



Looking Forward... Indigenous Pathways To and Through Simon Fraser University

Wholistic¹ understandings of access, transition, and persistence



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1. *Wholistic* is intentionally spelled with a “w” to invoke an Indigenous understanding of holism that is interconnected and interrelated with the animate and inanimate (e.g., Archibald et al., 1995; Mika, 2016).

Acknowledgements

Simon Fraser University is located on the traditional, unceded, and occupied territories of the *Skwxwú7mesh Úxwumixw (Squamish)*, *Səlilwətaʔ (Tsleil-Waututh)*, *Xʷməθkʷəy̓əm (Musqueam)*, *kʷikwəʔəm (Kwikwetlem)*, *Semiahmoo*, *Katzie*, *Kwantlen*, *Qayqayt*, *Stó:lō*, and *Tsawwassen First Nations* and other *Coast Salish Peoples*.

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Executive Summary

SFU has a longstanding commitment to Indigenous education. In acknowledging and accepting the role of universities in the colonization of Indigenous peoples, SFU sets out its path of responsibility to be an agent of institutional transformation and systemic decolonization. However, SFU still has work to do. This report adds to the previous recommendations that have provided a clear direction for advancing institutional programs, policies, and practices that will ultimately provide Indigenous people with opportunities, partnerships, and pathways to and through SFU.

In 2017 and 2018, three events led to the need for the current project. First, in April 2017, SFU announced the closing of its Indigenous access programming within Continuing Studies, particularly its Aboriginal University Preparation Program (AUPP). Second, the ensuing public outcry resulted in a reconfiguration of the AUPP in January 2018 to become the Interim Aboriginal University Preparation Program (I-AUPP), which is housed in the Faculty of Arts and Social Sciences (FASS). Third, the SFU-Aboriginal Reconciliation Council (SFU-ARC) *Walk This Path With Us* report contained 34 Calls to Action, with Call to Action 15 specifically asking the institution to: “Proceed with the external review and the re-visioning process, and then identify permanent and sustainable core funding for the Aboriginal University Transition Programs.” Moreover, this Call to Action was the catalyst for the formation of the Indigenous Pathways Planning Group (IPPG) in 2018. However, the SFU-ARC Calls to Action required the scope of this project to be more inclusive of the multiple ways to and through SFU for Indigenous students.

Purpose

Our purpose was to provide a comprehensive review and develop recommendations for all pathways for Indigenous students to and through Simon Fraser University. We sought to answer the following questions:

- Q1:** What are Canadian higher education institutions doing to address issues of access and inclusion for Indigenous students? How does SFU compare with respect to the programs and services it offers to support the admission, access, and retention of Indigenous students?
- Q2:** What are the identified educational visions and needs of local Indigenous communities and organizations?
- Q3:** How can SFU work with local Indigenous people to support their educational visions and needs?

Process

Our process was guided by the Indigenous Wholistic Framework¹; the 4Rs of respect, relevance, reciprocity, and responsibility²; and the teachings from Indigenous research methodologies.³ Specifically, we carried out the following:

- An analysis of SFU data from 2015–2019 contained in its Institutional Planning and Research Report and the Business Analysis and Assessment on Indigenous students; these data included Indigenous responses to the 2017, 2018 Undergraduate Student Surveys, the 2018 National Survey of Student Engagement and Indigenous undergraduate admissions data from 2013 - 2019.

- A literature review of Indigenous student experiences; and targeted access, transition, and persistence programming.
- An environmental scan of over 70 Canadian public universities, which we used to build a national picture of access, transition, and persistence programming for Indigenous students; and which we combined with an analysis of university documents on Indigenous-specific housing, finance, and admissions policies.
- A re-analysis of the transcripts and notes from the I-AUPP external/internal review consultation conducted by Dr. Pidgeon and Dr. Rob Hancock (Métis) from the University of Victoria, which we carried out in April 2019.
- A qualitative analysis of community consultations that included interviews and sharing circles with 200 participants who represented Indigenous community leadership and youth; local Indigenous organizations; school district and K–12 educators; and SFU faculty, staff, and students.

We began our data collection in October 2018 with a literature review and environmental scan, and carried out our final interviews in February 2020. Our analysis was emergent and ongoing, particularly with respect to the interviews/sharing circles, which underwent transcription and participant verification.

Key Findings

Literature Review: We first acknowledge the ongoing impact of colonization on Indigenous peoples and the Canadian educational system. The negative impacts of residential schools, systemic racism, and a K-12 education that fails to meet the needs of Indigenous students contribute to a lack of access to, and participation in, post-secondary education. An understanding educational success for Indigenous students requires decolonizing the current Euro-Western understandings of success, and replacing them with a more culturally relevant and wholistic framework that includes the spiritual, intellectual, physical, and emotional needs of learners. Successful Indigenous access, transition, and retention programs need to be culturally relevant, respect and integrate cultural ways of knowing, and empower Indigenous students to connect their educational paths to personal and community ideas of success. However, the lack of financial resources—whether at the individual, family, or community level—significantly impacts the ability of Indigenous people to attend post-secondary education institutions or to participate in recruitment and transition programming. Our literature review helps to bridge the general understandings of SFU’s local context on the shared, unceded, and occupied territories of the Coast Salish peoples.

Environmental scan: Access, transition, and persistence. Our environmental scan focused on institutional programming. With respect to their support for Indigenous students, 95% of Canadian public universities have an Indigenous student services unit. Universities across most regions of Canada provide access (e.g., early experiences), transition (e.g., into and through the first year), and retention (e.g., beyond the first year) programs and/or services for Indigenous students. We found that 30 institutions offered *early experience programs*, including summer camps and outreach programs. Thirty-six universities offered a total of 72 *transition programs* that support youth and adults as they move into university, whether as direct K–12 entrants, college transfers, or older than average students. Of these programs, 30 focused on skills upgrading and university bridging, 29 provided support for students through their first year of university studies, and 19 were credit transfer or other transition supports. The most common supports provided were peer mentors, tutors, and academic supports. We also found that 25 universities offered 42 *retention programs* that not only support students within an institution, but also offer them pathways to other education or career training options. The most common types

of retention programming are culturally connected, and include Elders programs, Indigenous language courses, cultural workshops and events, and skills acquisition or improvement. Institutions provided academic advising, tutoring, leadership training, work experience, and networking opportunities. However, few universities supported Indigenous-focused Co-op or experiential programs. To inform SFU how it can move forward to further support Indigenous access, transition, and retention programs, we additionally analyzed how other institutions funded such programs, and their policies on Indigenous student admissions and application criteria, finances, and housing.

From application to graduation—Why SFU data matter. Undergraduate applicants who self-identified as Indigenous ranged from 299 in 2013–2014 to 323 in 2018–2019, and about 53% were admitted. The majority were female (66%), which reflects national data; their average age was 22; and most came from BC, from the Surrey, Coquitlam, and Langley school districts. Most Indigenous applicants applied to the Faculty of Arts and Social Sciences, followed by the Faculty of Science and Beedie School of Business. Of concern is the fact that over this period, 85% of Indigenous applicants **did not apply for entrance funding or other awards**, despite their financial barriers. Over the same period, 95% of Indigenous applicants **did not apply to Residence and Housing** at their point of application. During 2015–2018, 852 Indigenous students completed their degrees. We found that Indigenous students are more likely to take 5–6 years to complete their undergraduate degrees (compared to the 4.56 year institutional average for Undergraduate degree completion), and are more likely to stop-start their degrees due to financial, work, and family reasons. Financial barriers continue to impede access and persistence for Indigenous students, and also limit their participation in extracurricular activities, study abroad, learning communities, student organizations, and Co-op opportunities. The retention rate between Yr1 to Yr2 averages around 74%, but this percentage increases if students persist into their third year, which points to the need for enhanced supports for Indigenous students in their first 2 years of university. Employment outcomes are promising, with 85% of Indigenous graduates employed. Although nearly half of SFU's Indigenous students surveyed in 2018's Undergraduate Student Survey (UGSS) agreed with positive statements about campus culture, the survey did not include questions about the specific cultural support services provided by the SFU Indigenous Student Centre (ISC), their faculty, or their experiences of culturally relevant curriculum and programs during their time at SFU.

Role of the Indigenous University Preparation Program (IUPP). The majority of the external and internal community participants in our study emphasized that SFU should transform the current Interim Aboriginal University Preparation Program (I-AUPP) into a continuing committed program, which should be renamed as the Indigenous University Preparation Program (IUPP). The identified challenges for the I-AUPP included silos; lack of sustained institutional support; a need for more Indigenous faculty and staff engagement in recruitment, admissions, instructional, and support services; and racism. Nevertheless, opportunities exist for SFU to enhance its commitment to provide access and transition pathways for Indigenous students. SFU needs to address the challenges that impede how the I-AUPP enacts Indigenous ways of building relationships (across the institution), and how it improves institutional understandings of success and provides wholistic supports for students while they are in the program and as they transition out of it into the broader SFU community.

Role of SFU in supporting Indigenous aspirations. All the participants in our study believed that SFU has an ongoing critical and integral role in supporting Indigenous communities and their educational and career aspirations, given SFU's commitment to reconciliation and redressing past wrongs through decolonization and Indigenization. The themes that emerged from our qualitative analysis of our interviews and sharing circles intersected with the literature with respect to identifying the factors that support Indigenous student success, which include family-community involvement, external support (e.g., finances, transition support), and cultural connections. Our participants also spoke about the hope and aspirations that Indigenous youth

had for their future, which enabled them to see post-secondary education as an accessible and viable pathway.

Understanding institutional success through Indigenous success. Our participants recognized clear tensions in how, institutionally, we think about what “success” means for Indigenous students, and how we think about Indigenous-initiatives and programs at SFU. They also described Indigenous student success as needing to be more wholistic, more connected to individual student goals and aspirations, such as giving back and contributing to their families and Indigenous communities. Several recommendations in this report address this wholistic sense of success.

SFU in partnership with Indigenous communities. Previous reports have highlighted the obligation of all SFU staff, students, faculty, and administration to take on their responsibilities to reconcile and truth tell. Within the context of the present project (known as the *Pathways Project*), it was made clear by community knowledge holders and SFU participants that partnerships with Indigenous communities and organizations were the way forward for advancing the work required to decolonize and Indigenize. Our participants also identified the factors that they believed would support the development and sustainability of such partnerships.

Recommendations: Mapping Directions Forward for SFU

Three guiding principles helped shape our recommendations for SFU’s support of Indigenous students and their communities: 1) SFU is **committed to enacting reconciliation, decolonization, and Indigenization**; 2) SFU needs to employ **wholistic understandings of success** because Indigenous peoples’ definitions of *success* are varied and are not to be understood as “one-way” or through Western values of success; and 3) SFU needs to instantiate **reciprocal and respectful relationships**. These recommendations are organized around the themes of access, recruitment, and admissions; transition and persistence; and reciprocal responsibilities.

Access

1. **Student finances matter.** Since adequate finances are a consistent barrier to access and retention of Indigenous students, SFU needs to create more financial support, more diversity regarding eligibility, more transparency in its communication processes with Indigenous students, a more wholistic assessment of Indigenous students’ applications, and a more streamlined application process.
2. **Early access programs.** Strengthen and sustain summer camps and other early experience programs and outreach to increase Indigenous communities’ familiarity with SFU. These programs can provide opportunities to sustain relationship building and foster a sense of hope and inspiration regarding post-secondary education (PSE).
3. **Indigenous admissions policies.** To increase Indigenous student accessibility, these policies should be more inclusive and understanding of prior learning assessments.
4. **Indigenous self-identification.** SFU should create processes that enable students to self-identify outside of the admissions application.

Transition

5. **Indigenous University Preparation Program.** This program should be offered as a regularized, Senate approved, academic program at SFU, with full institutional support and related resources. Regularization will ensure consistency in the teaching faculty and an intentional curricular coordination. The IUPP can become an exemplar for evidence-based practices that support Indigenous learners in gaining the confidence and skills they require to take their next step in their post-secondary journey.
6. **Indigenous Student Navigator positions.** Indigenous student navigators would have a responsibility to support Indigenous students throughout their SFU journey, from their point of recruitment to graduation to becoming alumni.
7. **Transition program.** SFU needs to create a transition program specifically for Indigenous college transfer students from its partner institutions.

Persistence

8. **Indigenous culturally relevant curriculum and pedagogical practices.** SFU should continue to develop and deploy these curricula and practices across all SFU faculties.
9. **Wholistic support.** Culturally informed, wholistic support for the physical, emotional, cultural, and intellectual needs of Indigenous students is key to their success in PSE.
10. **Indigenous Ombudsman Office.** This unit would be proactively focused on prevention initiatives regarding issues of Indigenous-based racism, discrimination, etc. at SFU.
11. **Future career connections.** SFU should provide Indigenous students with meaningful experiences during their time at SFU that will support their career development.
12. **Indigenous Alumni Network.** Support Indigenous Alumni of SFU in their work/career success.

Reciprocal Responsibilities: Nothing About Us Without Us, Leadership, and Governance

SFU needs Indigenous leadership and cross-unit collaborations and coordination (i.e., that break down silos) to support Indigenous access to and pathways through SFU. Indigenous leadership is necessary to address the experiences of Indigenous students in many post-secondary institutions that are reflective of an unwelcoming, unsupportive, and even racist campus culture. Institutional silos present a challenge to the internal and external relationship building that is necessary to support Indigenous pathways to and through SFU.

13. **Committed and sustained institutional resources.** SFU should provide financial and human resources to support Indigenous students and initiatives.
14. **Indigenous leadership—Associate Vice President Indigeneity.** SFU should create a senior leadership position focused on Indigeneity within the senior executive team to support the coordination Indigenous initiatives and break down of institutional silos.
15. **Indigenous Community Navigator positions.** This type of navigator would support relationships with local First Nations communities, school districts, and SFU's other institutional partners.

16. **Professional development for all SFU employees.** SFU would be a more welcoming place for Indigenous students if all SFU employees had ongoing cultural safety, decolonization, and other related professional development.
17. **Indigenous coordinated communication strategy.** Clearer culturally-informed and accessible communication and connections could address media communication and also cross-institution communications between and across units.
18. **Foster cross-unit collaborations.** These collaborations could be working groups with active mandates to support, develop, and enhance Indigenous academic programming and student services support across the three SFU campuses.
19. **Sustained reciprocal relationships and collaboration.** Building on the principle of relationships, sustained collaborations are needed both within the institution and with local Indigenous communities and partners.
20. **Culturally-informed assessment and institutional data.** Ongoing Indigenous culturally-informed assessment and evaluation are necessary for programs and services across SFU. Institutional Planning and Research as well as the Business Analysis units in Student Services are key stakeholders with respect to gathering institutional data. We need to collect data that are useful for evidence-informed decision-making about, and evaluation of, Indigenous initiatives and programs.

Conclusion

The strong voices gathered throughout this process have clearly laid out the direction forward for SFU regarding Indigenous pathways to and through the university. The work won't be easy. As an institution and community, we will continue to learn together as we collectively work to decolonize and Indigenize our programs, policies, and practices to empower Indigenous access, transition, and persistence through a multitude of pathways. Our responsibility comes back to our work in truth and reconciliation, and the strong commitment SFU made during the witnessing ceremony on October 16, 2017. Our recommendations parallel those in other institutional reports, which collectively provide SFU with *clear* directions for implementation and action. SFU's enactment of these recommendations will demonstrate a transparent commitment to reconciliation, decolonization, and indigenization. More importantly, SFU action will demonstrate that the institution has heard the voices of Indigenous communities and is committed to the sustained change that ensures that it becomes an engaged university for Indigenous communities, Indigenous research, and Indigenous students.

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Glossary

<p>Access</p>	<p><i>Access</i> is a term defined by Levin and Alcorn as “programs [which] are based on the belief that if academic, social, personal, and financial barriers are addressed, minorities and disadvantaged groups, for whom post-secondary education has not been a viable option, will enroll and succeed in post-secondary studies at the same levels as non-excluded members of society“ (p. 20). For the purposes of this project, we envisioned <i>access</i> as any support, program, or directive that provided early exposure to post-secondary education. <i>Access</i> is inclusive of summer camps, co-curricular courses for high school students, or other programs/services specifically designed for school-aged children (e.g., K–12). <i>Access</i> also includes those early experience programs that help Indigenous adults experience university prior to becoming enrolled as university students.</p>
<p>Decolonization</p>	<p><i>Decolonization</i> is understood to be a process that focuses on 1) upholding the sovereignty of Indigenous lands and the rights of Indigenous people to that land and 2) disrupting the settler relationship with power, land, and sovereignty by not defining that relationship solely through the Western perspective. With respect to education, Smith points out that: “Decolonization does not [mean] a total rejection of all theory or research or Western knowledge. Rather, it is about centering our concerns and world views and then coming to know and understand theory and research from our own perspectives and for our own purposes” (p. 41). The repositioning of Indigenous ways of knowing disrupts the current, common practice of knowledge and power relationships between settler and Indigenous pedagogies, curriculum, etc.</p>
<p>Indigenous</p>	<p>The term <i>Indigenous</i> represents the diversity of the first peoples of Canada, and includes over 60 different nations located from coast to coast to coast. We use this term interchangeably with the colonial imposed terms—First Nations, Métis, and Inuit (Inuk)—as defined by the Indian Act.</p>
<p>Indigenization</p>	<p><i>Indigenization</i> is the enactment of Indigeneity in academic spaces; it involves meaningful inclusion of Indigenous ways of knowing and being that holds Indigenous cultural integrity intact. It is lead by and for Indigenous peoples. The “Indigenization of the academy has truly transformed higher education when Indigenous students leave the institution more empowered in who they are as Indigenous peoples and when non-Indigenous peoples have a better understanding of the complexities, richness, and diversity of Indigenous peoples, histories, cultures, and lived experiences. Indigenizing the academy can be enacted by Indigenous representation from the Board of Governors, Senate, and senior administration to the faculty, staff, and students. It is about having relevant curricular and co-curricular programs, policies, and services in place that truly honour who Indigenous students are in their journey.” Michelle Pidgeon, “More than a Checklist: Meaningful Indigenous Inclusion in Higher Education,” <i>Social Inclusion</i> 4, no. 1 (2016): 77–91</p>

<p>Transition</p>	<p>Acknowledging the systemic barriers (e.g., colonization, racism) that have impeded the academic readiness of Indigenous people, “transition programs enable these students to acquire the qualifications and skills necessary to apply for university. [...] Although the location, delivery, and funding of transition programs may differ significantly, their purposes are generally the same.”</p> <p>In this report, <i>transition</i> refers to programs, services, and supports that were designed intentionally to help support Indigenous students entering into (and through) their first year of studies. Such programs may be supporting older than average students, non-traditional entry students, direct entry from high school students, or college transfer students.</p>
<p>Retention</p>	<p><i>Retention</i> within higher education is conceptualized as students’ journeys through university/college to degree completion, which typically for university is within a 4-year time frame, which is only one measure of student success. However, the retention puzzle—what factors help or hinder a student to degree completion—is the source of much research. The present report focuses on institutional factors that support the persistence of Indigenous students. We considered <i>institutionally-related retention efforts</i> as those activities, initiatives, services, supports, programs, or policies that aimed to support the persistence of Indigenous students beyond their first year to completion (e.g., 2, 3, 4, 5, + years) and/or transfer to their next journey (e.g., another institution, further studies, career opportunities, or employment). We intentionally moved away from retention discourse to that of persistence, so we could build on the idea that an Indigenous student’s journey through post-secondary education is not to be conceptualized solely at an institutional level. This shift was critical in acknowledging the various pathways that many Indigenous peoples take in completing their education (e.g., college to university; transition program to college or university; university to college).</p>
<p>Wholism</p>	<p><i>Wholism</i> for Indigenous communities represents the interrelatedness of the spiritual, intellectual, physical, and emotional components of human beings and existence. In regards to education, wholistic understanding applies to its delivery, target audience, and underlying theoretical constructs.</p>

SFU's Journey Towards Decolonization and Indigenization

Simon Fraser University (SFU) takes its name from the Scottish explorer Simon Fraser, yet it was built upon the shared and unceded territories of the Coast Salish in Vancouver, Burnaby, and Surrey. The historical and contemporary relationship between Settler and Indigenous peoples on unceded Indigenous lands requires that SFU to undertake truth-telling at a time of reconciliation. In acknowledging and accepting the role of universities in the colonization of Indigenous peoples, SFU has set out on its path of responsibility to be an agent of decolonization and systemic transformation to become better hosts for Indigenous students and sustained respectful partners with Indigenous communities. Although established as a radical campus, Indigenous places and peoples within SFU were absent from the retelling of SFU's story in *Radical Campus: Making Simon Fraser University*.⁴ This current project refocuses that narrative to build on the stories of Indigenous presence and education in this institution.

SFU's commitment to Indigenous education is long-standing, and in 2006–2007, it affirmed this commitment in an institution-wide Aboriginal Strategic Plan 2007–2012⁵ under former VPA John Waterhouse, with leadership from Lisa Sterling, Assistant Professor, Faculty of Education. In 2009, this plan established and set a direction for the Office of Aboriginal Peoples (OAP). The Aboriginal Strategic Plan 2013–2018 revised and updated the previous plan, and outlined 10 pillars of focus related to Aboriginal education: 1) academic program development, 2) research development, 3) student recruitment, retention, and support, 4) liaison and engagement with the Aboriginal Community, 5) Aboriginal knowledge development, 6) international engagement, 7) infrastructure and facilities development, 8) Aboriginal integration and leadership development, 9) government and NGO relationships, and 10) communication strategies.⁶

Since the creation of the OAP, SFU has produced several institutional reports that examine the pathways of Indigenous students to and through SFU. For example, the *Bridging Program Evaluation: Aboriginal University Preparation Program (AUPP) Aboriginal Pre-Health Program (APHP)* report was commissioned by Continuing Studies to meet funding requirements for the AUPP/APHP.⁷ The 2013 report *Enhancing Aboriginal Graduate Students' Experiences: A Journey Through the Past & Present Towards an Empowered Future*,⁸ a collaboration between the Faculty of Graduate Studies and the Office of Aboriginal Peoples, aimed at understanding Indigenous graduate student experiences at SFU, so support and services could be improved.

