



UNIVERSITY OF ALBERTA

ABORIGINAL STRATEGIES TASK FORCE REPORT

Submitted by:

Aboriginal Strategies Task Force

March 22, 2002

Introduction

In August of 2001 the Provost and Vice-President (Academic) formed an Aboriginal Strategies Task Force to examine the issues and make recommendations relating to Aboriginal programs on campus as well as the University's evolving relationship with the wider Aboriginal community in Alberta and with other external bodies that have a special interest in Aboriginal affairs.

Specifically, the Task Force was asked to address the following topics:

- Aboriginal student enrollment targets;
- Present and potential Aboriginal programs on campus, with special attention to ensuring sustainability and maximizing potential;
- Methods of maximizing access to research funding for subjects of special interest to Aboriginal people;
- Potential partnerships with external communities interested in Aboriginal people and issues (Coordinated Aboriginal Strategies and Protocol);
- The 1990 GFC Aboriginal Student Policy.

The Task Force concluded that, in addition to the above concerns, it should also consider the related matter of employment equity for Aboriginal staff.

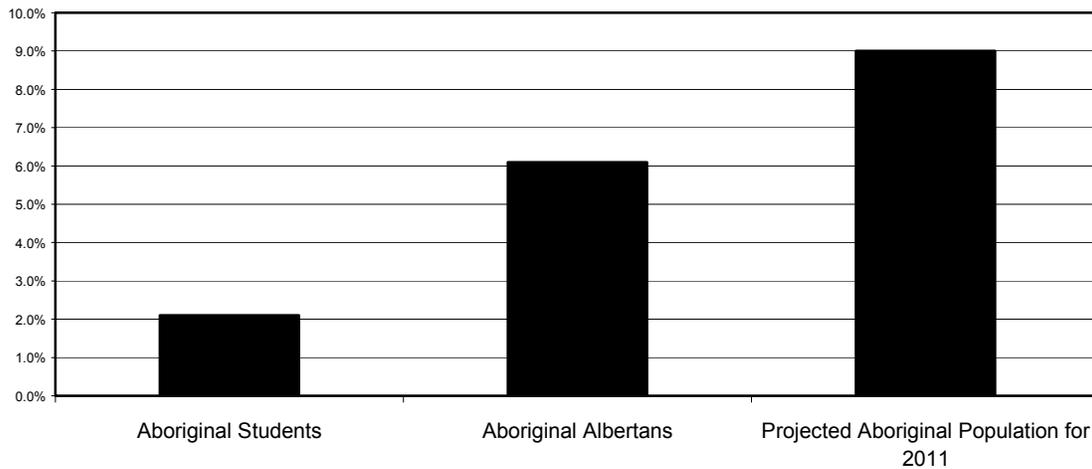
The timeliness of the Task Force review of Aboriginal issues is underscored by several developments:

- GFC policies relating to Aboriginal people, last reviewed over a decade ago, required revision;
- Aboriginal enrollment on campus had increased much more rapidly over the decade of the 1990s than had enrollment overall, although it is still far from being proportionately representative;
- The Aboriginal community on campus had formed a representative body, the University of Alberta Aboriginal Council (UAAC);
- The concept of a Lodge of Learning that would house most of the Aboriginal programs on campus and provide a meeting place for members of the Aboriginal community on and near campus was gathering widespread support;
- The University was attracting increasing attention from external groups interested in providing support for Aboriginal programs on campus and creating partnerships related to Aboriginal endeavors more generally;
- The Coordinated Aboriginal Strategies and Protocol, which will clarify processes related to Aboriginal initiatives on campus and facilitate communication with external bodies interested in partnering with the University in projects related to Aboriginal people, was being developed by the Industry Liaison Office in collaboration with the UAAC and other relevant groups on campus and in the wider community;
- Both the provincial and the federal governments had been involved in drafting new Aboriginal policies, which in both cases identified improved education as a primary goal.

Challenges and Opportunities

At present there are approximately 650 students self-declared to be of Aboriginal descent enrolled in University of Alberta courses on and off campus (see Appendix A). These figures understate the number of Aboriginal students on campus because identities are self-reported by students and reporting is optional. However, even supposing that the official number is significantly less than the true enrollment figure, Aboriginal enrollment still remains less than half of the 5% target set by GFC in 1990 and considerably less than the Aboriginal population of Alberta, which stands at 6.1%. Given the fact that the Aboriginal population is projected to increase by up to 50% in the next ten years, the University needs to establish strategies to better serve Aboriginal people, and increase Aboriginal representation on campus to a level that better reflects demographics.

