



**INDIGENOUS STUDENT RECRUITMENT:**

ARE WE SETTING INDIGENOUS STUDENTS UP TO FAIL?

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I would like to acknowledge that we are gathered today on the traditional territories of the Wendat, Anishinabek Nation, the Haundenosaunee Confederacy, the Mississaugas of the New Credit First Nations, and the Métis Nation.

The treaty that was signed for this particular parcel of land is collectively referred to as the Toronto Purchase and applies to lands east of Brown's Line to Woodbine Avenue and north towards Newmarket.

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**WHY DO WE ACKNOWLEDGE THE TERRITORY?**

**A territory acknowledgement** is an acknowledgment of the history of the land we are on; a recognition of the long history of the land and those who lived there prior to colonization; an acknowledgement of the present relationship with Aboriginal people and the potential for future relationships as we move forward together.

Territory acknowledgements are not to be made off hand before getting down to business; they are a vital part of the business.

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**THE CENTRE FOR EXCELLENCE IN INDIGENOUS HEALTH**

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Located in UBC's integrated health disciplines, the Centre provides a single coordinating point for Indigenous health initiatives and collaboration with providers and communities.

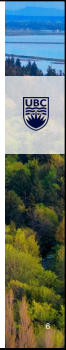


### Three Critical Areas:

Students, Curriculum, Research

### One Uniting Theme:

Partnership

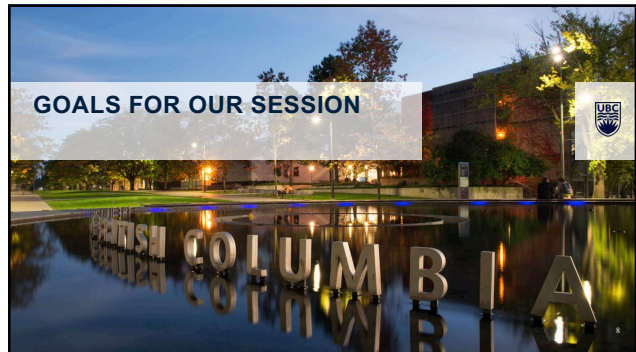


### STUDENTS – SAVANAH KNOCKWOOD

- Recruitment and Retention Initiatives
- Administer Centre awards and bursaries
- Support units in creation of Indigenous student admissions policies
- Create and execute workshops and events throughout the year
- Mentor and advise prospective Indigenous students to Health Science programs



### GOALS FOR OUR SESSION



Do you currently work with Indigenous students?



Does your institution have an active Indigenous student admissions policy?



What is your level of familiarity with Indigenous student recruitment?



What are your expectations for the session today?



**LEARNING OUTCOMES**

1. Familiarization with historical context and rationale for current Indigenous student recruitment efforts
2. Learn about the theory of holistic recruitment
3. Learn how holistic recruitment informs Indigenous student recruitment
4. Learn how the Physical Therapy program at UBC engaged with holistic recruitment
5. Create an awareness of how we fit in when engaging with Indigenous student recruitment

**A NOTE ON TERMINOLOGY****ABORIGINAL OR INDIGENOUS?**

**Aboriginal** - a general term that collectively refers to First Nations, Métis and Inuit people in Canada, and is found in the Canadian constitution.

**Indigenous** - encompasses all of these groups, either collectively or separately, and is a preferred term in international usage, e.g., the 'U.N. Declaration on the Rights of Indigenous Peoples.'

- UBC Brand Guidelines 2.0

**WHY FOCUS ON INDIGENOUS STUDENTS?**

Indigenous students are underrepresented at all levels of post secondary education.



**2015:** The Truth and Reconciliation Commission's (TRC) 94 Calls to Action released

**2016:** United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) adopted by Canada



#### UBC 23-24 INDIGENOUS CULTURAL SAFETY CURRICULUM

UBC 23 24 ICS has been developed as part of a response to the Truth and Reconciliation Commissions 94 Calls to Action, specifically Calls to Action #23 and #24.

