2.1%
6.	Supervisors			0.0%	1.9%
7.	Supervisors: Crafts & Trades		5.9%	0.0%	2.3%
8.	Administrative & Senior Clerical	16	1.5%	2.5%	1.4%
9.	Skilled Sales and Service			0.0%	1.7%
10.	Skilled Crafts and Trades	4	5.2%	4.9%	2.4%
11.	Clerical Personnel	2	1.4%	0.6%	2.1%
12.	Intermediate Sales & Service	6	2.8%	3.1%	1.7%
13.	Semi-Skilled Manual Workers			0.0%	2.2%
14.	Other Sales and Service	5	1.5%	2.2%	2.2%
15.	Other Manual Workers	2	8.3%	8.0%	3.3%
Total		101	1.5%	1.6%	n.a.
National Workforce Population (All Levels of Position)					3.1%
Vancouver Workforce Population (All Level of Position)					1.8%

APPENDIX C: FACULTIES, COLLEGES, AND SCHOOLS

College of Health Disciplines

On January 1, 2014, the Institute of Aboriginal Health (IAH) in the College of Health Disciplines was closed, with the majority of its functions and programs transferring to the newly established Centre for Excellence in Indigenous Health (CEIH) in the Faculty of Medicine, School of Public and Population Health (Summer Science Program, the Aboriginal Health and Community Administration Program, Indigenous Students in Science and Health Association, admissions initiatives). Other IAH projects based at the UBC Farm transferred to the Faculty of Land and Food Systems under the supervision of Dr. Eduardo Jovel.

Before its closing the Institute undertook numerous Aboriginal initiatives, and the College was involved in others as well.

Pre-University, Recruitment, and Access Initiatives. The Summer Science Program operated by IAH introduces high-achieving Aboriginal secondary school students from British Columbia to the Health and Science faculties at UBC. In 2012 and 2013, the program involved thirty-nine students. This program will continue in the CEIH.

Student Support and Retention. The IAH began work on an admissions strategy for the health disciplines. An admissions committee has been formed consisting of representatives from over ten disciplines. The IAH also supported the Indigenous Students in Science and Health Association (ISSHA) formed in 2009. The First Nations Health Sciences Scholarship, established in 2001 by Dr. John Gilbert, former Principal of the College of Health Disciplines, in collaboration with the Vancouver Foundation, is awarded to a First Nations student in a health or human services program who best combines academic scholarship and demonstrated interest and leadership skills in an Aboriginal community. Work on these initiatives will continue in the CEIH.

Curriculum and Public Programming. The College maintains the following courses: IHHS 301: First Nations Health and the Traditional Role of Plants and IHHS 404: First Nations Health: Historical & Contemporary Issues. The IAH had also developed a pilot course *Class in Holistic Aboriginal Health Care*, which explored Holistic Aboriginal Health Care Systems through a TLEF grant.

The College assisted with the restructuring of the Community Health Initiative by University Students (CHIUS), including the launch of the “new” CHIUS in September 2013 with two community partners (+Living BC & Vancouver Native Health). Currently, CHIUS operates community service learning programs (e.g. mental health education workshops for youth)

and clinic shifts (medical and nursing students only) at the Vancouver Native Health Society. Clinic shifts at VNHS are only available to medical and nursing students at present. CHIUS is working to obtain insurance coverage for students of other health disciplines to form a fully inter-professional clinic.

Since 2006, the College's partnership with Fraser Valley Aboriginal Children and Family Services Society (Xyolhemeylh) has provided UBC students with opportunities to learn alongside Aboriginal youth at summer camps led by Elders, youth workers and cultural leaders. In 2012 and 2013, 34 students from 9 different health professional programs participated in the program. The program was awarded one of three national community service-learning awards from the J.W. McConnell Family Foundation. In May 2012, an article about the outcomes of the program was published in the 2013 *Michigan Journal for Community Service Learning*, and a grant was received from the UBC Community Learning Initiative to explore ways to evaluate university-Aboriginal community engagement initiatives from the perspectives of multiple stakeholders.

Research. The IAH organized the Aboriginal Health Research Forum Series that brought together UBC researchers conducting Aboriginal health research with the goal of creating a community for researchers (both Aboriginal and non-Aboriginal) in the field of Aboriginal health. Similar initiatives will continue in the CEIH.

The IAH developed a community demonstration and research garden at UBC involving Aboriginal traditional healing plants and foods to be used in health care delivery with a focus on the prevention and treatment of cancer, diabetes and arthritis. The garden's partnerships with a number of research projects contributed to the educational objectives of the IAH, the College and UBC Farm, including the development of knowledge and methodologies for the use of traditional medicines in inter-professional health care. Feast Bowls are held once a month throughout the year in which meals are prepared from garden foods along with knowledge sharing. This initiative will continue in the Faculty of Land and Food Systems, integrated into projects within the UBC farm and within the research program of Dr. Eduardo Jovel, the founder of the garden. A Vancouver Foundation research project related to the garden has been transferred as well.

Community Relations. The Aboriginal Community Health Administration Program (AHCAP), originally designed to help Aboriginal communities increase their capacity to deliver services, coordinate programs and promote the health of their people, allows Aboriginal community health workers to learn while maintaining employment with their agencies. In 2010-2011, it graduated twenty-three students. The program, now transferred to the CEIH, works in partnership with UBC Continuing Studies.

Faculty of Applied Science

The Faculty of Applied Science includes areas as diverse as Nursing, Engineering, Architecture, and Community and Regional Planning. While individual units actively undertake a variety of initiatives, the Faculty continues to work towards the development of a coordinated plan.

Pre-University, Recruitment, and Access Initiatives. The Faculty supports GEERing UP! UBC Engineering & Science for Kids, a non-profit organization that promotes science, engineering and technology to youth across the province. Over the past two years, workshops in Vancouver and outreach camps for the K'omoks and Takla Lake First Nations have involved a total of 113 Aboriginal youth.

The Faculty's School of Nursing is working towards an Aboriginal student recruitment strategy. To ensure Aboriginal student success, faculty have identified that the development of a support system for students should precede active recruiting. Nursing is represented on the University Advisory Committee of the newly formed Centre for Excellence in Indigenous Health (CEIH) and with the Centre is working on updating the *Aboriginal Student Toolkit: Health and Human Services Programs* (2012) that provides admission and other information to faculty members and advisors who assist Aboriginal prospects and students.

