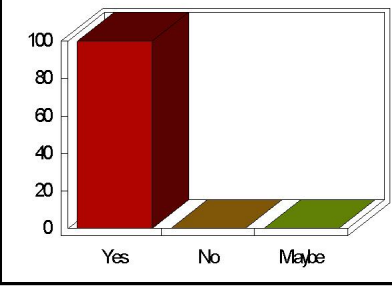
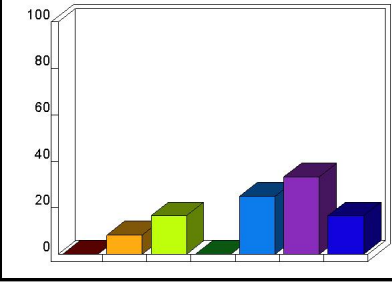


# Indigenizing the Academy Questionnaire 2012

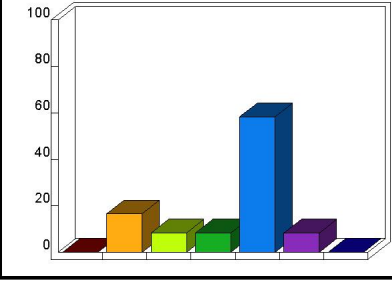
iv) Are you attending the S'iwes Toti:It Q'ép - Teaching and Learning Together: Indigenizing the Academy Gathering on August 27 & 28, 2012? Mean: 1.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	12	100.00	100.00	100.00	100.00	
No	0.00	0	0.00	100.00	0.00	100.00	
Maybe	2.00	0	0.00	100.00	0.00	100.00	
Total Valid		12	100.00		100.00		

3. On average in 2011-2012 fiscal year, how many sections were taught by self-identified Indigenous sessional instructors? Mean: 5.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
<1	1.00	0	0.00	0.00	0.00	0.00	
1 - 5	2.00	1	8.33	8.33	8.33	8.33	
6 - 10	3.00	2	16.67	25.00	16.67	25.00	
11 - 15	4.00	0	0.00	25.00	0.00	25.00	
>15	5.00	3	25.00	50.00	25.00	50.00	
Do not know	6.00	4	33.33	83.33	33.33	83.33	
Cannot access this information	7.00	2	16.67	100.00	16.67	100.00	
Total Valid		12	100.00		100.00		

4. In 2011-2012 fiscal year, how many courses were taught explicitly on Indigenous topics at your institution? Mean: 4.33

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
<1	1.00	0	0.00	0.00	0.00	0.00	
1 - 5	2.00	2	16.67	16.67	16.67	16.67	
6 - 10	3.00	1	8.33	25.00	8.33	25.00	
11 - 15	4.00	1	8.33	33.33	8.33	33.33	
>15	5.00	7	58.33	91.67	58.33	91.67	
Do not know	6.00	1	8.33	100.00	8.33	100.00	
Cannot access this information	7.00	0	0.00	100.00	0.00	100.00	
Total Valid		12	100.00		100.00		

# Indigenizing the Academy Questionnaire 2012

5. Based on the following four areas, what is currently the main focus of the indigenization efforts at your institution? (please choose one) Mean: 3.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Policy - measures of success role of advisory council role of elders etc.	1.00	0	0.00	0.00	0.00	0.00	
Curriculum	2.00	3	25.00	25.00	25.00	25.00	
Faculty and Staff awareness	3.00	1	8.33	33.33	8.33	33.33	
Students - i.e. resources gathering place etc.	4.00	5	41.67	75.00	41.67	75.00	
Student Recruitment	5.00	0	0.00	75.00	0.00	75.00	
Faculty Recruitment	6.00	3	25.00	100.00	25.00	100.00	
Do not know	7.00	0	0.00	100.00	0.00	100.00	
Cannot access this information	8.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		12	100.00			100.00	

7. Does your institution have a dedicated permanent position to work on indigenizing the academy or Indigenous education? Mean: 3.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Indigenizing the Academy	1.00	0	0.00	0.00	0.00	0.00	
Indigenous Education/Studies	2.00	3	25.00	25.00	25.00	25.00	
Both	3.00	6	50.00	75.00	50.00	75.00	
Neither	4.00	3	25.00	100.00	25.00	100.00	
<b>Total Valid</b>		12	100.00			100.00	