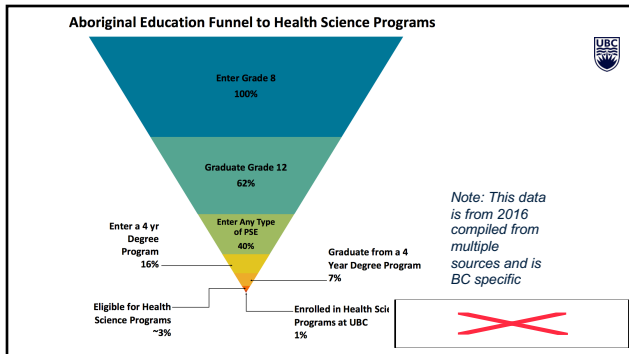


**#23.** We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities
- iii. Provide cultural competency training for all health-care professionals.

**#24.** We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skill-based training in intercultural competency, conflict resolution, human rights, and anti-racism.





**Successful Indigenous student recruitment requires change at all levels of the institution.**

The institution must be prepared to meet the specialized needs of the Indigenous learners being recruited to their campus.

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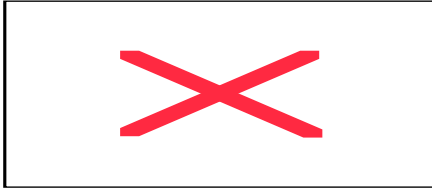
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**If we do not change the established way of being, we will fail our Indigenous students.**

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UBC has seen success because **we engaged in the on-going process of systemic changes** at all levels.



## HOLISTIC RECRUITMENT



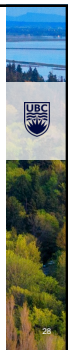
### WHAT IS HOLISTIC RECRUITMENT?

Derived from the theory of "holistic advising" which sees students as a whole and takes into account the complexities of being human and incorporates non-academic questioning into academic advising for greater student success.



### WHAT IS HOLISTIC RECRUITMENT?

*Holistic recruitment is an acknowledgement that successful recruitment requires more than clever branding and slick marketing.*



#### HOLISTIC RECRUITMENT ACKNOWLEDGES THAT RECRUITMENT IS:

- year-round and never ending
- flexible and carefully designed to benefit the needs of the target community
- collaborative and works in partnership with all areas of the university, including academic and student support
- retention and retention is recruitment



#### HOLISTIC RECRUITMENT FOR INDIGENOUS STUDENTS



#### KEY HOLISTIC RECRUITMENT AREAS

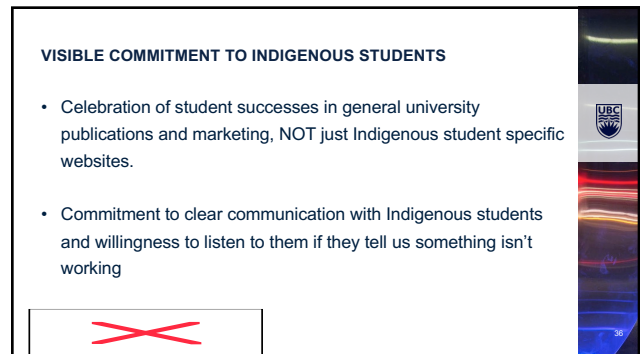
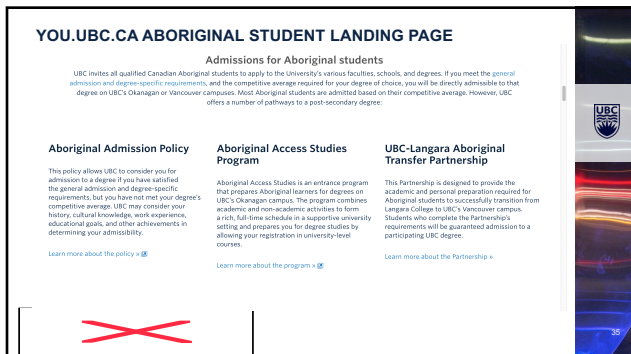
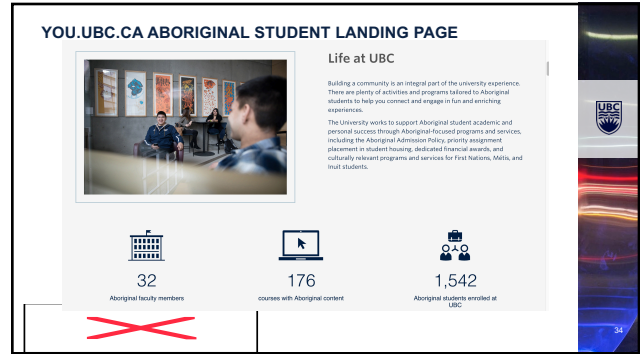
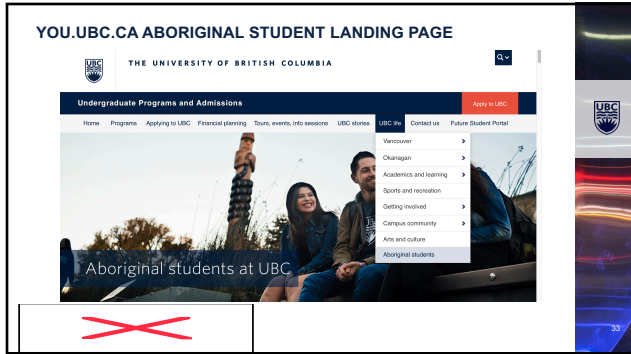
1. Visible Commitment to Indigenous Students
2. Adaptable Systems and Processes
3. Integration with Existing Models
4. Meaningful Community Connections
5. Culturally Safe Campus Community