Curriculum and Public Programming. In partnership with the Musqueam Indian Band, the School of Community & Regional Planning provides a Masters specialization in Indigenous community planning, with an annual intake of six students. In 2012-13, the program's 8-month practicum component saw students being placed with several First Nations. An important feature of this program involves an introduction to cultural protocol at the Musqueam Indian Band Longhouse for all incoming SCARP students and faculty during Orientation Week.

UBC Engineering delivers three courses with varying degrees of Aboriginal content. A new course, MINE 488: *Oil Sands Mining*, recently started with 40 students. This course includes information on the concerns of Treaty 8 and BC First Nations with infringement related to oil sands mining and downstream activities and is supplemented by a visit to the Fort McKay First Nation, Alberta during Reading Week.

Faculty courses addressing Aboriginal issues include APSC 450: *Professional Engineering Practice* (600 students) and MINE 585: *Mineral Resource Development and Canadian Aboriginal People* (10 students).

In 2012/13 the School of Nursing received a TLEF grant to develop a cultural competence self-assessment questionnaire for students. The school also utilizes the Provincial Health Services Authority's online Indigenous Cultural Competency Training Program for a select

group of faculty and students. Indigenous content is integrated into many nursing courses at the undergraduate and graduate level.

The School of Architecture and Landscape Architecture collaborated with members of the Mowachaht-Muchalaht Band on a design studio on The Yuquot whalers' shrine. This studio led to the creation of a booklet presented to the Band at their Annual General Meeting at Yuquot in summer 2012. In 2013, SALA held a design research seminar, *Arctic Adaptations: Nunavut Health*, which involved collaborating with a Nunavut representative among others. Participants in this seminar were selected for inclusion in Canada's entry to the 2014 Venice Biennale.

In a key SALA curriculum initiative undertaken in collaboration with the First Nations House of Learning, students in the masters-level Core Comprehensive Studio required of all fourth-year students to direct their work to defining the design issues and approaches relevant to the formation of an Indian Residential School History and Dialogue Centre at UBC. Their designs will be exhibited in August-September 2014. In 2013, the school's faculty and Aboriginal students held a National Truth and Reconciliation event, a public forum entitled "Open endings and architecture: Design and reconciliation in the First Nations context."

Research. The Norman B. Keevil Institute of Mining Engineering (NBKI) is proposing an Aboriginal Mineral Resource Centre that would involve collaborative research and directed education with First Nations, Inuit and Métis with participating faculty from a range of campus programs (Natural Resource, Business, Arts, Health and Law), with the goal of addressing challenges related to mineral resource development and Aboriginal rights. In addition the NBKI is partnering with the Stk'emlupsemc Secwepemc Nation in a critical assessment of the current reclamation plan at the New Afton mine. NBKI and the Faculty currently are in discussions associated with the development of education and other mining related research projects in the area.

UBC Engineering also maintains a nationwide network of researchers, the RES'EAU WaterNET, led by Dr. Madjid Mohseni, professor of chemical and biological engineering who serves as its Scientific Director. They have developed water treatment technologies that aim to improve clean water access for rural and First Nations communities. A key development of this initiative is the formation of a First Nations water operators association as a community of practice. Dr. Mohseni's work is strongly oriented towards community development and trust-building with First Nations, including engagement with community youth. His approach and the principles behind it are imparted to his students through their participation in the project. He maintains that students would be better served if in-person training, particularly in cultural competence, could occur in community settings.

Several researchers at the School of Nursing have had longstanding relationships with Aboriginal peoples and communities. These researchers primarily use principles of community-based research towards community development. The school currently has at least seven extensive programs of research involving millions of dollars in funding, with about a quarter of the school's faculty engaged, one of whom has recently self-identified as Aboriginal. The school also has two other adjunct Aboriginal faculty members.

SALA is currently involved in seven research and design projects with First Nations.

Community Relations. In addition to the Faculty's many community-based research and instructional projects, the School of Nursing recognized Coast Salish elder, Roberta Price, in 2012 with the Community Partnership Award.

Faculty of Arts

The Faculty of Arts is the university's largest faculty and houses many departments, schools, institutes, and programs with Aboriginal curricula or that have significant Aboriginal student enrolment. This summary does not try to capture all Aboriginal initiatives across all departments, but rather, highlights a selection of initiatives in key engagement areas.

Pre-University, Recruitment, and Access Initiatives. MOA (the Museum of Anthropology) continues to operate the Native Youth Program, one of the longest-running Aboriginal youth programs at UBC, with a long list of distinguished alumni.

The Faculty of Arts has long maintained an Aboriginal Student Affairs unit, directed by Tanya Bob, that is specifically dedicated to Aboriginal student support, and ASA staff members are active in working with other Faculty staff and administrators, the university's Aboriginal recruiter, and colleagues in other units throughout the admissions cycle. The ASA's partnerships across the UBC community have resulted in improvements to the Arts Aboriginal Admission process, including to the yield and retention of students. ASA monitors student progress through the admission cycle and along with Janet Giltrow, Senior Associate Dean Academic, provides strategically timed, early communications to admitted students. As a result, more student acceptances of offers have been recorded in May 2014 than at the same time last year. ASA also tracks registration dates and times to ensure Arts Aboriginal students are granted first-day registration. ASA research shows that students who registered on time have a greater chance of academic success. The success of this practice has led to first-day registration for students in other faculties. Site visits to Langara Community College are undertaken to provide ongoing, in-depth advising and support to students enrolled in the UBC-Langara Aboriginal Transfer Program initiated by Arts.

The Faculty recommends that a student communications protocol and a customer relationship management tool in place, both of which would be relied upon to guide and coordinate recruitment activities and maintain consistent messaging over time and amongst staff. They also recommend maintaining periodic contact with those Aboriginal recruits who have been given offers to attend UBC but who instead have chosen to attend a regional institute for the first year or two of their studies. This contact would be part of a continual recruitment effort over time.

Student Support and Retention. ASA provides support for Arts Aboriginal undergraduate students through Arts Academic Advising. During the Winter Session, on-site academic advising is offered after the Longhouse Luncheon. ASA advocates with Band Councils whenever students need to appeal for continued funding or course load reduction. In addition, at-risk programming for Arts Aboriginal students is provided to improve retention and progression. ASA played a role in having Enrolment Services eliminate the \$100 registration deposit for Aboriginal students that it considered a barrier to registration and retention. ASA also plays a pivotal role in complex cases where coordination is required between Housing, Enrolment Services, the Longhouse, Access and Diversity, and Counselling Services in order to reach resolution for Arts Aboriginal students. ASA continues to work with Arts Development to secure additional awards for Arts Aboriginal students, with the result that awards are currently being reviewed by the UBC Senate. Through ASA advocacy, new Aboriginal students are assigned an Enrolment Services Professional in April instead of June and the Major Entrance Scholarship offers are now sent in May instead of July. Both should lead to a greater yield of accepted offers of admission. ASA works closely with Associate Dean Giltrow and the First Nations Languages Program to allow Aboriginal students the opportunity to study their own language and satisfy the Faculty's language requirement.