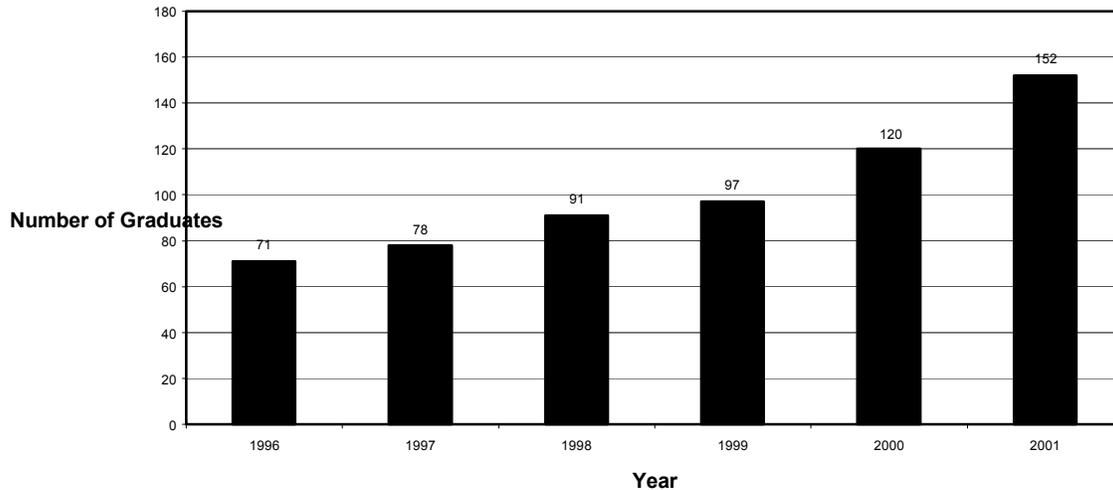
Aboriginal Students at the University of Alberta Compared to the Aboriginal Population of Alberta



Data Source: Information and Development Office, University of Alberta
Statistics Canada, *1996 Census of Canada*
Statistics Canada, *Population Projections, 1991-2015*

Despite the fact that enrollment is well below established targets, Aboriginal students are enjoying unprecedented success at the University of Alberta, as indicated by the steadily increasing number of graduates (see Appendix B). The dramatic rise in graduation levels for Aboriginal students suggests that the programs for Aboriginal students, particularly those offered by Native Student Services, are making a difference despite limited resources. There is still, however, room for improvement. Increasing the number of Aboriginal graduates to a level that better reflects the percentage of the Aboriginal population is perhaps a more equitable measure of successful Aboriginal recruitment. Presently, the percentage of Aboriginal graduates in relation to the total graduating class at the University remains slightly above 2%, corresponding almost perfectly with the percentage of Aboriginal students enrolled at the University. Thus, retention programs for Aboriginal students have been effective, but it must be recognized that expanded enrollment will require expanded services.

Aboriginal Graduates from the University of Alberta, 1996-2001



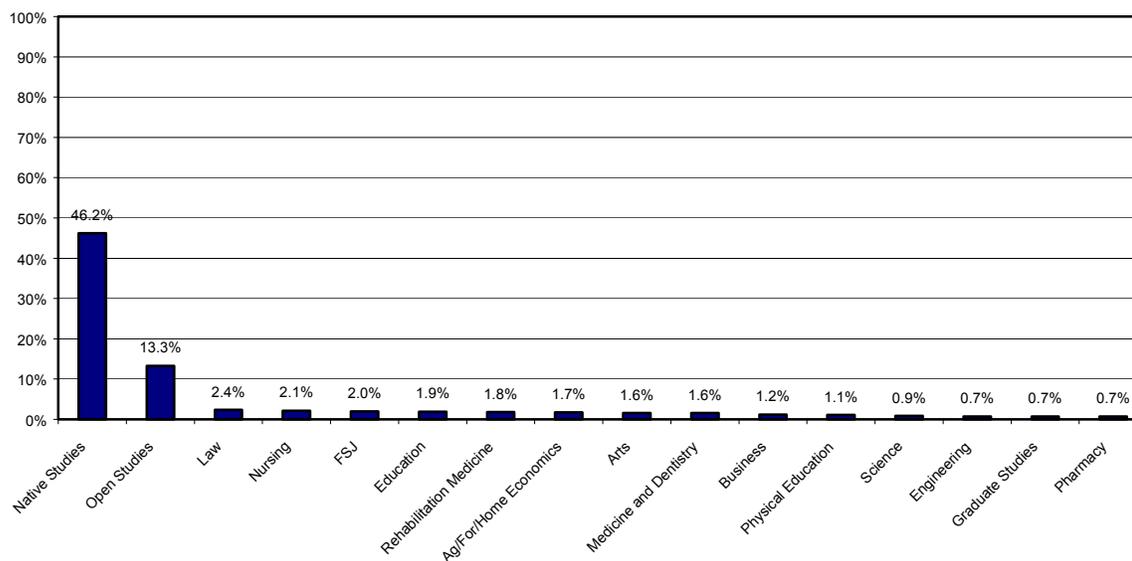
Data Source: Information and Development Office, University of Alberta

When enrollment and graduation statistics for Aboriginal students are examined closely, it becomes apparent that, with the exception of the School of Native Studies, all faculties have experienced difficulty attracting qualified Aboriginal students and subsequently graduating them. Some faculties, such as Law, Medicine and Dentistry, Nursing, and Education, have established programs to recruit Aboriginal students in response to this problem. Unfortunately, success has been limited.