# Indigenizing the Academy Questionnaire 2012

8. Does your institution have an Indigenous access policy?

Mean: 0.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	8	66.67	66.67	66.67	66.67	
No	0.00	4	33.33	100.00	33.33	100.00	
Do not know	2.00	0	0.00	100.00	0.00	100.00	
Cannot access this information	3.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		12	100.00			100.00	

9. Has your institution received external funding for initiatives on indigenizing the academy? (e.g. provincial, federal government funding)

Mean: 0.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	10	83.33	83.33	83.33	83.33	
No	0.00	2	16.67	100.00	16.67	100.00	
Do not know	2.00	0	0.00	100.00	0.00	100.00	
Cannot access this info	3.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		12	100.00			100.00	

10. Is Indigenizing included in your institution's Educational Plan?

Mean: 0.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	11	91.67	91.67	91.67	91.67	
No	0.00	1	8.33	100.00	8.33	100.00	
Do not know	2.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		12	100.00			100.00	

# Indigenizing the Academy Questionnaire 2012

11. Do you have an Aboriginal advisory body?

Mean: 0.83

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	10	83.33	83.33	83.33	83.33	
No	0.00	2	16.67	100.00	16.67	100.00	
Do not know	2.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		12	100.00		100.00		

11a. If yes, is it institutional wide?

Mean: 0.90

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	9	75.00	75.00	90.00	90.00	
No	0.00	1	8.33	83.33	10.00	100.00	
Do not know	2.00	0	0.00	83.33	0.00	100.00	
<b>Total Valid</b>		10	83.33		100.00		
<b>Missing</b>		2	16.67				
<b>Total</b>		12	100.00				

12. Is your institution partnered with any Indigenous institutions?

Mean: 0.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	9	75.00	75.00	75.00	75.00	
No	0.00	2	16.67	91.67	16.67	91.67	
Do not know	2.00	1	8.33	100.00	8.33	100.00	
<b>Total Valid</b>		12	100.00		100.00		

# Indigenizing the Academy Questionnaire 2012

13. Does your institution have a recruitment plan for indigenous faculty?

Mean: 1.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	6	50.00	50.00	50.00	50.00	
No	0.00	3	25.00	75.00	25.00	75.00	
Do not know	2.00	3	25.00	100.00	25.00	100.00	
Cannot access this info	3.00	0	0.00	100.00	0.00	100.00	
<b>Total Valid</b>		12	100.00			100.00	

18. What are the general challenges to indigenization that you are aware of? (please select all that apply)

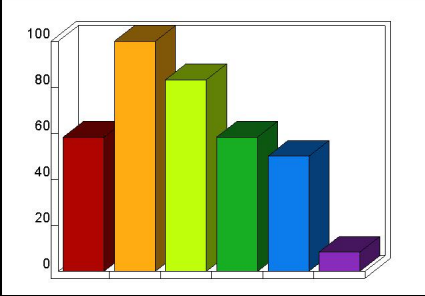
Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Lack of core funding	1.00	10	83.33	-	83.33	-	
Lack of knowledge	2.00	7	58.33	-	58.33	-	
Resistance from senior administrators	3.00	2	16.67	-	16.67	-	
Resistance from faculty	4.00	4	33.33	-	33.33	-	
Resistance from community	5.00	1	8.33	-	8.33	-	
Onus for indigenization on a few Indigenous peoples	6.00	7	58.33	-	58.33	-	
Other	7.00	3	25.00	-	25.00	-	
<b>Total Valid</b>		12	100.00			100.00	

# Indigenizing the Academy Questionnaire 2012

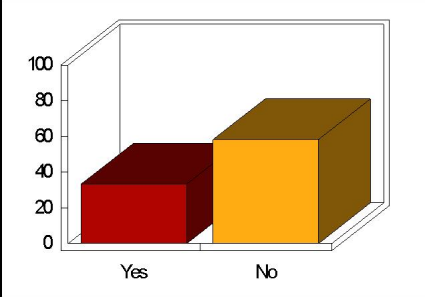
19. In what ways does your institution measure the success of indigenization efforts?