Curriculum and Public Programming. Two First Nations Studies Program courses were included in the "Core Plus" list of required electives for the Bachelor of Media Studies degree. The First Nations Studies Program continues to expand its enrolments while retaining its dedication to its capstone research practicum, required of all majors, in which students complete research for community organizations addressing their stated needs. The First Nations Languages Program has recently hired two new faculty members and should be expanding its community-based offerings as well.

Many Arts Faculty units contributed to UBC's very strong engagement with the Truth and Reconciliation Commission's National Event in September 2013. In specific, with the collaboration of a strong group of faculty, staff, and community members, the Belkin Gallery mounted *Witnesses: Art and Canada's Indian Residential Schools*, a major exhibition of works by Aboriginal artists addressing the Indian residential school legacy, and several attendant talks and seminars. MOA (the Museum of Anthropology), also mounted *Images and Voices*

from St. Michael's Indian Residential School, a major exhibit based on community-held photographs and writings of students. Both of these exhibits were seen by thousands of students, faculty, staff, and other visitors during the week of the Event and throughout the fall. Other units such as First Nations Studies staged smaller events and workshops that were well attended, and First Nations Studies hosted several events during the year that brought leading Indigenous academics to campus.

The iSchool (School of Library, Archival and Information Studies) has also been heavily involved in discussions surrounding the Indian residential school history, and especially the information management issues surrounding the Truth and Reconciliation Commission records and UBC's potential development of a west coast centre providing access to those records. The school also maintains a First Nations curricular concentration focused on the specific and complex issues of working with Indigenous materials and addressing community needs. In 2012, the school hosted Engaging Youth with Indigenous Materials in Libraries and Classrooms, a presentation open to UBC students and librarians, including public libraries. A video of this presentation is available online.

Recruitment and Support of Faculty and Staff. Revitalization of Aboriginal languages was the one curricular area specifically named in the Aboriginal Strategic Plan and the Faculty of Arts, with support from Academic Affairs, has worked for several years to stabilize the valuable community-based language revitalization efforts established by the First Nations Languages Program. After multi-year search processes, two new faculty members have been successfully recruited to this program.

Research. Faculty of Arts researchers in many departments have long produced distinguished research on Aboriginal topics, but now a younger generation of Indigenous scholars is setting the pace, with two recently awarded Canada Research Chairs and one a Killam Teaching Prize.

In a specific initiative, Dr. Lisa Nathan of the iSchool, in conjunction with Kim Lawson, Reference Librarian at the Xwi7xwa Library, received a SSHRC Insight Grant for a project entitled "Sustaining Information Practices," which examines how information practices are "being (re)designed to support cultural, social, political and ecological sustainability for diverse Aboriginal communities." Additionally, Dr. Nathan, along with PhD student and co-investigator Elizabeth Shaffer, is working on a project entitled "Policy and Plurality," an investigation into the development of information policies to address the complexities surrounding the record system holding information gathered and created by the Truth and Reconciliation Commission of Canada.

Community Relations. Events addressing Indian Residential School history have been a major focus of community engagement for the past two years, but relations with Aboriginal communities and organizations is always a focus of both the First Nations Studies Program

and the First Nations Languages Program, and several scholars throughout the Faculty work on collaborative projects with Musqueam and other communities. Most recently faculty in the School of Social Work have increased the level of their unit's engagement and, in collaboration with staff in Forestry have secured major funding for a community-building research project with Musqueam centred on the revitalization of traditional canoeing practices. MOA has also recently launched an exhibit curated by Haisla curator Pam Brown of works by urban Aboriginal artists.

Faculty of Dentistry

Pre-University, Recruitment, and Access Initiatives. In its strategic plan, the Faculty has listed "First Nations student recruitment" as an objective. Further, it states that its "presence in First Nations communities will help to address under-served, under-accessed communities and present opportunities for careers in oral health care."

On its website, the Faculty specifically welcomes Aboriginal applicants to its Entry-to-Practice Admission Option and refers them to the university's Aboriginal Services webpage, which links to UBC's Aboriginal Admissions Policy. For the Doctor of Dental Medicine Program, applicants who self-identify as Aboriginal and would like additional consideration are asked to complete the program's standard application process, and to participate in an additional one-hour interview conducted by a panel that includes Aboriginal participation and submit an additional essay up to 800 words for review by the panel.

Curriculum and Public Programming. In July 2012, UBC Dentistry alumni, student volunteers, and faculty members volunteered at Chemainus on Vancouver Island, and served the Halalt, Lyackson, Malahat and Penelakut First Nations. This initiative was a continuation of two previous ones, in 2010 and 2011, then situated on Penelakut Island that only served the Penelakut First Nation.

In July 2013, Faculty volunteers and associates set up a dentistry clinic in Anaham, a remote Tsilhqot'in reserve in the central interior. Learning cultural competence was central to this experience for volunteer students.

The Portland Community Clinic, a UBC teaching dental clinic, operates in Vancouver's downtown eastside and regularly serves Aboriginal clients. Similarly, students regularly volunteer at the Vancouver Native Health Society.

Community Relations. The Faculty, with the Skidegate Band Council, Old Masset Band Council, and First Nations Health Authority, operates the Skidegate Dental Clinic providing professional dental treatment and educational services for the residents of the First Nations

communities of Skidegate, Old Masset, and Haida Gwaii more generally. This initiative is associated with the General Practice Residency Training Program.

Faculty of Education

Since the last implementation report (2012), the Faculty's Year of Indigenous Education (2012-13) included 32 events and projects with over 3200 participants and resulted in new collaborations with communities and organizations, and additional funded collaborative research projects. Faculty initiatives include:

Pre-University, Recruitment, and Access Initiatives. NITEP has increased recruitment throughout BC via in-person, advertising, and digital media, and is developing an alumni initiative. In 2012-13, a four-year NITEP Field Centre was established at Bella Bella in partnership with Heiltsuk College. An Aboriginal mentoring project with Vancouver School District (Grandview School) and Dogwood 2025 community group has been implemented, as has a Pathway to NITEP program for grade 12 students from the Sea to Sky School District. A Post-Doctoral Fellow was hired for one year to assist with Aboriginal graduate recruitment and communications.