#### VISIBLE COMMITMENT TO INDIGENOUS STUDENTS

- Highly visible and easily accessible information for Indigenous applicants
- Indigenous student admissions policies publicized **and utilized** at the institution





**ADAPTABLE SYSTEMS AND PROCESSES**

- All staff who work directly with students should have the knowledge to successfully navigate less commonly seen situations
- Widespread collaboration between units, programs, and faculties to promote student success

**ADAPTABLE SYSTEMS AND PROCESSES**

- Thorough evaluation of existing process and procedure to see how existing systems impact Indigenous students, both positively and negatively
- Willingness to change systems that are not working for students
- Recognition that our existing models have the potential to negatively impact Indigenous students

**INTEGRATION WITH EXISTING RECRUITMENT MODELS**

- Tailor recruitment presentations to target information relevant to an Indigenous audience
- Include territory acknowledgements before all presentations
- Creation of promotional materials for an Indigenous audience and integration of this content into existing promotional materials

**INTEGRATION WITH EXISTING RECRUITMENT MODELS**

- Show prospective students through their first point of contact that your institution has thought of them and wants them to be there
- Think outside the box!

**What is one way your institution could include Indigenous students in existing recruitment tools?**



#### INDIGENOUS HEALTH SCIENCE PRE-ADMISSIONS WORKSHOP



Photos from the 2018 Pre-Admissions Workshop

#### INDIGENOUS HEALTH SCIENCE PRE-ADMISSIONS WORKSHOP

- A 3 day workshop designed to prepare prospective Indigenous students to apply to a health science program at UBC
- Showcases a wide variety of programs including Nursing, Physical Therapy, Pharmacy, Medicine, and Graduate Research programs
- Programming includes a mock Multi-Mini Interview, Case-Base Learning sessions, student panels, networking events, admissions panels, and hands-on experiential sessions

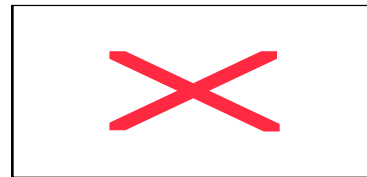
#### INDIGENOUS HEALTH SCIENCE PRE-ADMISSIONS WORKSHOP

*"The Pre-Admissions Workshop was a changing point in my professional and academic life. When I felt discouraged about my prospects of navigating the academic setting from my Indigenous perspective, it showed me many alternative routes to enacting positive change in my community and in the health field."*

- 2016 Workshop Attendee

#### MEANINGFUL CONNECTIONS WITH COMMUNITY

Cultivate an Indigenous presence on campus that acknowledges the history of the land we walk on.



**MEANINGFUL CONNECTIONS WITH COMMUNITY**

- The institution should be regularly engaging with community – this means visiting communities on their land and making connections rather than expecting people to come to you
- These connections must be meaningful, authentic, and be of benefit to the community and their needs.

**CULTURALLY SAFE CAMPUS COMMUNITY**

- Ensuring when Indigenous traditions and culture are presented in classes or performed at events that it is done in a respectful way
- Culturally safe faculty and staff that ensure the burden of explaining Indigenous issues doesn't fall on Indigenous students.

**CULTURALLY SAFE CAMPUS COMMUNITY**

- Indigenous students can self-identify without fear that this disclosure will result in a negative outcome.
- Hire Indigenous staff and faculty in all areas, not only for Indigenous specific roles.