Mean: -

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Annual Reports	1.00	7	58.33	-	58.33	-	
Aboriginal student retention/graduation rates	2.00	12	100.00	-	100.00	-	
Aboriginal student recruitment	3.00	10	83.33	-	83.33	-	
Approval of indigenous content-based course proposals	4.00	7	58.33	-	58.33	-	
Approval of course revisions that capture indigenous content	5.00	6	50.00	-	50.00	-	
Other measures of success	6.00	1	8.33	-	8.33	-	
Total Valid		12	100.00		100.00		

20. In completing this questionnaire, was it challenging to collect the information to answer the questions?

Mean: 0.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	4	33.33	33.33	36.36	36.36	
No	0.00	7	58.33	91.67	63.64	100.00	
Total Valid		11	91.67		100.00		
Missing		1	8.33				
Total		12	100.00				

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 1. In 2011-2012 fiscal year, how many students attended your institution altogether? (all students including Continuing Education, Trades, Developmental, Academic and Graduate)**

Respondent	Response
1	562
2	Approximately 30,000
3	about 18000
4	110 medical students are admitted every year x four years (440 students) plus 2-4 years of residency depending on the program (200-400 residents) plus graduate programs in public health and bio-medical sciences
5	approx. 55,000
6	9000
7	8000
8	18,878
9	20199
10	25,318
11	36725
12	600

**Question: 1a. In 2011-2012 fiscal year, how many self-identified Indigenous students were registered at your institution?**

Respondent	Response
1	560
2	Approximately 500
3	about 400
4	11 Aboriginal students applied to medicine and 11 students were offered admission. Approximately 10%
5	approx. 1,000
6	900
7	353
8	2,046
10	424
11	612
12	600

**Question: 2. In 2011-2012 fiscal year, how many permanent faculty members were at your institution?**

Respondent	Response
1	10
3	about 1000
4	not sure
5	approx. 3,000
6	371
7	314
8	429
9	854
10	FTE 750 approximate
11	1619
12	43

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 2a. In 2011-2012 fiscal year, how many permanent self-identified Indigenous instructors/faculty were at your institution?**

Respondent	Response
1	4
2	11
3	2
4	approximately four within the faculty of medicine
5	approx. 30
6	11
7	6
8	N/A
9	24
10	No Data Available
11	1
12	25

**Question: 6. Please describe your main thrust, if any, of indigenization efforts at your institution:**

Respondent	Response
1	Funding an Elder in Residence is a priority. Additional English language skills support for Aboriginal learners is a priority. Student retention is a priority - particularly around ameliorating poverty. Policy, curriculum, awareness, recruitment are all fully indigenized.
2	Implementation of Aboriginal Strategic Plan.
3	I am charged with initiating and facilitating the implementation of the 22 recommendations of our 2009 Presidential Task Force on Aboriginal Initiatives. These recommendations pertain to academic programming, student services, employment, etc.



# Indigenizing the Academy Questionnaire 2012\_COMMENTS

Question: 6. Please describe your main thrust, if any, of indigenization efforts at your institution:

Respondent	Response
4	<p>When asked why First Nations, Metis and Inuit Health is a priority for the Faculty of Medicine one has only to reflect on the historical and contemporary issues in health service delivery and health issues for our Indigenous Peoples. Those issues that have resulted in a health care system that is challenged by inequities in access to education and to health services, by a recognition that the Indigenous Peoples of Canada are challenged by a health status that is not at the same level as other Canadians, and the recognition that as a Faculty responsible for training our health care providers, we have a social responsibility to ensure that our medical learners have an awareness of those issues and the actions to address those issues that will make a difference. The relevance of culture and equity in health service delivery are important determinants in the provision of quality care and patient safety within our health system, and as physicians, we have an ability to make a difference in those areas for Indigenous Peoples. A priority for the Faculty, through the efforts of the Department of Community Health Sciences, Section of First Nations, Metis and Inuit Health, is to take a leadership role in partnering with First Nations, Metis and Inuit communities to achieve the vision of contributing to optimal health and well-being of First Nations, Metis and Inuit Peoples in the context of Indigenous self-determination. (Strategic Framework for Section of First Nations, Metis and Inuit Health - link pending) Community engagement is a key strategic direction for the university that is in keeping with the expectations of Indigenous communities and a strategic direction for the Section. It will focus on building meaningful partnerships and relationships for community level engagement in the planning for health services, for education and training and for research activity. Faculty and community engagement activities will highlight opportunities for professional services, education and training, and research services that raise awareness of the priorities for Indigenous communities. Through curriculum development of a longitudinal program in Indigenous Health, through education and training with faculty and staff that promotes awareness of health issues relevant to Indigenous Peoples, and through the development of student programs and supports that recognize the challenges that may be faced by Indigenous People seeking a degree in medicine; the Faculty will reflect an awareness of those issues that will make a difference in establishing equitable opportunities for Indigenous Peoples, and will establish an environment that recognizes and respects the diversity of the Indigenous community</p>
5	<p>Question 5 does not really apply to our circumstance: we are a large institution with a comprehensive Aboriginal plan and significant efforts in all of these areas. We have had major hiring initiatives, significant efforts to increase student support and develop curriculum, and have targeted programs directed at faculty, administrator, and staff development. We have initiatives in research and specifically to increasing awareness of community-based research. We have a very active strategic planning team that directs effort and attention.</p>
6	<p>Concerted effort to increase the number of Indigenous faculty across a variety of disciplines. Strategic objectives to increase Indigenous content in courses across disciplines over the next five years. Strategic objective to increase enrollment of Indigenous students over the next five years Strategic objective to complete the fundraising for a building dedicated to Indigenous Learning</p>

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 6. Please describe your main thrust, if any, of indigenization efforts at your institution:**

Respondent	Response
7	First Nations Student Services department continues to provide direct services to First Nations students in a variety of ways: assistance with course selection and registration, and information concerning University resources. We continue to meet with students in the office and through informal connections in the First Nations student lounge and campus events. Within the mainstream population, First Nations communities continue to have the highest increase of youth population in the Vancouver area, so outreach for the department has been a priority attending numerous First Nations community events, and high school visits and hosting high school students on campus here. A wide variety of workshops, cultural events, and such are offered throughout the school year for not only First nation's students but the campus in general providing an opportunity for dialogue and sharing of knowledge.
8	We continue working to make faculty and staff more aware, but at the same time both "policy" and "curriculum" take up much of our attention.
9	Indigenization is an ongoing an decentralized process across the board. The focus is on student-identified and community-identified needs and opportunities, building authentic partnerships, and enhancing awareness.
10	Gathering Space and Aboriginal Services were combined in Jan 2012 Aboriginal Student Recruitment Encouraging Self Identification of Aboriginal Employees and Faculty Renewal of the Community Advisory Committee Cultural Safety Curriculum developed for the Nursing Program
11	The main thrust of our indigenization efforts is the recruitment and retention of Aboriginal students.
12	FNUniv is the only post-secondary institution dedicated to the teaching of Indigenous knowledge, culture and values. All of our curriculum is based on Indigenous ways of knowledge. Our student body is virtually all Indigenous, as is most of our faculty and staff. We have cultural supports in terms of Elders, ceremonies and traditional events.

**Question: 8a. If applicable, what are the measures of success for the Indigenous access policy?**

Respondent	Response
1	We have an FTE target attached to our AVED FTE funding and we expect to meet it with 100% Aboriginal students.
2	Numbers applying under the Aboriginal Admission Policy.
3	I think our Designated Seats program would be in this category. We now have the most comprehensive program of any Canadian university. We have seats in many faculties and programs and our Registrar's office is tracking them. These seats are protected by the NL Human Rights Commission. (BTW, with regard to numbers of students, our Marine Institute also delivers community-based programming to over 400 Aboriginal students annually in this province and Nunavut.)
4	At this time there is an opportunity for applicants to self-identify but that is really a minimal measure.
5	Our two campuses differ. At our larger campus (Vancouver / Point Grey) we pay very close attention to retention and use access to admit students we think have a high probability of success. At our smaller campus (Kelowna), access is open to all Aboriginal students, and administrators there look for retention, but also for students who leave but continue higher education elsewhere.
6	N/A
8	There is currently no institution-wide policy. Individual programs have access policies in place.