Student Support and Retention. Supporting Aboriginal Graduate Enhancement (SAGE) initiative, a multi-disciplinary peer support and faculty-mentoring program for Aboriginal graduate students from across BC.

Curriculum and Public Programming. The Department of Language & Literacy Education in partnership with the Office of Indigenous Education, began a M.Ed. with an emphasis in Indigenous Knowledges & Pedagogies—the first intake in the summer of 2012 had 15 students (14 Indigenous). Dr. Candace Galla has been granted in 2014-15 a course release to develop Indigenous language revitalization modules for NITEP courses. A new course on Indigenous inter-generational learning was piloted in July-Aug 2013 to the M.Ed. cohort focusing on the theme of Indigenous Knowledge & Pedagogy. The BC Teachers Federation delivered a workshop on the history of Indian residential schools and colonialism to students in NITEP and those taking the EDUC 440 Aboriginal Education in Canada course. Planning is underway to develop an Elders-in-Residence or Aboriginal Knowledge Holder scholarly position. A proposal for a PhD concentration in Indigenous Education will be forwarded for approval in 2014-15. A number of NITEP courses are being revised for online delivery by 2015. Indigenous education, teaching and learning resources have also been made available online.

Recruitment and Support of Faculty and Staff. A new *Professor of Indigenous Education for Teacher Education* has been established; Dr. Jan Hare is the first incumbent. She has developed an Indigenous faculty mentoring initiative. Dr. Cash Ahenekeew, assistant professor, joined the Educational Studies Department in July 2012.

Community Relations. In consultation with the Musqueam Education Department, the annual *Musqueam Excellence in Education Lecture* will become a project. The community will determine the project and the Faculty will share its expertise and fund the project (\$5,000 per year). A presentation of the project will be held each March/April.

Faculty of Forestry

The Faculty of Forestry has been developing and implementing its Aboriginal strategy for over twenty years, and in its 2012 strategic plan, the Faculty renewed its commitment to Aboriginal Engagement (see aboriginal.forestry.ubc.ca).

Pre-University, Recruitment, and Access Initiatives. The Faculty now maintain a website for prospective and new Aboriginal students. Recently, two 3-minute promotional videos depicting student experiences and alumni contributions to community land management processes were added to the site. In 2012-13, Andrea Lyall, the Faculty's Aboriginal Initiatives Coordinator, attended dozens of community functions across the province, participating in career fairs and conferences and giving presentations to student. The Faculty has developed student transfer programs with Thompson Rivers University and Vancouver Island University, an option that should appeal to Aboriginal students who want to study closer to home for the first two years of the Faculty's four-year program. Discussions with two other post-secondary institutions are also underway.

Student Support and Retention. The Faculty has dedicated staff working to assure a supportive environment and flexible mentoring to meet individual students' needs. With increased donor support in 2013 expanded retention programs were possible, including increased awards, mentoring activities, and financial, career, and resume clinics.

Curriculum and Public Programming. The Faculty has a five-year old Specialization in Community and Aboriginal Forestry, as well as a credit transfer agreement for a semester in Haida Gwaii. In 2013, *CONS 449C: Who owns the world's forests? Land, trees and tenure* (cross-listed as *FRST 521C*) was piloted. Under the theme "Forestry is part of reconciliation," a group of faculty members organized participating forestry students to attend the Truth and Reconciliation Canada event in Vancouver on September 18, and developed lectures and a video on the subject of Indian residential schools.

Recruitment and Support of Faculty and Staff. In 2012, Andrea Lyall, RPF, a member of the Kwakwaka'wakw Nation, joined as the Faculty's Aboriginal Initiatives Coordinator and sessional instructor. The same year, Dr. Janette Bulkan joined as an assistant professor in Indigenous forestry. Previously, Dr. Bulkan was engaged with various Indigenous communities for more than two decades. She collaborates with colleagues in mainstreaming Aboriginal and Indigenous studies across the Faculty and in research.

Research. At least ten faculty members are involved in a number of research projects or course-related work involving numerous Aboriginal communities in B.C. and abroad. The focus of these projects include the carbon interests of First Nations, sustainable business development, tenure rights of First Nations, food sovereignty, forest governance, economic development and capacity building, monitoring industrial activities and fish ecology, mapping traditional use, dating culturally modified trees, and other projects. In December 2014 Forestry professors Harry Nelson and Janette Bulkan will host a Peter Wall conference entitled *“Donning the regalia: maintaining tradition in an age of modernity.”*

Community Relations. A community-based advisory group meets once a year to provide advise to the Dean for Aboriginal Initiatives and to evaluate work as it progresses. Aboriginal community relations are also served through research initiatives undertaken by faculty members and the work of the Aboriginal Initiatives Coordinator. Two Forestry professors were recently recognized by communities for their exemplary engagement.

Faculty of Graduate and Postdoctoral Studies

Unlike other faculties, the Faculty of Graduate and Postdoctoral Studies (G+PS) is largely a leadership, policy development and administrative unit. It does not deliver courses nor have appointed faculty members, but does provide academic support, funding, professional development opportunities and other administrative services to prospective and current graduate students and liaises with their faculty instructors and supervisors on student issues. As such, Aboriginal engagement is focussed differently in G+PS than other faculties.

Pre-university, Recruitment, and Access Initiatives. The Faculty continues to support an Aboriginal Coordinator role, currently held by Dr. Jenny Phelps, Assistant Dean, Student Administration and Strategic Initiatives. This role was created to support Aboriginal prospective graduate students in the application process, help connect graduate program applicants to advisors and other resources, and support current students facing challenges to their academic success. The Aboriginal Coordinator also arranges to have stories published on the Faculty's website to promote Aboriginal student success in advanced studies.

Student Supports and Retention. The Aboriginal Coordinator hosts gatherings of Aboriginal graduate students to discuss their concerns. The concerns they have expressed mirror those of their non-Aboriginal peers, related to cost of living issues, such as housing. They have expressed a desire for greater university support for housing and financial aid that they believed would improve their chances of success.

The Faculty administers the Aboriginal Graduate Fellowship (AGF) Award, an ongoing award that sees the successful applicant receiving either \$16,000 per year for two years at the Master's level or \$18,000 per year for four years at the Doctoral level, plus tuition coverage

for the duration of the award. Applications for these awards have been 25 to 40 per year, of which less than half are funded in any given competition.