In particular, faculties where programs are designed to build on a foundation of high school Mathematics and Science courses tend to have considerably fewer Aboriginal graduates than those that do not. One major barrier is clear. More of our Aboriginal learners are mature students than is the case with the general population, and many of these come to university after upgrading rather than directly from high school. These students tend to lack the background in Mathematics and Science subjects that would prepare them for success in Engineering, Business, Sciences, and the health sciences.

Demographic evidence suggests, however, that educational barriers in general will be lowered in the years to come (see Appendix C). There is a marked trend among young Aboriginal people to continue in school to completion, and if appropriate measures are implemented to encourage continuation through secondary school and to ease transition to post-secondary studies, the University of Alberta should be able to increase Aboriginal participation and success rates in all faculties.

Percentage of Aboriginal students enrolled by Faculty, Fall Term 2001



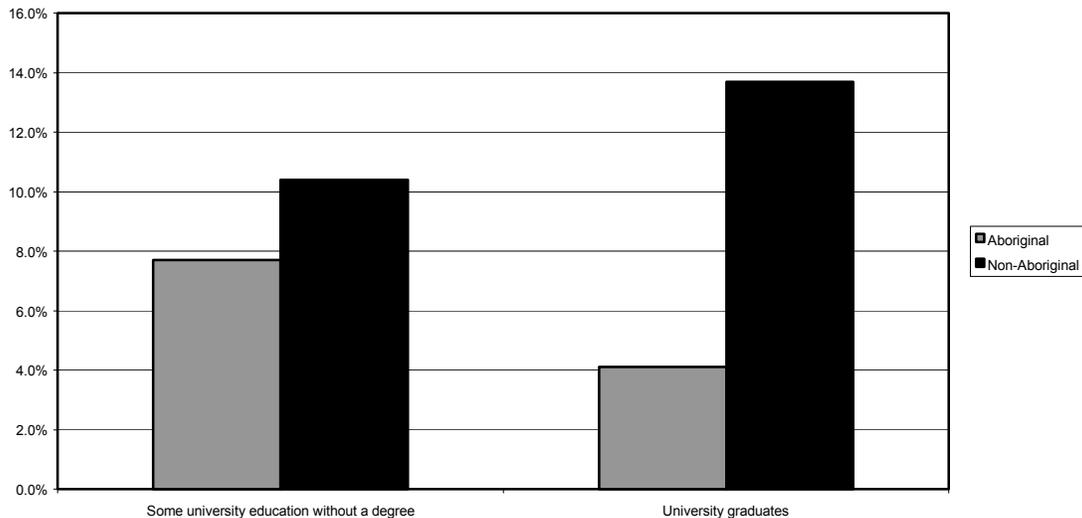
Data Source: Information and Development Office, University of Alberta

Less obvious barriers to Aboriginal participation include the size and the academic culture of the University, both of which can make the campus seem foreign and intimidating to the majority of Aboriginal learners who have not grown up in urban centres. In order to become a university of choice for Canadian Aboriginal people, the University of Alberta must recognize that it is located in territory with long-established Aboriginal cultural traditions, and should celebrate that fact as an inherent and valuable part of its institutional identity. To many Aboriginal people it no doubt seems that traditional Western university education disregards and displaces Indigenous traditions of sharing wisdom and knowledge. Just as increasing Aboriginal participation on campus and preparing potential Aboriginal learners to receive typical university courses successfully are important, so is preparing the University community as a whole to understand, value, and respect traditional Aboriginal perspectives. Central to this endeavor will be the fostering of a strong Aboriginal community on campus, the development of visual recognition of the Aboriginal aspect of our institutional identity in art and architecture, the encouragement of traditional Aboriginal ceremonies and the incorporation of Aboriginal elements in existing University ceremonies. In doing so the University will address a primary barrier to the participation of Aboriginal learners: the perception that they are outsiders who simply do not belong here. At the same time, the cultural life of the campus will be broadened and enriched.

In addition to the question of fairness, there are significant practical advantages for the University in promoting Aboriginal participation. Recently, both the Governments of Alberta and Canada have been re-examining their Aboriginal policies. Two seminal reports, *Strengthening Relationships: The Government of Alberta's Aboriginal Policy* (September 2000) and *Gathering Strength -- Canada's Aboriginal Action Plan* (1997), identify the improvement of educational opportunities for Aboriginal people as a crucial objective. In general, the goal is to reduce the discrepancy in level of educational attainment between Aboriginal and Non-Aboriginal populations, and thus improve the

economic outlook for Aboriginal people and communities. As a result, Aboriginal strategies developed by the University will directly correspond to current governmental priorities, and if designed well, our programs should be eligible for funding partnerships.

Educational Attainment in Alberta, 1996



Data Source: Statistics Canada, 1996 *Census of Canada*

It is timely that the University of Alberta Aboriginal Council (UAAC) is currently developing a Coordinated Aboriginal Strategies and Protocol (CASP), which will create a protocol for communication and for building understanding between the Aboriginal community (both on and off campus) and the university leadership. CASP also envisions maximizing partnership opportunities and promotional activities through the use of a coordinated strategic business plan that will identify the growing needs and priorities of the Aboriginal community on campus and propose new initiatives needed to properly support Aboriginal programs and services. The Aboriginal Strategies Task Force supports the development of a CASP as a foundation for future interaction. With an established protocol, many partnerships can be developed with industry and government agencies interested in endeavors related to Aboriginal people, as well as with Aboriginal groups and communities interested in working with the University. The finished CASP should provide a working model for appropriate consultation and cooperation.

