



**Board of Governors
Indigenous Engagement Committee
AGENDA**

**Monday, June 4, 2018
11:00 a.m. to 1:00 p.m.**

Vancouver Campus
Robert H. Lee Family Boardroom
The Robert H. Lee Alumni Centre
6163 University Boulevard

<p>1. Indigenous Engagement Committee Terms of Reference</p>	<p>Terms of Reference for the Indigenous Engagement Committee as approved by the Board of Governors on April 19, 2018 are circulated. Final approval was delegated to the Indigenous Engagement Committee.</p> <p>DECISION REQUESTED IT IS HEREBY REQUESTED that the Indigenous Engagement Committee approve the Terms of Reference for the Indigenous Engagement Committee as circulated.</p>
<p>2. Indigenous Strategic Plan April 13, 2018 Draft</p> <p>See: http://aboriginal.ubc.ca/indigenous-strategic-plan/</p>	<p>Understand in order to support true and lasting reconciliation with Indigenous Peoples in British Columbia, and align the University with the BC Government’s adoption and implementation of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> (UNDRIP) and the <i>Calls to Action</i> of the Truth and Reconciliation Commission of Canada (TRCC).</p> <p>The <i>United Nations Declaration on the Rights of Indigenous Peoples</i> (UNDRIP) was adopted by the General Assembly on Thursday, 13 September 2007. The Declaration establishes a universal framework of minimum standards for the survival, dignity and well-being of the Indigenous peoples of the world and it elaborates on existing human-rights standards and fundamental freedoms as they apply to the specific situation of Indigenous peoples.</p> <p>In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission (TRC) issued 94 <i>Calls to Action</i>, a number of which are directed at post-secondary institutions.</p>
<p>3. UBC Strategic Plan <i>Shaping UBC’s Next Century</i></p>	<p>Review of wording related to Indigenous priorities</p> <p>See: https://strategicplan.ubc.ca/</p>
<p>4. UBC Okanagan Aboriginal Programs Overview</p>	<p>UBC Okanagan has made Aboriginal student access and success a priority since its inception in 2005, and has taken great strides in academic programming and community-engaged research.</p> <p>The report provides a summary of the intentionally built programs, services and initiatives delivered at UBC’s Okanagan campus, as well as highlights of plans for future activities and initiatives.</p>
<p>5. Other Business</p>	<p>- Future meeting dates and agenda items</p>

For information:

- *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP)
- Truth and Reconciliation Commission of Canada *Calls to Action*



PURPOSE

Universities across Canada educate more than a million students each year and Indigenous students continue to be under-represented in higher education. In addition, Indigenous perspectives and world views are not adequately reflected in the curricula of most academic disciplines. UBC is working to correct these deficits, and since the establishment of the Aboriginal Strategic Plan in 2009, the University has worked to develop a more extensive and comprehensive approach. This approach will now be extended under the 2018 Indigenous Strategic Plan, which is a central part of *Shaping UBC's Next Century*, the encompassing UBC strategic plan.

The UBC Board of Governors has a crucial role in ensuring that the University pursues the goals set forward in the Indigenous Strategic Plan and in that adequate resources are directed towards its fulfilment.

Another aspect of the Board's role is overseeing the University's alignment with the Government of British Columbia's adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) and the *Calls to Action* of the Truth and Reconciliation Commission (TRC).

The UBC Board of Governors established the Indigenous Engagement Committee with these purposes in mind.

The Committee's mandate is to monitor the progress of all initiatives identified in the Indigenous Strategic Plan, including those identified in TRC's *Calls to Action* relating to post-secondary institutions.

OBJECTIVES

The Indigenous Engagement Committee has the primary responsibility of monitoring Indigenous strategies and initiatives at the University, to ensure that progress is being made, and to recommend any necessary direction of resources.

There will be four primary areas of focus:

1. Ensuring compliance with any statutory responsibilities while at the same time promoting greater awareness and recognition of Indigenous peoples within Canada, with the goal to develop more functional and productive relationships between Indigenous peoples and the broader community;

2. Identifying and securing funding to support Indigenous learners and institutional initiatives, including support for curricular development, collaborative research of value to Indigenous peoples and communities, and related projects that may lead to more functional and productive relationships;
3. Developing a more detailed understanding of Indigenous strategies developed at the University, the programs and initiatives that currently exist and are being established, and the unmet needs of Indigenous students and Indigenous communities that the University might address; and,
4. Evaluating and providing annual progress reports on the Indigenous Strategic Plan and other indicators of University progress in its handling of Indigenous affairs, and holding the University and its administration accountable for progress made towards realizing its commitments in these areas.

ACCOUNTABILITY

The Indigenous Engagement Committee is created by and is responsible to the Board of Governors of The University of British Columbia.

A summary of Indigenous Engagement Committee discussions and deliberations will be circulated to the full Board of Governors.

The Committee Chair will report at the next regularly scheduled Board of Governors meeting, providing a summary of the discussion and deliberations of the Indigenous Engagement Committee.