The Truth and Reconciliation Commission (TRC) Calls to Action and final report⁹ were the impetus for Simon Fraser University's own journey towards reconciliation in the release of its *Walk This Path With Us* report.¹⁰ This report, developed through a community consultation model, was presented to SFU President Andrew Petter using Coast Salish cultural protocols in the ceremony of Witnessing, which placed an expectation of accountability on SFU to enact the recommendations put forward to the university community.

As a public institution in British Columbia, SFU also is bound to the commitments made to Indigenous peoples through the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).¹¹ In 2009, UNDRIP was fully adopted by the province of British Columbia as part of its response to the TRC calls for reconciliation. SFU now has responsibilities under UNDRIP Article 15 related to Indigenous education:

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to

promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

UNDRIP Article 15.1 speaks to the need for culturally relevant curricula and pedagogies across BC society. This Article also requires that Indigenous leadership and collaboration be involved in the work ahead, which has important connections to the *Walk This Path With Us*¹² report, especially as articulated in its first guiding principle: “Nothing about us without us” (p. 27). This report called on SFU to ensure that any matters related to the interests of Indigenous peoples—whether in policy, programs, services, teaching, or research—must be guided by and done in collaboration with Indigenous peoples, particularly those of the host nations on whose territories SFU resides.

It is important to acknowledge that SFU has been engaged in one way or another in this work for over 30 years. In the review of available institutional reports and documents,¹³ we acknowledge all those who have come before us and those currently working to advance Indigeneity and decolonization at this institution. As an institution, SFU still has work to do, evidenced by the fact that recommendations have been repeated consistently across time in two or more of the relevant reports. The repeated recommendations include the following:

- Creating gathering spaces that provide the Indigenous campus community, particularly undergraduate and graduate, safe and welcoming spaces.
- Creating a more welcoming campus climate.
- Increasing Indigenous student, faculty, and staff positions at the institution.
- Enhancing professional development opportunities for employees, such as cultural-safety training, decolonizing workshops, or leadership development.
- Building relationships and networks of support as key for supporting Indigenous initiatives at SFU.
- Creating culturally relevant curriculum, pedagogy, and programs across SFU academic faculties.
- Building holistic support services.
- Enhancing Indigenous research resources, in particular for Indigenous graduate students.
- Supporting Indigenous initiatives with infrastructure and financial resources to enable their success.

Collectively, these recommendations provide a clear direction for the institution to further advance institutional programs, policies, and practices that ultimately could provide Indigenous people with opportunities, partnerships, and pathways to and through SFU.

Data Story of Access, Transition, and Retention at SFU

In telling the story of SFU, part of our research process reviewed institutional data to help us tell the story of Indigenous students’ participation and experiences. Although institutional data do not tell the whole story, because they are incomplete, such data do provide a useful account of who has been applying, who has been admitted, and who has persisted; and thus, help us to understand how we can improve the experience for Indigenous students (see Appendix B for institutional data reports). SFU’s Institutional Research and Planning (IRP) and Business Analysis and Assessment (BAA) units have collated available SFU data from 2013–2014 to 2018–2019 to answer questions about who is applying, who is being admitted, who is completing their degree at SFU, and who is self-identified as Indigenous. We present these data before our literature review to help situate them within the broader conversation around Indigenous student experiences.

SFU-Aboriginal Reconciliation Council (SFU-ARC) Calls to Action: Project Alignment

In 2017 and 2018, three events led to the need for the current project. First, SFU announced the closing of Indigenous access programming by Continuing Studies, particularly the AUPP in April 2017.¹⁴ Second, the ensuing public outcry resulted in a reconfiguration of the AUPP in January 2018 to become the Interim Aboriginal University Preparation Program (I-AUPP), which is housed in the Faculty of Arts and Social Sciences (FASS). Third, the SFU-ARC¹⁵ *Walk This Path With Us* report contained 34 calls to action, of which “Call to Action 15” asks the institution to: “Proceed with the external review and the re-visioning process, and then identify permanent and sustainable core funding for the Aboriginal University Transition Programs” (p. 40). This call to action was the catalyst for the formation of the Indigenous Pathways Planning Group (IPPG) in 2018. Then VPA Dr. Peter Keller initially charged the IPPG with three tasks: 1) review the previous Aboriginal University Transition Program (AUTP), 2) explore best or promising practices from elsewhere, and 3) develop recommendations for a renewed program for SFU.

However, the SFU-ARC calls to action¹⁶ required this scope of work to be broadened. As a result, the IPPG approved the scope of work as inclusive of *all* pathways for Indigenous student engagement (K–12 outreach, transition, diploma/certificate, undergraduate, and graduate). In October 2018, Dr. Pidgeon and her research team met with the IPPG and proposed the following project that would lead to the current report: *Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs* (the *Pathways Report*). The expanded mandate intentionally brought into focus Indigenous community needs and expectations, and SFU’s commitment to be responsive and responsible to those needs and expectations.

Drawing on the teachings of the late Musqueam Elder Vince Stogan, this project sought to *look back* to inform how SFU will *look forward* in taking up the work of empowering Indigenous pathways of success through the 4Rs (respect, relevance, reciprocity, and responsibility).¹⁷ Verna Kirkness (Cree) and Ray Barnhardt (Settler) gifted the 4Rs to post-secondary institutions to help them understand and undertake their responsibility to support Indigenous education. *Respect* means respect for Indigenous knowledges, and an acknowledgment of the diversities of Indigenous peoples in Canada (and globally), their unique cultures, languages, and histories. *Relevance* for Indigenous communities reminds institutions that educational programs and services, policies, and practices must be relevant to these communities (not the institution). Self-determination, empowerment, and now reconciliation and resurgence are the ways that education for and by Indigenous peoples can become enacted within this teaching. *Reciprocal relationships* calls on all of us involved in post-secondary education to have a collective duty to share and give back. *Responsibility*, the final R within the TRC¹⁸ calls to action, is a reminder that each of us in the post-secondary and broader Canadian educational system has a responsibility to the commitments made to Indigenous education, particularly during a time of decolonization and Indigenization.¹⁹

The centering of Indigenous protocols and research processes in the envisioning of Indigenous students’ pathways to and through SFU is a critical and intentional direction for the implementation of the SFU-ARC’s²⁰ calls to action. Moreover, the Aboriginal Strategic Initiative (ASI) Fund was established to support SFU in taking up the SFU-ARC calls to action as informed by the following guiding principles.²¹

Principle 1: Nothing About Us Without Us

At this time of truth and reconciliation, and more importantly, Indigenous resurgence and self-determination, the establishment of the Indigenous Pathways Planning Group (IPPG) intentionally enacted the principle of “nothing about us without us.”²² In addition to the IPPG co-chairs Dr. Tania Bubela (Dean, Faculty of Health Sciences) and Dr. Michelle Pidgeon, and SFU administration, faculty, and staff representation, the IPPG included Indigenous staff, faculty, and students. The IPPG guided the work of the Pathways project with clear terms of reference and scope, as set out by the SFU-ARC²³ and the IPPG members themselves.

The prioritization of Principle 1 also extended to the composition of the research team, so key research assistants were Indigenous. Community consultations focused on Indigenous communities and community programs, and these consultations shaped the project recommendations. In the Fall 2019 semester, members of the IPPG and participants in this project were invited to the table to form the Indigenous Research Advisory Circle (IRAC). The IRAC included representation from, but not limited to:

- The Indigenous Pathways Planning Group.
- The land-based nations upon which SFU’s three campuses reside and representatives from local Aboriginal organizations.
- Elder advisors and cultural knowledge holders.
- The SFU community (i.e., administration, staff, faculty, and students).

This IRAC was established to ensure that the principles of relationship and reciprocity were honoured. It enabled the sharing of preliminary findings with knowledge holders. Members of the IRAC engaged in discussions about the findings and emerging recommendations and helped to guide Dr. Pidgeon and her team in the writing of the recommendations of this report.

Principle 2: Indigenization of the Whole University

The *Pathways Report* focuses on one aspect of Indigenization—providing culturally relevant programs and pathways to and through SFU for Indigenous students, from summer camps and bridging/academic readiness programs to undergraduate and graduate programs and pathways. Through its recommendations, this report informs policy revisioning and development, which may be taken up by stakeholders. Unit-level uptake could extend Indigenization throughout the whole university.

The enactment of the 4Rs in the *Pathways* process models how to respectfully build relationships with Indigenous communities and organizations. It offers SFU the opportunity for meaningful relationship building that can influence and sustain systemic change. The *Pathways Project* provides an inclusive and wholistic understanding of Indigenous pathways to and through SFU.

The stories of Indigeneity within SFU’s history (including those illustrated in Figure 1) are important stories to tell to establish a context that has had a complex history that continues to permeate contemporary initiatives, programs, practices, and people across this institution. We recognize SFU’s engagement with Indigenous communities extends back to the establishment of the University and the early community partnerships, such as the First Nations community Academic Outreach (NEP/FNEP) programs that were operated in Kamloops from 1988 to 2010 (now known as the SFU First Nations Languages Program)²⁴ and the Faculty of Education’s community-based Indigenous teacher education programs offered throughout the province (e.g., Mount Currie, Enderby, Prince Rupert, and Alert Bay), which were first offered in the 1970s and

continue today. As an institution, SFU has committed to a mission to be an engaged university, which includes a commitment to Indigenous education and Indigenous communities' visions of their own empowered futures. The following section looks at the stories of Indigenous student experiences at SFU as made available through institutional data.

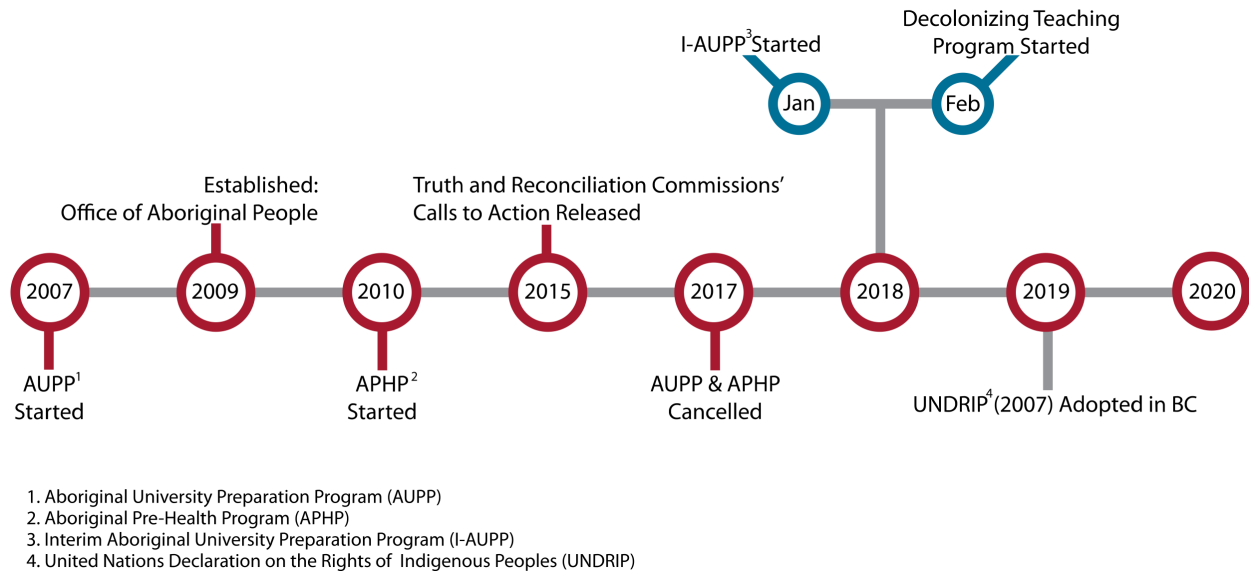


Figure 1. Journey towards decolonization timeline for the past decade.

From Application to Graduation—Why Data Matter

Application and admission data story. The undergraduate applicants who self-identified as Indigenous during a six-year period (2013–2019) ranged from 299 in 2013–2014 to 323 in 2018–2019, with slight increases in applications over this period. The majority of these students were female (66%), which reflects national data that Indigenous women are more likely than Indigenous men to enrol in university.²⁵ The average age of Indigenous applicants to SFU during this period was 22.

The majority of these Indigenous applicants (85%) were residents of BC. The top three school districts were Surrey, Coquitlam, and Langley. The majority of BC College transfer applications were from Douglas College, Langara College, and Kwantlen Polytechnic University. Understanding residency and transfers are important for comprehending crucial community and institutional relationships, which helps SFU identify areas of growth and potential future partnerships, as well as proactive recruitment initiatives, including intentional resources for outreach and recruitment. However, recruitment data do not provide a full picture.

It was evident from our community consultations, and institutional data, that other school districts, particularly those south of the Fraser, would benefit from increased opportunities to engage their students with SFU, given the proximity of the SFU Surrey location. Over a six-year average, most of the Indigenous applicants to SFU chose the Faculty of Arts and Social Sciences, followed by the Faculty of Science and the Beedie School of Business. This information highlights areas of opportunity and potential growth for other SFU faculties.

We also analyzed the entrance funding (EF) status of admits, which included all entrance funding applied or nominated for (so students could be counted multiple times) from 2013–2014 to 2018–2019. These data tell a particularly noteworthy story because 85% of Indigenous

applicants did not apply for EF or other awards. However, all other data sources included in this report indicate that one of the most common barriers for Indigenous students to access and persist through post-secondary education is financial. This lack of applications despite SFU having entrance funding sources for *all* students and some targeted funding for Indigenous students.

Of those who applied, just over half (53%) were admitted to SFU over these six years. However, the majority of Indigenous applicants did not apply to Residence and Housing at the point of applying (85%). Of those who did apply for housing and were admitted to SFU, the majority were offered a space in residence, and most of these students moved into Residence and Housing. It is also important to acknowledge that in 2015, SFU closed its on-campus family housing units due to the age of buildings and the cost of maintenance. That same year the *Residence and Housing Master Plan 2015–2023* document was released, and since 75% of housing students recognized the importance of family housing, an intentional plan was included within the master plan to incorporate family-housing within the design of UniverCity at the Burnaby campus.²⁶

Another source of data was the *2017 Undergraduate Student Survey (2017–UGSS)*, which had 143 respondents self-identified as Indigenous and the *2018 Undergraduate Student Survey (2018–UGSS)*, which had 168 Indigenous respondents. The *2017 Undergraduate Student Survey* asked: “Prior to applying to SFU did you attend any on-campus science workshops/ events (e.g., summer camps, math camps, MathCatchers, girls exploring physics, etc.)?” Twenty-one of the 143 Indigenous respondents attended these camps, and 71% of these former camp participants felt that their summer experience directly impacted their decision to apply to SFU.

Persistence data story. We analyzed the persistence at SFU of the 852 Indigenous undergraduate students who completed their degrees from 2015 to 2018. They studied in the Faculty of Arts (38%), Faculty of Education (28%), and Faculty of Business (14%). The majority of Indigenous students who completed their undergraduate degree did so with a bachelor's degree (382/578), certificate (114), and/or Professional Development Program program (77). For Indigenous graduate students who completed their programs from 2015–2019, 205 completed their masters (out of 274), 20 completed their doctorates, and 24 completed graduate diplomas or certificates.

Time to degree completion has been a traditional measure of success and usually is thought of as a 4-year cycle for a bachelor's degree. The institutional data on Indigenous undergraduates who completed their degree between 2015–2019 (inclusive of Indigenous students who were admitted since 1990) shows that Indigenous students were more likely to take 5 to 6 years to complete their degrees. It is worth noting that SFU undergraduate degree completion average is 4.56 years, however, for those directly entering from high school, their time to degree completion is 5.33 years²⁷. This longer time to completion may be influenced by increasing numbers of undergraduate students enrolling in co-op degree programs (e.g., in 2015/16 7.9% of undergraduate degrees completed were co-op degrees and in 2019/20 the percentage of co-op degrees awarded increased to 15.2%)²⁸ With respect a question in the 2017 and 2018 undergraduate student surveys that asked students to compare their expected to actual time to complete their degree, over half of the Indigenous respondents felt that their degree was taking longer than expected by 1–2 semesters (roughly a quarter of these respondents), while others felt it was taking another year or two longer. This institutional data resonated with the findings from the research literature that Indigenous students tend to take longer to complete their degrees since they are more likely to stop-start their degrees due to funding issues, family responsibilities, and/or the need to work. These factors are even more complex for Indigenous students who also are parents.

The *Profile of Aboriginal Students* data compiled by Institutional Research and Planning from 2013–2014 to 2016–2017 provides the retention rates for first-year cohort progression to years 2, 3, 4, and 5. Regarding these data, 74% of the students who entered first year progressed to Yr2. After this year, a decreasing attrition rate occurs in each subsequent year. For example, with respect to those students admitted in 2012–2013, 73% went on to Yr2, 62% went on to Yr3, 53% went on to Yr4, and 48% completed Yr5. However, rolling retention rates provide another perspective on Indigenous undergraduate students' persistence. These data demonstrate that while retention rates between Yr1 to Yr2 average around 74%, when students persist into their third year, average retention rates increase (e.g., 83% persisted from Yr2 to Yr3, 84% persisted from Yr3 to Yr4, and 91% persisted from Yr4 to Yr5). This finding clearly points to the need for enhanced supports for Indigenous students in their first two years.

The *BC Baccalaureate Graduate Survey* of 2014–2017 found that the employment outcomes of the 136 respondents who self-identified as Indigenous were promising and represented a note of hope for the Indigenous communities that trust SFU with their learners. On average, 85% of Indigenous graduates were employed, most of them full-time, and in a career related to their education. A strong majority (86%) of respondents felt that the knowledge, skills, and abilities acquired while at SFU were *very or somewhat useful* in their job. The most common fields of employment were elementary/kindergarten teachers (N=18), secondary school teachers (N=11), and social and community workers (N=6).

Working while studying continues to be an important aspect of Indigenous students' lives. Over 65% of Indigenous respondents to the 2017 (n=143) and 2018 (n=168) *Undergraduate Student Surveys* were working while studying. In 2017, 38% indicated they worked on average 10–19 hrs./wk., 29% worked 20–29 hrs./wk., and 12% worked more than 30 hrs. week. In 2018, 38% reported they worked 10–19 hrs./wk., 22% worked 20–29 hrs./wk., and 17% worked more than 30 hrs./week.

In addition, in 2018, the majority of Indigenous respondents (73%) felt that their overall learning experiences at SFU were “welcoming and inclusive for all students”; however, about a quarter of all Indigenous respondents disagreed or strongly disagreed with this statement. The top three skills/qualities/experiences Indigenous respondents felt they should have acquired at graduation were critical thinking skills, a solid foundation in their academic discipline, and the ability to apply knowledge in life and work. Another quarter of respondents also felt that having an understanding that their degree was one step in the process of lifelong learning was important to know at graduation.

As supported by the following literature review, financial barriers continue to impede the access and persistence of Indigenous students. These financial barriers, coupled with the number of SFU Indigenous students who work while studying, provide some context for thinking about their participation in extracurricular activities and/or other opportunities like Co-op. The *2018-USGS* asked: “Are you currently participating (or planning to participate) in SFU-Co-op?” Of the 160 respondents who answered this question, 13% were in a Co-op program and another 37% were planning to apply. However, half of the respondents were not planning to do a Co-op during their time at SFU.

For those who were planning (or already enrolled) to do a Co-op, most wanted relevant work experiences (69%), opportunities to create network connections (38%), and others were interested because they heard good things about a Co-op from their peers (35%). Interestingly, they also indicated (more so than non-Indigenous respondents) that a Co-op was recommended to them by family (14%), friends/relatives who had done a Co-op (13%), or a high school counsellor (11%). This latter point speaks to the importance of relationship-building across the student experience—family, friends, and networks of support are all influencers on student journeys. For those not participating in a Co-op, the main reasons were that they thought it

would extend the length of their degree (43%), they did not want to commit to three Co-op terms (32%), they already were employed (34%), and the Co-op fees were too high (27%).

In the *2018-USGS*, Indigenous students reported that they were thinking about their future careers (e.g., discussing plans with family friends [53%]; researching careers [49%]; speaking to someone in their desired field [47%], or gaining experience (paid/unpaid) in their field [31%]). When asked why they might not have considered their career planning just yet, 28% felt they would do that closer to graduation; 27% didn't know SFU had career services and supports; 24% indicated they lacked sufficient time due to obligations, not including work; 21% said they lacked time due to work; and 21% didn't know where to find information about careers and/or had not yet thought about a career to pursue.

Another aspect of Indigenous student experiences at SFU is available in the *2017 National Survey of Student Engagement* (2017 NSSE) in which 40 Indigenous self-identified. In this survey, 30% of the 40 Indigenous respondents indicated they often spoke to a faculty member about their career plans, 38% spoke sometimes, while 32.5% did not. In addition, most indicated they did not plan to participate in study abroad, work with a faculty member, join a learning community, or take on formal leadership in a student organization, and 30% reported no intention to do a Co-op. Collectively, these data from the *2017-NSSE*, *2017-USGS*, and *2018-USGS* identify areas of student experience that pose barriers for Indigenous students to participate in co-curricular programming and/or benefit from services that could support them academically, personally, or for career planning.

Finally, the *2018-USGS* asked students about campus culture and environment. Nearly half of the 154 Indigenous participants *agreed* (or *strongly agreed*) that they “felt part of a caring community at SFU,” but 36% of these respondents disagreed. With respect to the survey statement “SFU provides a supportive environment that reduces unnecessary personal and academic stress,” 45% of Indigenous respondents agreed, while 43% disagreed. However, it is important to note that the SFU surveys did not pose any questions to Indigenous students regarding any specific cultural support services provided by the SFU Indigenous Student Centre, their faculty, or their experiences of culturally relevant curriculum and programs during their time at SFU.

Drawing on the teachings of *Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs*, the next section reviews the research literature published between 2000 to 2019 on Indigenous student access, transition, and retention. A few past research exceptions, such as *Indian Control of Indian Education: Policy Paper Presented to the Minister of Indian Affairs and Northern Development*²⁹ were included due to their relevance to the *Pathways Report*.