Growing interest in Aboriginal research at the University requires a proactive approach to securing greater research support from the funding councils to bring the Aboriginal research community into a competitive situation. Currently the funding councils have review selection committees that are primarily non-Aboriginal and apply standardized criteria for all peer reviewed research applications. While research track records and grades will continue to be essential in the evaluation process, consideration should also be given to the appropriateness of experiential background in evaluating potential for success in Aboriginal research proposals. For example, an Aboriginal scholar or graduate student who has assumed a leadership role in Aboriginal circles, thereby earning respect and confidence as well as developing sensitivity, will have a much better

chance of conducting successful community-based research than a scholar without that level of understanding.

Growing interest in Aboriginal research at the University is demonstrated by the recently formed CIHR Institute of Aboriginal Peoples' Health, a national health research training program. Federally funded under the Aboriginal Capacity and Developmental Research Environments (ACADRE) program, the new ACADRE Centre at the University of Alberta will provide leadership in training for Aboriginal health for the next six years. The Institute serves as an excellent example of what is possible in the area of Aboriginal research with careful planning and a supportive environment.

Despite the obvious challenges, the social climate is now as conducive to positive change as it has ever been. With the Aboriginal population of Alberta growing at a much faster rate than the general population, Aboriginal educational attainment improving, and a growing commitment in Aboriginal communities to developing partnerships with institutions of post-secondary learning, the opportunities for developing Aboriginal programming and increasing Aboriginal participation on campus are promising indeed.

Challenges in Summary

- The lack of appropriate recruitment and upgrading programs for Aboriginal students, especially for those with ambitions to enter under-enrolled faculties.
- The competitive market that exists for attracting qualified Aboriginal staff, and the resultant need of the University to create an environment that will make the U of A an institution of choice.
- Lack of a supportive climate for Aboriginal students (even though improving).
- Lack of capacity for Aboriginal research, including special programs and funding to attract Aboriginal researchers and graduate students.
- Predominance of soft-funded and under-funded Aboriginal programs resulting from their development during the lean years of the 1990s.
- Spatial fragmentation of Aboriginal programs and the lack of appropriate ceremonial space.

Strategic Initiatives

In addition to forming recommendations, the Task Force identified two broad strategic initiatives as essential to an effective response to the opportunities and the challenges that confront the University with regard to designing effective Aboriginal strategies. Primary among the proposed strategic initiatives is

- Establish the University of Alberta as a university of choice for Aboriginal people in Canada and an international leader in Indigenous programming.

In order to reach the aforementioned goal, the following strategic initiative is also considered by the Task Force to be of paramount importance:

- Develop a "Lodge of Learning" that will serve the cultural and academic needs of Aboriginal students and the community on campus and off campus.

Building upon these two core strategies, the Task Force has also produced several recommendations that are designed to address specific Aboriginal issues at the University of Alberta.

Recommendations

Recommendation 1: That the Provost and Vice-President (Academic) bring to GFC revisions to the Sections 11.3 Residency, 50.5 Aboriginal Admissions, 108.13 Aboriginal Student Policy (see draft revisions in Appendix D) so that they better reflect Aboriginal programs and participation at the University, as well as the increasing proportion of potential Aboriginal post-secondary learners in Alberta.

Recommendation 2: That the University confirm an overall Aboriginal student enrollment target equivalent to the current Aboriginal proportion of Alberta's population (an increase to 6.1% from 5%), and commit to an annual review of this enrollment target in view of the fact the Aboriginal population in Alberta is growing more rapidly than the overall population.

Recommendation 3: That the University establish an overall Aboriginal student graduation target equivalent to the current Aboriginal proportion of Alberta's population, and commit to an annual review of this graduation target.

Recommendation 4: That the Provost and Vice-President (Academic) work with the Registrar and Information Development to create a reliable system for providing annual updates on Aboriginal Student enrollment overall and in individual faculties and programs.

Recommendation 5: That the Provost and Vice-President (Academic) develop performance measures related to Aboriginal student recruitment and retention and encourage individual faculties to do the same.

Recommendation 6: That at least one permanent position responsible for Aboriginal student recruitment, fees and information tracking, and enrollment management be created.

Recommendation 7: In view of the fact that the proportion of Aboriginal employees on campus is falling even as the Aboriginal proportion of the Alberta population is rising, that the Provost and Vice-President (Academic) work with Human Resource Services to develop a recruitment and retention plan that will increase the numbers of Aboriginal academic and non-academic staff on campus.

Recommendation 8: That the Provost and Vice-President (Academic) encourage deans and other unit managers to develop budget plans that will lead to the establishment of effective and adequately funded Aboriginal programs in their areas so as to respond to the institutional goal of increasing Aboriginal enrollment, retention and graduation.

Recommendation 9: That the Provost and Vice-President (Academic) support the development of a Coordinated Aboriginal Strategy and Protocol (CASP) and promote consideration of the priorities and needs of the Aboriginal community as an aspect of long-term planning at the University of Alberta.