**HOW DOES ALL OF THIS IMPACT RECRUITMENT?**

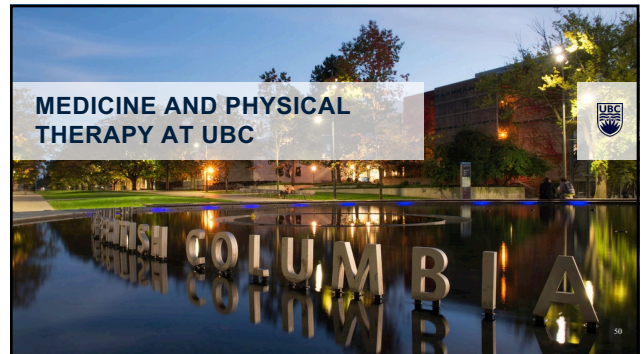
- Create a campus community that Indigenous students can see themselves thriving in that we can use in our recruitment and marketing strategies
- When students feel supported and have positive experiences they will return to their communities and share that experience.



As we graduate more Indigenous leaders, academics, role models and professionals in all fields we create a positive feedback loop of success that will enable future learners see themselves in these roles.



## MEDICINE AND PHYSICAL THERAPY AT UBC



### FACULTY OF MEDICINE ABORIGINAL MD ADMISSIONS PROGRAM

UBC MD Program launched their Aboriginal MD Admissions Program in 2002.

Reached goal of graduating 50 Aboriginal Doctors in 2015 – 5 years earlier than target year of 2020.

MD program a leader on campus and we are building on the foundation they have laid as trailblazers.



### MASTER OF PHYSICAL THERAPY OVERVIEW

1. Worked in consultation with campus partners and Indigenous communities to create an effective Indigenous student admissions policy
2. Application process that looks at Indigenous applicants holistically

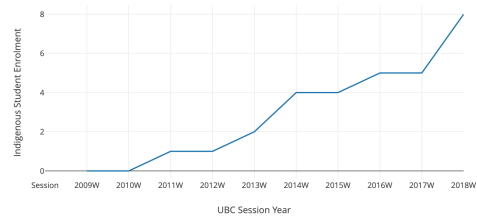


### MASTER OF PHYSICAL THERAPY OVERVIEW

3. Inclusion of culturally safe MMI Interviewers
4. Creation of Indigenous Initiatives Advocacy Committee
5. Inclusion of a MMI question on engaging with Indigenous community the MMI interview process for all applicants
6. Collaboration with campus partners on recruitment initiatives



UBC MPT Indigenous Student Enrolment



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### ARE WE FAILING OUR INDIGENOUS STUDENTS?



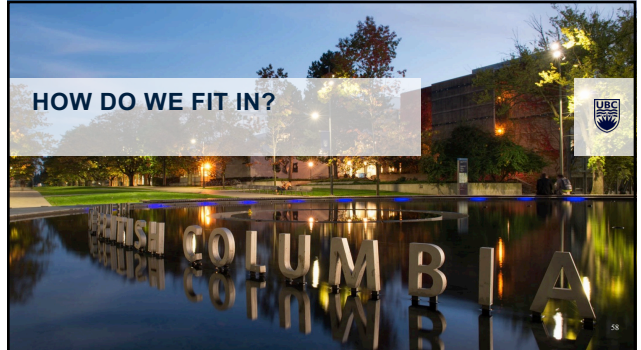
**We only fail if we do nothing.**



Systemic change is not easy, but **our institutions have changed in the past** and will change in the future.



HOW DO WE FIT IN?



We will experience stumbling blocks along the way as we engage with this work.



We will make mistakes.

But

**We will have successes.**



**FEAR**



**AUTHENTICITY**



*Change a life - change the world.*



**Resources:**

UBC Indigenous People's Language Guide:  
[http://assets.brand.ubc.ca/downloads/ubc\\_indigenous\\_people\\_s\\_language\\_guide.pdf](http://assets.brand.ubc.ca/downloads/ubc_indigenous_people_s_language_guide.pdf)

UBC Indigenous Foundations  
<https://indigenousfoundations.arts.ubc.ca/home/>



Resources:

UBC Indigenous Student Recruitment Portal

<https://you.ubc.ca/aboriginal-students-ubc/>

CAUT Guide to Territory Acknowledgements

<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>



If you have further questions, please contact:

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