Literature Review

Much can be learned from the research that has been conducted on Indigenous student persistence. In this review, we provide a critical synthesis of the research related to the pathways to and through post-secondary education. First, we focus on Indigenous student success by defining what it is, and then we provide a brief historical context to Indigenous participation in post-secondary education. Second, we review the literature on access and transition, specifically for Indigenous students. This research examines how the early experiences of K–12 support first-year Indigenous students as they adjust to university or college. Third, we explore the extensive retention literature that includes stories of Indigenous students' experiences, and institutional and other factors that support or hinder their persistence. Finally, we summarize the lessons learned about Indigenous access, transition,

and retention. In telling this story, we acknowledge the ongoing impact of colonization on Indigenous peoples and the Canadian educational system.

Indigenous People and the Canadian Education System

The impact of colonization has been well documented,³⁰ and Canada's education system is an active agent in the ongoing colonization of Indigenous peoples. This agency includes a history of assimilationist policies and the implementation of residential school programs that deprived Indigenous children of opportunities for physical, intellectual, mental, and spiritual growth; and fulfillment. For many Indigenous families and communities, the resulting intergenerational trauma and an ongoing institutionalized bias toward Indigenous peoples have created a distrust of the education system and education professionals.³¹ The Canadian education system continues to reproduce Euro-Western colonial perspectives of education that are not conducive to the success of Indigenous students, and according to many Indigenous and settler scholars, the system continues to be challenged to meaningfully incorporate relevant curriculum, pedagogical approaches, and understandings of Indigenous ways of knowing and being.³²

The Canadian education system must reform itself to support reconciliation, decolonization, and Indigenization efforts.³³ If Canada is to fully recognize the potential of Indigenous peoples, Canadian institutions must recognize and support the expression of Indigenous knowledge and world views and thus give all Canadians access to a rich cultural history in an atmosphere of shared cultural understanding.³⁴

Decolonization and Indigenization are both processes that bring indigenous and non-indigenous people together to ensure that programs, policies, and practices are culturally relevant to and for Indigenous peoples and that they do not perpetuate the colonial practices of marginalization and othering.³⁵ These processes require a shift in mindset, heart, and behaviours. Indigenization centres Indigenous ways, cultures, perspectives, and world views by recognizing the diversity of nations within Canada and internationally.³⁶ The process of decolonizing creates important shifts in power and knowledge. Indigenization also engages an Indigenous-led transformation that empowers and respects Indigenous people, leading to better futures for Indigenous students and their communities.

Indigenous People and Post-Secondary Education

The negative impacts of residential schools, systemic racism, and a K–12 education that fails to meet the needs of Indigenous students contribute to a lack of access to and participation in post-secondary education.³⁷ Statistics on the highest level of educational attainment show that 26% of Indigenous people report less than a high school education, compared to 11% of the general population; only 11% of Indigenous people complete university at or above a bachelor's level, compared to 30% of the general population.³⁸ Lower educational attainment has greater negative employment outcomes for Indigenous people: 62% of the general population with less than a high school diploma reported employment, compared to 45% of Indigenous people. However, increased education closes that gap: 82% of Indigenous people who complete post-secondary education are employed, compared to 87% who complete post-secondary education of the general population.³⁹ Health determinants also are impacted by one's education and socioeconomic status. Consequently, Indigenous people also are less likely than non-Indigenous people to report good or excellent health and are more likely to experience higher levels of food insecurity and of being victims of crime.⁴⁰

Systemic Barriers and Facilitators

Further to these findings, the literature on Indigenous student experiences clearly identifies systemic issues (e.g., racism, lack of relevant curriculum and programs) that negatively impact these students' educational experiences and overall persistence. It is important to acknowledge these hindering factors as systemic since they can potentially impact a student at any point along their educational journey from K–12 to university.

Racism and prejudicial attitudes that permeate the educational system remain as significant barriers to Indigenous student participation in higher education.⁴¹ Racism has the power to severely impact the how Indigenous students perceive themselves, their cultural identity, and their ability to excel in their educational journey.⁴²

It is crucial to recognize the negative impact that educators who hold such views have on Indigenous students' academic progress and their sense of self (e.g., confidence, esteem, concept of self).⁴³ Systemic racism is perpetuated by the structures, policies, and practices within an institution and by those who hold such views—whether they be an instructor, front-line staff, or fellow student—and consequently, racism can be experienced in multiple ways. Similarly, racism also negatively impacts Indigenous staff who also experience racism, biases, and lateral violence throughout the education system.⁴⁴

The presence of Indigenous role models across the university system (e.g., administration, faculty, staff, and students) can create a connection and sense of belonging for Indigenous students. The literature is clear on how a lack of cultural representation in personnel, curriculum, and pedagogical practices is a barrier to the success of Indigenous students because they cannot see themselves reflected in what is lacking.⁴⁵ Indigenous students experience higher educational success and motivation when they have access to traditional and wholistic Indigenous ways of knowing and being.⁴⁶ Indigenizing the current curriculum is an avenue for further supporting Indigenous students.⁴⁷

Indigenous students feel more comfortable, respected, recognized, and engaged when they work with information and practices that are aligned with their own community and cultural values and teachings.⁴⁸ Although, many believe that the process of Indigenizing the Canadian education system is too complex,⁴⁹ “the best outcomes are achieved where there is a respectful ‘two-way’ interchange of cultural and pedagogical knowledge.”⁵⁰ Thus, the incorporation of Indigenous knowledge and world views is integral to support the transition, success, and retention of Indigenous learners. This incorporation also has the potential to create a space for students to learn and progress in environments that acknowledge the wholistic education of a student.

Post-secondary institutions have many lessons to learn as they increase their reconciliation, decolonization, and Indigenization activities. In particular, institutions require a deeper understanding of Indigenous world views if they want to challenge norms and decolonize institutional policies and procedures. Indigenous peoples' perception of education does not always align with Euro-Western educational methods or epistemologies.⁵¹ The constraints of a linear Euro-Western view of success do not allow Indigenous students to flourish and thrive in their academic journeys. Within these constraints, Indigenous students are not provided with opportunities to pursue a higher education that connects with their cultural ways of knowing.⁵² Thus, it is imperative to create spaces in Euro-Western education systems that enable more wholistic, nuanced, and inclusive understandings of success.

Wholistic Understandings of Success

For Indigenous students, success encompasses a wholistic view of their overall life journey, and education connects to their individual aspirations in relation to their family and community responsibilities, as well as career and other life goals.⁵³ Understanding Indigenous students' educational success requires decolonizing the current Euro-Western understandings of success; it requires using a more culturally relevant and inclusive framework.⁵⁴ Family, community, and environment are all integral to the growth, progress, and success of Indigenous peoples and students.⁵⁵ An educational system that fosters Indigenous success would support and encourage high school completion for all Indigenous students, which would help to remove the barriers to access and persistence that Indigenous students experience in post-secondary education in all its forms.⁵⁶

For Indigenous communities, *wholism* represents the interrelatedness of the spiritual, intellectual, physical, and emotional components of human beings and existence.⁵⁷ Thus, traditional Indigenous modes of education strongly support and encourage the education of the whole child—their emotional, spiritual, physical, and intellectual progress.⁵⁸ An Indigenous Wholistic Framework is “just one way to represent Indigenous ways of knowing and being,”⁵⁹ which also acknowledges the various “key components of the learning journey that foster Indigenous understandings of success and well-being.”⁶⁰ The use of an Indigenous Wholistic Framework can enable institutions to address the whole education and journey of Indigenous students to ensure that their physical, spiritual, and intellectual needs are met.

Access to Higher Education

Accessing post-secondary education is a complex process influenced by a multitude of individual and systemic factors. For example, the realities of students' family circumstances (e.g., the educational attainment of their parents, their socio-economic status), K–12 schooling choices and course options, and their experiences of education combine to influence their perceptions of whether a post-secondary education is a viable option. Even those who desire to pursue post-secondary education are deterred by their lack of proximity to a post-secondary institution, related housing, and/or financial supports.⁶¹

Levin and Alcorn's definition of *access* recognizes that barriers exist across the physical, spiritual, and intellectual realms.⁶² We used this definition in our research on how Indigenous students were encouraged and supported on their journey to post-secondary education. Access programs in this *Pathways Report* focus on K–12 students and include programs and services that were designed to inspire their imaginations about future possibilities. “Access” programs and supports, may also be considered early experience programming, including summer camps, day camps, sports events, and events held in communities or schools that were organized by institutions (e.g., Science ALIVE).

Indigenous student engagement and success at the primary and secondary level is best supported through pedagogical practices that address the whole child, connect to their cultural ways of knowing, and enable them to position themselves as an empowered actor in their educational journey.⁶³ When Jungic and Thompson⁶⁴ reflected on their 5 years of leading MathCatchers, an academic summer camp for Indigenous high school students at Simon Fraser University, they noted the main purpose of the outreach camp was to “strengthen academic engagement and cultural awareness among First Nations, Métis, and Inuit (FNMI) students who attended, regardless of their high school grades. This was an important decision as it manifested our commitment to meeting youth wherever they were in their learning journeys” (p. 2).

Early experiences with post-secondary institutions can demystify the post-secondary setting since these experiences mitigate transition challenges that derive from unfamiliarity.⁶⁵ These experiences encourage Indigenous people to identify as members of the post-secondary community.⁶⁶ These early experiences also can empower Indigenous children and youth to see themselves in a wider range of future careers and can illustrate a clearer path to and through post-secondary education to attain that career.⁶⁷ Culturally relevant early experiences can connect Indigenous children and youth to Indigenous ways of knowing, utilize Indigenous mentors, and centre Indigenous identity as valuable and worthy of respect.⁶⁸ Targeted summer camp programs during the formative years also may help mitigate the disinterest that older students develop toward certain subjects (e.g. sciences)⁶⁹ or connect them to their unseen potential (e.g., leadership).⁷⁰

The positive presence of role models during the education process has been cited as a significant, supportive, and motivating factor in helping Indigenous students complete their education and access higher education.⁷¹ The visibility of some form of cultural representation—such as an Indigenous professor, counsellor, or other students—can significantly improve the educational outcome of Indigenous students because this visibility enables them to see others paving the way forwards.⁷² Thus, it is important for Indigenous students, regardless of their age, to have positive peer support and role models present in their educational journey.

Programs that have successfully incorporated culturally relevant pedagogical practices also are important for wholistically supporting Indigenous students' educational experiences.⁷³ For example, the Kotsihtla Project is a creative arts program that aims to empower and connect Indigenous youth living in remote areas through music and art.⁷⁴ Another access program involved a critical literacies project in which Indigenous youth from British Columbia created their own graphic novels.⁷⁵ This program incorporated Indigenous ways of knowing and being into the learning process, which helped to further facilitate students' academic engagement and interests.⁷⁶

Nevertheless, a variety of socioeconomic barriers prevent Indigenous children and youth from participating in access programs, including program fees, materials, child-care, transportation, and food costs.⁷⁷ Post-secondary institutions should consider ways of removing or lowering such barriers during program development and planning. Relationship building with Indigenous communities also is essential to allay the distrust that stems from Canada's history of assimilationist policies and institutionalized racism.⁷⁸ A particular challenge is providing early experiences to rural and remote communities where gaps in education quality and a lack of proximity to post-secondary institutions make post-secondary programming less accessible for Indigenous children and youth.⁷⁹

Transition into Higher Education

Transition programs enable students to acquire the qualifications and skills necessary to be prepared to be successful in university. Although these programs may vary in location, delivery, and funding, they serve a common purpose and acknowledge the systemic barriers (e.g., colonization, racism) that have impeded the academic readiness of Indigenous people.⁸⁰ We define *transition* as the programs, policies, and services that are put in place to support students in and through their first year of university or college. These programs, policies, and services may serve high school students as they leave their K–12 education and move into college or university, transfer students from college to university, and older adults who pursue university or college after working or taking a break from schooling.

Indigenous students are confronted by interconnected barriers to their access to post-secondary education, which include, but are not limited to, personal, socio-economic, and institutional

factors. Therefore, transition programs need to address the whole person by providing support for students' physical, psychological, and cultural needs. Successful transition programs make personal connections with their participants, provide opportunities for them to meet Indigenous role models, and provide positive encouragement to pursue post-secondary education.⁸¹ These programs also foster opportunities for peer support networks⁸² and prioritize personal development opportunities, including goal planning, developing a growth mindset, and career exploration.⁸³

For example, the University of Victoria's LE,NONET project encompassed six programs that focused on supporting Indigenous student success and increasing positive support, encouragement, and accommodations.⁸⁴ Over 200 Indigenous students and 6 support staff participated in the evaluation of the LE,NONET project, which provided further insights and recommendations in support of Indigenous student success that we have interwoven throughout the present report⁸⁵ (see Appendix C for a summary of the LE,NONET programs and findings). Similarly, the Murina program at the University of Tasmania was developed to empower incoming Aboriginal and Torres Strait Islander students by "promoting a positive sense of identity through affirmation of Indigenous students' culture"⁸⁶ to support their transition to, and retention at, university.

Fewer studies have focused on older Indigenous students attending, recruiting, or returning to University. For example, the lack of attention on mature Aboriginal and Torres Strait Islander students stems from institutions not perceiving the education of older Aboriginal students as economically advantageous.⁸⁷ Institutions might target educational supports and recruitment on younger Indigenous students because of their ability to contribute to the institution over the longer-term.⁸⁸ However, this targeting of younger students neglects the value that lies in educating mature Indigenous students, who may serve as role-models for the youth in their communities.⁸⁹

Retention and Persistence

Retention applies to the circumstances and factors that support currently enrolled students, particularly beyond the first year of study, to degree completion.⁹⁰ Factors that support the educational retention of Indigenous students include the Indigenization of curriculum, positive instructor support and feedback, the involvement of Elders and mentors on campus, and culturally relevant programming and support services.⁹¹

Retention of Indigenous students may be enhanced through an institutional commitment to the incorporation of Indigenous worldviews and traditional ways of knowing and being. Over the last 30 years, although a clear call for change has arisen for the Canadian educational system to be more inclusive of Indigenous perspectives, this change has been slow to materialize and has been patchily applied.⁹² If Indigenous students' worldviews are not equally experienced in Canadian curricula, the current education system remains complacent in perpetuating the inequities that force Indigenous students to choose between their education and their identity.⁹³

Indigenous students need to see themselves reflected and represented in higher education institutions, so their attendance at university can become more attainable and actualized.⁹⁴ The presence of Indigenous role models and mentors (e.g., Elders, scholars, staff, and students) has been integral for demonstrating to Indigenous youth that they have a place on campuses.⁹⁵ However, "institutions often focus on processes of recruitment and retention rather than the complex and non-continuous realities of persistence over the student life-course."⁹⁶ Therefore, to support their persistence, any efforts to recruit Indigenous students must be partnered with intentional planning across the university experience.

The inclusion of Elders within higher education institutions is a significant aspect of the Indigenization movement due to their substantial and positive impact on the retention and educational success of Indigenous students.⁹⁷ Elders, or knowledge holders, have a deeply important role in many Indigenous communities, predominantly, because they often are regarded as the cultural knowledge-holders of their communities.⁹⁸ For Indigenous post-secondary students, Elders are cultural advisors and role models, and they provide important emotional and cultural support to many Indigenous students, some of whom may be away from their own families and support networks.

Since culturally relevant programming has a considerable impact on the retention, success, and engagement of Indigenous students,⁹⁹ institutions need to make a stronger commitment to include Indigenous knowledge and worldviews in the curriculum. When they fail to do so, “Indigenous youth struggle to find relevance in classrooms that make little or no efforts to represent their histories, values, perspectives, and worldviews.”¹⁰⁰ A further “key route to improving enrolment and retention rates is to strengthen and control Aboriginal content in educational curricula.”¹⁰¹ Overall, the incorporation of Indigenous learning methods and approaches has a significant impact on the motivation, engagement, and retention of Indigenous students.¹⁰² For example, land-based learning and experiential learning embed Indigenous teachings in student learning to further support the educational successes achieved by providing relevant curricula and pedagogical practices.¹⁰³

Another example of culturally relevant programming is the Support Program for Aboriginal Nursing Students (SPANS) that ran from 2007 to 2010 at the University of Lethbridge, in partnership with local First Nations and community colleges, to support Indigenous nursing students in the science-based nursing program. This collaborative initiative aimed “(i) to generate an understanding of traditional scientific knowledge; (ii) to bridge Aboriginal and Western scientific thought; and (iii) to work toward applying this knowledge and understanding to teaching within all educational settings; kindergarten to grade 12 and post-secondary.”¹⁰⁴ Although this program sought to address the absence of Aboriginal ways of knowing in the science education curricula, it was only one step in the acknowledgement and incorporation of Aboriginal science across the Alberta educational system.¹⁰⁵ Even though the SPANS has closed, many valuable lessons were learned that have helped to support Indigenous student retention. Also, recently, the University of Lethbridge¹⁰⁶ announced a new initiative called the:

Man U’ Matapu Nursing Student Award [which] is designed for Indigenous nursing students, offering financial support to those entering the Bachelor of Nursing program and up to three further consecutive years for continuing students in academic good standing. In total, each qualified student can receive up to \$4,000 over the course of their academic career (para. 1).

Summary of Lessons from the Literature

With an understanding that SFU is taking up its commitment to decolonization and Indigenization in their work of reconciliation, this summary focuses on the lessons learned and connects these issues to the broader systemic and institutional factors that support or impede Indigenous student success.

Decolonization and Indigenization of the academy have gone beyond conversations between Indigenous and allied scholars to movements that seek systemic transformation. Transformation requires post-secondary institutions to be inclusive of Indigenous peoples and others, who typically have been excluded from higher education. Indigenization of the academy has the potential to transform higher education by empowering Indigenous students and by improving the understanding of non-Indigenous peoples of the complexities, richness, and diversity of

Indigenous peoples, histories, cultures, and lived experiences. System transformations require not only a recognition of institutional responsibility to Indigenous peoples but also an articulated accountability to these responsibilities.¹⁰⁷ Indigenizing the academy can be enacted through Indigenous representation and leadership across the Board of Governors, Senate, and senior administration to the faculty, staff, and students. Indigenization puts relevant curricular and co-curricular programs, policies, and services in place that truly honour the educational journey of Indigenous students.¹⁰⁸

Throughout their journey, the success of Indigenous students in college or university is related to their sense of value, cultural connection, and educational relevance of curricula, pedagogical practices, and relationships of support. Indigenous students' motivation for furthering their education, while an individual pursuit, is deeply connected to their sense of responsibility to their families and Nations.¹⁰⁹ Their cultural teachings, languages, and practices provide the strength that grounds who they are as they navigate educational systems like universities, and consequently, finding ways to support these cultural connections and resonances in post-secondary contexts is critical.

Many Indigenous cultures and communities continue to use storytelling to pass on culture, traditions, and knowledge to younger generations.¹¹⁰ From the literature, we learned the deep value that Elders have in supporting such cultural connections, and in some cases, re-connections, since some Indigenous students come to university seeking a deeper understanding of who they are as Indigenous peoples; while others who are deeply connected to their languages and cultural practices seek to continue that way of living while also being a university student. The university has a responsibility to create spaces, both literally and figuratively, for all Indigenous students. In this regard, Elders are important intergenerational role models, especially as knowledge holders, yet peer-models, akin to the relationship of cousins, also can help to support Indigenous students in their navigation of the system, since these peers can understand and relate to Indigenous students' experiences as Indigenous peoples.

Successful Access, Transitions, and Retention programs are culturally relevant, respect and integrate cultural ways of knowing, and empower Indigenous students to connect their educational paths to personal and community ideas about success.¹¹¹ However, a lack of financial resources—whether at the individual, family, or community level—significantly impacts the ability of Indigenous youth to attend post-secondary education institutions or to participate in recruitment and transition programming.¹¹² Institutions need to consider the support required for students who do not have the family support or community infrastructure needed to access these programs.¹¹³ Institutions also need to consider logistical costs, which include transportation, accommodation, childcare, and nutrition. The timing of programming also is important. For example, recruitment, access, and transition programming needs to take into account school schedules for K–12 participation and needs to consider providing child care services for students who also are parents, so they can attend after-school events. Also, for community participation, this kind of programming needs to fit with community and cultural events. For example, holding events at community centres would help build relationships and offset the costs for community engagement.¹¹⁴

In conclusion, our literature review provides a comprehensive understanding of how Indigenous students are navigating an educational system that continues to enact colonial barriers to their wholistic sense of success. This review also helps to bridge understandings from these broader conversations to our local context on the shared, unceded, and occupied territories of the Coast Salish peoples. Also, this literature review informed our research process, deepened our understandings gained through community consultations, and informed the recommendations of this report.

Research Process

Our research process, undertaken to help SFU look forward in supporting Indigenous students' journey to and through SFU, was guided by the Indigenous Wholistic Framework¹¹⁵ and the 4Rs of respect, relevance, reciprocity, and responsibility.¹¹⁶ Guided by the teachings of Indigenous research methodologies,¹¹⁷ the purpose of this research was to develop a better understanding of Indigenous students' needs and opportunities as they journey to and through SFU. Our research addressed the following questions:

- Q1:** What are Canadian higher education institutions doing to address issues of access and inclusion for Indigenous students? How does SFU compare with respect to the programs and services it offers to support the admission, access, and retention of Indigenous students?
- Q2:** What are the identified educational visions and needs of local Indigenous communities and organizations?
- Q3:** How can SFU work with local Indigenous people to support their educational visions and needs?

Nothing About Us Without Us: Indigenous Research Advisory Circle

During the consultation process with Indigenous community members and SFU community members, we asked each participant if they wished to continue to support the *Pathways Project* and become part of the Indigenous Research Advisory Circle (IRAC). To honour the 4Rs of reciprocity, relevance, responsibility, and respect,¹¹⁸ the IRAC was formed to 1) enable the research team to share its preliminary findings and emerging recommendations with knowledge holders and allies supporting Indigenous education and 2) provide the opportunity for the knowledge holders of the IRAC to share their feedback and recommendations, which would help to shape the final report.

The IRAC was called together on three occasions, and at each meeting, its members were presented with the preliminary findings for each of the research questions (See Appendix E for the IRAC presentations).