MEMBERSHIP

Membership of the Committee shall consist of seven (7) members, excluding the *ex officio* members:

- Five (5) UBC Governors, selected by the Chair of the Board of Governors, one of whom will serve as the Committee Chair and one of whom will serve as the Committee Vice-Chair.
- One (1) member of the President's Aboriginal Advisory Committee (Vancouver)
- One (1) member of the Okanagan Aboriginal Advisory Council
- The Chair of the Board of Governors and the President as *ex officio* members

Appointments are made, and reviewed, at each instance of changes in Board membership.

The Committee Chair is selected by the Board Chair, in consultation with the Board Vice-Chair and the Chair of the Governance Committee.

The Committee Chair is responsible for the better conduct of meetings, including agendas, information processes, and oversight of reporting and action items.

The Committee Vice-Chair is selected by the Board Chair, in consultation with the Board Vice-Chair and the Chair of the Governance Committee.

The Committee Vice-Chair assumes the responsibilities of the Committee Chair in the absence of the Committee Chair, and may also be assigned additional tasks at the discretion of the Committee Chair.

PROCEDURES

The Committee will receive additional and reasonable support for the assembly, assessment and reporting of information.

The Committee may delegate, or be directed by the Board of Governors to oversee, work tasks and action items to subcommittees, the University Administration, or independent third-parties, subject to Board approval.

MEETINGS & QUORUM

The Indigenous Engagement Committee shall meet at the call of the Committee Chair as required.

Attendance by 50% of Indigenous Engagement Committee members (including the *ex officio* members) is required to establish quorum.

DELEGATED AUTHORITY

The Board of Governors has delegated to the Indigenous Engagement Committee authority to receive the following reports on behalf of the Board of Governors:

- Aboriginal Strategy for Okanagan Campus



Aboriginal Programs, Services and Initiatives at UBC's Okanagan Campus

Ian Cull, Associate Vice-President Students & Co-Chair, Aboriginal Advisory Committee

This report provides an introduction to Aboriginal programs, services and initiatives at UBC's Okanagan campus. In addition, the aim of this report is to provide a broad context in which faculty, staff and students work to improve the overall student experiences of Aboriginal and non-Aboriginal students. The report is organized into four main sections: Access, Transformative Education, Community, and Research. It provides a summary of the intentionally built programs, services and initiatives at UBC's Okanagan campus, as well as highlights some of the plans for future activities and initiatives.



ACCESS

UBC Okanagan has various programs aimed at widening Aboriginal participation and access to post-secondary education using intentional and sequential programs, policies, and practices. Aboriginal applicants have multiple pathways to access post-secondary education and there are a variety of cross departmental and faculty collaborations aimed at increasing Aboriginal content in courses.

POST-SECONDARY PARTICIPATION RATES

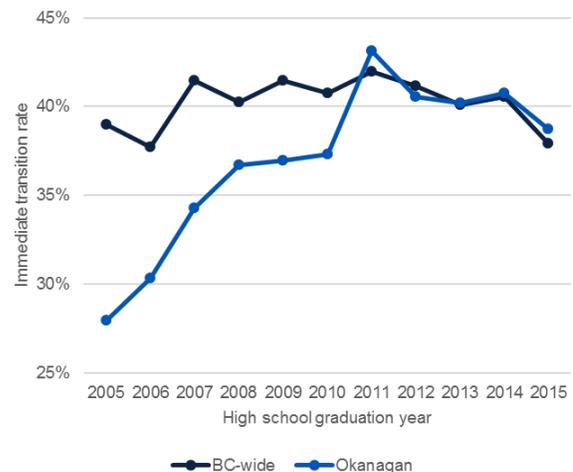
The following section highlights trends in regional and provincial post-secondary participation rates using data provided by the Student Transitions Project (STP), a partnership between the Ministry of Advanced Education, Skills and Training; the Ministry of Education; school districts; and post-secondary institutions in BC. Note: there is a delay in the availability of data; the most recent release includes information pertaining to the 2014/15 cohort of BC high school graduates transitioning to post-secondary education during the 2015/16 school year.

Since the creation of UBC's Okanagan campus in 2005, the Okanagan region has benefitted from significant improvements in immediate transition rates for Aboriginal students from high school to post-secondary education. The region has also realized improvements in Aboriginal student graduation rates from Okanagan region high schools.

In 2014/15, Aboriginal students accounted for 8% of the total provincial cohort of high school graduates (N=43,890); in the Okanagan, Aboriginal students accounted for 11% of high school graduates (N=3,766), up 4 percentage points since 2004/05, where only 7% of Okanagan graduates were Aboriginal.

While the provincial immediate transition rate for Aboriginal students has remained generally consistent over time (see Figure 1 below), the immediate transition rate for Okanagan region Aboriginal students has increased significantly. The Okanagan immediate transition rate rose from 28% in 2004/05 to 39% for the 2014/15 cohort, now slightly exceeding the provincial average of 38%.

Figure 1: Provincial and Okanagan Region Immediate Transition Rates for Aboriginal Students



SUPPORTED ADMISSIONS FRAMEWORK

Aboriginal Programs and Services (APS) works in partnership with Enrolment Services at the Okanagan campus in support of the admissions of Aboriginal applicants to the campus.