Recommendation 10: That the Vice-President (Research), in broad consultation with Aboriginal communities and researchers, establish and periodically review ethical guidelines for Aboriginal research.

Recommendation 11: That the Vice-President (Research) identify the importance of Aboriginal related research in the University's strategic research plan.

Recommendation 12: That the Provost and Vice-President (Academic) work with the Vice-President (Research) to maximize Aboriginal research opportunities, and to this end explore measures such as establishing mentorship and internship programs for Aboriginal researchers, founding Aboriginal research chairs, and strengthening relationships between the University and the external Aboriginal community.

Recommendation 13: That the Provost and Vice-President (Academic) work with the Office of the Registrar and Student Awards and the faculties to foster appropriate partnerships with Aboriginal colleges and public transfer colleges so as to maximize opportunities for Aboriginal students to successfully complete degree programs at the University of Alberta.

Recommendation 14: That the Provost and Vice-President (Academic) work with the UAAC and interested parties to establish a guiding council to advise the University on Aboriginal issues.

Recommendation 15: That the Provost and Vice-President (Academic) encourage faculties or units that are developing or modifying Aboriginal programs to confer in a timely manner with this guiding council in the interest of best accomplishing their goals.

Recommendation 16: That an Aboriginal link on the U of A main web page be created that will effectively provide a central source for information on Aboriginal programs on campus.

Recommendation 17: That a fund be created for the purchase, commission and/or collection of Aboriginal arts. This collection will educate and promote awareness of the cultural distinctiveness, histories and identities of North America's First Nations, Inuit and Métis peoples.

Recommendation 18: That the University make available appropriate space for Aboriginal events and cultural ceremonies.

Recommendation 19: That the University continue to work with the Aboriginal Students' Council in its endeavours to create and maintain a respectful environment for Aboriginal students.

Aboriginal Strategies Task Force – Membership

Bill Connor, Chair, Associate Provost & Dean of Students
Trevor Buckle, Assistant Registrar (Liaison & Recruitment)
Lewis Cardinal, Director & Coordinator, Native Student Services
Pamela Freeman, Industry Liaison Office
Nancy Gibson, Chair, Human Ecology
Malcolm King, Co-Chair of the UAAC and Professor of Medicine
Janet Smith, Director, Office of Human Rights
Fern Snart, Associate Dean (Academic), Faculty of Education
Frank Tough, Director, School of Native Studies
Bradley Young, President, Aboriginal Student Council (ASC), as well as other members of the ASC Executive

Aboriginal Strategies Task Force – Resource Personnel

Jane Martin, Assistant to the Director, Native Student Services
Jim Bohun, Executive Assistant to the Associate Provost

Appendices

Appendix A: Aboriginal Enrollment Trends at the University of Alberta, 1996-2001
Appendix B: Aboriginal Graduation Trends at the University of Alberta, 1996-2001
Appendix C: Socio-Demographic Characteristics of Alberta's Aboriginal Population (1996)
Appendix D: Recommended Changes to GFC Policies
Appendix E: Chronological Milestones

APPENDIX A

Aboriginal Enrollment Trends at the University of Alberta, 1996-2001

FACULTY	1996			1997			1998			1999			2000			2001		
	FT	PT	Total															
Ag., For., & Home Econ.	14	1	15	16	0	16	19	0	19	21	0	21	21	0	21	18	2	20
Arts	94	6	100	97	6	103	92	10	102	84	9	93	73	12	85	80	11	91
Business	19	2	21	16	3	19	15	2	17	18	3	21	23	5	28	18	4	22
Education	69	14	83	79	10	89	93	16	109	85	5	90	77	9	86	56	10	66
Engineering	11	0	11	14	0	14	18	0	18	22	0	22	15	1	16	21	0	21
Graduate Studies	16	6	22	23	3	26	28	9	37	24	12	36	23	16	39	26	11	37
Law	19	0	19	18	0	18	16	1	17	12	1	13	13	0	13	12	0	12
Medicine & Dentistry	17	0	17	18	0	18	22	0	22	20	0	20	18	0	18	22	1	23
Native Studies	97	16	113	80	10	90	116	9	125	117	6	123	93	14	107	93	12	105
Nursing	15	1	16	12	1	13	22	1	23	18	0	18	18	2	20	20	2	22
Open Studies	46	173	219	65	134	199	64	160	224	37	70	107	34	119	153	47	103	150
Physical Education	12	1	13	12	0	12	12	0	12	15	1	16	15	1	16	10	0	10
Pharmacy	2	0	2	2	0	2	2	0	2	2	0	2	2	0	2	3	0	3
Rehab Medicine	8	0	8	8	0	8	8	0	8	9	0	9	10	0	10	9	0	9
Saint Jean	3	2	5	5	0	5	5	0	5	5	1	6	5	1	6	9	0	9
Science	32	3	35	42	3	45	48	3	51	40	2	42	47	2	49	47	2	49
Totals	474	212	699	507	170	677	580	211	791	529	110	639	487	182	669	491	158	649

Source: Information and Development Office, University of Alberta (December 2001)