Time and Location of IRAC Meetings	Purpose of Presentation
September 20, 2019 @ SFU Surrey	Preliminary findings of environmental scan + literature review (RQ1)
November 22, 2019 @ SFU Vancouver	Preliminary findings of interviews and sharing circles (RQ2)
January 24, 2020 @ SFU Burnaby	Overview of project findings and preliminary recommendations (RQ3)

Each gathering provided an opportunity for the IRAC to provide feedback and discuss the research findings, and to consider the emerging recommendations. At each of these gatherings, IRAC members also were invited to provide direction to the research team concerning the kinds of information they wanted to learn more about. At the final meeting on January 24, 2020, the research team presented a more fulsome analysis and its emerging recommendations.

The scope of the work of the IRAC focused on hearing the reports from the research team regarding the various data points gathered and then considering the recommendations and

processes that are contained within the present report. The IRAC members saw their role as guides and holders of knowledge, and witnesses to hold SFU accountable to the visions articulated in this report.

During this process, it became clear that for some of these recommendations to move forward, the work of the IRAC may be extended beyond this project—which would include the work of multiple partners across various communities—to carry the *Pathways Project* recommendations into action and implementation. This research report has implications for policy and program changes that align with the overall goals of the *Pathways Project* and, where appropriate, these changes are discussed in the recommendations section of this report (“Mapping Directions Forward for SFU”).

During this process, the IPWG, IRAC, and research team acknowledged that the responsibility for implementing the recommendations of the *Pathways Project* lies with the office of the Vice President Academic, which will use the report to develop an implementation strategy. Such a strategy should articulate short- and long-term implementation goals and continue the good relations established with the partners involved in this project.

The subsequent research process, as outlined in Figure 2, demonstrates the phases of the data collection. While some phases overlapped with respect to their timing, each aspect of the project informed all the others, and the iterative and ongoing direction of the Indigenous Pathways Working Group (IPWG) and, then later in the process, the Indigenous Research Advisory Circle (IRAC).

The data collected to answer Q1 included an environmental scan of university and college websites, and program informational interviews with program and/or administrative leadership from selected institutions (see next section). Q2 required a more relational approach, so sharing circles and one-on-one interviews were held with both community-based Indigenous knowledge holders and Indigenous and non-Indigenous members of the SFU community who work to support Indigenous education pathways and students. The data collected for Q3 included the lessons learned during the interview phases of the project and the guidance and feedback provided by the IRAC.

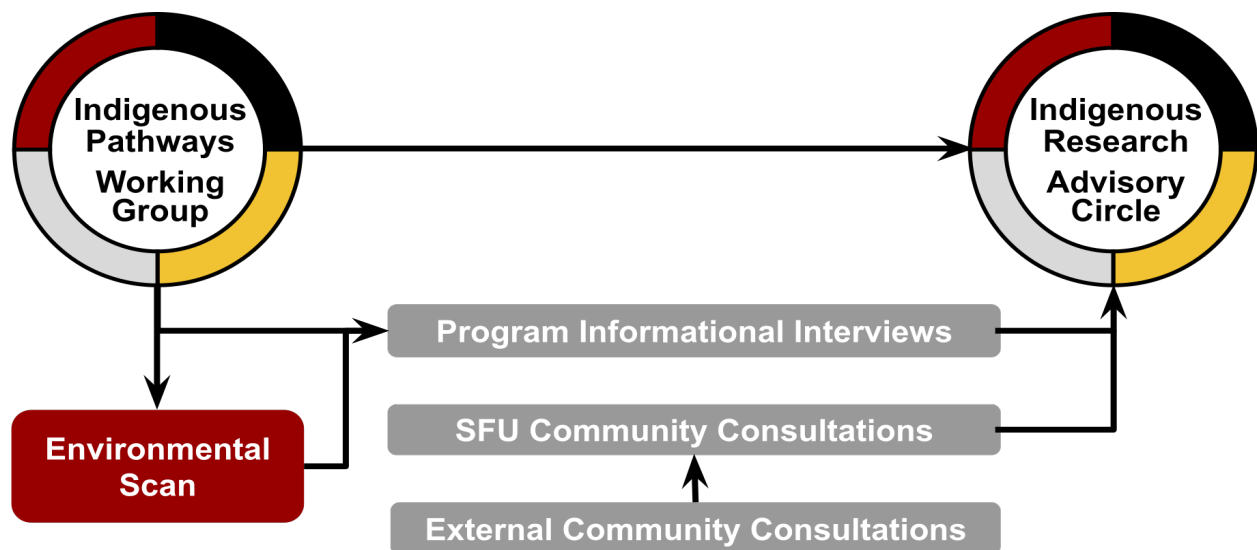


Figure 2. Indigenous pathways research data collection.

Environmental Scan

One of the first priorities of the *Pathways Project* was to complete a comprehensive literature review that could contextualize and inform our work, which we carried out between August 2018 and January 2019. By doing this review, we sought to understand, at a national level, the status of Indigenous access, transition, and retention programs across Canadian post-secondary institutions.

Content analysis. First, we conducted an in-depth content analysis of 242 public institutional websites of universities and colleges across Canada. We collected this data from publicly accessible institutional websites between September 2018 and January 2019. We recorded the program name, duration, cost, curriculum focus, staffing, target age group, and other pertinent information.

Policies (admissions, housing, finance). Second, we conducted an analysis of Indigenous-specific policies (e.g., admissions, housing, and finance). This policy analysis enabled us to understand the language, processes, and protocols that the respective institutions had in place to support Indigenous students.

From the environmental scan of the 74 universities reviewed (see Figure 3), 11% of them had housing policies specifically related to Indigenous students, which predominantly focused on single-student housing. Only one institution had family housing. Forty-six percent of the reviewed universities had specific language in their admissions policies related to Indigenous students (e.g., special arrangements, designated seats for, Indigenous applicants prioritized). More common were specific financial awards and scholarships for Indigenous students, and many of these were from external funders or endowments. When we looked at institutional-specific funding for Indigenous students, 42 institutions had specific awards for Indigenous undergraduate and graduate students.

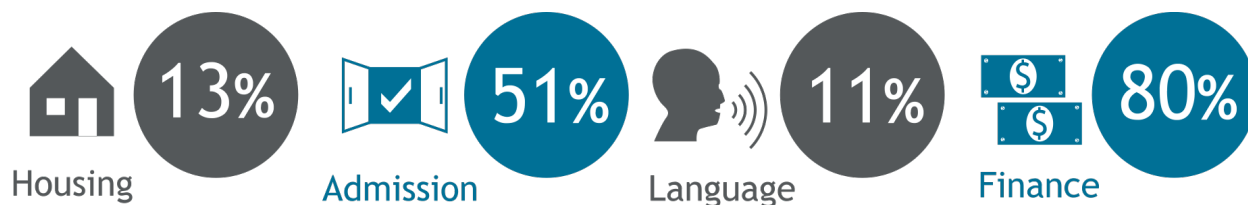


Figure 3. Policy relating to Indigenous students across Canadian universities.

Program information interviews. Third, we conducted interviews with program and/or administrative leadership from selected institutions (see Appendix D for the interview, sharing circle, and program interview protocols). These interviews clarified or expanded on website information and the national landscape of Indigenous access, transition, and retention services. We extended 55 invitations and conducted 7 interviews by phone that were between 21 to 45 minutes in length; alternatively, interviewees responded to questions via email. Where appropriate and permission was granted by participants, we recorded and transcribed the interviews so that interviewees could verify the content. We provided interviewees with a cultural gift of tobacco and a gift card (\$25) to thank them for their time and the sharing of knowledge.

SFU institutional data: What stories are told. We asked the members of the SFU Business Analysis and Assessment (BAA) unit in Student Services to collate data from the period of 2013–2014 to 2018–2019 on applicants who had self-identified as Indigenous; who was admitted; and who persisted. The collated data have several limitations including student choice

not to self-disclose at the point of application, and some demographic information that currently is not collected by the institution (e.g., marital status, dependents, etc.).

Community Consultations—External and Internal

We also held individual interviews and sharing circles with Indigenous stakeholders external to SFU (See Appendix D). Building on the value of “nothing about us without us,” these external community interviews and sharing circles were a critical focus of the project. The intent was simply to listen to what Indigenous community knowledge holders aspired to for post-secondary education and understand what role they saw SFU playing in supporting these dreams. These activities helped us shape our analyses for questions 2 and 3.

We extended 88 invitations to Indigenous community knowledge holders from June 2019 to February 2020, which resulted in 16 interviews and 13 sharing circles. In April 2019, we conducted 10 interviews and 3 sharing circles with the Interim Aboriginal University Preparation Program (I-AUPP) community. From July 2019 to February 2020, we sent invitations to share knowledge to 77 SFU faculty, staff, administrators, and students. Consequently, we conducted 26 interviews and 5 SFU-focused sharing circles. The interviews ranged from 20 to 80 minutes in length, and the sharing circles ranged from 30 minutes to three hours. In total, we conducted 52 interviews and 21 sharing circles with a total of 227 participants.

Where appropriate and if the participants granted permission, we recorded and transcribed the interviews and then invited participants to verify their content. In some instances, we only took notes and shared these with the participants for their feedback. We gave interviewees a cultural gift of tobacco and a gift card (\$25) for their time and sharing of knowledge. Similarly, we also provided sharing circle participants with a cultural gift of tobacco and gift certificate (\$50) and provided light refreshments at each gathering. Due to the nature of the sharing circles, a transcript verification was not possible, but we invited the participants to become members of the IRAC and to provide feedback on the emergent themes and recommendations. Collectively, these processes helped ensure the trustworthiness and transparency of the research process to the SFU and broader communities and knowledge holder groups.

Wholistic Analysis

The Indigenous Wholistic Framework¹¹⁹ provided the guiding reference point for the research team to analyze all sources of data (see Figure 4). Grounded in Indigenous understandings of relationships and interconnectedness, this framework enabled us to situate the whole being of an individual student (e.g., physical, intellectual, spiritual, and emotional) within their families, nations, and communities, of which SFU is one. The 4Rs, as articulated by Kirkness and Barnhardt,¹²⁰ helped the analysis process by reminding us of our collective responsibilities, the centrality of Indigenous ways of knowing, and the importance and relevance of the report findings for answering the research questions.

The literature review synthesis provided insights into the recurring themes and findings of research on Indigenous student experiences of access, transition, and retention. The literature review also helped us contextualize our analyses and recommendations. Our thematic analysis of the environmental scan data focused on Canadian universities generally, and Provincial comprehensive universities like SFU specifically. Combined with SFU data, our thematic analysis addressed the first research question: What are Canadian higher education institutions doing to address the issues of access and inclusion regarding Indigenous students? How does SFU compare in terms of the programs and services it offers to support the admissions, access, and retention of Indigenous students?



Figure 4. Indigenous Wholistic Framework.

We initially coded each interview question separately and then coded for the emergent themes that were informed by the Indigenous Wholistic Framework. Each RA coded their transcripts independently, and at various stages of the research, the research team came together and compared/contrasted their coding until an agreed coding framework was reached by consensus (see the final thematic codebook in Appendix F). The trustworthiness of the analysis was supported by the participant verification of the transcripts, inter-rater reliability (e.g., multiple RAs coded and compared coding to agree upon a shared coding structure), and the presentation of the preliminary findings to the IRAC.

Findings

The research process and analysis has provided a deep and rich triangulation of our varied data sources. The following sections, while presented discretely, are similar to the Indigenous Wholistic Framework in that they are interconnected and overlapping. First, we provide an overview of the access, transition, and retention efforts regarding Indigenous students that existed at SFU during the time of this study. Then, we contextualize these SFU-specific efforts within an analysis of the access, transition, and persistence (i.e., retention) programming across Canada’s public universities. Next, we describe the lessons learned about the Interim Aboriginal University Preparation Program (I-AUPP). The final sections outline the important themes that emerged from our interviews and sharing circles. These themes guided the broader discussions on the role of SFU in supporting Indigenous aspirations; in understanding institutional success through Indigenous success; and in articulating how SFU can work in partnership with Indigenous communities. We conclude the report with a set of recommendations for moving forward.

Access, Transition, and Retention at SFU

Data about access, transition, and retention programs at SFU was gathered from the institutional website during the environmental scan, from participant interviews, and the institutional knowledge held by the research team. To contextualize SFU’s place in the national landscape of Indigenous student support, it is important to understand what programs have been or are being offered and to acknowledge the staff positions that support the development of these programs.

Access. SFU has supported Indigenous student access through early experiences offered at summer camps and customizable campus tours. As Jungic and Thompson documented, from

2014–2018 SFU offered the Academic Summer Camp for Aboriginal Students to Indigenous youth in grades 8–11.¹²¹ The admission application could be faxed, mailed, or emailed to the program and included a personal essay. The program was a four-week day camp, which offered participants a local transit pass and meals and snacks. The program focused on academic skill-building and Indigenous cultural activities, and its participants were introduced to SFU faculty and staff; representatives from other institutions; and Indigenous community members, students, and elders. One hundred and twenty-four Indigenous students participated from 2014–2018, and they all completed the program successfully. The program was free for participants and was funded by NSERC PromoScience, SFU, and the Pacific Institute for Mathematical Sciences. Additionally, in 2018, SFU became the first Canadian site for SING (Summer Internship for Indigenous Peoples in Genomics Canada), funded by Merck, that invited Indigenous applicants from Canada and the United States to participate. The SING program “intended to help aspiring Indigenous scientists understand how genomics can be used to address health, environmental and political problems in their communities.”¹²²

SFU’s Science Alive program currently has a partnership in Haida Gwaii and also offers some other access type programming throughout the year for school-aged children and youth. It is worth noting that intentional programming for Indigenous youth, such as the MatchCatcher Program, is not consistently offered by SFU (e.g., MathCatcher has not been offered since 2018). While we acknowledge that summer camps of many varieties are offered at the SFU campuses, they are not exclusively Indigenous, and it is uncertain how accessible, affordable, and inclusive these camps are for Indigenous youth in the lower mainland. However, the SFU Memorandum of Understanding (MOU) with the Surrey Urban Aboriginal Leadership Council, which was signed in January 2019, coupled with the high percentage of Indigenous youth and families living in the region of Surrey highlights areas of growth and opportunity for Indigenous-specific programming in Surrey. We also wish to acknowledge that SFU entered into a 3-year (renewable) MOU with Skwxwú7mesh Úxwumixw (Squamish Nation) on November 29, 2017, which speaks to opportunities to collaborate on access, transition, and retention programming.

Transitions. SFU has supported transition programs in various forms. Notable are the transition agreements signed with Douglas College (May 2009) and most recently with Langara College (February 2020) that create block-transfer options for Indigenous students attending these colleges to enter SFU. SFU institutional data demonstrates that such partnerships represent supportive pathways to SFU. Of the 2,540 of Indigenous applicants to SFU between 2013/14 to 2017/18, 25% were BC College Transfer Students and 4% were from the former AUPP. Of the 852 Indigenous students who graduated from SFU from 2015 to 2019, 18% were BC College Transfer Students. Based on a 5-year average, 31% of Indigenous transfer students came from Douglas College and 14% came from Langara College.

A key transition program at SFU is the Interim Aboriginal University Preparation Program (I-AUPP), which has a full-time program coordinator and a part-time recruiter. This program has had various iterations since 2010, which we examine in more depth within the Findings section of this report - Role of IUPP at SFU.

As an academic-based SFU program, the First Nations Language Program (FNLP) (formally known as the First Nations Community Academic Outreach [NEP/FNEP]) within the Faculty of Arts and Social Sciences has been leading the way since 1993 in Indigenous-focused programs and important community partnerships for the language revitalization of 18 First Nations languages in British Columbia and the Yukon.¹²³ The FNLP offers a 30-unit Diploma in First Nations Language Proficiency (DFNLP), which is a cohort offered off-campus. This program is a transition program to an undergraduate level certification program in which the FNLP offers Certificate and Diploma programs in First Nations Language Proficiency. Recently, a First Nations Language Proficiency programs are being offered in -partnership with local First Nations, for example, the Squamish Nation has partnered in four cohorts being offered at the

Vancouver Campus or in the Squamish Nation community (2018 – 2020). Two FNLP Cree courses also were offered successfully at the SFU Burnaby Campus (2018–2019).

Retention. Many of the retention supports available to Indigenous students at SFU are housed within the Indigenous Student Centre (ISC). Although the programming offered through ISCs was excluded in the environmental scan of this report due to the existing research that already has documented these services,¹²⁴ it is important to review the support offered through the SFU ISC. The SFU Aboriginal Strategic Plan 2013–2018 described the development of the ISC as part of SFU’s retention strategy. Call to Action 1 of the SFU Aboriginal Reconciliation Council (SFU-ARC) report expanded this strategic plan by including the need to develop safe spaces on all three campuses. The SFU-ARC report also noted that the SFU ISC had already outgrown its previous expansion and needed further development (p. 20), so in 2019/2020 it underwent renovations that included an expansion of its kitchen services.

The SFU ISC offers an extensive list of programs and services to Indigenous students—the peer-cousins program, Elders program, cultural activities, and workshops—and also works closely with other university units (e.g., financial and academic advising) to provide services at the Centre. The Elders program offers regularly scheduled luncheons with Elders and students and also opportunities to connect with Elders at special events. The ISC staff also plays an important role in advocating for and representing Indigenous students voices in a variety of committees across the university. In comparison to its counterpart comprehensive universities, SFU provides programming for access, transition, and retention for Indigenous students, although there is room for improvement (see Table 1 in Appendix H). However, during the program informant interviews, we heard from all the participants that the ISC was critical in providing cultural support and services to SFU’s Indigenous students.

We found that retention efforts beyond the ISC programs and services (which still may have a partnership or influencer role in these efforts) included faculty-based programming and Indigenous staff whose role was to support programming and/or outreach to Indigenous students. In addition, we also acknowledge the ongoing development of Indigenous-focused academic programs, whose relevance to Indigenous communities remains a key responsibility of the institution to advance culturally-grounded curriculum and pedagogies across the university. While many of these initiatives may not be “retention” focused, we know from the literature, and more importantly, from our own Indigenous students that such efforts need to have relevant programs, practices, and role models that will support their educational success.

Some examples of faculty-based retention support include the Indigenous Graduate Student Coordinator in the Faculty of Graduate Studies. The Office of Indigenous Education in the Faculty of Education supports Indigenous students and the broader faculty community. Other faculties also house Indigenous staff positions (i.e., the Indigenous Academic and Student Liaison in the Faculty of Communication, Art, and Technology; the Director of Indigenous Relations in the Faculty of Arts and Social Sciences). All of these positions represent “seen faces” and role models for current and future Indigenous students.

It is also important to acknowledge that SFU has been offering Indigenous-specific academic programming since its creation. For example, the Department of Indigenous Studies offers a variety of program opportunities (e.g., Certificate and Diploma, Major, Joint Major, Minor) to undergraduate students. The First Nations Language Program (FNLP), mentioned previously, also supports retention, since it builds a pathway from undergraduate studies to graduate studies with a Graduate Certificate in the Linguistics of a First Nations Language (LINGGCFNL), which offers training to students for careers as language researchers, post-secondary educators, and language curriculum developers.¹²⁵ Students gain expertise in communicative skills, language documentation, and analysis of a particular First Nations language. The learning model integrates Indigenous ways of knowing with linguistic analysis and documentation and

features mentorship and participation in projects, as well as formal lectures and paper writing. Courses are taught by a team of Elders and knowledge holders and academic experts on the language.

The Beedie School of Business offers an Executive MBA in Indigenous Business Leadership (EMBA-IBL), which is the only accredited MBA program in North America for Indigenous business, economic development, and entrepreneurship.¹²⁶ The Faculty of Education has been offering an Indigenous Perspectives Teacher Education Module (IPTeM) for years, along with specific graduate diplomas, masters, and doctoral cohorts with Indigenous-specific programming and content. An example of an Indigenous community-based program is the Curriculum and Instruction: Skwxwú7mesh Úxwumixw MEd (2019–2021) program, which partners with the local Squamish nation.¹²⁷ The Faculty of Health Sciences offers a Master of Science in Indigenous Population Health¹²⁸ in partnership with the First Nations Health Authority (FNHA). The goal of the program is to build epidemiological, as well as health and population data analytics, capacity to meet the needs of the FNHA, for example, in health services planning and evaluation. The program is funded mainly by a grant from the Canadian Institutes for Health Research, so its sustainability will require a secure funding source and an ongoing partnership commitment from the FNHA.

These access, transition, and retention programs for Indigenous students are not an exhaustive list of the opportunities available at SFU, but they highlight how the institution has been building capacity through academic programming and support services to enrich Indigenous students' experience and support their educational journeys.

Environmental Scan: Access, Transition, and Persistence

Our environmental scan focused on the access, transition, and retention programming available across Canadian post-secondary institutions. We fully acknowledge the key role in support services and programming that are provided by Indigenous Student Centres across the country, which also is reflected in the existing research literature.¹²⁹ Therefore, what follows must be thought of in relation to ISC services and supports, although by focusing at an institutional level on other Indigenous-specific access, transitions, and persistence programming, we can describe how the whole institution may be taking up their responsibility to support Indigenous students.

The importance of the ISCs is reflected in the fact that 95% of Canadian public universities have an Indigenous student services unit, the earliest being created in the mid-1970s when Native Student Centres were established at the University of Alberta and the University of Calgary.¹³⁰ The overall mandate of these Centres is to support Canadian Indigenous students with culturally relevant support services and programs (e.g., Elders programming, peer-tutoring and mentoring programs, cultural activities).

An ISC is described as a “home away from home” for Indigenous students and plays a central role in supporting their persistence. An ISC is often a partner in other initiatives across their campus, and they provide leadership in key areas of supporting Indigenous student success. With an acknowledgement of the central role of the ISCs, we broadened our scope to consider in what other ways universities are supporting the access, transition, and retention of Indigenous students outside of ISC programming.

Universities across most regions in Canada provide access (e.g., early experiences), transition (e.g., into and through the first year) and retention (e.g., beyond first year programs and/or services) for Indigenous students (see Figure 5).