APS works in partnership with the School of Nursing, the School of Health and Exercise Sciences, and the School of Engineering on a supportive admissions process. Utilizing the Canadian Aboriginal Admissions Policy, this supportive admissions process connects students admitted to Nursing, Human Kinetics and Engineering with additional tutoring and mentoring supports provided by other Aboriginal students in their respective fields, in order to increase their academic capacity and success.

The Canadian Aboriginal Admissions Policy allows UBC to consider Aboriginal learners for admission to a degree program if they have satisfied the general admission and program-specific requirements but have not met their program’s competitive average. UBC may consider their history, cultural knowledge, work experience, educational goals, and other achievements in determining their admissibility. To be considered through the Aboriginal Admission Policy, individuals must be a Canadian Aboriginal applicant and self-identify as an Aboriginal person in the online application to UBC.

There are three groupings used to identify applicants:

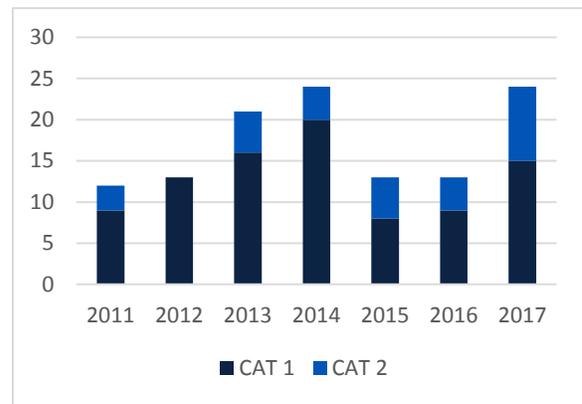
Category 1: Applicants who are directly admissible and those whose average of admission may be slightly below the competitive threshold, but whose admission is endorsed by faculty.

Category 2: Applicants who are not directly admissible but who have demonstrated competency in key subject areas and whose average of admission is within a certain range. Offer of admission includes recommendations regarding course load and tutorial participation. Contact for a designated faculty liaison and an APS advisor is included.

Category 3: Applicants are not admissible to a degree program, but are invited to enroll in Aboriginal Access Studies through a personalized offer letter.

Since 2013, we have been using the Supportive Admissions Framework for students enrolled in the Bachelor of Science in Nursing program, which resulted in a significant increase in Aboriginal student enrolments in the program (see Figure 2).

Figure 2: Aboriginal Admissions to Nursing



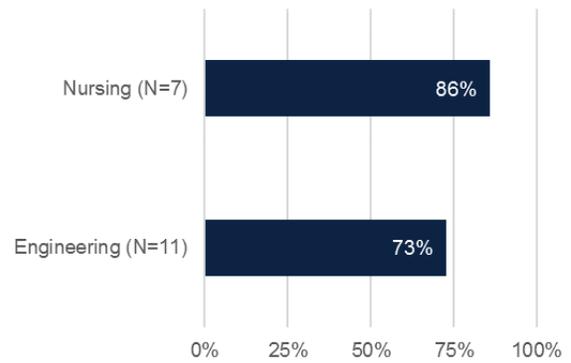
The results of the program demonstrate that from 2011 to 2017 approximately 80% of students who were admitted into the program under Category 2 have been successful; 14% of students admitted have transferred out of the program – including those they were eligible to continue academically. Only 7% were required to withdraw from the program due to poor academic standing.



Retention rates presented in Figure 3 reflect retention at UBC Okanagan for first-year, new-to-UBC Aboriginal students enrolled in programs that have supported pathways to admission. These students were new-to-UBC during the 2016 Winter session and were enrolled during the subsequent Winter session (2017) at the Okanagan campus.

Please interpret these rates with caution, as the N's are small; for example, only one student enrolled in Nursing was not retained in the following year. For Aboriginal students admitted to the Nursing program under Category 1, the progression rate is 93%.

Figure 3: Aboriginal Student Retention (first-year, new-to-UBC, via supported pathways)



ABORIGINAL ACCESS STUDIES PROGRAM

The Aboriginal Access Studies (AAS) Program is an entrance program that prepares and transitions Aboriginal learners into degree programs at UBC. The program combines both academic and non-academic activities to form a rich, full-time schedule in a supportive and empowering university setting.

Aboriginal students can apply directly to this pathway program and all Aboriginal students who cannot be admitted to a degree program are invited to enrol in AAS.

AAS began as a pilot in 2007; in 2010, the program successfully submitted a Senate program proposal. AAS uses a holistic framework that incorporates and balances cultural, social, physical, emotional, and academic programming.

Students take up to three university-level courses per term applicable to their intended degree program. These courses may be combined with non-credit, academic upgrading courses, such as Writing or Math, if required.

University Courses and Tutorials/Workshops

Students also attend tutorials and workshops to enhance their academic skills and knowledge. These activities prepare students for their transition into degree programs and are critical for success.

Aboriginal Student Advisors provide individualized academic planning and help AAS students choose courses based on their academic backgrounds and degree goals.

