



ABORIGINAL ENGAGEMENT

GOAL 1: EXPAND EDUCATIONAL OPPORTUNITIES FOR ABORIGINAL PEOPLE AND WIDEN OPPORTUNITIES FOR ALL STUDENTS TO LEARN ABOUT ABORIGINAL ISSUES AND PERSPECTIVES

Objective: Achieve robust Aboriginal enrolment and increase understanding of Aboriginal issues and perspectives among the general student body

Purpose: Realize UBC’s commitment to Aboriginal education, respect for Aboriginal knowledge and cultures, and resolve to build upon the strengths of the university to more fully address the needs of Aboriginal and Indigenous communities in British Columbia, Canada, and the world.

Definition: Though by no means exhaustive, the following metrics and descriptions are some leading indicators of the university’s progress towards this commitment.

1. Aboriginal student enrolment & percentage (three-year trend)

The tables below indicate the number of Aboriginal students on both campuses by degree program and as a total, and the percentages in each case relative to all students. It also compares the reporting year’s percentage totals to previous years. Please note that these numbers are gathered from several data sources and that the development of more precise measurements results in some correction here to the numbers given in previous years.

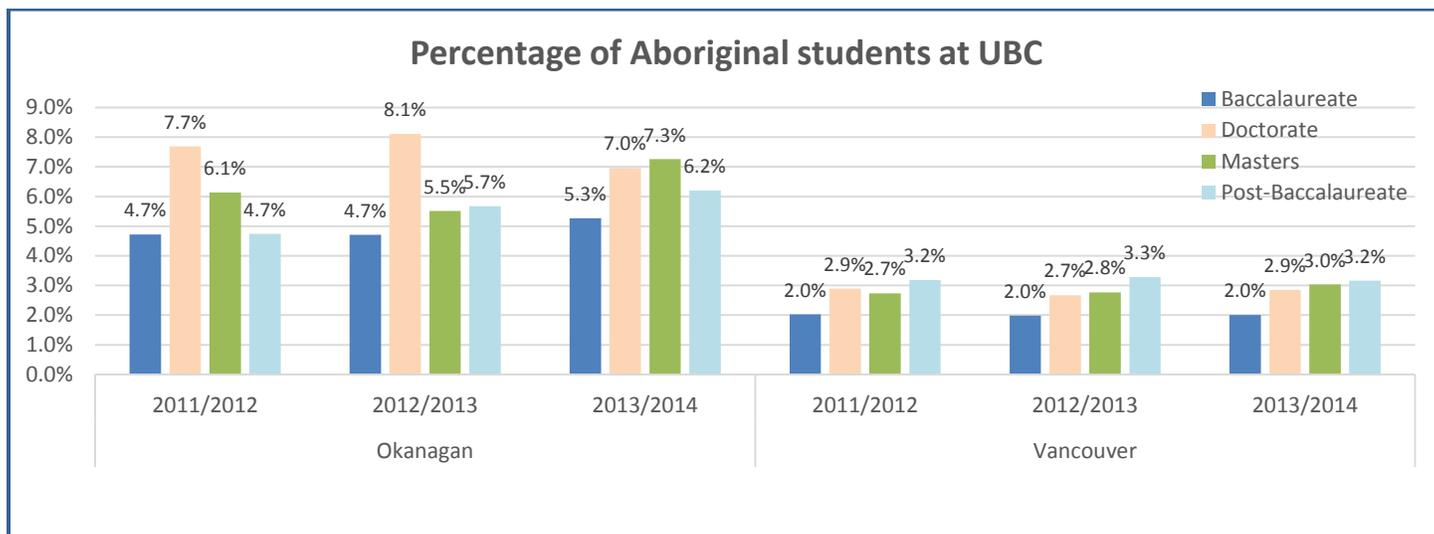
2013/2014	Okanagan		Vancouver		UBC	
	#	% of total	#	% of total	#	% of total
Baccalaureate	371	5.3%	579	2.0%	950	2.6%
Doctorate	11	7.0%	65	2.9%	76	3.1%
Masters	27	7.3%	151	3.0%	178	3.3%
Post-Baccalaureate	15	6.2%	182	3.2%	197	3.3%
Total	424		977		1401	