It also manages the Aboriginal Graduate Fellowship Bridge Funding award, whereby the Faculty matches funding provided by graduate programs to support Aboriginal graduate students who were unable to apply for the regular AGF Award or who are no longer eligible for it, but require financial support to complete the last year of their program. These awards draw on a \$50,000 annual fund. Usually, there are around 15 applicants, with about half getting funding.

In 2013, the Faculty undertook an analysis of Aboriginal graduate student enrolment and funding to determine if there were systemic issues that needed attention. The Faculty wanted to understand, for instance, whether Aboriginal students were being denied scholarships or being directed only to Aboriginal-related funding and not general funding. Overall, it found no systemic bias existed. The Faculty continues to remind graduate programs not to replace general funding that would go competitively to Aboriginal students with Aboriginal-related funding in an attempt to increase the funding available to other students and to ensure that Aboriginal students are fairly considered for general awards.

Faculty of Land and Food Systems

In recent years, Faculty of Land and Food Systems initiatives have been further supported by the creation of infrastructure to support Aboriginal education and research, notably further development of the UBC Farm, the Aboriginal Health and Natural Products Chemistry Laboratory, and the creation of the Indigenous Research Partnerships group. These and other initiatives are outlined below.

Pre-University, Recruitment, and Access Initiatives. For the past 9 years, the Faculty has, in partnership with the Faculty of Science, supported an Aboriginal Student Coordinator. Joel Liman, who conducts recruitment and community outreach for the Faculty and promotes the UBC Aboriginal Admissions Policy, currently fills the position. He also coordinates for both faculties the CEDAR Summer Camp that provides an opportunity for 45 local Aboriginal youth between the ages of 8-12 to explore UBC campus through engaging and interactive programming. While most of the program participants are from the Vancouver area, some are from out of town.

Student Support and Retention. The Aboriginal Student Coordinator role is situated in Student Services and is designed to provide culturally relevant services for Aboriginal students within the two faculties. Additional responsibilities include creating and running retention programs for current students (tutoring, mentorship, and networking). Since the

creation of this position, the Faculty has seen a significant increase in the number of Aboriginal students who have successfully completed degrees.

Curriculum and Public Programming. The Faculty is continuing to increase the Aboriginal content within its curriculum. Currently, it has a number of active Aboriginal projects at the UBC Farm, some of which have been transferred to the Faculty with the closing of the Institute for Aboriginal Health. They include the Tu'wusht Garden Project, the Aboriginal Health Garden, the Maya in Exile Garden, and the Musqueam Garden plots. These projects are integrated into various courses within the Faculty, including student led projects within LFS 250 and 350m in which students conduct research. In addition, APBI 497B has been developed to study Indigenous Food Security and global issues in Indigenous Health, using the garden space. Every summer the UBC Farm also hosts a number of student interns doing directed studies research as a component of their degrees. Many of these students have been encouraged to conduct research in partnership with the Indigenous programming at the farm under the supervision of the LFS Faculty.

Research. The Faculty has been developing relationships with Canadian Aboriginal and international Indigenous communities for a number of years. Currently, there are several faculty members involved in research projects with these communities. The diverse objectives of these projects include environmental sustainability, Aboriginal health, food security, and other relevant topics. Many of these projects are facilitated through the research groups established within the faculty. This includes the Aboriginal Health and Natural Products Chemistry Laboratory and the Global Indigenous Partnerships group. These groups have directed a number of community-based research projects on a variety of topics relevant to Aboriginal communities. These groups have also overseen the supervision of Aboriginal learners and seen a number of Aboriginal graduate students complete degrees within their programs.

Study and Work Climate. As the number of Aboriginal students enrolling in the Faculty continues to increase, it anticipates continued progress to address their learning needs. In particular, it sees a number of possibilities for the introduction of new Aboriginal curriculum, enhanced research, and new programming suited for Aboriginal and non-Aboriginal students alike. In the fall, the Faculty will welcome a new Dean and has already begun to strategize with him how to continue to adhere to the Aboriginal Strategic Plan, and how to expand on its objectives by providing an innovative space for Aboriginal learners and educators.

Community Relations. Currently, the Faculty has a number of projects involving partnerships with Aboriginal communities and organizations. These include: Musqueam Indian Band, Heiltsuk First Nation, Boston Bar First Nation, Westbank First Nation, Totoras Indigenous Community (Ecuador), Carrier Sekani Family Services, and Vancouver Native Health Society.

Faculty of Law

Since the last implementation report (2012), the Faculty of Law has carried out initiatives in a number of Aboriginal areas. The hiring of an Associate Director in the Indigenous Legal Studies Program allows the Faculty to pursue additional initiatives in a sustained manner.

Pre-University, Recruitment, and Access Initiatives. The Faculty's strategic goals include promoting legal education to Indigenous communities and developing a strategic plan for its Indigenous (formerly First Nations) Legal Studies Program. Dana-Lyn Mackenzie was hired as the ILSP's Associate Director in November 2012. Currently, recruitment activities are limited to attending Metro Vancouver events and relying on the ILSP's website and information materials. The identification of additional funding would be necessary for the Faculty to expand its recruitment work to other parts of BC and Alberta. In 2013-14, the Faculty filled its target of 20 seats for Aboriginal students, bringing the total enrolment for that year to 52. It is expected to increase to 56 in 2014/15, approximately 10% of the Faculty's total enrolment.

Student Support and Retention. The Faculty supports Aboriginal students in a number of ways. Besides one-on-one academic support provided by the Associate Director, students have the option to pursue their studies part-time if necessary, or take a year off without having to apply for re-admission, and longer leaves are possible. Unfortunately, even with substantial support services, the dropout rate is one to two per year. In addition to regular financial supports, the Faculty provides three awards specifically for Aboriginal students, including one specifically for Aboriginal women. A new award developed for Aboriginal students will be added in 2015. The Faculty acknowledges that while Aboriginal graduates are successful in securing articling positions, a good portion of them find it difficult to establish their legal careers. A career mentorship initiative is being considered to address that circumstance.

Curriculum and Public Programming. In 2012-13, the Faculty instituted curricula on Aboriginal and treaty rights within a first year course mandatory for all students. About 180 students completed this course in its first year. A new specialization in Aboriginal law will be offered in September 2014, a first of its kind in Canada. The Faculty hosted a number of speakers on the topic of the Indian residential schools, both as part of the Truth and Reconciliation Commission events in Vancouver in September 2013, and additional to them. Material dealing with residential schools was also incorporated into some classes. Over recent years the Faculty of Law has instituted a program of including recognition of the Musqueam community, the importance of Aboriginal law in the Faculty's history, and the importance of competence in cross-cultural communications in its new student orientations.