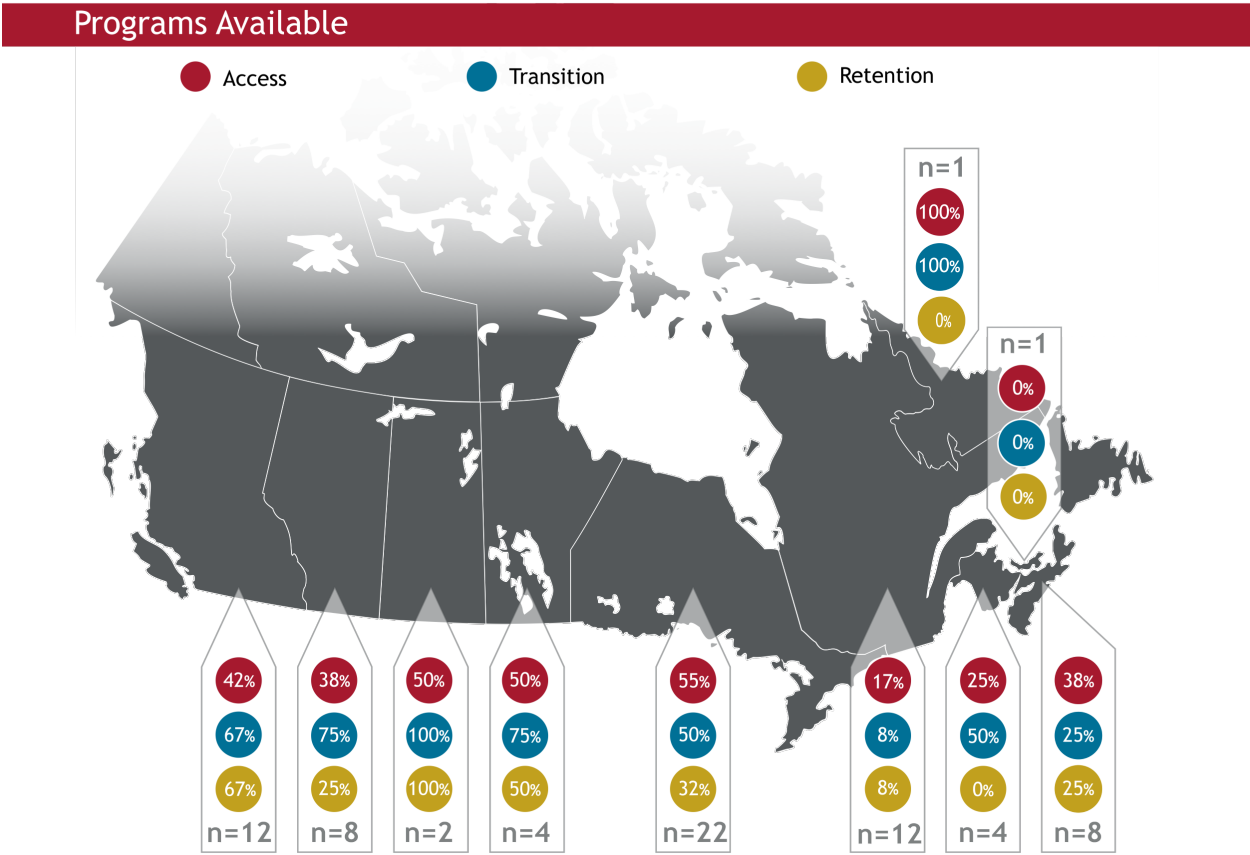


Figure 5. Landscape of Indigenous access, transition, and retention in Canadian universities.

Most Canadian public universities (69%) focus on support for the transition of Indigenous students into their institutions. About half provide some form of access programming (e.g., summer camps), but only 27% offer retention programs that support the persistence of Indigenous students.

Even fewer universities supported Indigenous-focused Co-op or experiential programs. Those that did support these programs included the University of Alberta, University of Calgary, Royal Roads University, University of Victoria, Vancouver Island University, St. Francis Xavier University, McMaster University, and the University of Regina. For example, the University of Calgary provides an Indigenous Co-op Program that administers one-on-one dedicated support with an Indigenous career specialist. Carleton University promises its graduates the opportunity to be equipped to work in their band councils, community organizations, and the federal civil service in Ottawa. The absence of such specific career-related programming at SFU provides an opportunity for the institution to develop Indigenous-specific co-op partnerships or experiential-work related programming given the identified financial need and value of related work experience to one’s career trajectory and overall improvement of well-being.¹³¹

The following discussion describes the available support for the access, transition, and persistence of Indigenous students across Canadian universities. When appropriate, we also highlight unique programs that stood out to the research team as having valuable programming and practices that may help inform and improve SFU’s programming and services across the Indigenous student experience from early encounters to recruitment to graduation.

Access through Early Experiences

As outlined earlier, early experience with the post-secondary environment can demystify the post-secondary education process and foster interest and confidence in Indigenous people that post-secondary education can be welcoming, supportive, and attainable. Thirty institutions offered early experience programs, which included a total of 52 discrete access programs for Indigenous students (K–12).

Admissions Criteria

We found that 43 of the 52 programs provided admission information on their websites. The most common information was the age requirements for the programs, and the vast majority targeted elementary or secondary aged students. Program registration often was done through online applications or phone registration. However, McMaster University's InStem Outreach Program required applicants to fill out documents and mail them to the program. Although most institutions required students to self-identify and provide evidence of status, Memorial University and the University of Victoria had different processes. Memorial allowed admission and ancestry verification, not status, to be sent to a program administrator in the Faculty of Medicine. University of Victoria's application process specified that Indigenous applicants did not need status to apply—they simply could self-identify as Indigenous.

Program Structure

Program structure and length varied widely with the theme of the program. Short-term programs, which included summer camps, ran from one half-day to two-and-a-half weeks, and year-long programs ran weekly or biweekly. The University of British Columbia, University of Victoria, and Cape Breton University stood out by offering year-round programs for K–12 students, such as homework assistance, STEM, or business programs. Outreach programs, like McMaster's Indigenous Youth STEM Camp, went into communities to provide Indigenous students with experiences based in their communities. Outreach programs like this were offered at 14 institutions. Sixteen of the 30 universities that provided early experience programs offered stay-on-campus programs. The University of Manitoba, Memorial University, and the University of British Columbia stood out for providing transportation, accommodations, and meals for their participants.

Supports and Programming Provided

A variety of supports and programming were offered through access programs, which included prioritization of Indigenous ways of knowing; self-declaration of status; and provisions for travel, accommodations, and food. This programming included Indigenous mentors; Elder participation; storytelling; career exploration; first-time on-campus experiences; and hands-on skill-building in literacy, numeracy, and science. The University of British Columbia had 14 discrete programs (including some year-round programs), which was more than 4 times as many programs compared to most institutions. The access programs offered through the University of Winnipeg's Wii Chiiwaakanak Learning Centre stood out since they offered programming directed at K–12 youth and also provided intentional family programming that focused on wholistic supports of the entire family in culturally informed ways. This family-inclusive model centred on Indigenous values of relationship and family, which also influenced organizational structural changes (e.g., a collaboration of units compared to siloed efforts to offer such programming).

It was difficult to determine the total staffing numbers of these programs because this level of detail was not captured on most of the institutional websites. However, we recognize that much

of this programming was done with short-term student employment and/or volunteers. For example, the SFU MathCatchers academic summer camp for Indigenous students had short-term contracts that employed two coordinators, three instructors, and a coordinator assistant, while other staff were supported via institutional in-kind contributions to the program, such as a director, manager, advisor, financial clerk, and two administrative assistants.¹³²

Fees and Costs

Fee information was not available for 26 of the 52 access programs. Published program fees ranged from free (N=12) to over \$300 (2 programs). Four programs offered subsidies or bursaries to support Indigenous students' attendance. One program, the University of British Columbia's Native Youth Program: Bridge Through Sport, offered paid employment opportunities for Indigenous youth who wished to take part in this leadership program.

At times, partnerships were multi-layered. For example, the University of Manitoba's Wise Kid-Netic Energy STEM Program was funded by the faculties of Science and Engineering and also received funding from the Association of College and University Telecommunications Administrators (ACUTA). In addition, the University was involved in events with Manitoba Aerospace, ran programs at the Manitoba Schools Science Symposium, and offered subsidized programming for the Winnipeg-based CanU charity.

Unique Programs

Some early experience programs stood out as having unique practices that could help inform future directions for SFU. In.Business, a youth mentorship program at Cape Breton University, partnered Indigenous youth in grades 10, 11, and 12 with Indigenous business mentors who facilitated a year-long series of business challenges. This program was free, and students were provided with a smartphone or tablet to complete the challenges. The goal of the program was skill building and career exploration, and the success of the pilot supported the expansion of the program throughout the Atlantic provinces.

Memorial University's The Healers of Tomorrow summer camp and Vancouver Island University's Thuy'she'num Tu Smun'eem summer camp both offered multi-day, sleepover programming with low financial barriers. The programs did not have fees, offered free meals and accommodations, and Memorial University also covered the cost of travel. Both programs included Indigenous cultural knowledge, Indigenous pedagogy, Indigenous community participation, and education and career path planning. The programs were offered to youth aged from Grade 8 to early college or university.

Transition

Transition programs focus on supporting Indigenous youth and adults as they move to university, whether as direct K–12 entrants, college transfers, or older than average students. These programs generally aim at supporting students to transition to, or progress through, the first year of post-secondary education. Thirty-six universities in our study offered a total of 72 transition programs. Of these programs, 30 focused on skills upgrading and university bridging, 29 provided support for students through their first year of university studies, and 19 were credit transfer or other transition supports. Partnership agreements between universities and local community colleges also were evident from our scan of transitional support programs. For example, Vancouver Island University's (VIU) Aboriginal Ecotourism Training Program is a partnership between VIU, the Heiltsuk Tribal Council, and North Island College.

Admission Criteria

Admission criteria to transition programs varied, depending on the type of transition support. For the 30 programs that aimed at bridging education gaps, admission usually required high school completion (N=13) or considered applicants as mature students (N=11). Fewer programs considered applicants who had some high school (N=4). A great variance existed in the application process for these programs, since some required a letter of intent, while others needed reference letters. The most common requirement was an interview, and the SFU I-AUPP was noteworthy in that it was the only program that required this interview to be held face-to-face.

The transition programs that aimed at increasing representation within certain disciplines often had competitive requirements, for example, the University of Manitoba's Engineering Access Program (ENGAP) admitted some students who did not meet standard engineering requirements, although they had to demonstrate their affinity for mathematics and physics. Indigenous identity was largely inclusive of First Nations, Métis, and Inuit however, fewer institutions were explicit in acknowledging non-status First Nations, for example, only the University of British Columbia and the University of Manitoba being explicit in offering programs that specified non-status Indigenous students could apply. While many institutions had provisions for students with education gaps, Carleton University's Indigenous Enriched Support Program (IESP) engineering stream was unique in that it only accepted students without prior post-secondary experience.

Program Structure

Of the 72 transition programs, 17 did not provide information about the program length. The program length of the bridging programs varied from nine weeks to one year, although five programs were based on credit completion, which could be accomplished at a student's preferred pace. Seven institutions had bridging programs that transitioned into first-year support for students. First-year support programs were as short as a three-day campus orientation and as long as the full first year of study. The University of Waterloo's Academic Transition Opportunities (ATO) Program stood out for providing wrap-around support for a student's first two years, and, if needed, it could be accessed through to degree completion.

Supports and Programming Provided

Just over half of the transition programs provided information about the supports available to students. The most common supports were peer mentors, tutors, and academic assistance. Nineteen programs offered cultural support, although six of them outsourced this support to the university Indigenous Student Centre (ISC) rather than providing it in the transition program itself.

The program websites provided limited information on the numbers of support staff and included only general contact information. However, of the 72 transition programs offered, 19 universities listed 1 staff member, 8 had 2 or 3, and 4 had 4 or more support staff. The kinds of supports offered within these programs included coordinators/advisors (N=22), mentoring/tutoring (N=20), Elders (N=14), and cultural supports (N=14). Fewer programs were explicit about offering financial support (N=8), counselling (N=6), and skill training (N=3) as part of their programming. However, the University of British Columbia, the University of Winnipeg, the University of Regina, and the University of Saskatchewan stood out for having programs that supported the academic, personal, spiritual, and financial needs of the students enrolled in their transition programs.

Fees and Cost

The majority of the transition programs in our study charged a standard institutional per credit fee to students enrolled in their programs. Only three institutions charged an additional fee, two charged a nominal administrative fee, and the University of Alberta charged an additional \$1000 for their Transition Year Program to assist in program costs. Memorial University's Pre-Med Summer Institute and McMaster's Summer Transition Program both paid an honorarium to the students participating in their programs.

Unique Programs

The University of Saskatchewan is exemplary for its integrated Indigenous Student Achievement Pathways (ISAP) (formerly Aboriginal Student Achievement Pathways) programs. Students are given academic, personal, financial, and cultural support throughout their preparation for, and entry into, their university studies. The ISAP summer start program combines an orientation with academic and relationship skill-building, and also offers childcare programming for students who are parents. These multifaceted supports continue through the first year with learning communities, smaller class size, cultural support and programming, financial support and advocacy, discipline-specific tutoring, and academic and career planning support. These programs also provide targeted support for Indigenous students preparing for STEM academic and career pathways.

Retention

In our study, we consider persistence to be related to retention programs that not only support students within a university or college but also offer pathways to other education or career training options. Although we excluded academic degree programs in our study, we included certificate programs that primarily targeted Indigenous students, programs that they could use for credit toward a degree. Using these criteria, we found that 25 universities offered 42 different retention programs.

Admission Criteria

Although all 42 retention programs accepted current students, based on our definition of *retention*, we identified several programs that had additional admissions criteria for accessing program services and supports. For example, a specific field or faculty was the most common additional requirement (N=7). Programs that also provided support to students' families or communities were nearly as common (N=6). Some programs required students to apply to the program before they could access program supports (N=4). Two programs had a minimum competitive grade requirement, while another two were available only for remedial aid. Several universities offered programs with unique admissibility criteria, for example, the University of Victoria's Indigenous Co-op Program included an Indigenous Intern Leadership Program, which connected new graduates to two-year work opportunities. Other retention programs, like Mount Royal University's Student Success Program, directly contacted students in danger of failing, to proactively support those who were academically at-risk or on probation. The University of Winnipeg's Indigenous Summer Scholars Program was the only program that provided an opportunity for staff to nominate a student for acceptance into the program.

Program Structure

Approximately 60% of retention programs provided information about their program length. Of these, more than half (N=15) were ongoing and annual. Programs that were not ongoing varied

in length, depending on the program goals. The summer camps created to provide childcare support to Indigenous students who were taking courses over the summer semester ran one week to one month. Lakehead University's month-long summer camp Native as a Second Language for Children also featured a practicum experience for Native Language Teacher's Certification students. Indigenous language certificates, leadership programs, and targeted academic skills upgrading coursework lasted one to multiple semesters. The University of Saskatchewan's Aboriginal Co-op Program provided Indigenous students with the opportunity to accumulate 12–16 months of work experience throughout their degree in preparation for entering the workforce.

Supports and Programming Provided

The most common types of retention programming were culturally connected and included Elders programs, Indigenous language courses, and cultural workshops and events. The second most common programming focused on skills acquisition or improvement with institutions providing academic advising, tutoring, leadership training, work experience, and networking opportunities. Accordingly, Elders and advisors were the most common support provided (N=10 respectively) with peer connections and mentorship (N=8) rounding out the top three. The least common supports provided (N=2) were work experience, childcare, food, and counselling; and one institution, Trinity Western University, employed a pastor to provide one-on-one mentorship for Indigenous students (see Table 2 in Appendix H).

Data on staffing numbers for retention programs were difficult to collect. Seventeen of the 42 programs did not provide information about staff, although some provided a program email or phone number. Of the 25 programs that provided specific staff information, 19 had 1 staff member, 4 had 2 staff members, and 2 had 3 staff members. All of these staff members were in administrative or advising roles, so these staffing numbers do not include the Elders, counsellors, workshop leaders, child care professionals, and volunteers who provided the support offered through these retention programs.

Fees and Costs

Two-thirds of the retention programs published program fee information on their websites. Twenty of the non-credit programs did not have additional fees, and the five for-credit programs charged the standard per credit amounts for access to the retention programs. The University of Calgary's Indigenous Leadership and Engagement Program, which provided students with experiential learning opportunities in the Yukon that led to a Native Ambassador Post-Secondary Initiative Certificate, had program fees estimated at \$2,000, with bursaries available for First Nations, Metis, and Inuit students through the Student Union. The University of Winnipeg's Indigenous Summer Scholars Program, which offered Indigenous students the opportunity to explore pathways to graduate study and the academy while centering on Indigenous knowledge, provided students with a \$5,000 stipend for participating.

Unique Programs

The University of Saskatchewan's Indigenous Student Achievement Pathways STEM Scholars Program was unusual in its focus on supporting students in their second year and beyond to integrate their non-academic realms into their academic journey. This program offered a variety of opportunities, including mentoring for incoming students, developing community-based learning, and connecting with Indigenous STEM faculty. The University of Victoria stood out for the number and diversity of its retention programs; it offered seven, whereas no other institution in our study offered more than three. Among the retention programs offered at the University of

Victoria were a Co-op program, two language certificates, and one of only two Indigenous counselling programs offered nationally.

Financial Support for Access, Transition, and Retention Programs

To inform SFU of how it can provide further support for access, transition, and retention programs, we analyzed how other institutions funded such programs (see Table 3 in Appendix H). This information was not always accessible from the website, and funding sources were only identified for 27 of the 52 access programs.

Most access programs were sponsored at the faculty, rather than the university, level. However, non-profit foundations within and outside the institution also were common program sponsors. For example, Actua Canada, a national charity, partners with over 40 universities and community colleges in Canada to support STEM and innovation opportunities for Canadian Indigenous youth. It has a particular focus on Northern and remote communities with an aim to support Indigenous youth engagement in STEM. Other program sponsors range from local businesses and Indigenous organizations to multinational corporations like Shopify and General Electric.

In Ontario and Alberta, some access programs were cost-sharing partnerships between organizations and/or other institutions. The most common university faculty partners were the faculties of Engineering, particularly for STEM-related programs. Another common partner for institutional programming was the Indigenous Student Centre. Local First Nations groups also were a common partner, while Indigenous Friendship Centres were a less common partner, except for those Centres in BC. The federal government and some school districts also were partners. Very few institutions noted that they had funding from all sources (e.g., local, national, and organizational partners) (N=6). Most other institutions only had one or two sources of funding for their programming, in no common combination (i.e. local and partners vs local and national).

Partnerships were at times multi-layered. For example, the University of Manitoba's Wise Kid-Netic Energy STEM Program was funded by the faculties of Science and Engineering and Actua. In turn, the University was involved in events with Manitoba Aerospace, ran programs at the Manitoba Schools Science Symposium, and offered subsidized programming for the Winnipeg-based CanU charity.

Fewer funders were apparent for transition compared to access programming. For example, although generally provincial/territorial Ministry of Education departments did not fund transition programming, it funded retention programming. The most common funders of transition programs and supports were the faculties or ISCs within an institution (N =9) and unspecified institutional funding (N=8). In our study, we found a unique partner funding exception to this rule—the University of Winnipeg and the Winnipeg School District partnered to offer the Ozhiton Onji Peenjiiee—Build From Within Program. Other exceptions to government funding for transition programming were found at two universities—a mental health initiative at Trent University, which was supported by the Ontario provincial government; and an employment initiative at Vancouver Island University, which was funded by provincial (Province of BC) and federal funding (British Columbia Job Fund).

Funding for retention programming was more visible than transition programs but less so than access. Education Ministry funding was the most notable addition and the second most common form of retention funding (N=5). The most common source of retention funding was unspecified institutional funding (N=14). Faculties accounted for a few (N=3) of the funding

sources, and national partners were nearly as rare (N=2). Only the University of Calgary listed a private donor as helping to fund one of their retention programs.

Admissions, Finance, and Housing Policies—What We Learned

We analyzed policy documents as part of our environmental scan on the admissions, finances, and housing specific to Indigenous students. We used a broad definition of *policy* as most of the information we gathered came from institutional websites rather than official university policy documents.

Admission Policies

Our environmental scan concluded that 34 Canadian universities had some form of admission policy for Indigenous students. The majority of these admission policies explicitly indicated self-identification as a requirement for Indigenous students, but many of these institutions failed to communicate how and where this self-identification data could be used. However, the admission policies of a few institutions (e.g., McMaster University, University of Manitoba, Trent University) provide students with information pertaining to the usage of self-identification data. McMaster University's Faculty of Health Sciences has a facilitated Indigenous admissions program and self-identification policy that informs students that their self-identification data will be submitted to McMaster's Indigenous Health Task Force.

The admission policies of several institutions indicated that they required students to submit evidence of Indigenous ancestry. York University appeared to be the only institution not requiring students to submit such evidence. Other institutions (e.g., Northern Ontario School of Medicine, McGill Medicine, University of Manitoba Medicine, University of Montreal Medicine, University of Windsor, and the University of Victoria) do not require self-identification and provide Indigenous students with an option to voluntarily self-identify in their admissions documents. In addition, some institutions (Emily Carr University of Art + Design, University of Ottawa, Memorial University, Western University) also require applicants to submit letters of reference from community members. Vancouver Island University, University of Victoria, University of Saskatchewan, Western University, and Ontario College of Art and Design University explicitly support admission through a recognition of the Jay Treaty of 1795, which allows Native American students to be admitted as domestic students.

