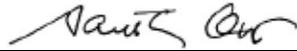


<b>SUBJECT</b>	<b>INDIGENOUS UNDERGRADUATE RECRUITMENT</b>
<b>MEETING DATE</b>	<b>FEBRUARY 8, 2019</b>

Forwarded on the Recommendation of the President

**APPROVED FOR  
SUBMISSION**



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Santa J. Ono, President and Vice-Chancellor

**FOR INFORMATION**

<b>Report Date</b>	January 18, 2019
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**Presented By** Andrew Szeri, Provost and Vice-President Academic  
 Dr. Ananya Mukherjee-Reed, Provost & Vice-Principal, Academic  
 Kate Ross, Associate Vice-President Enrolment Services and Registrar

**EXECUTIVE SUMMARY**

Indigenous student recruitment to baccalaureate programs at The University of British Columbia continues to grow at steady rates. At the Vancouver campus, 166 new-to-UBC students identified as Aboriginal on their application and enrolled in first degree baccalaureate programs, a 3% increase over the previous year. At the Okanagan campus, 122 new-to-UBC students identified as Aboriginal on their application and enrolled in first degree baccalaureate programs, a 10% increase over the previous year (University of British Columbia 2018-2019 Annual Enrolment Report, p. 26).

Factors supporting success in Indigenous student recruitment to undergraduate programs include Indigenization of undergraduate recruitment, expanded liaison and communications, and the addition of a Community Liaison Manager role building trust in the Lower Mainland region.

Key recommendations to expand Aboriginal student participation in post-secondary education, including at UBC, will be explored through a recommended research and review, the addition of two staff members to support both recruitment and retention, and a pilot of a post-admissions transition and onboarding process.

**Attachments**

1. Student Recruitment and Advising Outreach Summary
2. Review of UBC’s Indigenous Initiatives and Context Over Time

**STRATEGIC CORE AREAS SUPPORTED**

- People and Places     Research Excellence     Transformative Learning     Local / Global Engagement



## UBC Indigenous Undergraduate Student Recruitment 2016 to Present

**Strategy: Indigenization of undergraduate recruitment** – all recruiters equipped to recruit Indigenous students

- Intercultural communication training for recruiters and student ambassadors
- Quality assurance for how all recruiters (SRA and ESA) cover Indigenous content in the general high school presentation
- Land acknowledgement given at the start of every visit and event
- Coordination of general and Indigenous-specific liaison activities
  - scheduling of Indigenous ESA to PSIBC weeks in communities with a higher percentage of Indigenous students
  - flagging of visits to schools with a higher percentage of Indigenous learners for recruiter to adjust messaging in general presentation

**Strategy: Enhanced external communications** – all recruitment communications to include Indigenous content and new strategies for Indigenous students and educators

- Growth in Indigenous coordinators and educators national contact list
- National mailout to designated contacts working with Indigenous students
- Expansion of publications to include Indigenous viewbook and fact sheet for counsellors working with Indigenous students
- Pilot of a social media strategy and development of Indigenous student recruitment video and portal at [you.ubc.ca/aboriginal](http://you.ubc.ca/aboriginal)
- Bi-monthly e-newsletter and events at First Nations Longhouse for educators working with Indigenous learners

**Strategy: Increase in Indigenous-specific liaison activities** – expanded outreach and program development to meet the needs of Indigenous students, counsellors, and communities

- Increased Indigenous-specific activities by 216% over previous period and expanding visits to Alberta, Ontario, Territories, Saskatchewan and Manitoba
- Three-year pilot of Community Liaison Manager, Indigenous Students position on the Vancouver campus resulted in more than 1,300 Indigenous students visiting campus either for an enriched campus tour program or a day-long visit as part of Aboriginal Experience UBC

**Strategy: Personalized enrolment process**

- Email and call campaigns for incomplete applications and event registration
- Pathway advising for students not admissible via Aboriginal Admission Policy (another program/campus, UBC-Langara Aboriginal Transfer Partnership, or Aboriginal Access Studies on the Okanagan campus )
- Post-UBC Welcomes You lunch for admitted Indigenous students in Calgary, Toronto and Winnipeg
- Aboriginal Destination UBC program – a weekend at one of UBC's campuses for admitted Indigenous students (no cost to the student)



Historical review of initiatives and environmental factors impacting Indigenous undergraduate student enrolment at UBC

Period	Broader Context
<b>1970 to 2000</b>	<p>In 1972, the National Indian Brotherhood (now the Assembly of First Nations) presented the policy paper “Indian Control of Indian Education” to the federal government. In the area of post-secondary education, the paper called for recruitment programs to professions such as teaching, law, and nursing. Additionally, the paper called for consideration of entrance requirements and pre-university programs, counseling and tutoring services, recognition of Indigenous languages, curriculum changes, as well as generous federal financial support.</p> <p>At the University of British Columbia, the first program to lead the way was the Indigenous Teacher Education Program (NITEP), created by the Faculty of Education in 1974, followed by the Indigenous Legal Studies Program created by the Faculty of Law in 1975. Indigenous student recruitment was primarily driven by specific academic programs throughout the next several decades.</p>
Year	Initiative
<b>1987</b>	<p>The creation of the First Nations House of Learning enabled a more concerted, centralized, and strategic approach to the needs of Indigenous students. Five years later, the First Nations House Longhouse is built to provide a central location for programming and services for Indigenous students from across the Vancouver campus.</p>
<b>1996</b>	<p>A preparatory classification is provided students for non-degree, non-credit studies intended to prepare them for admission to an undergraduate degree program. The opportunity wasn’t limited to Indigenous students but many opted to participate. The preparatory classification was changed to a pre-degree classification in 2001, and then the access studies classification in 2004.</p>
<b>1997</b>	<p>Senate approved the Aboriginal Admissions Policy, which allowed for a review of admissions decisions for Indigenous undergraduate students to consider the unique context of each student’s academic, cultural, and life experience.</p>
<b>1998</b>	<p>TREK 2000 UBC Strategic Plan sets the goal of 1,000 Indigenous students at UBC by the year 2000. It was not until after the year 2000 that UBC began formally collecting Indigenous student self-identification records but data from the Ministry of Education estimates 428 Indigenous students (undergraduate and graduate) on the Vancouver campus.</p>