Recruitment and Support of Faculty and Staff. Nuu-chah-nulth scholar Johnny Mack will be joining as an assistant professor on July 1, 2014, increasing to three the number of Indigenous faculty.

Community Relations. A week-long Aboriginal cultural awareness camp hosted in the Musqueam community is being planned for September 2014, pending funding. The camp will acknowledge UBC's presence on Musqueam territory and provide participating law students with orientation to the community and its long and distinguished legal history. The Faculty continues to support the Indigenous Community Legal Clinic, through which participating law students learn while providing legal services to disadvantaged Aboriginal residents and others in Vancouver's downtown eastside.

Faculty of Medicine

The Centre for Excellence in Indigenous Health (CEIH) was launched in January 2014, and operates under the auspices of the School of Population and Public Health, within the Faculty of Medicine. The Centre is emerging as the lead collaborating organization in the field of Aboriginal Health at UBC. While the Centre develops initiatives and programs, its major function is to coordinate and connect the many initiatives that are distributed across the Faculty, and across associated units in other health sector Faculties.

Pre-University, Recruitment, and Access Initiatives. The Faculty of Medicine targets 5% of the annual complement of funded seats in the first year M.D. Undergraduate Program for Aboriginal students. Applicants can apply either to the regular stream or to the Aboriginal admission stream. Applicants self-identifying as Aboriginal are considered under both processes. Aboriginal applicants are required to write an additional essay and submit proof of ancestry, which is reviewed by the Aboriginal Admissions Subcommittee. James Andrew, who has been the Faculty's Aboriginal Student Initiatives Coordinator for twelve years, is responsible for recruitment and support activities for the program. This entails placing advertisements and stories on Aboriginal medical students with Aboriginal media; attending high schools and career fairs; presenting at the Thompson Rivers University; coordinating the Faculty's participation in UBC's Summer Science Program for Aboriginal high school students; and organizing pre-admissions workshops throughout the province for aspiring applicants. James Andrew has recently started to advise the Faculty's Midwifery and Physical Therapy programs in regards to Aboriginal recruitment.

Student Support and Retention. The Aboriginal Student Initiatives Coordinator supports Aboriginal students through hosting additional orientation days prior to the regular orientation week. Additional supports include pairing students with course directors whenever additional support is necessary, providing support to students experiencing personal or academic challenges, hosting an annual retreat for all Aboriginal students from

sites across B.C., and operating a mentoring program in which students are paired with those at more advanced stages of their studies and careers.

A challenge facing the Faculty's Aboriginal admission and retention efforts is the scarcity of UBC bursaries or scholarships specifically for Aboriginal health science students. Current Faculty awards are available to the general medical student body and university awards including Aboriginal awards are available to students across the institution, so there are few designated supports.

Curriculum and Public Programming. The Faculty's School of Population and Public Health currently offers a Global and Indigenous Health theme, and it is anticipated that Indigenous Health will soon become an independent theme focusing on research at the master and PhD levels. The school's new Master of Public Health program has already seen a number of its Aboriginal graduates take up senior positions at various provincial health authorities, and continues to recruit Aboriginal students into the program. The school is anticipating offering a Certificate in Public Health at some point, which is expected to be of interest to Aboriginal communities across the province and elsewhere.

A goal of the CEIH is the development of Aboriginal curricula across the health disciplines, using a common base of proven materials, but adapting them to disciplinary circumstances. CEIH is currently assisting the Faculty of Pharmaceutical Sciences in the development of Aboriginal curriculum. The Centre is also heavily involved in the Faculty of Medicine's curriculum renewal, specifically in regard to Indigenous content. The CEIH has a memorandum of understanding in place with the John Hopkins Bloomberg School of Public Health Center for American Indian Health, a partnership that it anticipates strengthening its overall role in Indigenous health education and other areas.

In 2013, the Faculty's Family Practice Residency Program changed its Aboriginal Health stream to a distributive model in order to increase the amount of time spent in Aboriginal communities. The program operates through a home base in an urban setting (Victoria and Vancouver) and in slightly more rural First Nation settings (Cowichan Valley and Ladysmith) with the capability to incorporate monthly fly-in visits to a remote First Nation. As each site offers unique educational opportunities involving Aboriginal knowledge from community leaders and elders.

Research. The design of the CEIH includes a Research Director, with the intent to coordinate existing and future research across health disciplines, and develop better understanding of community-based research practices, many of which are already operating in different areas. The CEIH is also intended to be a designated connection point between the newly-established First Nations Health Authority and UBC researchers. CEIH has also initiated the Indigenous Speakers Series bringing a multidisciplinary group of UBC and external

researchers who work with Aboriginal populations together to share their work. Four presentations annually are planned that will complement existing programming initiatives. Plans are also underway to have the CEIH take a prominent role in Aboriginal community-based research initiatives.

Community Relations. The UBC Learning Circle is a way of regularly connecting with remote Aboriginal communities by establishing regular and ongoing videoconferences and computer webinars with more than 70 Aboriginal communities. The initiative encourages knowledge sharing about Aboriginal health and wellbeing, and is operated through a partnership between CEIH and the First Nations Health Authority.

Faculty of Pharmaceutical Sciences

Within the next few years, the Faculty of Pharmaceutical Sciences will complete the transition of its current undergraduate BSc.(Pharm) Entry-to-Practice Program to the more comprehensive Entry-to-Practice (E2P) PharmD Program. The Faculty has recently increased the number of undergraduate students enrolled each year from 152 to 224. The Faculty's strategic recruitment objective, starting in 2013-14, was to "create student recruitment and admission processes that are effective in selecting students from diverse backgrounds, including Aboriginal Students and those from underserved and rural communities, that are able to achieve the outcomes of the E2P PharmD Program."

Pre-University, Recruitment, and Access Initiatives. In the past two years, the Faculty has hosted two student lunches at the UBC First Nations Longhouse, which included recruitment-based presentations to attending Aboriginal students. The UBC Pharmacists Clinic will host two 2-hour sessions for 40 grade 8-11 students enrolled in the Summer Science program operated by the Centre for Excellence in Indigenous Health to provide education on pharmacy and blood pressure.

Student Support and Retention. The Faculty intends to identify its Aboriginal students in a first step towards providing support and acknowledgement.