Aboriginal Programs and Services has also worked with faculty members to create Aboriginal perspective core courses, which include Math 126, English 114, Biology 104, and Education 104 for Aboriginal Access Studies. These courses are also open to the university student body at large. They provide an environment of greater cultural and intellectual diversity.

Aboriginal Programs and Services oversees the majority of administration for the Aboriginal Access Studies program, with Enrolment Services responsible for the processing of all program applications and admission.

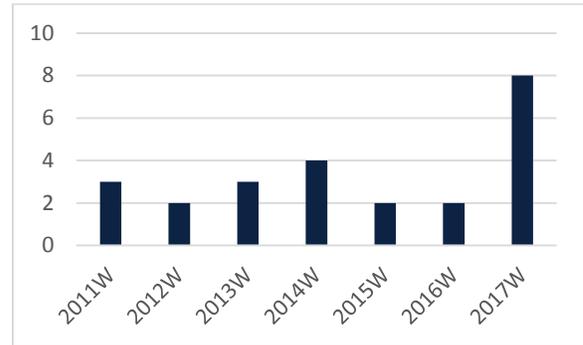
The AAS program is also offered in partnership with the En'owkin Centre, the Indigenous higher learning institute located in the Penticton Indian Band community.



Degree Transition

AAS students can apply to a post-secondary degree program after successfully completing a minimum of six courses (18 credits). Those who achieve a minimum of 60% in each of their courses and who meet program requirements are considered eligible to transfer into their desired UBC degree program. Courses taken in Aboriginal Access Studies count towards degree programs as either required or elective credits.

Figure 4: Aboriginal Access Studies Students Tracking Towards Nursing



“The support you get here has been great. You think you’re going to be alone, but you’re not. The support is there for you. And you have tutors for each subject...You have the same classmates in all your classes. That’s a form of support. We help each other out if somebody needs it,” says former AAS student Chris Alexander, who went on to earn a Bachelor of Management degree.

TRANSFORMATIVE EDUCATION

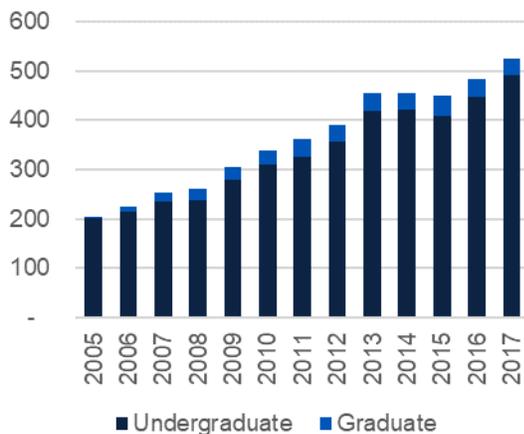
ABORIGINAL STUDENT ENROLMENTS

Students can voluntarily self-identify at any point during their studies at UBC. Self-identification information is collected from UBC administrative sources as well as from the Ministry of Education. As self-identification is voluntary, this estimate of the Aboriginal student population is lower than the actual total Aboriginal student population in the cohort.

As shown in Figure 4, Aboriginal student enrolment has increased from 204 students in the 2005 Winter session to 526 students in the 2017 Winter session, a 158% increase over this period. In Winter 2017, 36 Aboriginal students were enrolled in graduate-level and Aboriginal students accounted for 6.9% of all domestic students and 5.8% of the overall campus student population.

Note: the proportion of Aboriginal students on campus is roughly equivalent to the regional per capita Indigenous population (5.7% in the Okanagan region), an extraordinary statistic among urban post-secondary institutions.

Figure 4: Aboriginal Student Enrolment from 2005 through 2017



ABORIGINAL PROGRAMS AND SERVICES

The primary goal of Aboriginal Programs and Services (APS) is to provide culturally appropriate services and support to First Nations, Métis and Inuit students.

APS provides cultural, social and academic supports to all Aboriginal students regardless of their academic program. This is done by community elders, professional, and student peer staff. APS is housed within the Aboriginal Centre, on the second floor of the University Centre building and is part of student services.



The Aboriginal Centre provides a sense of belonging and community to Aboriginal students. This home away from home is committed to enriching the quality of the student experience for Aboriginal students by promoting access, providing capacity building opportunities and celebrating success.

Programming initiatives extend throughout the campus. The centre is equipped with a kitchen, meeting room, student lounge with ventilation for smudging, and computer lab.

The Aboriginal Centre provides various support services, including:

- Academic Advising
- Aboriginal Access Studies
- Peer Mentor Program
- Peer tutoring
- Liaison and outreach with Aboriginal sponsors, communities and schools
- Liaison with UBC family and staff
- Network with other Aboriginal staff at other universities
- Administrative support
- Cultural activities
- Computer facilities

STUDENT EXPERIENCE

The success of Aboriginal Programs, Services and Initiatives at UBC's Okanagan Campus can be measured in part by responses by Indigenous students to the Undergraduate Experience Survey. Recent data show Indigenous students felt even greater satisfaction with aspects of their UBC experience relative to non-Indigenous students. For example, 79% (n=56) of Indigenous student respondents strongly agreed or agreed they would recommend enrolling at UBC to others, compared to 73% (n = 822) of non-Indigenous respondents. Further, Indigenous student respondents were more often very satisfied or satisfied with their overall academic experience (66% (n=47) vs. 63% (n=714)).