The majority of these institutions' admission policies require applicants to submit a personal statement about their interests, academic readiness, or personal connection to their Indigenous heritage or community. Western University's and the University of British Columbia's medical programs provide models of culturally inclusive admission processes in which they use an Indigenous interview panel (e.g., Indigenous physician, Elder, etc.) with Indigenous applicants. Western also supports a holistic admissions process—as part of their interview process, Indigenous applicants are welcomed by an Elder, share a meal, and meet current Indigenous medical students.¹³³ The University of Victoria has a Special Access Admissions Policy, similar to the SFU Aboriginal Admissions Policy, that aims to provide “educational opportunities for Aboriginal peoples of Canada, including those of First Nations, Métis and Inuit ancestry (including Non-Status Aboriginal) who do not qualify under other categories of admission.”¹³⁴

Similar to other institutions, it was noted in the review of policies and admissions processes at SFU, that Indigenous applicants under the Aboriginal Admissions Policy must meet the following requirements:

- “Provide documentation of Aboriginal heritage (First Nations, Métis, or Inuit). This could include but is not limited to, Indian or Métis status cards, official Inuit identification, official letters from Aboriginal organizations, or a combination of proofs.
- Complete a separate Supplemental Aboriginal Undergraduate Admission Form containing the following information: an applicant’s educational history, non-educational achievements, Aboriginal cultural knowledge and activities, two references, and a personal letter outlining the applicant’s academic goals.
- Specific faculty/program prerequisites must be completed before consideration for admission to certain programs.”¹³⁵

The intent of this admissions policy is to ensure that Indigenous programming is accessed by Indigenous students. SFU’s admission policy is catered towards undergraduate students. In addition, SFU provides a specific point of contact for Indigenous applicants (i.e., indigenous_students@sfu.ca) for additional assistance in the admission and application processes. Admissions for Indigenous graduate students is done through the faculties coordinated by the Faculty of Graduate Studies, and it was unclear if they had any particular policies related to Indigenous applicants. However, specific scholarships are available for Indigenous graduate students (e.g., the Indigenous Graduate Entrance Scholarship and the Indigenous Graduate Student Travel Award).

Finance Policies

Concerning finance policies, we sought to find specific policies related to Indigenous students. However, within the publicly available information, we did not find any such discrete policies. Nonetheless, 42 institutions had specific web pages dedicated to Indigenous students and financial aid, bursaries, and awards—100 pages in total and the majority were housed on the institution’s financial aid websites. We excluded from our analysis externally-sponsored awards (e.g., those offered by businesses, organizations, granting agencies, or federally-funded programs) that took applicants to an external website for making an application and adjudication. Some of the institutional webpages listed both internal and external awards, but we focused on those supported within the institution. For internally-sponsored awards, which may have included awards that were endowed by external partners/organizations, students applied for or were nominated for, such awards via the institutional process. In the end, 316 awards fit our criteria.

We coded the purpose of the awards to decipher their intent. Some universities voiced their “commitment” to and “support” for Indigenous students, and used language that was friendly, relatable, and encouraging. For example, Emily Carr University of Art + Design expressed its aim: “To increase enrolment and retention rates for Aboriginal students, to promote student achievement and commitment to community”¹³⁶; and the University of Winnipeg articulated its goal: “With 12% of the University student population declaring Indigenous ancestry, the University of Winnipeg is committed to offering a variety of Indigenous focus programs, research, scholarship opportunities and accessibility to a post-secondary institution.”¹³⁷ Due to robust funding, the University of Winnipeg has over 20 bursaries and graduate fellowships for Indigenous students valued at over 3.2 million dollars.¹³⁸ Trent University and Dalhousie University recognized the role of needs-based funding (compared to academic-merit awards) as an important component of supporting students and the University of Manitoba offers a Financial Wellness Program through its ISC to help students in “developing financially smart habits.”¹³⁹ In comparison, SFU’s financial aid page consisted of a brief definition for each type of award and a link to another page.

In regards to the timing for applications for these financial awards, 67 were allocated to the fall, 43 to the winter, and only 37 to the summer. When we looked at SFU financial awards, of the 28 reviewed, we found that only one did not indicate when it was awarded; of the remaining awards, the majority of SFU awards (85%) were offered in the fall, 59% were offered in the winter, and the remaining 40% were available in the summer.

With respect to the 316 awards that fit our study criteria, 61 were available specifically to Indigenous undergraduates and 32 to Indigenous graduate students. Some institutions offered awards based on student status, for example, entering (N=13), continuing (N=17), and returning (N=13). We found that institutional definitions of *continuing* and *returning students* varied. For example, McMaster defined a *returning student* as someone who had withdrawn over 5 years ago in good academic standing or someone who was pursuing a second degree. SFU defined a *returning student* as someone who had been absent from the university for three or more consecutive terms, was in good academic standing, and did not complete their degree at another institution while absent from SFU. Similar to other universities, SFU also offered most of its awards to undergraduates.

Furthermore, our policy analysis identified 23 universities specified as to whether a student could have full- or part-time status as eligibility for awards, and did not offer awards to Indigenous students who studied part-time. From this analysis, 5 awards were available to Indigenous students with children, and 10 were offered specifically to women (3 of these were distributed by SFU).

Six universities had unique awards for Indigenous undergraduate students. For example, Wilfrid Laurier University was the only institution that had an award for an Indigenous undergraduate mature student aged 25 or over. Mount Royal University had an award for Indigenous students who had participated in their summer camp program. The University of Lethbridge and Dalhousie University had an award specifically for Indigenous students who had completed their transition program and were enrolling at their institution. The University of Toronto and Mount Royal University offered specific awards for Indigenous students enrolled in their transitional year programming. Vancouver Island University offered the Chancellors' Entrance Scholarships for Aboriginal Students to the "top six academic grade 12 Aboriginal students from First Nations communities, Friendship Centres or Metis organizations on Vancouver Island (including Powell River and Bella Bella)." ¹⁴⁰ Brandon University has a specific award for Native American students.

Within our analysis of institutionally-based awards, 11 universities offered specific awards for students enrolled in their Faculty of Education or Faculty of Science. Another 10 universities provided specific finance awards for Indigenous students enrolled in the Faculty of Business. The University of Ottawa and Nipissing University were the only two institutions that provided specific awards to Indigenous students enrolled in Indigenous teacher education programs, to encourage these teachers to go back and teach in Indigenous communities and schools.

Application criteria. GPA and achievement were the most common criteria for the financial aid application (i.e., GPA was mentioned 153 times in the documents we reviewed). The descriptive language used for the level of achievement ranged from *outstanding* to *satisfactory* or *acceptable*, with the latter seeming to downplay a lower grade. Within this policy analysis, a teachable decolonizing moment emerged—awards that focused only on academic achievement for Indigenous students narrowly equated their educational success with GPA. The literature suggests that such a narrow conception of success ignores the achievement of university attendance and milestones despite the educational barriers faced by Indigenous students. SFU was the only university that had an award based on Indigenous students overcoming adversity and perseverance in their studies.

Concerning GPA criteria, we coded 12 universities and found that 9 of them required a minimum GPA of 3.5 to qualify for a financial award. In comparison, SFU uses a range of GPA scores from a 2.0 to *excellent achievement* defined by a 3.5 GPA or higher. In addition, SFU generally refers to *good* and *excellence* when describing the achievement level required.

Approximately 40% of the coded awards (N=120) stated that financial need was a criterion to be considered for aid, while none were overly specific about how they defined *financial need* or what they required from students. For example, one institution asked for evidence of financial need by requiring students to provide letters that showed they were denied funding elsewhere. With respect to the SFU awards we reviewed, only 10 of the 28 specifically mentioned financial need. Four universities, including SFU, had Indigenous-based awards that were unavailable if students had funding from another source. The most common criteria for Indigenous-based awards, beyond financial need, were GPA and academic standing, self-identification, and residency.

Regarding the application process, nine universities required self-identification, with seven requiring official status documentation or proof of Indigenous ancestry, which connected the applicant student to their contribution, leadership, or volunteer work within their Indigenous community. Exceptions to the requirement to provide proof of Indigenous ancestry were Wilfrid Laurier University, Queen's University, and St. Francis Xavier University—their processes allowed Indigenous students to simply self-identify without documentation or proof of status at the point of application. Furthermore, 8 institutions allocated aid to students who resided in the province where the university is located, and 15 universities had specific awards for members of a local First Nations band.

SFU offers 28 Indigenous-specific awards, and similar to many of their counterparts, their application process requires documentation when students self-identify as Indigenous. Students are required to provide supporting documentation that includes a copy of their status card, letter of support from their Indigenous community, or membership in the First Nations Student Association.

Regarding the adjudication process of these awards, only 3 institutions of the 12 we examined—Ryerson University, Western University, and Mount Royal University—had a person with Indigenous heritage from Indigenous student services or an Indigenous education program on the adjudicating committee. For example, Ryerson University has members from its Indigenous student services on the adjudication committee of the Government of Ontario's Indigenous Education Strategy Bursary. This example shows how institutions also may be working with external funders to support Indigenous students accessing valuable awards and bursaries. The information available on the SFU website regarding Indigenous awards and financial services did not describe the adjudication process or identify who was on the adjudication committee.

Less than 25% of the websites we reviewed listed the monetary value of the Indigenous student financial aid, and on those that did list the value, the majority of the awards were \$3,000 or less, available to both undergraduates and graduates. SFU offered the highest award of \$21,000 per annum over a maximum of 4 years for Indigenous doctoral students. McGill University has the second highest award of \$50,000, which is offered to students of Indigenous origin who are doing the McGill EMBA program.

Housing Policies

Nine universities had specific Indigenous housing policies (e.g., priority access, dedicated allocation). All of these institutions used language that encouraged Indigenous applicants to apply for housing, including phrases like "Indigenous students are welcome to apply." For Mount Royal University, Indigenous students need to self-identify as First Nations (status/non-status),

Métis, or Inuit to apply to their Indigenous housing program. Interestingly, out of these nine universities, Mount Royal and the University of Victoria were the only two institutions that included non-status Indigenous students in their applicant criteria. The University of Victoria requires proof of an Indigenous applicant's status through "a status card, a Métis card, or through a letter of support from an Indigenous organization," and they also have a Special Access—First Nations, Métis, Inuit consideration for those Indigenous applicants who do not qualify under other categories of admission.¹⁴¹ The University of British Columbia provides self-identified Indigenous students with priority access within their general housing process, and the University of Victoria offers dedicated Indigenous housing units within their general residences. The University of Alberta housing policy removes application barriers for Indigenous applicants since they allow Indigenous students who do not have access to a credit card to pay for their online housing application in-person at their student housing office.

Seven of the nine universities offer Indigenous-specific housing programming within their residences (Mount Royal University, Algoma University, University of Regina, University of Alberta, SFU, University of Victoria, and Western University). For example, Western University provides a living-learning community floor (Ayukwanaktiyóhake') where students select their interest in which learning community they are interested in and respond to a brief questionnaire; moreover, students residing on these living-learning floors do not have to pay additional fees. The University of Victoria has dedicated Indigenous housing with family options to accommodate up to two adults and two children.

Many of the housing policies of these nine universities focused on single undergraduate students, and some prioritized housing space for first-year students, with a lottery option for those students beyond their first year. Eight of these institutions provided individual accommodation in a single room or shared apartment-style, and only two had family housing on campus. Furthermore, while most of these housing policies were specific to undergraduate Indigenous students, we found a few exceptions; for example, the University of Regina makes their on-campus housing and Indigenous Student Housing award available to Indigenous students at any degree level, and the University of Victoria was the only institution we examined that has accessible housing for Indigenous graduate students.

SFU's Indigenous housing program specifically caters to Canadian Indigenous undergraduate students, and similar to Western University's program, it uses a specific living-learning community (LLC) model for Indigenous students. The SFU Indigenous living-learning community is a partnership between Residence and Housing Services and the Indigenous Student Centre. The LLC offers students access to various Coast Salish cultural activities, including communal traditional feasts and plant walks. SFU does have specific graduate student housing, but the website is unclear about whether it has specific practices in place for Indigenous graduate students.

Role of the IUPP at SFU

Internal and external stakeholders highly value institutional partnerships with local school districts and colleges. Also, community knowledge holders and SFU community members highly value college pathways, since they support access and transition for Indigenous students; and they also highly value SFU for taking responsibility to provide transition programming, for example, in the form of the Interim Aboriginal University Preparation Program (I-AUPP). As noted at the beginning of this report, the *Pathways Project* sought to understand the Indigenous pathways to and through SFU, instigated by the SFU–Aboriginal Reconciliation Council (SFU-ARC) (2017) calls to action, particularly the role of the I-AUPP. In April 2019, as we were conducting our environmental scan, Dr. Pidgeon and Dr. Rob Hancock (Métis) from the University of Victoria conducted an external/internal review of the I-AUPP. Dr. Hancock provided

an independent assessment to the I-AUPP advisory leadership team, and, for the purposes of the present report, we conducted an independent analysis of the transcripts and notes from the I-AUPP review consultation. This analysis also helped to situate some of the necessary connections between access programs, like I-AUPP, to transition and persistence supports across the university. Our analysis includes the transcripts from the I-AUPP consultation along with Indigenous community knowledge holders and SFU participants who participated in our interviews and sharing circles.

The majority of external and internal community participants in our study emphasized that SFU should transform the I-AUPP into a continuing, committed program that should be renamed as the Indigenous University Preparation Program (IUPP). The I-AUPP has passionate educators, administrators, and advocates for access, equity, decolonization, and Indigenization. However, its current challenges were inherited from the previous iterations of the Aboriginal bridging programs, housed in Continuing Studies, and perhaps, more profoundly, the negative impact of the cancellation of those programs on the Indigenous community at SFU and more broadly.

The following sections describe the identified strengths of the I-AUPP and some of its persistent challenges, which were observed by other evaluators and noted in the SFU-ARC (2017) report. The following sections, informed by our attentive listening and reflections on what we learned, also provide an interconnected picture of an access program that is making a difference to the students and communities it serves through its support for Indigeneity.

The I-AUPP challenges we identified included silos; lack of sustained institutional support; a need for more Indigenous faculty and staff engagement in recruitment, admissions, instructional, and support services; and racism. Nevertheless, opportunities exist for SFU to enhance its commitment to provide access and transition pathways for Indigenous students. SFU needs to address the challenges that impede how the I-AUPP could enact Indigenous ways of building relationships (across the institution), as well as provide wholistic supports for Indigenous students while they are in the program and as they transition out of it into the broader SFU community.

All Indigenous community stakeholders—including Aboriginal community education coordinators, Indigenous leadership, Elders, and K–12 educators—argued that SFU should continue to offer an Indigenous-specific transition program. They saw it as an institutional responsibility and an important access mechanism for Indigenous community members to be admitted to SFU. Indigenous stakeholders reminded us that the purpose of such a transition program is to address systemic and societal inequities. The key lesson learned from this process is that SFU needs to be doing more to support access and transition programming—for example, Indigenous-specific summer camps and the IUPP—in a sustained and institutionally-supported way going forward.

Purpose and mandate. Participants representing the I-AUPP, external community knowledge holders, and many SFU community participants emphasized that any future bridging program must have a clearly understood and communicated purpose. Although the I-AUPP team was clear about the role and purpose of its program, those within SFU not directly connected to the program were less clear. This lack of clarity is problematic when programmatic challenges are not understood nor always supported across the institution. With a better understanding of the need for a clear purpose that aligned with the intent of the program and Indigenous stakeholders' needs for a transition program, like the I-AUPP, our analysis derived the following purpose:

The Indigenous University Preparation Program's (IUPP) purpose is to provide Indigenous learners with a culturally-relevant and pedagogically enriched learning experiences. For learners, this program creates an access point for dreaming

about and envisioning their future education and career goals. It will strengthen the life skills they need to advance further in post-secondary education.

In short, the IUPP would set up a pathway for Indigenous learner success in post-secondary education and in meeting career goals.

Understanding Success for IUPP Students and the IUPP as a Program

As discussed in our literature review, what *success* means for Indigenous students challenges the institutional norms of a high GPA, time to degree completion, and graduation rates. Many participants reiterated that success for Indigenous students must be holistic; it has to be defined by the students themselves and should be understood in multiple ways. With respect to the IUPP, *success* means having a process whereby each student's goals and motivations are documented. A team approach would guide students to gain the knowledge, skills, and tools they need to reach these goals. Participants understood, albeit with some tension in their perspectives, that a student "trying out" the IUPP and realizing "it's not for them" should not be regarded as a program failure.

The success of an individual student should be personally defined and measured according to their finding a pathway to their next step (whether at SFU, another institution, employment, or other life choices). For example, a current student of the I-AUPP and some members of the SFU community felt the IUPP should prepare students for further studies and the life of a university student (e.g., provide understanding about balancing workload and deadlines; professor expectations, study and writing skills). However, students will need different things from the program—they may want to complete one course or one semester, or they may intend to complete the IUPP to enter an undergraduate program, or they may aim to go on to graduate or professional school. The starting premise is that a connection with post-secondary education, if appropriately delivered, is beneficial to Indigenous individuals and their communities.

Our study found that the IUPP should focus on individual strengths and demonstrated growth. *Wholistic success* for students means they can attain both the academic and life skills needed to support their education and career goals. However, to understand its own success within the context of wholistic student success, the IUPP needs to define culturally-informed assessment processes. In addition, some standard institutional data on how many students apply, complete, and transition into SFU programs (or other post-secondary educational institutions) could provide important longitudinal measures of success. Participants also acknowledged that current conversion measures (e.g., how many students went on to pursue other SFU programs) may not be helpful for such a small program, and so IUPP completion and conversion targets should not be set. However, these data could be useful insofar as they can be coupled with student and instructor feedback as part of the IUPP's wholistic and ongoing assessment process. Wholistic assessment could consider questions such as: Are the courses educative and helpful? Do the students experience a positive learning environment? Did the students feel supported in the program? With respect to IUPP alumni that transition into other SFU programs, questions could include: How did they feel about the support provided by the IUPP? Did students complete the program with clear options and choices before them (i.e., did they know where to go next and how to get there)?

An ongoing summative and iterative evaluation is one way to answer these questions and provide important pivot points for the IUPP to be responsive to the needs of Indigenous students and communities. Drawing an analogy to the BC transfer system, a few participants felt the IUPP success could be measured by understanding where IUPP alumni went—in essence, they could start at SFU and go anywhere. In addition, participants thought that program success also should be reflective of the IUPP's sustained relationships with local communities and school districts.

Challenges and Opportunities for the IUPP

Silos impede relationships. Our study found that the silos within the SFU community impeded I-AUPP students from building relationships with institutional-wide supports and services. Participants noted that more should be done to support the on-boarding of IUPP students, especially by including Indigenous college transfer students. They also felt that coordinated and intentional programming should be established to support students in familiarizing themselves with broader supports and services, other students, and campus communities (e.g., the First Nations Student Association). From our community consultations, we found that the idea of wrap-around support resonated for Indigenous students transitioning to SFU.

Challenging who belongs and deficit discourses. I-AUPP students expressed feeling unwelcome by other students and the broader campus community, which was counter to a message of belonging at SFU. We need to do better and reassess how we invite, welcome, and support future IUPP students in the SFU community. The I-AUPP students who participated in the sharing circles and interviews also were adamant that they chose SFU because they wanted to be university students, even though some knew about the option to go to college first and then transfer to SFU. For a variety of reasons—such as their finances, time, and career/education pathway—they wanted to start at SFU. Some students felt a sense of pride being an SFU student, which helped to motivate them to do better. The I-AUPP students also were clear that they felt that expectations and grading and quality of instruction for them as a cohort should be the same as for any other SFU student, and they also valued having Indigenous instructors along with settler instructors who worked to ensure the content of their courses were culturally relevant and respectful of Indigenous ways of knowing and being. While these students recognized that they needed some additional support to be fully prepared for university, they also felt there was a culture of seeing them as “less-than” other students. They shared that they experienced this tension when accessing support services across the university.

It is critically important to acknowledge and mitigate the negative influence of deficit discourse across the SFU community (i.e., implicit biases, lateral violence, microaggressions) on Indigenous students in general and I-AUPP students in particular. Such discourse leads to students having negative perceptions of themselves and others in their cohorts, and it also negatively impacts SFU community perceptions of those involved in I-AUPP (administration, faculty, and students).

Admissions and “best students.” The I-AUPP staff and others from the broader SFU community also had an awareness that deficit discourse is associated with access and bridging programs. This discourse arises from the institutional tension between academic rigour and the need to be the “best students” (e.g., most academically prepared and ready for university) and the recognition of social inequities that create barriers to participation, which are unrelated to the capabilities of students to be successful learners. This tension represents the impact of colonization on the SFU community. Some participants urged us to be mindful of the negative messaging that could be sent to Indigenous applicants who are advised to go to college first and then come back—a message that could be interpreted as “university is not for you.” While good reasons exist for some Indigenous students to go to college first and then to university, they should choose that path themselves, guided by an informed wholistic assessment that is supportive of their life goals.

The application and admissions process for the IUPP could provide an opportunity to directly challenge deficit discourse and the implicit biases of the institutional community. Organizational coordination could help to break down operational silos with Indigenous leadership that is inclusive of diverse faculties and student services (e.g., registrar’s office, academic advising, financial, Indigenous student centre, Office of Aboriginal Peoples, and others). This inter-unit

collaboration would be foundational for the future success of IUPP and any other Indigenous programming at SFU.

Relationships and recruitment. As an access program, the IUPP would continue to garner interest from a wide variety of learners from recent high school graduates to older adults to community Elders, all of whom would be looking for a supportive Indigenous learning environment that could help them achieve their individual learning and life goals. This diversity must be considered in the future planning of the IUPP recruitment strategies, coordinated support services, course planning, and curriculum learning goals. More importantly, and this point is reiterated throughout this report, SFU—as a public comprehensive university that offers multiple access pathways—can create opportunities for Indigenous applicants through the IUPP and certificate and degree programs. The period between recruitment and application is a critical juncture for an Indigenous person who chooses to invest time, resources, and effort in their education. It is vital that each person is counselled on the choice of options that may best suit their needs and goals.

A clearly stated purpose and communication strategy that aligns relationship building across the necessary institutional stakeholders to support the IUPP and its students are key in sustaining, role-modelling, and moving toward creating more respectful relationships.

Curriculum, leadership, and coordination. The impact of the cancellation of the former AUPP still resonates across the SFU community. Mistrust of the institution's commitment to Indigenous programs is part of the bigger systemic issues facing SFU as it addresses its reconciliation responsibilities. In particular, this cancellation negatively impacted the I-AUPP in terms of its ability to resource teaching appropriately, specifically to provide compensation to I-AUPP instructors above and beyond their teaching stipend for course preparation and team meetings. Efforts to Indigenize the curriculum and bring more Indigenous instructors and guest lecturers into the program require resources that can ensure that this work is done in a good way. Resources are needed to support the IUPP vision across its courses, and its services and connections to the broader SFU community.