Three Year Trend-Percent of Aboriginal students	Okanagan			Vancouver			UBC		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Baccalaureate	4.7%	4.7%	5.3%	2.0%	2.0%	2.0%	2.5%	2.5%	2.6%
Doctorate	7.7%	8.1%	7.0%	2.9%	2.7%	2.9%	3.1%	3.0%	3.1%
Masters	6.1%	5.5%	7.3%	2.7%	2.8%	3.0%	3.0%	3.0%	3.3%
Post-Baccalaureate	4.7%	5.7%	6.2%	3.2%	3.3%	3.2%	3.2%	3.4%	3.3%

Note: International students excluded, Non-Degree included Baccalaureate, Certificate/Diploma included Post-Baccalaureate

Aboriginal status is captured from five different sources:

1. Basis of admission
2. Self-reporting on SIS
3. Self-reporting on student surveys
4. Data from the ministry K-12 system
5. Other registries



Next Steps: Continue to strengthen Aboriginal student services and recruitment initiatives.

2: Aboriginal Access Studies enrolment

This measure identifies how we are doing on the commitment to strengthen programs and supporting the entry, academic success, social support, and wellbeing of Aboriginal students. In the 2014 academic year, the number of students enrolled in Aboriginal Access Studies decreased from the previous year.

Okanagan Campus Only

	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Aboriginal Access Studies enrolment	24	31	32	30	52	44	59	43

Next steps: A strong recruitment plan for the program has been put in place for the Winter 2015 intake year. Student enrolment will continue to be monitored each year, as well as the percentage of student transition to degree programs at UBC or a continuation to other post-secondary studies. Further develop programming for Aboriginal Access Studies to support the entry, academic success, social support, and wellbeing of Aboriginal students.

3. Courses with significant Aboriginal content (continuing and new)

These are courses that have been identified by one of several means to have a significant focus on Indigenous issues, methodologies, perspectives or topics. The number given here is of courses *actually taught in this academic year*.

	2012-2013	2013-2014	2014-2015
Vancouver Campus	99	108	121
Okanagan Campus	34	37	32
Total	136	145	153

Note the increase in the number of courses at the Vancouver campus is attributable to an improvement in counting existing courses than to new courses offered.

Next Steps: Distinguish between courses with a concentration of Aboriginal content and those with Aboriginal content modules, such as those in health and natural resources disciplines that prepare students to interact with Aboriginal communities.

6. Professional development for faculty working with Aboriginal curricula

Professional development opportunities are available for faculty who wish to become more competent in working with Aboriginal curricula, and are another indication of the university's efforts to increase the effectiveness of instruction in this area. On the Vancouver Campus, the Centre for Teaching, Learning, and Technology has a unit specifically dedicated to devising, improving, and offering such opportunities for instructional faculty and teaching assistants.

Vancouver Campus Only

	2013-2014	2014-2015
number of sessions	13	15
number of participants	236	263

Next Steps: Continue to support faculty and teaching assistants who wish to become more competent in working with Aboriginal curricula.

5: Indigenous tenure-track faculty

The ability of the university to attract Indigenous scholars qualified to hold tenured or tenure-track appointments is one indicator of strength in developing faculty resources. The table below indicates the current faculty complement of scholars on tenured or tenure-track appointments who publicly self-identify as Indigenous (Canadian Aboriginal or similar groups from other countries, e.g., American Indian, Alaskan Native, Maori, etc.). Because the pool of Indigenous scholars in many fields is extremely limited, and scholars at UBC may retire or leave for other appointments in a given year, yearly variation is not as significant as longer-term trends.

Vancouver Campus Only

	2008-2009	2012-2013	2013-2014	2014-2015
# of Indigenous tenure-track faculty	16	24	23	25

Next Steps: Continue to develop networks to identify emerging scholars and opportunities to bring visitors and post-doctoral fellows to campuses. Continue to work with Faculties and central administration on developing opportunities to add positions to key programs and respond to opportunities for recruitment.