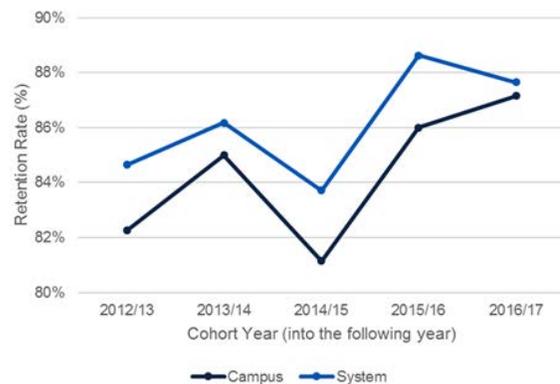
What's more, Indigenous respondents to the survey identified greater growth in certain academic skills and perspectives as a result of being at UBC. For instance, 73% (n=52) self assessed their abilities in analytical and critical thinking skills as excellent or very good. This is compared to 66% (n=741) among non-Indigenous respondents.

Finally, the survey found Indigenous students are more likely to participate in the Indigenous academic support programs (69%, n=49) than general academic supports.

STUDENT RETENTION RATES

Two measures of retention are calculated for students at UBC Okanagan: campus-level and UBC system-level retention. A student is considered retained at the campus-level if in the following year they: (a) continue to be enrolled in the same degree program, (b) enrol in another degree program offered by the UBCO, or (c) graduate from their program. A student is considered retained at the UBC system-level if they satisfy one of the conditions of campus-level retention or transfer to the Vancouver campus in the following year. All other students are considered not retained, including students required to withdraw by their program's administering Faculty due to performance.

Figure 5: Aboriginal Student Retention Rates from 2012/13 through 2016/17



Importantly, self-identified Aboriginal students were retained at comparable levels to the overall cohort, both at the campus-level (87%) and system-level (88%).

In total, 158 self-identified Aboriginal students last attended an institution in the Okanagan region (as defined per BC Stats), representing 40% of the self-identified Aboriginal cohort. In total, 80% (N=316) of the self-identified Aboriginal student cohort last attended an institution in BC, prior to attending UBC.



CURRICULUM AND INSTRUCTION

There are many courses offered at the Okanagan campus taught by Indigenous faculty and focused on Indigenous content.

In the Irving K. Barber School of Arts and Sciences, Anthropology; Indigenous Studies; Earth and Environmental Studies; and Physical Geography all have courses with content that has an Aboriginal or Indigenous focus.

In the Faculty of Creative and Critical Studies (FCCS) several programs have a focus on Aboriginal issues and perspectives. Courses in the Cultural Studies program approach questions of identity, power, and justice from an intercultural and global perspective, which include engagement with Aboriginal issues. The annual Cultural Studies Speaker series has

featured a number of prominent Aboriginal speakers and topics over the years.

Until 2017, FCCS ran the Summer Institute for Interdisciplinary Indigenous Graduate Studies. *Note: the Office of the Provost and Vice-Principal Academic and the College of Graduate Studies (CoGS) requested to suspend the program while the Interdisciplinary Graduate Studies Program is under review; FCCS is waiting for the outcome of that review with hopes of restoring the program.*

Meanwhile, the campus offers a Summer Indigenous Art intensive program designed to provide students cross-disciplinary and interdisciplinary courses that enhance their understanding of Indigenous artistic and theoretical practices.

Additionally, English 114 introduces students to critical thinking, reading, and writing within the context of the university, with emphasis on persuasive and expository writing across the curriculum (particularly in the humanities and social sciences) as exemplified by Aboriginal authors.

The Faculty of Education has a partnership with the En'owkin Centre which prepares Okanagan Language speakers to instruct the Okanagan Language in Okanagan Schools. Students who have successfully completed this program may make application to the Faculty for further studies towards a teaching certificate and a B.Ed. Education also offers courses with an Aboriginal focus as part of their teacher training.

Aboriginal Programs and Services staff work closely with the En'owkin Centre and the Faculty of Education for advising and transition of students completing the Developmental Standard Term Certificate in Okanagan Language Instruction.

The Faculty of Health and Social Development (FHSD) has significant Aboriginal content and engagement. The School of Social Work,

through its clinical training and the Interdisciplinary Clinic, provides child mental health services to members of the Westbank First Nation (WFN). Individuals are referred to the Social Work Clinical Training program by agencies supported by the WFN government.

The School of Nursing continues to attract record numbers of Aboriginal students. The School offers cultural safety modules as part of their curriculum and Aboriginal Health modules are embedded in the 3rd year of the program.

The Faculty of Management is working to create specific learning opportunities for Aboriginal students to study management relevant to their specific situations. The revised Master of Management, launched in Sept. 2015, has been designed to allow diverse cohorts to develop management and leadership skills in aid of their aspirations within fast changing organizations, with relevance to globally connected regions. First Nation and Aboriginal enterprise is an area of possible focus in this program.