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 8a. If applicable, what are the measures of success for the Indigenous access policy?**

Respondent	Response
10	Consistent review of data: increased registration, increased retention, increased graduation. Engaging Aboriginal students in dialogue to ensure their needs are being met. Implementing services when possible.
11	Targets are set for Aboriginal enrolment in some programs.
12	Student retention, success and completion.

**Question: 11b. If applicable, briefly describe your mandate for this group (reporting procedures, terms of reference, role in the institution etc.)**

Respondent	Response
1	Board of Directors is 100% Aboriginal.
2	Giving the Office for Aboriginal Peoples direction on implementing the Aboriginal Strategic Plan.
5	Actually, there are two advisories, one for each campus. The President's Advisory Committee on Aboriginal Affairs at the Vancouver campus reports to the president. The president, provost, and vice provost academic regularly attend its meetings (3 times a year). The Committee receives and reviews reports and updates on the strategic plan and offers advice and assessment. A similar group operates from the Okanagan (Kelowna) campus.
6	Briefly: The Aboriginal Education Council is an advisory council to the President. The council provides advice and recommendations on all matters related to Aboriginal education at the university including setting strategic directions for advancing Aboriginal education. The council also sets out how the external funds received specifically for Aboriginal education are allocated. The council is comprised of both internal members and external representatives from various First Nations and Aboriginal organizations. Voting is by consensus and only those external members vote.
7	Capilano University First Nations Advisory Committee (FNAC) shall provide Capilano University (CapU) with advice, recommendations and guidance to enhance access, retention and success of First Nations learners in CapU's programs. The FNAC will operate in an advisory capacity to Capilano University as a whole. The FNAC recognizes First Nations to include any person of First Nations ancestry who is status, treaty, or non-status, Metis or Inuit.
8	We are currently transforming the First Nations Advisory Committee into a more robust body with enhanced opportunities for community input to the university, and clearer relationship to other decision-making bodies (Senate, Provost's Council, e.g.).
9	There are several Indigenous advisory bodies, two of which are currently developing or reframing the ToRs and deliverables. One is focused on academics and is connected to the AVP Academic Planning and VPAC, and the other is connected directly to the President.
10	The college has two of three Aboriginal Advisory Committees active. The Nursing Program and an off site Northern Program. The Aboriginal Policy Advisory Committee is currently being reviewed and repopulated
11	This group is mandated by the President's office and is overseen by the Director of our Aboriginal Centre. In the past, its main role has been overseeing the Aboriginal Centre on campus and to a lesser extent, discussing curriculum.
12	As mentioned earlier, our entire institution is centered on Indigenous education.

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 13a. If so, what are the main points of your recruitment plan for indigenous faculty?**

Respondent	Response
1	We have an exception to the Human Right code to allow us to preferentially hire Aboriginal faculty in all positions (subject to seniority clause of our collective agreement). All postings indicate Aboriginal ancestry is preferred. All postings indicate a combination of education and experience is accepted. All postings are distributed widely in Aboriginal networks.
2	1. Special scholarships for Aboriginal graduate students. 2. VPA Office pays recruitment costs of short-listed Aboriginal candidates (faculty positions).
5	We have identified the hiring of Indigenous faculty as a university priority, but it is pursued at the unit and Faculty level. Because the funding model of our Aboriginal Strategic Plan is based on integration into core funding, there is not a hiring fund for this purpose. Because we are a very competitive research-intensive university, we have focused on recruiting research faculty as they are identified and become available, rather than pushing explicitly to reach numerical targets. This has served us well.
6	To identify specific areas where faculty positions are coming available in various faculties. To hire at least 5 Aboriginal faculty over the next five years. To acquire the assistance of an external recruitment consultant to assist with the process.
10	Priority is given to Aboriginal applicants when applying to positions that require Aboriginal ancestry.