As will be evident later in this report, the call for more Indigenous involvement in Indigenous programming at SFU also would apply to the IUPP. Moreover, Indigenous leadership of this program would be crucial, and during the course of this *Pathways Project*, the oversight of the IUPP moved to be administered by the Department of Indigenous Studies (formerly the Department of First Nations Studies) within the Faculty of Arts and Social Sciences (FASS). In addition to the benefits of providing Indigenous leadership, administration of the IUPP within an academic unit (rather than a service unit or Life Long Learning) more strongly profiles and aligns the program as one that is about academic learning experiences and provides an academic and culturally-supportive home for IUPP students. This intentional alignment of the IUPP being an academic program helps to further counter the 'deficit' discourses about the program, and the IUPP students themselves.

In addition, the I-AUPP participants in our study, particularly the instructors and students, saw the need for more coordination across the program's courses. For example, three W-courses (writing courses) in one semester created a heavy workload for students who also had the added pressure of uncoordinated timelines for assignments. The participants felt that more coordination between the members of the instructional team would enable these challenges to be addressed before the start of a cohort. For example, assignment deadlines need to be staggered to balance workload. The program also needed to ensure that the laddering of learning goals across the courses from beginner to mastery would be integrated across each course and sequenced across the program.

The I-AUPP (and its former iterations as AUPP/APHP) exemplifies Indigenization efforts at an institution that struggles with the larger issues of Indigenization and decolonization. The value of

the I-AUPP was clear—it was needed and wanted by local Indigenous communities and school districts. The question of why it should be an SFU program, rather than the responsibility of community colleges, also was clear. As a public comprehensive university, SFU has a responsibility to deliver on its commitment to community engagement, reconciliation, and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

In the next section, we explore the following questions: 1) What role does SFU have in supporting Indigenous aspirations? 2) How can SFU's success be understood through Indigenous understandings of success? and 3) How can SFU partner with Indigenous communities to support Indigenous aspirations and success?

Role of SFU in Supporting Indigenous Aspirations

All of our participants clearly saw SFU as having a critical and integral role in supporting Indigenous communities' aspirations and hopes regarding education and careers. Also, many participants saw this role as especially important given SFU's commitment to reconciliation and redressing past wrongs through decolonization and Indigenization. Figure 6 represents the way that some of our work also aligned with an Indigenous research process that uses an active graphic recording, which enabled the Indigenous youth who participated in our sharing circles to see how their words and recommendations were emerging.

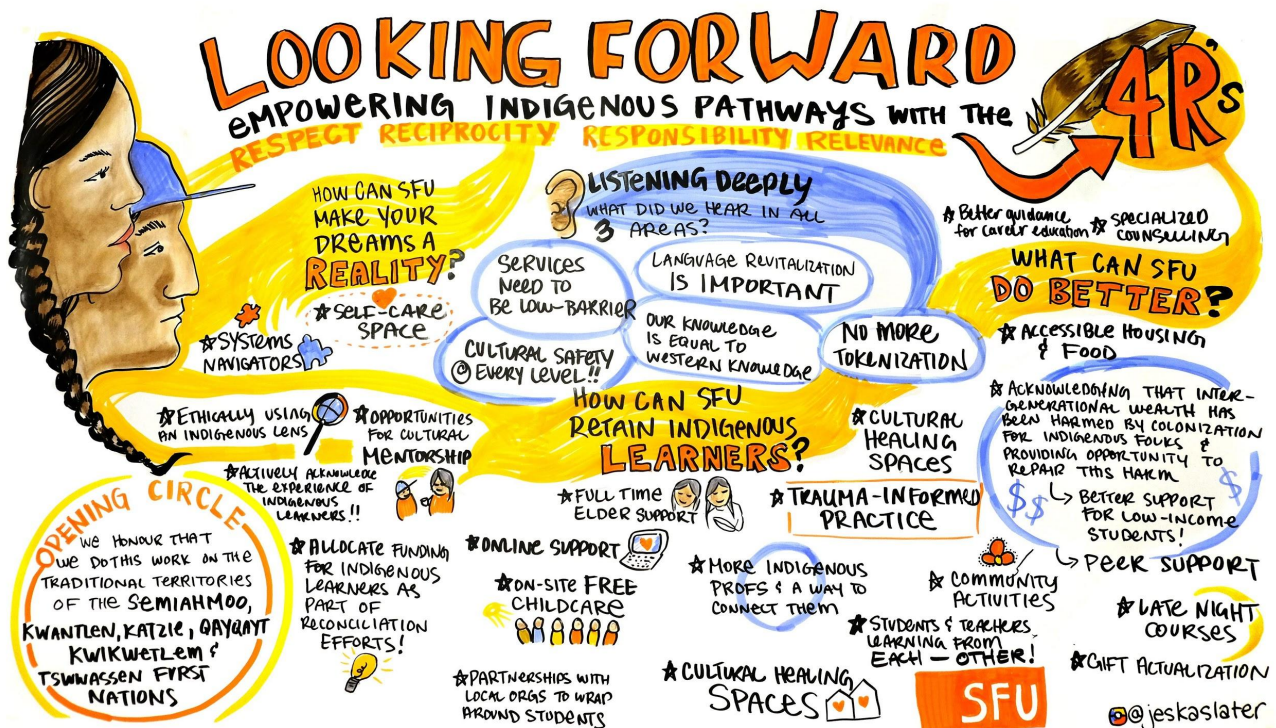


Figure 6. Graphic recording from community consultations with Indigenous youth.

Using NVivo software, we found several themes emerging from our qualitative coding of interviews and sharing circle notes and transcripts (see Appendix F for code themes). These themes intersected strongly with the themes identified in the literature regarding the factors that support Indigenous student success, which include family-community involvement, external support (e.g., finances, transition support), and cultural connections. Participants also spoke about Indigenous youth having hope and aspirations for their future that enabled them to see

post-secondary education as an accessible and viable pathway. In reflecting on the aspirations of Indigenous communities for post-secondary education, many participants noted that Indigenous youth wanted to attend post-secondary education to be role-models for others in their communities, to give back to their families/nations, and to contribute as a community member. Some participants also noted that the career aspirations of Indigenous youth had motivated them to be successful in their post-secondary education.

Empowering a sense of hope within Indigenous students and their communities is a key responsibility of an institution like SFU, particularly given that the stark reality facing many Indigenous youths is one of hopelessness and simple survival. This sense of hope (or hopelessness) was reiterated by several of the different school district participants, and some noted that by just trying to get through high school, many Indigenous youths don't have the energy to think of the "what next," so SFU has a key outreach and partnership role to play with the school districts as well.

Our study participants were deeply aware of the many external barriers that hinder Indigenous youth from having hope for their future and dreams for a post-secondary education. Notably, our participants cited some of these barriers as being systemic and societal racism and the intergenerational impact of colonization. For example, the mismatch of Indigenous and Western worldviews and approaches to pedagogy hindered Indigenous youth from feeling as if they "belonged" in university. Participants discussed the economic realities of Indigenous communities that may lack the means to support meaningful employment for Indigenous youth who pursue university-degrees. Some participants also observed that sometimes an Indigenous community may have biases toward, or distrust of, a community member who becomes university-educated—they may be perceived as no longer "belonging" back home or as having betrayed their people. Some participants also noted that these sentiments were a product of colonization and residential schools.

Participants explained that for some Indigenous youth and their families, simply meeting basic survival needs was a daily struggle. In such circumstances, Indigenous people have no space for future aspirations beyond their need to focus on food, housing, and personal security. Noting the over-representation of Indigenous youth in foster care¹⁴² and that the BC provincial government tuition waiver program¹⁴³ aims at supporting former youth in care to attend post-secondary education, participants also remarked that those in foster care face additional barriers to attending university or college, and consequently, SFU and other institutions need to think about how to better support these young people once they become post-secondary students. In addition, participants identified barriers related to housing, finances, and lack of computers/Internet.

Understanding Institutional Success through Indigenous Success

Participant groups recognized the clear tensions in how, institutionally, we think about what "success" means for Indigenous students and Indigenous-initiated initiatives and programs at SFU. These tensions derive from the differing values of Western models of education and those embodied in Indigenous ways of knowing and pedagogies. The colonial underpinnings of our educational system continue to perpetuate disparities and inequities that negatively impact Indigenous participation across the educational system. Furthermore, metrics of success (e.g., matriculation rates) are insufficient to understand and support Indigenous student success.

Our participants described Indigenous student success as needing to be more holistic and connected to individual student's goals and aspirations, such as giving back and contributing to their families and Indigenous communities. Although graduation was certainly an important marker of Indigenous student success, it was not the only one. It is imperative to recognize that

some students may want to come to SFU to gain experience and then transfer to another institution (or vice versa). Other participants spoke of the sense of responsibility and reciprocity of giving back, so, consequently, success could be thought of as an individual gaining strength in their gifts during their time at SFU and being able to give back to their communities (e.g., volunteering, employment, or being a role model to others). Wholistic conceptions of success include not only intellectual gains (e.g., GPA, degree completion), but also the strengthening and enrichment of physical, emotional, and cultural well-being as a result of being an SFU student.

To support a more wholistic sense of success, participants made several suggestions for advancing SFU, notably through decolonizing what “success” looks like, and thereby influencing the means through which it measures success. In addition to improved metrics, SFU requires more and better-aligned data. For example, narratives, or stories (e.g., qualitative data), could contribute to a more wholistic and inclusive understanding of success, especially if this data centred on Indigenous students’ individual goals throughout their SFU experience (both in-class and outside-class).

Such ongoing, culturally-informed assessment and data collection throughout an Indigenous student’s SFU experience would help to broaden institutional understandings of success. Some participants even suggested that at the individual level, success in life is understood through how life goals are actualized, and SFU may be only one aspect of their life journey; and yet, a student’s experiences at SFU can be impactful in powerful ways through the relationships and connections they make, which can support their intellectual growth and curiosity, and empower and reaffirm who they are as an Indigenous person. This suggestion aligns with the Indigenous student responses (26%) in the *2018-USS*. In this survey, respondents indicated that it was important for them to graduate from SFU, while also knowing that their degree was only one step in their path of lifelong learning. Therefore, the success of an Indigenous student (and of SFU) can be perceived as completing a degree at SFU, attending SFU for a short while as a transfer student and then leaving to complete an education opportunity elsewhere, or achieving what they aimed to at SFU and then going on to a career—all these are relevant kinds of success based on Indigenous students’ goals, all of which SFU should support.

Our participants also suggested that SFU should support Indigenous student pathways by increasing access opportunities, by supporting culturally-relevant curricula and programs, and by providing ongoing staff development. For example, participants explained that SFU could provide multiple programming options and support a dedicated recruitment team that was well-informed about options and pathways. That team could coordinate outreach to, and communication with, potential Indigenous applicants. In addition, SFU partnerships could provide opportunities for enhanced reciprocal relationships with local Indigenous communities, organizations, school districts, and other institutions to provide innovative online programming, in-community programs, dual credit enrolment (K–12/PSE), and/or block transfer credits.

Other participants noted the challenges associated with admissions processes. They suggested that a more coordinated effort between various institutional stakeholders would help to support individual applicants. The implementation of a culturally-informed admissions process would ensure that an applicant was placed in their best educational pathway, which also would enable the consideration of multiple admissions policies and potentially multiple-program options to support this applicant’s career and educational goals.

Our participants commonly observed that SFU employees—faculty, staff, and administration—needed further professional development, particularly concerning decolonization and understanding the complexity of Indigenous education. Professional development also was needed to ensure that Indigenous students’ in-class and on-campus experiences were respectful of their worldviews and experiences. Participants spoke of the need for more

culturally-relevant forms of assessment and evaluation across the institution (e.g., undergraduate and graduate admissions, in-class assessment, program evaluations). Others spoke of the need for teaching across the university to be more culturally-aware and inclusive. Such professional development training has been an ongoing recommendation, and in 2019–2020, the Reconciliation Employee SFU Professional development Education Cultural Safety Teaching (R.E.S.P.E.C.T) Project was established to address this important institutional need. This project supports the ongoing work of institutional units such as the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD), which offers ongoing workshops; Disrupting Colonialism through Teaching, which is an integrated seminar series and grants program; and Decolonizing and Indigenizing Curricula, which provides grants for faculty.

Our Indigenous community participants and SFU participants both emphasized the importance of Indigenous engagement and leadership regarding Indigenous programs and initiatives. Many suggested that following Indigenous protocols for governance would strengthen the relationships between SFU and Indigenous communities. Such protocols require partners to work collaboratively to ensure ongoing community feedback, dialogue, and sustained engagement, all of which need to be inclusive of Indigenous community representatives, Elders, students, faculty, and staff. Participants commonly referred to the principle of “nothing about us without us,” which requires sustained engagement and leadership by Indigenous peoples for Indigenous-related initiatives. On this point, Indigenous community members shared that an opportunity exists to expand Indigenous programming and related resources that also support Indigenous community strategy/priorities.

Our participants saw the empowerment of student connections as a vital aspect of the support for recruiting future Indigenous students and retaining current Indigenous students. Thus, the value of peer-relationships supports the importance of having positive role models in the SFU community who can return home to share their experiences as university students. Others felt that these connections build support networks and foster relationships that strengthen students’ sense of belonging and being part of a community at SFU.

Another relationship connection that emerged as a theme, and will reappear in the “Recommendations” section of this report, was the need for Navigators. Participants pointed out that the navigator role—still missing at SFU—would help to bridge both the Indigenous community and its potential students to the institution, and also help support Indigenous students to navigate the institution throughout their time at SFU. As an SFU employee, the Indigenous navigator would be someone who is the “face” of SFU within Indigenous communities, the point person to whom they could approach, ask questions, and receive support. As a community connector, navigators, in partnership with the SFU recruitment team, would bridge between SFU and the Indigenous community. As an institutional navigator, their role would be to help Indigenous students, faculty, and/or staff navigate SFU by helping them to cross institutional bridges/connectors.

Participants often suggested each of the above-mentioned potential possibilities as a response to the known hindering factors that currently prevent SFU from doing this work, particularly with respect to the silos in which units operate, which prevent a culture of collaboration and shared resources. Participants identified the lack of safety from racism and lateral violence on campus for Indigenous students, faculty, and staff, which they also specifically identified as being a real challenge requiring an institutional response through support services and action. Moreover, this lack of safety connects to another barrier to advancing Indigenous student access and retention—the lack of a sustained institutional commitment (financial and human resources, etc.). This latter point also relates to the overburdening and increasing demands placed on Indigenous students, faculty, and staff to take on more work to support reconciliation, at a time when their settler colleagues have not taken on their own learning and responsibilities for reconciliation.

The access barriers that SFU could address by changing its own policies and practices include admissions policies (e.g., grade criteria, and policies such as self-identification criteria) and the financial burden of coming to university (e.g., tuition, application fees, housing, childcare, food, and transportation). Furthermore, many participants recognized that the moments of transition in a student's life into SFU (e.g., moving from work/college/high school/unemployment to university) and through SFU (e.g., IUPP to undergraduate; undergraduate to graduate; program completion to work-force) require significant enhancements and supports.

Throughout their conversations, many participants kept going back to the importance of supporting Indigenous pathways to and through SFU. For some, this support meant ensuring an institutional understanding of the economic realities of many First Nations communities and Indigenous urban communities, whose first priority is to meet the survival needs of their peoples (e.g., safe housing, food security, child care). Furthermore, bridging understanding is important regarding how such economic realities need to be considered in Indigenous programs and services through sustainable financial resources. Wholistic support services need to be age-appropriate and what may work for a recent Indigenous high school graduate will be different from what will work for an older single Indigenous mom who is returning to post-secondary education after a long time away from any form of formal schooling. For example, some participants suggested that alumni connections/outreach could be a way to extend relationships and connect with Indigenous communities, preferably by having Indigenous alumni participate in these mentoring and outreach programs at the Indigenous community-level.

SFU in Partnership with Indigenous Communities

The *Truth and Reconciliation Commission of Canada (2015)* report, and the subsequent *Walk this Path with Us* (SFU-ARC, 2017) report elucidates the obligation of all SFU staff, students, faculty, and administration to take on their responsibilities to reconcile and truth tell. Within the context of this *Pathways Project*, community knowledge holders and SFU participants were clear that partnerships with Indigenous communities and organizations were the way forward for advancing the work required to decolonize and Indigenize. Participants also were able to identify factors that could support the development and sustainability of such partnerships.

Sustained collaborations are important to ensure that the good words shared at the release of the *Walk this Path with Us* (SFU-ARC, 2017) report, and during this research project, result in actions that are seen and experienced by Indigenous communities. As such, SFU—given its multiple campuses and programming that expand across BC—created optimism that broader collaborations beyond the lower mainland could extend its outreach and program offerings to more Indigenous communities. Such sustained collaborations could prioritize Indigenous community needs (e.g., language, early experiences/access, in-community undergraduate and graduate programs). Sustained collaborations also could connect to the K–12 districts as potential partners for co-hosting Indigenous programs and, like the idea of an SFU navigator, building relationships with an Indigenous educational team could provide direct connections to the resources and supports at the district level.

SFU's in-community engagement through community events, such as sports and/or cultural events, were other ways our participants thought that the institution could sustain collaborations and enrich relationships with local Indigenous communities and partners. The key aspect of this engagement would be communication with partners to ensure the timing, date, and location of the event worked with the community schedule. Communication between partners would ensure that all members were clear about their responsibilities and expectations, and, more importantly, that they understood the level of resources (both financial and human) that each of them had to dedicate to such gatherings.

Cross-institution partnerships, such as those SFU has with Langara College and Douglas College and the Surrey School District, could be expanded to other institutions (e.g., the Nicola Valley Institute of Technology [NVIT] and the Native Education College [NEC]) and other school districts. The local First Nations communities who participated in the *Pathways Project* were clear that they also wanted to explore partnerships with SFU for programs that could be offered through blended delivery, online, and/or face-to-face in-community. Some participants recognized that even faculty-partnerships are critical to advancing program and support offerings (that are more interdisciplinary and collaborative across various units) for Indigenous students.

SFU's organizational structure (e.g., leadership, resources, organizational support, financial and human resources) has both helped and hindered it in becoming a partner with Indigenous communities and organizations regarding support for Indigenous student aspirations and Indigenous success. As mentioned earlier, institutional silos and the lack of coordinated communication and action have impeded innovative opportunities to empower cross-faculty or cross-unit collaborations.

SFU's lack of clarity on its organizational structure and the roles and responsibilities of its various units makes it difficult to understand who should be involved in conversations/planning, and who Indigenous partners can reach out to for guidance, leadership, and, more importantly, action. Consequently, these institutional silos create barriers both internally and externally with respect to forming sustained partnerships. This problem was exemplified in an example shared by a few participants regarding the ownership/responsibility of partnership agreements (e.g., PS3)—the participants pointed out that these agreements were unclear about who takes the credit for success and who takes the ongoing responsibility for implementation and oversight. Moreover, a lack of action following the establishment of partnership agreements (e.g., the MOU between the Surrey Urban Indigenous Leadership Council and SFU) can create frustration and mistrust of the institution.

Participants often spoke about what SFU could be doing to improve actions that do not help or actually hinder partnerships with other institutions, school districts, Indigenous communities, and/or units across the institution. For example, PSE institutions need to understand that Indigenous communities have limited resources within their funding packages for education, which means that not all their members will have access to further education funding. Also, the financial realities of housing costs, child care, food security, and transportation are real challenges within many Indigenous communities, which put additional burdens on Indigenous students who leave their communities to attend PSE. Considering that 67% of the Indigenous respondents to the 2017-USS used public transit while 47% drove/carpooled to campus, SFU needs to recognize that transportation to and from communities, whether for summer camps or attending classes, has to be accessible and affordable.

As reiterated throughout this report, relationships build trust. SFU has a responsibility to uphold the values and principles it undertook in *Walk This Path With Us*, and not being present in Indigenous communities has a detrimental impact on partnerships. Relationships are established and sustained through presence, and not just for SFU-planned events, but equally for SFU's attendance at Indigenous community events and gatherings. Furthermore, given the broken trust due to more recent partnership breakdowns, SFU must continually work to restore this trust, rebuild relationships, and make intentional efforts through investments in financial and human resources to support Indigenous student pathways and services.

Mapping Directions Forward for SFU

During our research analysis, several principles emerged as being central for shaping SFU's plan of action, principles that can guide the recommendations put forward by our participants to support Indigenous students and their communities:

- SFU is **committed to enacting** reconciliation, decolonization, and Indigenization. Engaging in this work will enable the institutional community to address systemic issues, such as **racism**, in a unified and collective way. For SFU to meaningfully enact its commitment to UNDRIP, TRC, and ARC, it must address its campus climate and culture (e.g., RACISM on campus), its policies, programs, and services, and, most importantly, its practices.
- Definitions of **success** for Indigenous peoples are varied and are not to be understood as “one-way” or through Western values of success. Both the literature and the interviews/sharing circles reiterated these points clearly. Wholistic understandings of **success**—that include motivation for attending university, and the extended networks of wrap-around supports that Indigenous students need as they move into and through SFU, regardless of their entry point (e.g., high school, college transfer, university-prep program, etc.)—are key to creating Indigenous student accessibility and pathways.
- In taking up its commitment to **Reciprocal and Respectful Relationships**, SFU needs to:
 - Shift its perspective from silos to a collective community invested in contributing to Indigenous student advancement and self-determination across its three campuses (e.g., interconnected relationships).
 - Address the expectations and overburdening of responsibilities placed on its Indigenous students, faculty, staff, and community members. Elders and Indigenous community members are asked frequently to volunteer for free for events or classroom participation. SFU needs to respect, fairly pay, and compensate Indigenous involvement and leadership at each step in this journey to ensure “nothing about us without us.”

Throughout this process, many moments occurred when one or more members of the team said “that’s a great idea” in response to the stakeholder suggestions and lessons learned from another institution. Therefore, the third, and final, question we address is: What can SFU do to work with Indigenous communities to support Indigenous pathways to and through the institution? We answer this question through a triangulation of the data we collected (i.e., literature review, SFU data, environmental scan, and community consultations [interviews/sharing circles]) and propose recommendations that can guide SFU forward in this collective work.