Within the Southern Medical Program's Doctor, Patient, and Society (DPAS) course, first-year medical students are asked to establish an initial relationship with a local Aboriginal community. In January 2014, Southern Medical Program students were welcomed by the Westbank First Nation for a presentation and tour of WFN's health and educational facilities, as well as presentations by Aboriginal Patient Navigators with the Interior Health Authority.

The UBC Okanagan Library has three active streams of Aboriginal Engagement: community access, student support, and faculty support. During the 2013-2014 academic year, the Library provided student support within the Aboriginal Centre in the UNC building. This includes:

- providing research assistance from October-December and February-March;

- a workshop series specifically designed for Aboriginal Access students (all students are welcome).

Additionally, in-class library instruction is offered in all Aboriginal Access courses, upon request.

COOPERATIVE EDUCATION

In April 2016, the Ministry of Advanced Education announced Aboriginal Service Plan funding. UBC's share, \$150,000, was to be spent by June 30, 2017. This included:

- \$75,000 to "enhance the post-secondary educational experiences and outcomes of Aboriginal learners."
- \$75,000 to "support efforts to increase and enhance cooperative education opportunities for students."

The School of Engineering Pilot project supported by this investment sought to identify and mitigate potential reluctance of Aboriginal students to engage in cooperative education, which can be transferable to all schools and faculties at UBC.



INDIGENOUS INTEGRATED LEARNING COMMUNITY

In the Fall 2014, UBC Okanagan launched the Indigenous Integrated Learning Community (ILC) program. The concept for an Indigenous-based ILC was developed through informal discussions and observations by Aboriginal

Programs and Services staff and campus partners. Areas of focus included how to:

- a) holistically support the increasing number of Aboriginal students within the residence community on campus;
- b) address the unique transitional barriers experienced by many Aboriginal students who move away from communities to attend a post-secondary institution;
- c) inspire a sense of belonging and interconnectedness amongst all community participants and;
- d) provide opportunities for both Aboriginal and non-Aboriginal students in residence, as both peers and allies, to learn, actively and engage socially.

The Indigenous ILC is an enriching living environment that is co-supportive for Indigenous students and their allies who mutually desire a sense of belonging within the on-campus and larger, external Aboriginal community in which they live. This is achieved through shared programming on and participation in topics such as: Indigenous cultures, perspectives, and worldviews; and contemporary challenges and successes experienced by Indigenous peoples.

The purpose and concept of an Indigenous ILC aligns with the Aboriginal student successes and challenges identified by Aboriginal Programs and Services:

- Steady increase in student involvement with Aboriginal Centre and APS programming
- 23% increase in registered new-to-UBC Aboriginal students from 2012 to 2013 (55% increase of admission offers for new-to-UBC Aboriginal students from 2012-2013)

- Sustainable growth of Aboriginal Access Studies program
- Record number of self-identified Aboriginal students in residence (Winter 2013 session)



Target Audience

- Aboriginal Access Studies students
- Aboriginal students from rural communities
- Non-Aboriginal students who desire a co-supportive living environment and a sense of belonging on campus

Key Objective for Student Participants

- Develop and/or deepen understanding of Indigenous perspectives and worldviews through regular application in living, learning, and engaging
- Individually and communally develop a holistic sense of identity and belonging on campus and within the greater Aboriginal community
- Develop capacity to plan and provide a culturally safe environment and programming that facilitates appropriate

expressions of cultural identity, belonging, awareness, and education

- Strengthen individual and collective connections to the place that includes, the physical, social, emotional, and intellectual spaces in which they live.

TRUTH AND RECONCILIATION COMMITTEES

UBC Okanagan actively considers the university's role in advancing reconciliation with Indigenous communities. An Aboriginal Advisory Committee was established in 2016 tasked with reviewing progress toward campus priorities for Aboriginal engagement and identifying future priorities. The Committee has considered the [Truth and Reconciliation Commission](#) (TRC) reports and the associated [Calls to Action](#).

To help UBC Okanagan meaningfully respond to the TRC's challenge to engage in an ongoing process of reconciliation, the Aboriginal Advisory Committee has recommended establishing multiple working groups focussed on developing campus-specific actions. In October 2017, the Aboriginal Advisory Committee invited faculty and staff members and students to participate in three committees.

Language Fluency

The Language Fluency Committee was formed in response to TRC Call to Action 16: "We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages."

Note: UBC is a member of a consortium of post-secondary institutions working with the First Nations Education Steering Committee and the Indigenous Adult and Higher Learning Association to develop an Indigenous Language Fluency Degree program.

Curriculum and Scholarship

The Curriculum and Scholarship Committee was formed in response to TRC calls to develop "culturally appropriate curricula," which is more inclusive of Aboriginal knowledge and history, as well as research that advances understanding of reconciliation.

Intercultural Understanding for Professional Programs

The Intercultural Understanding for Professional Programs Committee was formed in response to TRC Calls to Action which specify a number of professional groups (e.g. nurses, social workers, teachers, medical doctors, and other public servants) that should receive education and training "on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."