**Question: 14. What indigenizing data or information do you collect at your institution that may be helpful to other institutions?**

Respondent	Response
1	Application asks Inuit, Metis or First Nation affiliation. Evaluation of instructor rates responses to, 'My instructor... 'Provided an Aboriginal perspective on course material,' and 'Treated me with consideration and respect.' Evaluation of courses rates responses to, 'This course... 'Was relevant to me as an Aboriginal person.' Data is compiled on percentage of courses with Aboriginal content is collected.
2	1. Number and names of courses with Aboriginal content. 2. Annual reports on Aboriginal Strategic Plan progress/updates. 3. Numbers of Aboriginal students.
4	At this time we are in the early planning stages of developing measurement tools and evaluation approaches
5	We maintain an active Aboriginal Web Portal ( <a href="http://aboriginal.ubc.ca">aboriginal.ubc.ca</a> ) on which we collocate information on programs, faculty, research, and other initiatives. We have a Research and Communications Officer in the First Nations House of Learning who collects information on Aboriginal initiatives in many forms and responds to requests from other institutions. That said, collection of information is quite complicated as the boundaries of categories are not always precise and the institution is very large.
6	Self-identification process for Aboriginal students
7	We maintain data on courses offered on campus with First nations content or First Nations specific courses. We collect data on number of First Nations students are enrolled and graduate.
8	We are still developing our data needs.
9	-Institutional Planning & Analysis statistics -LE,NONET data and tracking -Beginning to build database of institutional partnership agreements/protocol agreements with communities/organizations -Inventory on course offerings with Indigenous focus and/or content -Indigenous staff review -etc.
10	Graduation levels Aboriginal F.T.E. Aboriginal Headcount

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 14. What indigenizing data or information do you collect at your institution that may be helpful to other institutions?**

Respondent	Response
11	Very little unfortunately. We do track the number of Aboriginal students.
12	FNUUniv is a national and international centre for Indigenous education.

**Question: 15. What data or information would you appreciate sharing with other institutions?**

Respondent	Response
1	Differences in cultural values between Aboriginal and Euro-canadian cultures. Importance of a real history of colonization and processes of decolonization. Are Aboriginal students failing the PSE system or is the PSE system failing Aboriginal students. Does the fact that graduates of NEC often do poorly at receiving institutions indicate different academic standards at NEC or different cultural standards at receiving institutions?
2	Same as above (#14).
3	Our Task Force report, which is online.
5	We are happy to share what we know. We think some of our strategic planning approaches may be of some value to others.
8	Pertaining to curriculum, how many programs and courses have Aboriginal content? Within a program or course, is content or pedagogy tailored to Aboriginal students? Or are ALL students exposed to the same material and approach?
9	Any requests for information are welcome - note that research ethics has not been obtained in all cases, so some information may not be able to be shared widely
11	We would be willing to share any information that is deemed relevant. Unfortunately, as you can see if question 14, we are not doing a great job of collecting data.
12	FNUUniv is please to share its expertise with other institutions.

**Question: 16. What efforts are happening at your institution that could contribute to the larger discussion on indigenization? For example gathering places, faculty staff and awareness activities, curriculum revisions, student retention plans.**

Respondent	Response
1	Startegic Plan includes: Create a Centre of Excellence in Aboriginal Education Expand the depth and bredth of culturally-responsive, revelant, high-quality education Reduce or remove financial barriers to entry for Aboriginal students Engage stydents and staff in celebrating healthy lifestyles and provide culturally-grounded holistic supports for personal well-being. Become a destination Aboriginalcollege Increase community awareness of the success of culturally responsive education
2	All of the above.
3	We have moved quickly on some of the Task Force recommendations, such as new sholarships, a gathering space on one of our campuses. Having a guiding document is useful, as is the fact that I report to the President.
4	Aboriginal Day Celebrations, Traditional Medicine Garden, Student and Faculty Access to First Nation and Inuit Elders, Indigenous health lectures series, longitudinal medical cirriculum development, preliminary development of community engagement strategies for eduaction, research and service delivery, health faculty student support services, monthly cultural teachings for students and faculty, First Nation health ethics research committee

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 16. What efforts are happening at your institution that could contribute to the larger discussion on indigenization? For example gathering places, faculty staff and awareness activities, curriculum revisions, student retention plans.**