APPENDIX B

Aboriginal Graduation Trends at the University of Alberta, 1996-2001

FACULTY	1996	1997	1998	1999	2000	2001
Ag., For., & Home Econ.	0	3	2	1	4	5
Arts	8	8	20	12	21	25
Business	7	3	3	2	6	7
Education	19	15	24	34	32	67
Engineering	1	1	2	0	3	3
Graduate Studies	3	6	3	3	5	7
Law	7	5	8	3	2	6
Medicine and Dentistry	7	5	4	4	7	3
Native Studies	9	14	9	15	13	12
Nursing	5	7	2	8	10	4
Physical Education	1	2	3	1	7	4
Pharmacy	2	0	1	1	0	0
Rehabilitation Medicine	1	2	2	1	3	3
Saint Jean	0	0	1	0	0	0
Science	1	7	7	12	7	6
Totals	71	78	91	97	120	152

Source: Information and Development Office, University of Alberta (December 2001)

APPENDIX C

Socio-Demographic Characteristics of Alberta's Aboriginal Population (1996)

	Aboriginal	Non-Aboriginal
Population	155,655	2,513,535
Composition of Population		
0-19 years	46.1%	29.1%
20-39 years	34.3%	32.6%
40-59 years	15.4%	24.9%
60 years & over	4.1%	13.3%
Educational Attainment		
Less than grade 9	13.6%	7.2%
Secondary school without certificate	34.2%	25.6%
Secondary school graduate	8.8%	12.0%
Trade certificate or diploma	3.5%	3.3%
Non-university without a certificate/diploma	10.8%	7.0%
Non-university with a certificate/diploma	17.3%	20.8%
University without a degree	7.7%	10.4%
University with a bachelor's degree or higher	4.1%	13.7%
Unemployment Rate		
Males	18.2%	6.8%
Females	16.5%	6.7%
Labour Force Participation Rate		
Males	72.9%	79.6%
Females	59.5%	65.8%
Average Individual Income		
Males	\$21,651	\$33,662
Females	\$13,294	\$19,136
Median Individual Income		
Males	\$15,032	\$27,345
Females	\$10,021	\$14,778

Note (1): Educational attainment refers to the highest level of schooling completed

Note (2): Income data pertains to the 1995 calendar year

Note (3): Education/income data refers to population 15 years and over

Source: Alberta Intergovernmental & Aboriginal Affairs, *Alberta's Aboriginal Population Socio-Demographic Characteristics, 1996* (March, 1999)

Data Source: Statistics Canada, *1996 Census of Canada*

APPENDIX D

Proposed Revisions of Aboriginal Policies at the University of Alberta

Recommended Changes to Section 11.9

Current Policy Format <i>Delete struck-through text below</i>	Proposed Policy Format <i>Add text as underlined and italicized below</i>
<p>11.9.3 Residency</p> <p>Regarding Application:</p> <p>For aboriginal applicants, residency regulations affecting application shall be waived to all programs at this University.</p> <p>...</p> <p>11.9.4 Appeal on Aboriginal Status</p> <p>In cases of dispute, appeals regarding aboriginal status for the purpose of application can be made to the Office of the Provost and Vice-President (Academic). An <i>ad hoc</i> appeals committee will be chaired by the Provost and Vice-President (Academic) (or delegate) and will consist of the Aboriginal Student Council President (or delegate), an Elder appointed by the School of Native Studies, a representative of an Indian, Metis or Inuit community, as appropriate, and a member of a Faculty not associated with the case. Appeals may be made on status only and must be received, in writing, within 30 days of the date on the letter advising that proof submitted in support of aboriginal status has not been accepted for the purpose of application to a program.</p>	<p>11.9.3 Residency</p> <p>Regarding Application:</p> <p><u><i>Residency regulations affecting application to any program at this University shall be waived for aboriginal applicants.</i></u></p> <p>...</p> <p>11.9.4 Appeal on Aboriginal Status</p> <p><u><i>Appeals regarding aboriginal status for the purpose of application can be made to the Office of the Provost and Vice-President (Academic). Appeals may be made on status only and must be received, in writing, within 30 days of the date on the letter advising that proof submitted in support of aboriginal status has not been accepted for the purpose of application to a program.</i></u></p> <p><u><i>In the case of an appeal, the Office of the Provost and Vice-President (Academic) shall authorize a panel to review the decision, consisting of the following members:</i></u></p> <ul style="list-style-type: none"><u><i>- in the Chair, the Provost and Vice-President (Academic) (or delegate)</i></u><u><i>- President, Aboriginal Students Council (or delegate)</i></u><u><i>- an Elder (appointed by the University of Alberta Aboriginal Council)</i></u><u><i>- an appropriate representative of an Indian, Metis or Inuit community (appointed by the University of Alberta Aboriginal Council)</i></u><u><i>- a member of a Faculty not associated with the case (appointed by the Provost and Vice-President (Academic)).</i></u> <p><u><i>The decision of the appeal panel is final and binding.</i></u></p>

Recommended Changes to Section 50.5

Current Policy Format

Proposed Policy Format

Delete struck-through text below

Add text as underlined below

50.5 ABORIGINAL ADMISSIONS (See also Section 11.9)

The University of Alberta is committed to the ~~encouragement of~~ Aboriginal students' ~~study towards a degree~~. The University also recognizes that Aboriginal applicants have traditionally been underrepresented in higher education and has adopted the *Aboriginal Student Policy* (see Section 108.13 of ~~this Manual~~) with a view to having the University's Aboriginal student population ~~be representative of the public it serves~~. Since approximately 5% of Alberta's population is Aboriginal (Statistics Canada, 1991), the University will continue to work towards the attainment of a 5% overall representation of Aboriginal students.