Period	Broader Context
<b>2001 to 2010</b>	<p>Guided by the BC Aboriginal Post-Secondary Education and Training Policy Framework, the provincial government established an Aboriginal Special Projects Fund which provided more than \$16 million to 309 special projects related to Aboriginal education during this period.</p> <p>The Ministry’s Student Transitions Project (STP) reports that less than 50% of Indigenous students in BC high schools graduate, and of that only 9% have the necessary academic courses and average over 75% (even with the Aboriginal Admissions Policy at UBC, the pool of eligible Indigenous students is well below 200 for the entire province). Ministry research also indicates Indigenous students prefer smaller rural and regional institutions. Five new regional universities are created in BC in the year 2008.</p>
Year	Initiative
<b>2001</b>	<p>Self-identification on the undergraduate admissions application commences in accordance with the section 35 [2] of the Canadian Constitution, which states “Aboriginal” refers inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Inuit, or Metis peoples in Canada.</p>
<b>2005</b>	<p>The UBC community expanded with the development of the Okanagan campus. With support from the provincial government, the Okanagan campus piloted the Aboriginal Access Studies Program (AASP) and three years later, Senate approved the establishment of a permanent program.</p>
<b>2005</b>	<p>Enrolment Services created the Aboriginal Student Recruiter-Advisor position to enhance Indigenous outreach for both campuses of UBC. The role is tasked with external outreach, admissions, and awards management. On average, 18 Aboriginal-specific outreach visits are scheduled per year within the province.</p>
<b>2009</b>	<p>President Toope and FNHL President’s Advisory Board calls for the development of the UBC Aboriginal Strategic Plan. Key recommendations: comprehensive recruitment strategy focusing on local high schools and communities in BC and Canada; strengthening of existing pre-university qualifying programs; Aboriginal specific scholarships and bursaries; housing assistance and priority access; and a comprehensive Indigenous communications strategy. The Plan recommends summer programs for younger Aboriginal students. Several faculties and programs respond to the call, including the Faculty of Science with the Cedar Summer Science camp for Aboriginal youth between ages 8 – 12.</p>
<b>2010</b>	<p>The Coordinator of Strategic Aboriginal Initiatives role is created within the FNHL focusing on strategic initiatives that generate a better experience for Aboriginal students at UBC. Accomplishments include policy for priority access to housing for Indigenous students, the establishment of dedicated major entrance scholarships for Indigenous students, and the pilot of the UBC-Langara Aboriginal Transfer Partnership with the Bachelor of Arts program on the Vancouver campus.</p>



Period	Broader Context
<b>2011 to present</b>	<p>The STP continues to report that less than 50% of Indigenous students in BC high schools graduate. The percentage of students who have the necessary academic courses and average over 75% increased to 14%.</p> <p>In 2015, the Truth and Reconciliation Committee releases 94 recommendations in order to "redress the legacy of residential schools and advance the process of Canadian reconciliation." Key recommendations include a call for the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education and to respect and honor Treaty relationships.</p>
Year	Initiative
<b>2013</b>	<p>A .5 FTE Undergraduate Admission Advisor position is developed to focus on the high-touch processing of Aboriginal applications, to support outreach and to permit the Aboriginal Recruiter Advisor to focus on liaison activities. Yield of Aboriginal students admitted to the Vancouver campus increased from an average of 15% to 42% over the previous period.</p>
<b>2014</b>	<p>The Coordinator Aboriginal Initiatives role evolves into the Associate Director, Strategic Aboriginal Enrolment Initiatives role, and is moved from FNHL to Enrolment Services. The focus of this position expands to Aboriginal student recruitment and student experience.</p>
<b>2015</b>	<p>UBC signs a Memorandum of Understanding with Langara College for the Aboriginal Transfer Partnership. Participating faculties now include Arts, Applied Science, Commerce, Forestry, Kinesiology, Land and Food Systems, and Science on the Vancouver campus.</p>
<b>2015</b>	<p>The UBC Aboriginal Undergraduate Student Recruitment Strategic Plan is created in consultation with FNHL and Aboriginal Programs and Services (Okanagan). Priorities include enhanced external communications, Indigenization of general recruitment practices, and expansion of awards for Indigenous students.</p>
<b>2015</b>	<p>UBC establishes the Centennial Scholars Entrance Awards (CSEA), including dedicated CSEAs for Aboriginal students.</p>
<b>2016</b>	<p>Excellence funding is provided to pilot Community Liaison Manager, Aboriginal Students position and to expand local liaison activities. Development of programs to bring Indigenous students to the Vancouver campus include Aboriginal campus tours and the Aboriginal Experience UBC program. The position increased relationship building and liaison activities within the Lower Mainland.</p>
<b>2016</b>	<p>The Indigenization of the general recruitment practice commences with enhanced training for recruiters. Aboriginal content is woven throughout the general high school presentation and a land acknowledgement is provided at the start of every visit or event.</p>
<b>2018</b>	<p>The average number of Indigenous-specific outreach visits for the previous three-year period was expanded to 57 each year and included communities within BC and across the country. Indigenous student applications from outside of the province grew by 15% during this period.</p>