Working groups are mandated to consult and engage with on-campus and external communities, as well as other content experts. Each working group will identify its own consultation process and identify initiatives to support area commitments. Groups met over the 2017/18 Winter Session and will aim to provide a final report by summer 2018.

This is an important opportunity for faculty, staff and students to contribute in a meaningful way to reconciliation and advancing Aboriginal engagement at the Okanagan campus and UBC more broadly.

COMMUNITY

Across the institution, there has been a tremendous amount of time and energy invested in engagement with the Aboriginal community. UBC should take great pride in our ability and willingness to engage in these activities.

Aboriginal Programs and Services Staff consistently attend community events in promotion of admissions pathways (such as the Okanagan College Pow Wow, various community career fairs throughout the Interior and Fraser Valley regions, Okanagan Nation Alliance AGA and Gathering, and BC Elders Gathering) as well as youth conferences and school visits within BC and Alberta.

APS has meaningful connections with the local Aboriginal communities and the urban Aboriginal community. Events and initiatives such as the Aboriginal Career Fair, School Experience Days, the Indigenous Summer Scholars Camp and committee partnerships with the local school boards and Okanagan College are all part of their engagement activity.

WITHIN FACULTIES AT UBC OKANAGAN

Within the Barber School, faculty members serve in an advisory capacity to Aboriginal groups and communities as experts in resource management, committee work and governance, supervising students involved in community service, language and cultural preservation, water issues, and other projects.



FCCS has been involved with the annual Cultural Studies Speaker series, which has featured a

number of Aboriginal speakers and topics over the years, as well as the Alterknowledge Series, which has focused extensively on Aboriginal issues and is hosted in the community. The FCCS Community Advisory Board has representation from two members of the Westbank First Nation.

In FSHD, Social Work and Nursing are highly engaged with Aboriginal partners and communities. Their activity includes Aboriginal nursing organizational governance, membership on the governance bodies of Aboriginal organizations, presenting at conferences and workshops.



The Faculty of Management has also been exploring a collaboration with Westbank First Nation and NALMA (National Aboriginal Lands Managers Association) around development of a curriculum addressing systems of First Nation land management. The aim is to develop curriculum that provides foundational management skills and which fits into NALMA's certification program, and/or a 6 credit specialization in First Nations Land Management as an extension of the Master of Management degree.

The Southern Medical Program has been engaged in a variety of activities that encourage Aboriginal students to apply to the program, pre-admissions workshops and the Indigenous Scholars summer Camp.

The Library has provided access to, and support for study of microform RG-10 files to The Okanagan Indian Band Territorial Stewardship.

These are government records related to Residential Schools; currently, they are available only on microfilm in a few locations in British Columbia.

Conversations are underway between the En'owkin Centre and the UBC Okanagan Library to discuss reciprocal access of library facilities. This will ensure students taking classes at the Centre have equal support in accessing resources as students based on the Okanagan campus.

The En'owkin Centre library collection includes unique materials and efforts are underway with the UBC Okanagan Library to improve access to and increase awareness of these resources.

EN'OWKIN CENTRE

The word En'owkin is an Okanagan conceptual metaphor, which describes a process of clarification, conflict resolution and group commitment with a focus on coming to the best possible solutions through respectful dialogue through consensus.

APS works with En'owkin to coordinate course offerings of Nysilxcen (Okanagan Language) on campus, as well as UBC course offerings at En'owkin (upon request).



INDIGENOUS SUMMER CAMPS

Aboriginal Programs & Services currently hosts two summer camps for Aboriginal youth. The aim of the camps is to build student interests in higher education by providing opportunities to take in the university experience and come away as leaders in their community and schools. These are free programs which include food, accommodations, events and programming.

Each camp is designed with a framework that holistically incorporates physical, academic, social, and interactive cultural programming. They are designed to create an academic and social learning environment that is positive and culturally sensitive.

INDIGENOUS SUMMER SCHOLARS CAMP



An annual event organized by Aboriginal Programs & Services for 20 Indigenous youth aged 12-14.

INDIGENOUS SUMMER LEADERSHIP CAMP



This camp is geared toward Indigenous youth aged 15-17. Like the Summer Scholars campus, this is a holistic learning experience designed to build awareness of opportunities in higher education for Indigenous youth through interactive workshops that incorporate physical, mental, social, and cultural programming.

SATURDAY MIDDLE SCHOOL PROGRAM

The Saturday Middle School program started as a three-year pilot program for middle-school students in the local school district. Its long-term goals include:

- Improving participation in post-secondary education;
- Raising high-school performance, completion and graduate rates; and

- Increasing the number of Aboriginal students making the transition to university.

The program is comprised of two 10-week sessions per UBC academic term. The focus is on academic tutoring supplemented by non-academic programming led by UBC Aboriginal students.

DOWNTOWN EDUCATION PROJECT

In partnership with the Ki-Low-Na Friendship Centre, Aboriginal Programs and Services offers Writing 009 downtown Kelowna. Here, students can learn in a familiar environment with Friendship Society services available to them. The project began January 2015; since then, 42 students have participated in three sections.