Curriculum and Public Programming. Since September 2012, the Faculty has offered PHAR 450B (now PHAR 457): *Pharmaceutical Care in Aboriginal Health*, an elective course on Aboriginal Health for senior undergraduate students. Development of this course involved engaging multiple stakeholders, including the new Centre for Excellence in Indigenous Health, and forming an advisory committee comprised of health representatives from Aboriginal communities and others. Course topics include cultural competency in the workplace, Indian residential schools, colonialism, and their effects on health, and current Aboriginal health and wellbeing in B.C.

The Faculty is giving consideration to the development of future Continuing Pharmacy Professional Development offerings addressing Aboriginal Health needs. Similarly, development of PharmD experiential learning opportunities and course offerings addressing the health needs of Aboriginal people and other underserved populations are currently being considered for incorporation into the upcoming E2P PharmD program.

Recruitment and Support of Faculty and Staff. The Faculty is considering the development of processes to facilitate recruitment and retention of Aboriginal staff and faculty.

Research. Starting in September 2014, the Faculty plans for the UBC Pharmacists Clinic to provide clinical services in five rural communities (Bella Bella, Bella Coola, Klemtu, Rivers Inlet, and Mount Currie) as part of its Aboriginal Health outreach programs. Data will be collected to help assess the impact and benefit of Pharmacy's involvement. Other research areas will also be pursued.

Dr. Judith Soon received a three-year CIHR grant for a project entitled "Experiences with contraception among youth in northern BC: Examining the impact of gender, place and culture." The project was completed in October 2012. In response to some of the project's key findings, e.g. pregnancy rates among teens in rural and northern B.C. are 100% higher than the provincial average, an online video ("Know Your Birth Control Rights") was produced in March 2013.

Community Relations. The Faculty's Larry Leung and Jason Min have been awarded the 2014 B.C. Community Achievement Award for their work in creating Clinicare Pharmacists, a program that provides enhanced patient-centred care through collaborative work with health care professionals. They have successfully incorporated this model in several Aboriginal communities where access to pharmacies is limited.

Faculty of Science

In its Strategic Plan 2011-2015, the Faculty of Science has committed to Aboriginal engagement and "seeks to expand educational opportunities for Aboriginal youth and to strengthen research collaboration with Aboriginal communities."

Pre-University, Recruitment, and Access Initiatives. The Faculty employs Joel Liman as Aboriginal Student Coordinator. His responsibilities include organizing the CEDAR Summer Camp (Cross-cultural Education through Demonstration, Action, and Recreation). The camp provides an opportunity for 45 local Aboriginal youth between the ages of 8-12 to explore UBC campus through interactive programming. While most of the program participants are from the Vancouver area, some are from out of town.

Over the past year, The Faculty of Science became the second Faculty to join the UBC Langara Aboriginal Transfer program initiated by the Faculty of Arts. More generally, the Faculty is committed to developing new recruitment and admissions practices as part of attracting and admitting students from around the world. At present, there is no Aboriginal recruitment plan in place though the Faculty anticipates developing one in the near future. The Aboriginal Student Coordinator's role may at some point be expanded to include working with the university's new Aboriginal Student Recruiter-Advisor on recruitment.

Recently, the Dean's office and the math department jointly hired Dr. Shawn Desaulniers, who, under the direction of Dean Peacock, has half-time outreach duties to Aboriginal youth and communities. His math workshops in this area are just getting underway.

The Faculty has determined that it would be better to consolidate its efforts into one outreach program rather than many, as this would eliminate doubt amongst schools as to which one meets their needs. The Faculty is reviewing its outreach initiatives as part of focusing resources on disadvantaged school populations, such as Aboriginal youth and those living in Vancouver's downtown eastside.

Student Support and Retention. The Faculty is committed to retention, as such it views the Aboriginal Student Coordinator position as critical. The Faculty employs tutors and arranges to have their services offered at the First Nations Longhouse.

Community Relations. In addition to initiating Dr. Desaulnier's outreach work with Aboriginal youth, the Faculty is optimistic that its refocused youth outreach initiatives are likely to facilitate new and improved community relations.

Sauder School of Business

Last fall, the Dean of the Sauder School of Business, Robert Helsley, convened a committee drawn from Sauder, the First Nations House of Learning, and external communities to review its Ch'nook program and other aspects of Sauder's Aboriginal engagement. The school was also responding to events in its September orientation, in which some students joined in chants that promoted gender violence and disregard for Aboriginal people. The events of the orientation gave added urgency to the committee's work and to the school's response to its findings and recommendations.

In addition to making recommendations about the Ch'nook program, which, though well-known throughout the province, operates non-degree programs for professionals and networking and scholarship programs for students primarily at other institutions, the committee assessed Sauder's programs for Aboriginal students in the school and its curriculum. In general, the committee noted that current support for Aboriginal students is

quite limited and that Aboriginal topics are largely unaddressed in the curriculum. The committee identified a number of ways in which Sauder's work in these areas might be strengthened. Following this report, Sauder will be instituting a number of measures.

Pre-University, Recruitment, and Access Initiatives. While the Ch'nook program generally promotes business studies to Aboriginal high school students, the committee found that Sauder itself does not have a formal recruiting strategy for Aboriginal students. Further, it observed that a number of students affiliated with the Ch'nook program who wanted to transfer to Sauder found it challenging to navigate the admissions process. Sauder has expanded the Ch'nook program's mandate to include recruitment initiatives. In addition, the school has set a goal of 50 Aboriginal students by 2017, a number that would double current enrolment. Sauder has also announced a scholarship fund for Aboriginal women studying at the school, supported by a \$500,000 private donation. Sauder is also working to develop a transfer agreement with Langara College similar to the one begun by the Faculty of Arts, and will explore similar programs with other regional schools and colleges. Reserved seats for qualified Aboriginal applicants are also being considered.

Student Support and Retention. The committee found that current Aboriginal students at Sauder do not see the Ch'nook program or the school itself as providing much support for their specific needs in admissions, program counselling, and other services that might contribute to their success. In response to this finding and the committee's recommendations, the Ch'nook program will now work with Sauder's current Aboriginal students to better support them.