In order to ~~assist more~~ Aboriginal students to ~~achieve degrees~~, additional qualified applicants may be considered over and above the Aboriginal students who are admitted in the regular competition for places in a Faculty. Aboriginal ~~students~~ who wish to be considered for such places must attain the minimum admission requirements of their chosen program. To assist the University in achieving this overall goal, Faculties are encouraged to set aside places specifically for aboriginal applicants, the number being consistent with the available pool, student interests, and available teaching and learning support services.

NOTE: The following provides an interpretation of these conditions:

1. ~~aboriginal applicants~~—students who are of aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35(2) or persons who are accepted by one of the aboriginal peoples of Canada as a member of their community. (See Section 11.9.)

2. ~~minimum admission requirements~~—the

50.5 ABORIGINAL ADMISSIONS (See also Section 11.9 and 108.13)

The University of Alberta is committed to the recruitment, retention and graduation of Aboriginal students. The University also recognizes that Aboriginal applicants have traditionally been underrepresented in higher education, and has adopted the *Aboriginal Student Policy* (see Section 108.13) with a view to having the University's Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province.

In order to facilitate appropriate representation of Aboriginal students on campus, additional qualified applicants may be considered over and above the Aboriginal students who are admitted in the regular competition for places in a Faculty. Aboriginal applicants (see Section 11.9) who wish to be considered for such additional places must attain the minimum admission requirements of their chosen program as prescribed by the University and its Faculties and Schools. To assist the University in achieving this overall goal, Faculties are encouraged to set aside places specifically for aboriginal applicants, the number being consistent with the available pool, student interests, and available teaching and learning support services.

Aboriginal enrollment in each Faculty will be detailed in an annual report provided by the Registrar's Office, and monitored and evaluated by the Office of the Provost and Vice-President (Academic).

<p>minimum set of admissions criteria prescribed by the University and its Faculties and Schools.</p> <p>The University shall encourage Faculties to identify other significantly under-represented groups with a view to having the student population broadly representative of the public the University serves.</p>	
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Recommended Changes to Section 108.13