RESEARCH

Research is actively underway across the Okanagan campus on Aboriginal issues and with Aboriginal partners. Below is a (non-exhaustive) sampling of some of the activity underway, including scholarly and institutional investigations.

ABORIGINAL UNDERGRADUATE RESEARCH

The Aboriginal Undergraduate Research Mentorship program pairs Aboriginal students with faculty members or postdoctoral research fellows as mentors; mentor support includes research projects, lab experiences, and meetings. Students can expect to gain a deeper interest in their subject area and often find the membership useful as part of a pathway to graduate studies or careers in research. A stipend is provided to students.



“With this experience I have learned that research is more than just conducting experiments and analyzing data. Before you conduct a research project, things such as data mining, organization and storing data are crucial before you even start! I have learned more about my interests and have a better idea of what I would like to pursue as a career. The mentorship was the best program I have participated in during my time at UBCO.”

FCCS has several faculty members who have a specific scholarly focus on Aboriginal issues. For instance, The Centre for Indigenous Media Arts (CIMA) is mandated to work collaboratively with artists and communities to foster the contemporary artistic practice of Indigenous media artists. The Centre focuses on research/creation of scholarly projects at the confluence of contemporary art and Indigenous culture, exploring new forms of media and technology in contemporary Indigenous art production.

Research in FSHD focuses on health and mental health, addictions, children in care, cultural safety, urban Aboriginal health, diabetes, Indigenous spiritual health, and career paths for Aboriginal nursing graduates. Nursing, in particular, has been very successful in attracting grant funding for related projects.

In 2014, the College of Graduate Studies established eight Aboriginal Graduate Fellowships in the amount of \$10,000 each. Since the first competition for these fellowships, \$280,000 has been awarded to 28 recipients.

ABORIGINAL HEALTH AND WELLBEING

Aboriginal Programs and Services recently partnered on a research project with two other campus service units, Health and Wellness and Okanagan Planning and Institutional Research. The project was funded by the Ministry of Advanced Education to examine health and wellbeing for Aboriginal students at UBC’s Okanagan Campus.

The objectives of this study included:

- Examining how Aboriginal students at UBC Okanagan define health and wellness and whether their perspectives align with current thinking by staff from the Health and Wellness

Centre, Disability Resource Centre, and APS;

- Identifying barriers that Aboriginal students feel are impacting their ability to access health and wellbeing services on campus; and
- Gaining a more comprehensive understanding of the perspective of Aboriginal students on the topic of health and wellness to inform future practices, programs, and policies.

The report found that Aboriginal students on campus have a holistic and complex understanding of health and wellbeing that is deeply connected to their family, community, and culture. Aboriginal students expressed a desire to see more holistic and/alternative health practices offered at university and the ability to become more active in supporting the health and wellbeing of their peers.

INDIGENOUS STUDENT PATHWAYS

Overall, across Canada, Indigenous people face barriers to accessing post-secondary education and receiving credentials. These barriers have led to an educational gap between Indigenous and non-Indigenous populations.

A recent study on this topic involved a collaboration between Okanagan Planning and Institutional Research and Aboriginal Programs and Services. It is funded in part by the British Columbia Council on Admission and Transfer (BCCAT), as well as the Offices of the Provost and Vice-Principal Academic and the Associate Vice President Students.

The first phase of the study involved an extensive review of institutional policies and practices in place across public post-secondary institutions within British Columbia and BCCAT jurisdictions (26 institutions in BC, Yukon College, and Athabasca University). The objective of the study was to gain a

comprehensive understanding of access, persistence, and mobility among Indigenous post-secondary learners in BC.

Through this study, much was learned about the common and unique practices, policies and initiatives which support Indigenous students during their post-secondary experience. Also, the authors sought to identify the data and information needs of admissions and Indigenous programs and services representatives that would help further understanding of the issues Indigenous students face in their educational pathways.

The project gathered information in three principal areas. First, interviewees outlined their perceptions of barriers yet to be addressed that Indigenous students face in accessing post-secondary education. Second, participants identified a desire for more information and data than is currently available on Indigenous student mobility, as well as access and persistence. Lastly, they reported not having a clear understanding of the Indigenous student perspective regarding educational pathways.

The second phase of this study will add Indigenous post-secondary student voices and the perspectives of Indigenous community representatives and academic experts on Indigenous post-secondary educational pathways. The main objectives will be to:

- Learn about Indigenous students' experiences with post-secondary access, mobility, and persistence;
- Determine whether Indigenous students perceive the supports and services provided by post-secondary institutions to be effective and appropriate; and
- Examine whether the barriers identified by the institutional representatives in the first phase of the study were

accurate reflections of the challenges that students feel they face.

This second phase will be conducted during the 2018/19 academic year. By engaging with Indigenous students, the authors hope to better understand how students are experiencing issues of access, persistence, and mobility. The findings may help inform changes to policies and practices to ensure they are more inclusive and reflective of the students' needs and voices.

This work is directly related to BCCAT's mandate of reviewing and implementing practices that ensure Indigenous students have the opportunity and ability to access post-secondary education. Moreover, the authors feel this research will further enrich our collective understanding of access, persistence, and mobility among Indigenous learners.