Curriculum and Public Programming. The review found that the school had no Aboriginal business curriculum at the undergraduate level and little at the graduate level. It recommended that Aboriginal business curriculum be integrated into Sauder's programs, including a specialized and concentrated Aboriginal business curriculum in its undergraduate BComm program that might eventually be developed into a specialization. The Ch'nook program will examine ways to add or improve Aboriginal business content in Sauder's programs. As well, the school is piloting an Aboriginal business issues course in the fall 2014 (COMM 390 Business Writing, Aboriginal Topics). It will also be integrating Aboriginal content into a COMM 101 course and a COMM 400-level capstone course on a trial basis: both are courses that all students take.

Recruitment and Support of Faculty and Staff. In light of its curricular recommendations, the committee noted that the recruitment of full-time Aboriginal business research faculty should be a priority, with an understanding that recruitment would likely require a concerted and multi-year effort. In response, the school will be employing an Aboriginal adjunct instructor to co-teach the COMM 390 course, and in the longer term, will continue to

consider the possibility of recruiting a full-time Aboriginal faculty member as its Aboriginal business curriculum develops.

Research. The school has not undertaken any Aboriginal-related research to date, but has indicated it to be an appealing prospect.

Study and Work Climate. In response to the offending chant in the fall, Sauder has engaged with the broader UBC community on a formal response that begins with taking a new approach to instructing student leaders on their roles and responsibilities during orientation week.

Community Relations. The committee found that the Ch'nook program, which was established to address the needs of sustainable economic development in Aboriginal communities, has achieved a predominantly positive profile in Aboriginal communities across the province. Sauder has since re-committed its support for the program at \$250,000 per year.

APPENDIX D:

OTHER ACADEMIC AND ADMINISTRATIVE UNITS

University Library System

The university library system includes the Xwi7xwa Library, the only branch of a university library in Canada dedicated to Indigenous holdings and research. Over the past two years, the Xwi7xwa Library has undergone a significant planning process to evaluate its mission, priorities, and resources. Xwi7xwa operates in a small but distinct space east of the First Nations Longhouse. Administratively, it reports to the Library in collaboration with the First Nations House of Learning. Since it was established as a small repository for materials contributed by community organizations, it has grown to fulfill critical functions in supporting academic programs. Information issues in Indigenous areas are complex, both in management and in effective retrieval. Xwi7xwa is a leader worldwide in the theory and practice of classification and management of Indigenous holdings and an invaluable resource for UBC and community researchers in locating information that is often very difficult to locate. Xwi7xwa staff has been instrumental in working with other Library and academic staff in conceptualizing UBC's approach to Truth and Reconciliation Commission records and the design and management of a Centre at UBC, should one be established. Xwi7xwa's operations are constrained by limitations of space and staff. An arrangement to locate portions of Xwi7xwa holdings in other locations (Koerner, Rare Books, remote storage) will address the physical constraints and allow a more strategically focused approach to the Xwi7xwa space, but the staff constraints remain a serious limitation, especially as the success of other UBC initiatives increases the demand for Xwi7xwa expertise. In the context of a larger restructuring that is imposing its own constraints, the Library is working hard to address this situation.

The Library system also includes the IK Barber Learning Centre and central library functions. The Barber Centre, as one of the most heavily used student areas on campus, is a central location for public information, and public spaces are routinely used for the presentation of information on Indigenous topics—particularly so during the period surrounding the Truth and Reconciliation Commission Event in Vancouver. For the past three years, the Barber Centre has partnered with the Xwi7xwa Library in supporting an additional Indigenous librarian position that has significantly expanded the capacity of both units to undertake such programming and meet student and faculty needs. Due to contractual regulations, that position must now either become permanent or end.

The Barber Centre has also been a lead unit for partnerships with First Nations communities developing digitization strategies for community records. That work, in partnership with the

iSchool (Lisa Nathan) MOA (Gerry Lawson) and the X̱wi7̱wa Library (Kim Lawson) has now expanded to involve multiple communities on an ongoing basis.

In the past few years, the Library has become a lead unit for Indigenous initiatives in several other important ways. For two years, University Librarian Ingrid Parent was President of the International Federation of Library Associations, a prestigious international organization that includes representatives of many national libraries. As President, she was able to host one annual meeting at UBC and set the theme, which she chose to be Indigenous knowledge. The conference, held in the First Nations Longhouse, brought international attention not only to the complex data, information, and social issues in this area, but to the considerable and wide expertise available here at UBC and in our surrounding communities. Her choices to take these actions are part of what is locating UBC at the forefront of Indigenous scholarship worldwide.

In more recent years, UBC has also been presented with several opportunities to establish itself as a foremost collection of important Indigenous historical documents. One avenue through which this might happen is through our partnership with the University of Manitoba on the establishment of the National Research Centre for the records of the Truth and Reconciliation Commission. Though the National Research Centre is now under development in Winnipeg, UBC joined in the successful proposal with the intention to explore the development of a west coast centre at UBC. The Library's participation in the development of the UBC proposal and planning surrounding it has been crucial.

In addition, the Library has been approached by community groups wishing to preserve the archives of some of the most important Indigenous legal cases in Canadian and Commonwealth history. Though an agreement to accept one such archive has been finalized, it has not yet been publicly announced. An agreement for the acceptance of a second archive is currently in development. The importance of the preservation of this material really cannot be overstated: it is critical to the development of scholarship and to the preservation of very important parts of our national history that, without this intervention, might well have been lost.

Student Development / Office of the VP Students

The VP Students participates in a leadership team with the Director of the First Nations House of Learning and the Registrar to work with the Associate Director of Enrolment Services for Aboriginal Strategic Initiatives. This arrangement has been instrumental to the development of a truly functional approach to student services across units.

In the past year, the Office of the VP Students also became the lead unit in responding to the events of the 2013 new student orientation, in which some students engaged in chants

promoting sexual violence and disregard for Aboriginal people. Louise Cowin, the VP Students, convened a task force to gather information and prepare recommendations for how these events might best be addressed. Their recommendations may be found here:

<http://vpstudents.ubc.ca/files/2014/03/IGBVAS-Recommendations-for-Community-Consultation2.pdf>

and the administrative response may be found here:

<http://equity.ubc.ca/files/2014/05/RENEWING-OUR-COMMITMENT-TO-EQUITY-AND-DIVERSITY-FINAL.pdf>

Following these developments, much of the responsibility for addressing issues surrounding the orientation for new students has been assumed by Student Development and Services. Their team has sought consultation with other units on campus and is working towards the address of gender and diversity issues in UBC orientation events and other events throughout the year. As with other initiatives at UBC, the challenge is complex in that orientations and other contacts with students occur in many locations and are largely distributed through Faculties, making local initiatives, with clear cross-institutional coordination, a key to success.