Respondent	Response
5	Quite a few. Our faculty development program in our Centre for Teaching, Learning, and Technology is unusual and worth knowing about. The type of community research-based curriculum in First Nations Studies is as well. Education programs would find the initiatives in our Faculty of Education interesting. Our strategy on both campuses to recruitment and retention are interesting, in part because they are so different and address different institutional circumstances.
6	Establishing an Indigenous presence in the Senior Academic leadership at the university. Passing an Academic Plan at Senate that included a committed effort to increase faculty and increase Indigenous curriculum. Overall university strategic plan with specific objectives to increase focus on Indigenous education. Fundraising for specific Gathering Space focused on creating an Aboriginal presence on campus. Indigenizing the curriculum--committee established. An Aboriginal advisory committee that is functional and heard by the institution
7	First Nations advisory committee, First Nations Student committee, new gathering place is almost complete and will a welcoming place for the campus community as a whole to come visit, dialouge together First nations learners. Regular meetings/visits with University president, VP's and Deans to discuss how we can indigenize the campus. Numerous cultural events open to campus community. Workshops offered at faculty Pro D events, guest First nations speakers.
8	We have a new Gathering Place. Our Elders-in-Residence program is very successful, and has been in place for years. More pro-d activity for faculty. Our Faculty of Health and Human Services is embarking on an ambitious curriculum re-design aimed to create one unified program for Aboriginal and non-Aboriginal students alike.
9	LE,NONET, Indigenous Staff Review, Cultural Awareness, Elders' Voices, First Peoples House, Cultural Protocol Liaison, Indigenous Student Counsellor, Partnership Agreements (procedures - toolkit), Indigenous Education (required courses, curriculum, programs), Indigenous Specializations in HSD (SOCW, CYC, IGOV), Language Revitalization programs (in partnership with En'owkin Centre), etc.
10	Aboriginal Services and Gathering Space Aboriginal staff self identifying Cultural Safety Curriculum
11	We are currently working on a number of initiatives including a new INST program, the hiring of Aboriginal faculty members, etc. Our Aboriginal Centre (Iniskim) could also be used as a model for other institutions as could our Medicine Trail program and our Aboriginal Housing program. Finally, we have recently organized a field course about Treaty 7 peoples and history that should be of interest to both Aboriginal and non-Aboriginal students.
12	FNUniv is creating an Academic Strategic Plan to renew and revitalize the focus of an academic mission on Indigenous knowledge.

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 17. Please tell us about any partnerships that have been formed to advance indigenization.**

Respondent	Response
1	Coastal Corridor Consortium includes NEC, VCC and CapU and 5 First Nations and two provincial Aboriginal organizations to provide better access and support. NEC has an MOU with SFU. NEC is a member of the Metro Vancouver Aboriginal Executive Council which is a leadership council in the largest Aboriginal community in BC of 40,000 people. NEC has a board seat on ACCESS, the urban ASETS agreement holder in Vancouver. NEC has signed an Affiliation Agreement with VCC and is working to provide our students access to UPass. NEC is a member of Indigenous Adult and Higher Learning Association of BC.
2	MOU's with local Aboriginal post secondary institutions, discussions and work with local First Nations and Metis organizations.
3	We are working on an MOU with an Indigenous government and have signed one with the local Friendship Centre.
4	Regional include - partnerships with several First Nation and Metis political and policy organizations, tribal councils and specific communities where we provide medical services in. The Manitoba First Nation Centre for Aboriginal Health Research works in collaboration with the Assembly of Manitoba Chiefs and the Health Ethic Research Committee to approve all research proposals involving Aboriginal peoples and communities in Manitoba. Nationally we have partnerships with the Indigenous Physicians Association of Canada and the Aboriginal Nurses Association of Canada. Internationally we have numerous partnerships with northern and circumpolar countries via the Circumpolar Health Network; The Indigenous Knowledge Networks, Pacific Rim Indigenous Doctors (PRIDOC) and numerous other discussions in various stages of partnership development.
5	We have quite a few with local Aboriginal organizations, including both First Nations and urban organizations. We have also partnered with the City of Vancouver and others on some interesting cross-cultural initiatives with an Aboriginal focus. We also have various forms of partnership with other institutions in our area and nationally, and with international partners.
6	Partnerships with two Aboriginal educational institutes in the province to share deliver of specific programs in the community. Ongoing partnership with Aboriginal organizations and local First Nations via the Aboriginal education council.
7	We have a long partnership with the local First Nations communities that our campuses reside in. Offering specific programs and or courses based on communities needs. We are also partners in the Coastal corridor consortium. Which consists of ten partners, three of them institutions and 7 community partners. Capilano University is part of the Coastal Corridor Consortium (C3). The C3 is made up of volunteer board members who, as stakeholder representatives, work collectively to improve levels of participation and success for Aboriginal learners in post-secondary education and training in the Coastal Corridor (Lower Mainland and Sunshine Coast) region of British Columbia. This consortium has been working together the last four plus years and has provided numerous programs/courses, and support to First Nations learners.
8	VIU has had partnerships with Chemainus Native College for many years in different program areas. Our Cowichan campus has worked in the past with Cowichan Tribes.
9	En'owkin Centre, Heiltsuk Nation, ASP Partners, IAHLA, AVED, TD, RBC, internal partnerships (Co-op & Career Services, Engineering, Science Venture, Student Awards and Financial Aid, Development Office, Alumni Relations, etc.), local school districts, Strengthening Connections, etc.
10	UBC - Langara Aboriginal Transfer Program

## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 17. Please tell us about any partnerships that have been formed to advance indigenization.**

Respondent	Response
11	We have received funding from a number of organizations including Imperial Oil who just funded a new Aboriginal Science and Technology Program, etc.
12	FNUniv has partnered with Indigenous universities around the world, including some in Mexico, Chile and New Zealand.

**Question: 18a. If other challenges to indigenization, please explain:**

Respondent	Response
2	Challenges from non-cooperative or resisting Aboriginal staff.
3	My position is temporary, a three-year contract. This is true of all the Indigenous-related positions at our university.
5	Creating better awareness and understanding is a persistent challenge. General support among faculty is good, but not everyone agrees. On the whole, support from senior administration is exceptionally good, but there are some specific challenges among both faculty and administration. We have a very good and growing team, but there is always more work than people.
8	The restrictions on funding that are set by outside agencies (INAC, e.g.) that put even more pressure on Aboriginal students to choose the right program, complete on time, etc.
9	Access issues due to university policies and cultural sensitivities; further lack of understanding from funding bodies; lack of integration between academic and student support areas, etc.
11	In the past we have had some difficulty attracting Indigenous faculty members.

**Question: 19a. If other measures of success of indigenization efforts, please explain:**

Respondent	Response
5	We do track curriculum, but not by the measures noted in 19. Our advisory board and others have commented on the less measureable, but certainly significant, change in campus climate. It is possible to do much more at present, and measures have gone through approval processes, including the Faculty Senate, with considerable support and often no opposition.
6	Increase in the number of Aboriginal faculty members across the university.
8	Still trying to develop these measures.
9	Developing and enhancing formal AUTHENTIC partnerships with communities/organizations; internal reviews and evaluations; reports to partners/funders; increased base funding for programming; increased external funding offers/interest, etc.
11	Number of Aboriginal faculty members is another measure.

**Question: 20a. If it was challenging to collect the information to answer the questions, please explain why:**

Respondent	Response
3	I don't have time to get the latest numbers before your deadline in 2 days as I just returned from annual leave today! But I appreciate the survey. Some of the language used here is different from the language we use so I am not totally sure that the concepts are the same.
5	Well, comparatively not challenging. Due to concerted effort, we are in a much better place with data collection than we were 5 years ago, but it is a large and complex issue.



## Indigenizing the Academy Questionnaire 2012\_COMMENTS

**Question: 20a. If it was challenging to collect the information to answer the questions, please explain why:**

Respondent	Response
8	Moderately so, but only because different divisions count different things. We want to move to a more holistic reporting structure.
9	It is difficult to capture the essence of "Indigenization" by ticking a box to respond to questions as the concept of Indigenization is so much more vast and important. At a large institution, there are many pockets of "Indigenizers" and information is decentralized and difficult to respond in a comprehensive manner. Faculties all have different levels of understanding that is demonstrated in programming, policies, participation and awareness. Etc.
11	There can be waits to get information from our institutional planning office, particularly at the beginning of the school year.

**Question: 21. Comments are welcomed:**

Respondent	Response
2	Thank you!
3	I am glad that this conference is happening and I see that you recognize the challenges that we are facing.
5	We are in a period in which considerable progress has been possible, in no small measure due to very strong leadership from our president and senior administration. We are concentrating on initiatives that will be sustainable through time and change.
11	We are all looking forward to meeting you!