



ABORIGINAL ENGAGEMENT

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

UBC is committed to these action items:

- Expand curriculum offerings focusing on Aboriginal issues and perspectives
- Expand the professional development available to administrators, faculty, staff, and students in working productively with Aboriginal colleagues and discussing Aboriginal issues
- Increase hiring of highly qualified Aboriginal faculty and staff
- Strengthen programs supporting the entry, academic success, social support and wellbeing of Aboriginal students
- Create and support programs that help prepare Aboriginal students for post-secondary education

Though by no means exhaustive, the following metrics and descriptions are some leading indicators of the university's progress towards these commitments.

Number and Percentage of Aboriginal Students

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 this year's 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.

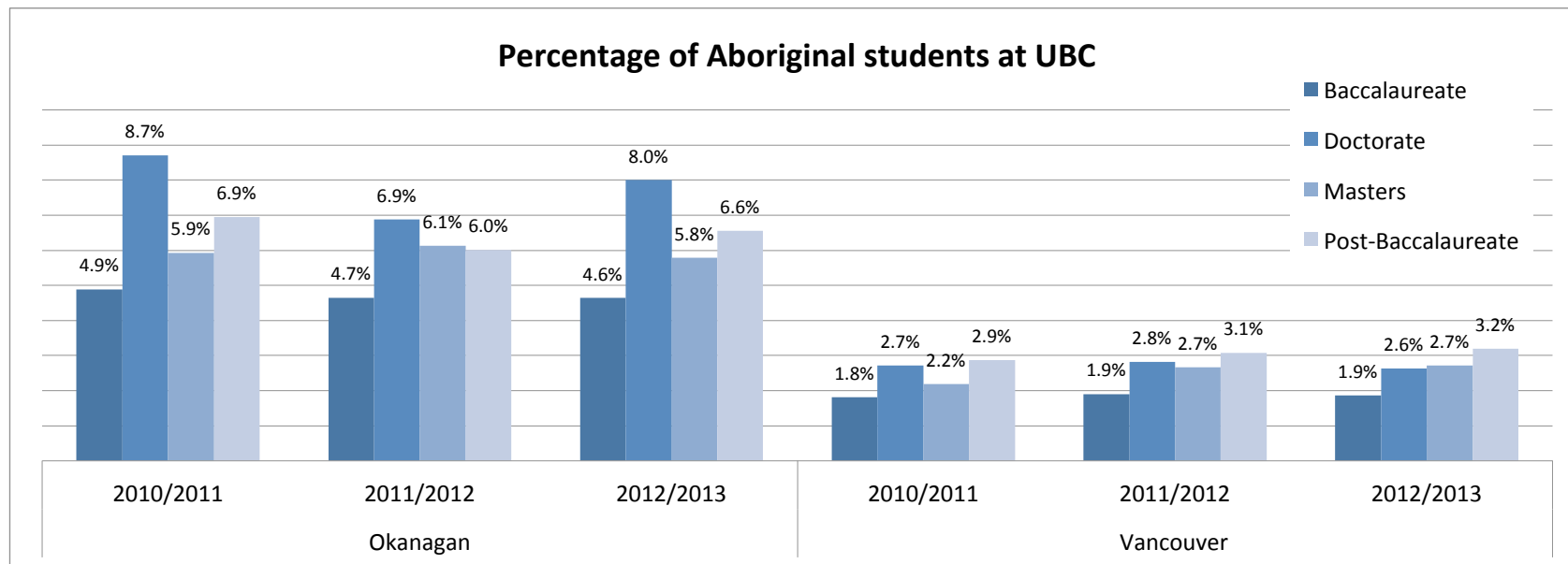
2012/2013	Okanagan		Vancouver		UBC	
	#	% of total	#	% of total	#	% of total
Baccalaureate	328	4.6%	568	1.9%	896	2.2%
Doctorate	12	8.0%	62	2.6%	74	2.9%
Masters	22	5.8%	137	2.7%	159	2.8%
Post-Baccalaureate	15	6.6%	185	3.2%	200	3.2%
Total	372		944		1316	

Three Year trend-Percent of Aboriginal students	Okanagan			Vancouver			UBC		
	2010/2011	2011/2012	2012/2013	2010/2011	2011/2012	2012/2013	2010/2011	2011/2012	2012/2013
Baccalaureate	4.9%	4.7%	4.6%	1.8%	1.9%	1.9%	2.3%	2.4%	2.4%
Doctorate	8.7%	6.9%	8.0%	2.7%	2.8%	2.6%	2.9%	3.0%	2.9%
Masters	5.9%	6.1%	5.8%	2.2%	2.7%	2.7%	2.5%	2.9%	2.9%
Post-Baccalaureate	6.9%	6.0%	6.6%	2.9%	3.1%	3.2%	3.0%	3.2%	3.3%

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

We capture Aboriginal status from four different sources:

1. Students self-reporting on the SIS
2. Basis of admission
3. Self-reporting on our student surveys
4. Data we get from the ministry K-12 system



Note: The Three-Year Trend table represents updated percentages for the past two years as a result of new data sets provided by the Ministry of Advanced Education and other areas within the UBC community. It also corrects the table published last year, which mislabelled the reporting years.

Courses with Significant Aboriginal Content

These are courses that have been identified by one of several means to have a significant focus on Indigenous issues, methodologies, perspectives or topics. Please note some courses are not taught every year, and that the number given here is of courses *actually taught in this academic year*.

	2012-2013	2013-2014
Vancouver Campus	99	108
Okanagan Campus	30	37
Total	129	145

Four new permanent course offerings were approved by the Faculty Senate on the Vancouver campus this year.

In addition, students at our Okanagan campus were asked on the Undergraduate Experience Survey to identify on a 6-point scale their ability to understand and appreciate Aboriginal cultures. Of the 20% of students who participated in the UES at the Okanagan campus, 44% rated this item “very good” or “excellent.”

Access Studies

Access Studies provides a significant path to entrance for Aboriginal students on the Okanagan campus.

<i>Okanagan Campus Only</i>	2012-2013	2013-2014
Students Entering through Access Studies	44	59
Percentage from previous year transitioning into degree programs	66%	65%

The Access Program is not a major component of the Vancouver campus admissions strategy.

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.

	2008-2009	2012-2013	2013-2014
Vancouver	16	24	23
Okanagan	n/a	n/a	7

Professional Development

Professional development opportunities available for all faculty who wish to become more competent in working with Aboriginal curricula 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. In the 2013-2014 year, this unit delivered 13 events to 236 participants (this is a new metric this year).

Vancouver Campus Only

	2013-2014
number of sessions	13
number of participants	236