Current Policy Format

Proposed Policy Format

Delete struck-through text below

Add text as underlined and italicized below

<p>108.13 ABORIGINAL STUDENT POLICY</p> <p>Since 1975, the University of Alberta, through the Office of Native Student Services, has heightened its efforts to increase the representation of aboriginal people on campus and to provide the support services to facilitate the successful completion of their programs. The enhanced participation of aboriginal people has in return enriched and broadened the intellectual and cultural life of the whole University community.</p> <p>The University of Alberta, in fulfilling its commitment to equity, seeks through the following policy to address the right of access and support of aboriginal people to a university education. The issue of access and support for aboriginal students requires special concern because of the differences which political, historical and socio-economic circumstances have created. Certain accommodations have been made and must continue to be made in order to afford equality to those for whom opportunities for a university education have not existed in the past.</p> <p>In order to fulfill the University's responsibility toward all aboriginal people, including Indian, Inuit and Metis as defined in the Constitution of Canada, <u>Constitution Act, 1982, Part II, Section 35.2</u>, the University has adopted the following policy for students of aboriginal ancestry.</p>	<p>108.13 ABORIGINAL STUDENT POLICY</p> <p>Since 1975, the University of Alberta, through the Office of Native Student Services, has heightened its efforts to increase the <u><i>number of Aboriginal</i></u> people on campus <u><i>and to facilitate the success of Aboriginal students generally.</i></u> <u><i>Recognizing that the enhanced participation of Aboriginal people enriches and broadens its intellectual and cultural environment, the University remains committed to the recruitment, retention and graduation of students of Aboriginal descent.</i></u></p> <p><u><i>In fulfilling its commitment, the University of Alberta seeks through the following policy to address the right of Aboriginal people to access, and to receive appropriate support for, a university education.</i></u> The issue of access and support for <u><i>Aboriginal</i></u> students requires special <u><i>attention</i></u> because of the <u><i>barriers that have been created by</i></u> political, historical and socio-economic circumstances. Certain accommodations must be made in order to afford equality to those for whom opportunities <u><i>to pursue</i></u> a university education have <u><i>been severely limited</i></u> in the past.</p>
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<p>108.13.1 Goals</p> <p>1. To provide a university environment which will encourage full access, participation and success for aboriginal students.</p> <p>2. To enrich all aspects of the intellectual and cultural life of the University through increased participation of aboriginal students.</p> <p>108.13.2 Objectives</p> <p>1. To inform aboriginal organizations, bands, schools in Alberta and those North of 60 of the University's programs and to implement a recruitment program for prospective aboriginal students.</p> <p>2. To offer a one year credit program for aboriginal student (Transition Year Program) which, if successfully completed, will qualify students for admission to faculties at the University of Alberta.</p> <p>3. To improve access of aboriginal students to all Faculties.</p> <p>4. To increase overall awareness of and sensitivity to aboriginal students in the University community.</p> <p>5. To increase overall awareness of and sensitivity to the teaching of aboriginal perspectives and content in appropriate courses and programs.</p> <p>6. To provide the following services in consultation with the aboriginal communities and appropriate university units:</p> <ul style="list-style-type: none"> –a community outreach program –pre-admission counselling –orientation programs –ongoing personal and academic advising –referrals to additional services and agencies 	<p>108.13.1 Goals</p> <p>1. To provide a university environment which will encourage full access, participation and success for <u>Aboriginal</u> students.</p> <p>2. To enrich all aspects of the intellectual and cultural life of the University through increased participation of <u>Aboriginal</u> students.</p> <p>108.13.2 Objectives</p> <p><u>1. To provide comprehensive recruitment and retention services for Aboriginal students, in consultation with Aboriginal communities and appropriate university units.</u></p> <p>2. To inform <u>First Nations, Metis Settlements, and other Aboriginal organizations in Alberta and elsewhere in Canada about the University's programs and the support available to Aboriginal students.</u></p> <p>3. To offer <u>appropriate transitional programs that</u> if successfully completed will qualify <u>Aboriginal</u> students for admission to <u>the</u> faculties at the University of Alberta.</p> <p>[see 1]</p> <p>4. To increase overall awareness of and sensitivity to <u>Aboriginal</u> students in the University community.</p> <p>5. To increase the teaching of <u>Aboriginal content, perspectives, methodologies, and pedagogies in as many courses and programs as possible.</u></p> <p>[see 1]</p>
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<p>–housing the Aboriginal Student Council –tutorial services</p> <p>7. To provide an Aboriginal Student Centre on campus which will house Native Student Services and its programs as well as offer a meeting place for aboriginal students, their families, elders and the university community for social and cultural events.</p> <p>8. To develop and administer cooperative education and summer employment programs related to field of study for aboriginal students.</p> <p>9. To increase participation of the University community in the activities of the Aboriginal Student Centre in order to encourage tolerance, friendship and inter-cultural understanding between aboriginal and other students and staff.</p> <p>10. To develop exchange programs between aboriginal students and University staff and other aboriginal communities in Canada and abroad for the purpose of travel, work or study, as the University's contribution to cross-cultural and international awareness of aboriginal issues.</p> <p>11. To encourage aboriginal graduates to be active alumni who will continue to be involved in University life.</p> <p>12. To advocate for aboriginal students' concerns on campus in close cooperation with the aboriginal communities.</p> <p>(GFC 24 SEP 1990) See also Sections 11.9 and 91.8.</p>	<p>6. <u>To support the construction and development of a world-class center that will serve the cultural and academic needs of Aboriginal students and the community on campus and off campus.</u></p> <p>7. To develop and administer <u>relevant</u> cooperative education and summer employment programs related to field of study for <u>Aboriginal</u> students.</p> <p>8. To increase participation of the University community in <u>Aboriginal student activities to enhance inclusiveness</u>, friendship and inter-cultural understanding.</p> <p>9. To develop <u>national and international Indigenous exchange programs involving Aboriginal students and faculty as an aspect of the University's commitment</u> to cross-cultural and international awareness of <u>Aboriginal</u> issues.</p> <p>10. To encourage <u>Aboriginal</u> graduates to be active alumni who will continue to be involved in University life.</p> <p>11. To advocate for <u>Aboriginal students' and Aboriginal community</u> concerns on campus in close cooperation with the <u>Aboriginal</u> communities.</p> <p>(GFC 24 SEP 1990) See also Sections 11.9 and 91.8.</p>
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APPENDIX E

Chronological Milestones

Program Development:

- 1973 – Aboriginal Student Council (originally the Native Student Club)
- 1975 – Native Student Services (originally Office of the Advisor on Native Affairs)
- 1982 – GFC Committee on Native Studies
- 1985 – Transition Year Program (TYP) Program (originally Coordinated University Transfer (CUT))
- 1986 – School of Native Studies
- 1988 -- Aboriginal Health Care Careers Program
- 1990 -- GFC Aboriginal Student Policy: enrollment target of 5% for Aboriginal students established
- 1990 – Indigenous Law Program
- 1996 – Graduate Program in First Nations Education
- 1998 – University of Alberta Aboriginal Council

Reports:

- 1978 – Senate Task Force Report on Native Students
- 1982 – Recommendation to form a GFC Committee on Native Studies and Native Student Services
- 1988 – The Senate Task Force on the University and the North
- 1991 – President’s Advisory Committee on Campus Reviews: the School of Native Studies (includes a Self-Study Report on the School of Native Studies)
- 1992 – Native Students at the University of Alberta: A decade of Progress
- 1996 – Faculty of Graduate Studies Focus Group on Target Enrollment
- 1998 – The First Ten Years: A Commemorative Look at the School of Native Studies, 1988 to 1998