Indigenous pathways are about inspiring hope and connecting to Indigenous students’ motivations to pursue their education because they want to contribute to, and give back to, their communities. Frequently, these two themes were connected to why SFU should be engaged in this work and provide a sustained institutional commitment to Indigenous pathways to and through its institution. We have organized these recommendations around the themes of access, recruitment, and admissions; transition and persistence; and reciprocal responsibilities. In Appendix J, we provide a summary chart that maps some of these recommendations along Indigenous students’ journeys to and through SFU, and, while not exhaustive, this map shows the interconnections of these recommendations.

Access, Recruitment, and Admissions

SFU needs to build early relationships with younger Indigenous youth (e.g., through summer camps, sports events, and in-community programming). Such early experiences can make a difference in Indigenous students' education and career aspirations, as highlighted in *2017-UGSS*, wherein it was reported that 71% of the 21 Indigenous undergraduate students who had participated in access programming felt that this programming had influenced their later decision to become SFU students. The following recommendations continue—by providing more detail—the list of “Recommendations: Mapping Directions Forward for SFU” found on page 8 of the present report:

1. **Student finances matter.** Since adequate finances are the greatest barrier to the access and retention of Indigenous students, SFU needs to:
 - 1.1. Create more financial support (e.g., scholarships, bursaries) based on the financial need of Indigenous undergraduate and graduate students (needs that are not covered by Canada Student Loans).
 - 1.2. Diversify who is eligible for scholarships, including specific funding for 1) part-time students, 2) students who are parents, and 3) college transfer students.
 - 1.3. Transparently communicate to students about the process of the adjudication of Indigenous awards and who is represented on the adjudication committee. SFU also must consider the Indigenous self-identification process (at the point of application or during studies at SFU) and clearly articulate how this information is used, and/or how it is shared between units.
 - 1.4. Establish wholistic assessment of applications and ensure that culturally-informed processes are in place, which employ a strength-based approach.
 - 1.5. Streamline the funding application processes for students, with targeted staff supporting them along the way to ensure they are receiving the required documentation. This process could allow consideration for multiple-awards through one application portal.
 - 1.6. Provide grants to increase Indigenous participation in summer camps (particularly if a residential component is built into the programming).
2. **Early access programs.** SFU should strengthen and sustain summer camps and other early experience programs and outreach in Indigenous communities to increase familiarity with SFU. These camps and programs provide opportunities to sustain relationship building with SFU, and they foster a sense of hope and inspiration about PSE. Specifically, SFU should:
 - 2.1. Continue access programs like MathCatchers and Basketball camps, since they are critical to Indigenous communities. Institutional support of these programs needs to be sustained to ensure continuity.
 - 2.2. Create a calendar of Indigenous programming that can be shared with school districts and Indigenous education coordinators and communities.
 - 2.3. Partner with local First Nations communities and school districts to provide summer camps in-community to ease the cost of travel and accommodation.
 - 2.4. Provide multiple options of participation, and share costs (e.g., transportation, meals) to encourage school districts to bring their students to SFU events.

- 2.5. Ensure culturally-informed evaluation is designed and implemented for Indigenous access programs and services to ensure the experiences of these programs and services are meeting the needs of our Indigenous students and their communities.
3. **Indigenous admissions policies.** To increase Indigenous student accessibility, these policies should be more inclusive and understanding of prior learning assessments. There is also a need for coordinated recruitment efforts that are informed by these policies - so that information shared in-community and with potential Indigenous students is consistent, supportive, and encouraging to students and their families.
 - 3.1. SFU should establish an Indigenous Admissions Committee that could work centrally and across faculty-admissions processes. This committee would have representation across units at SFU to ensure coordinated support around recruitment, admissions, and in program supports. This would ensure gaps in service are mitigated for the students. This committee would employ a wholistic and inclusive admissions process to ensure Indigenous students are supported in finding their most suitable educational pathway. This committee would seek expertise on current prior learning assessment techniques that would be culturally appropriate for Indigenous students and would communicate this process to the SFU community and Indigenous applicants.
 4. **Indigenous self-identification.** The SFU Registrar's Office and constituency groups from across the university should create processes whereby students can self-identify outside of the admissions application process. In addition, self-identification should be centrally connected, regardless of whether a student self-identifies at the Indigenous Student Centre (ISC), Registrar's Office, Financial Aid, or within a faculty, so that identification can be communicated across units and integrated into a student's record in a manner that respects their privacy and confidentiality. Transparency in how this information is used by SFU, Faculties, Student Services, or other units. This transparency and clear communication are critical to building trust with Indigenous students.

Transition and Persistence

5. **Indigenous University Preparation Program.** SFU should offer this program as a regularized, Senate approved, academic program with full institutional support and related resources. Regularization would ensure consistency in the teaching faculty and an intentional curricular coordination. The IUPP could become an exemplar for evidence-based practices that support Indigenous learners in gaining the confidence and skills required to take the next step in their post-secondary journey. Specifically, SFU should:
 - 5.1. Fund the IUPP to meet the needs of students, instructors, and program sustainability.
 - 5.2. Take collective leadership and responsibility: As an SFU program, the IUPP would require support from multiple faculties and student services units. Its success would be strengthened by the advice and oversight from an IUPP committee representative of multiple faculties and units, as well as Indigenous faculty and staff, who would be committed to the purpose and mandate of this access program.
 - 5.3. Provide instructional team compensation (e.g., a stipend or partial course credits) for curricular coordination and regular program meetings.
 - 5.4. Provide curricular coordination across all courses to ensure balance in Indigenous students' readings, timelines of assignments, and expectations.

- 5.5. Establish bursary programs to support tuition and living costs for IUPP students, so they do not have to access their limited third-party funding for this program.
 - 5.6. Create a scholarship for the IUPP alumni who choose to continue to SFU for their undergraduate degree.
 - 5.7. Develop and sustain on-boarding and off-boarding transition supports to the IUPP and then on to SFU degree programs or elsewhere.
 - 5.8. Recruitment alignment and communication between the IUPP coordinator, recruiter, and SFU recruitment. To improve outreach and support, each unit should be fully informed of the program, requirements, and admission criteria. The IUPP should be promoted in Indigenous communities and school districts in a culturally responsible way.
6. **Indigenous Student navigator positions.** These positions should be established for students as well as for Indigenous communities. Indigenous student navigators would have a responsibility to support Indigenous students throughout their SFU journey, from their point of recruitment to graduation to becoming alumni. Navigator roles could be separate positions or combined into one role if appropriate. These roles would work in collaboration with multiple units across the University's three campuses, for example, the OAP, various student services units (e.g., ISC, Recruitment, Admissions, Academic Advising, Financial Services, Residence & Housing), Faculties, and other key stakeholder groups. All Indigenous Navigator positions would work closely together to provide wraparound support and continued care for students.
- 6.1. **Admissions and financial Navigator:** This professional person would work one-on-one with self-identified Indigenous applicants to provide them with assistance for completing admission, financial awards, and housing applications. The need for such a navigator is evidenced by the large percentage of Indigenous applicants to SFU (2015–2019) who did not apply for entrance funding. Establishing relationships with students when they start an application can help support them in applying for such awards, and potentially connect them to other financial resources they would not have considered.
 - 6.2. **Institutional Navigator:** At the point of admission, an Institutional Navigator will be assigned to the student via a relationship-building process initiated by the Admissions and Financial Navigator. An Institutional navigator would be a constant guide and connector for Indigenous students, and this role would parallel the support that Indigenous students could receive during their K–12 experiences from an Indigenous education advisor based in their community.
7. **Transition program.** SFU needs to create a transition program specifically for Indigenous college transfer students from its partner institutions. This program could include a summer institute, welcome week/orientation, peer cousin community, and yearly programming to support these students as a community/cohort.
8. **Indigenous culturally-relevant curriculum and pedagogical practices.** These curriculum and practices should be developed and deployed across all SFU faculties (relates to the work of Centre for Educational Excellence (CEE) faculty training on Indigenousizing the curriculum).
9. **Wholistic support.** Culturally-informed, wholistic support for the physical, emotional, cultural, and intellectual needs of Indigenous students is key to their success in PSE. This wholistic support can be described as an extended family network of support that is

inclusive of the whole SFU community. Wholistic supports are interconnected services that may influence one or more of four realms—physical, emotional, intellectual, or cultural—across SFU’s three campuses and within each Faculty (for specific suggestions about these supports, see Appendix I).

- 9.1. While support elements exist at SFU, it needs to do more to ensure these supports are wholistic, inter-connected, adequately resourced, and sustainable. A clear need exists for more collaboration and enhancement of these services across SFU’s three campuses.
 - 9.2. Financial Awards and Services for Indigenous students can be expanded to enable their access to needs-based bursaries and scholarships that are culturally-informed and accessible beyond their fourth year. In addition, the monetary amount of these needs-based bursaries and awards should be increased.
10. **Indigenous Ombudsman Office.** This autonomous unit would be proactively focused on prevention initiatives regarding issues of Indigenous-based racism, discrimination, etc. at SFU. The establishment of this office aligns with the SFU-Aboriginal Reconciliation Council (2017) calls for the creation of more safe and welcoming Indigenous spaces, and the appointment of an Indigenous ombudsperson. This unit also could be the site of restorative justice or other processes that align with Indigenous justice and could support all Indigenous people and the broader university community in redressing racist incidents. The creation of such a position recognizes and addresses the systemic and overt forms of racism that exist across Canadian society and that are reflected in our institution. As a public institution, SFU needs to become safe and welcoming, culturally diverse, and inclusive—at each of its three campuses—for Indigenous students, faculty, staff, and community members.
11. **Future career connections.** While Indigenous students are at university, SFU should provide them with meaningful experiences that support their career development. However, the caveat is that many Indigenous students are working part-time while studying, and consequently, any career-related programming also must be financially viable for them and their dependents. Specifically, SFU should:
- 11.1. Decrease barriers to participation in Indigenous Co-op placements and work-study opportunities by waiving fees, coordinating communication on the benefits of Co-op, and ensuring living wages are paid to students to incentivize their participation in university-supported employment. Such programs enable Indigenous students to explore and connect with future career opportunities that are aligned with their aspirations to give back to their communities.
 - 11.2. Establish career/Co-op experiences in Indigenous communities for currently enrolled Indigenous students to help them build connections and gain valuable work experience. These students would serve as potential role models for Indigenous youth in their communities.
 - 11.3. Provide mentorship and intergenerational learning opportunities within these Co-op and work-study programs, so Indigenous students are connected with SFU Indigenous alumni in related fields of employment. These opportunities could be expanded to include K–12 Indigenous youth as they begin to explore their own career and education futures.
 - 11.4. Provide career-related programming that is flexible and responsive to student needs with barrier-free opportunities to participate, including childcare, non-business hours

scheduling, multiple forms of delivery, and synchronous and asynchronous participation options.

12. **Indigenous Alumni Network.** Support Indigenous Alumni of SFU in their work/career success. Establish relationships with Indigenous alumni to support current Indigenous initiatives related to student mentorship, career planning, and other career programming, and allow alumni to develop work-study and co-op prospects for their organizations.

Reciprocal Responsibilities: Nothing About Us Without Us

SFU needs Indigenous leadership and more coordination (i.e., breaking down silos) to support Indigenous students' access to and pathways through SFU. Moreover, this leadership needs support from the Indigenous Research Advisory Circle (IRAC) and an updated mandate of the responsibilities of the already existing Aboriginal Advisory Committee. These Committees ensure the participation of multiple partners across various communities, both internal and external to SFU. Smaller working groups also could be created with a mandate to implement particular recommendations through a coordinated effort.

Indigenous leadership is necessary to address Indigenous student experiences in many post-secondary institutions with respect to an unwelcoming, unsupportive, and even racist campus culture. This aspect of campus culture creates a climate that results in unnecessary personal and academic stress, which negatively impacts Indigenous students' experiences and potentially their persistence at SFU. Only 45% of Indigenous respondents in the 2018 UGSS agreed with the statement: "SFU provides a supportive environment that reduces unnecessary personal and academic stress."

Institutional silos are a challenge to relationship building, which is required to develop the internal and external relationships necessary to support Indigenous students' pathways to and through SFU. Recommendations to overcome silos include:

13. **Committed and sustained institutional resources.** SFU must commit to providing sustainable financial and human resources to support Indigenous students and initiatives.
 - 13.1. Create a publicly accessible unit with dedicated staff that supports connections to Indigenous research, programs, resources, and events across the University. The unit would also facilitate relationships with Indigenous faculty, staff, students, and Indigenous communities.
14. **Indigenous leadership—Associate Vice President Indigeneity.** SFU should create a senior leadership position focused on indigeneity, within the senior executive team, to support the coordination and break down institutional silos.

It also is important to honour the various forms of Indigenous leadership and governance across the institution, particularly within SFU's Indigenous undergraduate and graduate student communities. Indigenous student leadership must play an important role in SFU committees and structures that relate to Indigenous student well-being across the university.

15. **Indigenous Community Navigator positions.** This type of navigator would support relationships with local First Nations communities, school districts, and SFU's other

institutional partners. This position would ensure outreach and a sustained coordinated connection with Indigenous communities and various units across SFU. The role of the admissions and financial navigator and Institutional Navigator described previously could be combined with either of these roles.

16. **Professional development for all SFU employees.** SFU would be a more welcoming place for Indigenous students if all SFU employees had ongoing professional development:
 - 16.1. For TAs/TMs, additional hours should be provided for cultural safety, decolonization, and other related training.
 - 16.2. For front-line staff working directly with students, training should be provided for cultural safety, decolonization, and other related training.
 - 16.3. For faculty, training and resources should be provided for decolonizing and Indigenizing curricula and courses, and for creating a culturally safe learning environment.
 - 16.4. For tenure and promotion committees, to support Indigenous faculty, members should undergo professional development to support the equitable bi-annual review and tenure and promotion process.

At the time of the writing of this report, SFU's Faculty of Education is creating R.E.S.P.E.C.T (Reconcili-action Employee SFU Professional Development Education Cultural Safety Teachings) Program (for all SFU employees) with the support of Aboriginal Strategic Initiative (ASI) funds and an external funder (Sisters of St. Ann's). While the *Pathways Project* strongly supports the idea that staff training should be voluntary, we also see the value and benefit of having this training **incentivized as professional development to support participation** (e.g., a certificate of completion; a "badge" that could be displayed on the employee website indicating completion of this training, akin to the co-curricular record for students).

17. **Indigenous coordinated communication strategy.** Clearer culturally-informed and accessible communication and connections address not only media communication but also cross-institution communications between and across units. Media communications include website redesign, the use of culturally-informed and respectful Indigenous images across SFU media campaigns, and the development of a protocol for the use of Indigenous images and artwork. Coordinated communication between and across units would help bridge silos, and support cross-unit collaboration for community-based events programming, recruitment campaigns and events, and other similar efforts.
18. **Foster cross-unit collaborations.** These collaborations can be working groups with active mandates to support, develop, and enhance Indigenous academic programming and student services across SFU's three campuses.
19. **Sustained reciprocal relationships and collaboration.** Building on the principle of relationships, a need exists for sustained collaborations both within the institution and with local Indigenous communities and partners. The navigator role could directly support and sustain community collaborations. In addition, other recommendations that demonstrate a commitment to action are:
 - 19.1. Enhance the ease of cross-institutional partnerships through MOU and other agreements for both PSE institutions and K–12 districts.

- 19.2. Create clearer communications between First Nations Bands and other third-party funders to support Indigenous students from their point of application to graduation.
20. **Culturally-informed assessment and institutional data.** SFU should provide an ongoing Indigenous culturally-informed assessment and evaluation for programs and services across SFU. Institutional Planning and Research and the Business Analysis units in Student Services are the key stakeholders regarding the gathering of institutional data. SFU needs to collect data that are useful for evidence-informed decision-making about, and evaluation of, Indigenous initiatives and programs.
 - 20.1. Data need to contribute to the metrics based on a wholistic understanding of Indigenous student experiences during their time at SFU and as future alumni.
 - 20.2. Data need to expand the currently collected demographic profile of Indigenous students (e.g., include marital status, dependents, gender diversity).

Conclusion

The strength of the voices gathered throughout the *Pathways Project* clearly lays out the direction forward for Simon Fraser University. The work won't be easy. As an institution and community, we will continue to learn together as we collectively work to decolonize and Indigenize our programs, policies, and practices to empower Indigenous access, transition, and persistence through a multitude of pathways. Our responsibility comes back to our work in truth and reconciliation, and the strong commitment SFU made during the witnessing ceremony on October 16, 2017.

The recommendations in the *Pathways Project* parallel those in other institutional reports (as shared in Appendix K of this report) and provide SFU with *very clear* directions for implementation and action. Enacting these recommendations would be SFU's transparent commitment to reconciliation and its support for ongoing decolonizing and Indigenizing efforts at the institution. More importantly, enacting these recommendations would demonstrate that SFU has not only heard what has been reiterated by Indigenous communities, but also is committed to sustained change that ensures it is an engaged university for Indigenous communities, Indigenous research, and Indigenous students.

We hope that those who participated and supported the *Pathways Project* can look back at this report and be proud of the work that it inspired and the programs and services it helped evolve. Most of all, we wish for Indigenous students and communities who chose to come to SFU for part of their educational journey leave this institution with their goals realized, empowered in who they are as Indigenous peoples, and with hope for their next generation.

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Appendix A: Indigenous Pathways Working Group

Members of the Indigenous Pathways Working Group (listed in alphabetical order):

Bal Basi (VP Academic Office)

Tania Bubela (Co-chair; Dean, Faculty of Health Science)

Jeff Derksen (Dean of Graduate Studies)

Marcia Guno (Director, Indigenous Student Centre)

Rummana Khan Hemani (Vice-Provost, Students & International *pro tem* and Registrar)

Kim John (Indigenous Student Representative)

Ron Johnson (Interim Director, Office of Aboriginal Peoples)

Kris Magnusson (Former Dean, Faculty of Education)

Glynn Nicholls (Director, Academic Planning and Quality Assurance)

Amy Parent (Assistant Professor, Faculty of Education)

Michelle Pidgeon (Co-Chair; Faculty of Education)

Jane Pulkingham (Dean, Faculty of Arts and Social Sciences)

Sheryl Thompson (Indigenous Student Representative)

Appendix B: Summary of LE,NONET Project

Program	Summary of Program	Key Recommendations
Bursary Program	Designed to provide accessible financial support to undergraduate Aboriginal students, with an annual limit of \$5,000 per student and an overall individual limit of \$15,000.	Offer budget workshops to educate students on ensuring their funds last till the end of term; and the availability of funds before the semester starts to accommodate for moving costs, application fees, and related expenses; and provide clear guidelines on the bursary application process and qualifications, and other levels of funding available to students (single, mature, parents, etc.)
Emergency Relief Fund (ERF)	Emerged out of the Bursary Program at the end of the first year of the Project, in response to the financial crisis that Aboriginal students typically face. The program funded up to \$750 per academic year to Aboriginal students; they could apply several times a year, but their total funds could not surpass the \$750 limit.	Provide clear guidelines on the types of emergencies that qualify under the program for students who have taken the steps to prove their financial needs.
Peer Mentor Program	Employs Aboriginal students with experience at the university to work in a supportive role with less-experienced Aboriginal students to help them navigate the university. The main objective is for the trained peer mentor to be a key resource in assisting new students to gain access to the University's Aboriginal and community services. The mentors also receive training in the types of knowledge and skills they need to provide one-on-one support to new students. They meet on a monthly basis to check in, deal with emerging crises, and plan upcoming events. They also submit a journal to the program coordinator on a regular basis.	Focus on group events rather than individual mentor relationships; hire a full-time coordinator (with cultural awareness training) to work with the Indigenous students; include cultural components (on-campus, off-campus) to work with Elders and Indigenous communities to develop relationships with the land and local plants; ensure that the mentors have received cultural awareness training (barriers exist between urban students and rural students); and match student/mentor relationships based on areas of interest and academic research.

<p>Preparation</p>	<p>Designed to prepare Aboriginal students for placements in the Community Internship and Research Apprenticeship Program. This program enables students to discuss issues of relevance to their learning needs, academic and personal goals, and cultural knowledge. The course curriculum covers the following: local Indigenous traditions and culture; an overview of First Nations, Metis, and Inuit culture and history; general research methods and ethics; and Aboriginal research. This program enables the necessary relationship building between the Community Internship Program and the Research Apprenticeship Program coordinators and students, so to best match the students with opportunities such as the Preparation Seminar's other programs or mentors.</p>	<p>Ensure that the cultural components for the curriculum are prepared in advance for instructors; Indigenize the pedagogical approach; and include more experiential learning opportunities, which may involve field trips to local communities and more ceremonies in the classroom.</p>
<p>Community Internship Program</p>	<p>The Community Internship Program places students within a community setting or Indigenous organization for a 200-hour internship. The placements are individualized to meet both the personal and academic goals of the students, as well as the needs of the host agencies. Based on student strengths, the Preparation Seminar enables the Community Internship Program Coordinator to tailor and match students with a work placement based on their interests in working in their community or placement. Placements vary greatly, including working with a master carver, running youth camps, guiding tours with a community-run ecotourism business, and conducting community-based research on traditional knowledge projects. The explicit focus on immersing students in Aboriginal community settings is one of the key strengths of the program.</p>	<p>Recognize the program as a credit towards a student's major/ minor degree; create an online blog for sharing student success stories; and prepare students to work in a community that is not their own by teaching them about scenarios of potential conflicts that can arise in a unfamiliar community setting.</p>

<p>Research Apprenticeship Program</p>	<p>This program pairs students with faculty at the university to provide students with an opportunity to complete 200 hours on a research project. Students have flexibility in choosing a supervisor and research project; their choice is not always linked to their education interests, since it also can be an opportunity to meet their personal and cultural interests, while also assisting with their career and academic goals. Travel is provided for students to attend conferences or work related to the research project.</p>	<p>Make the program more explicitly Aboriginal focused; pair students with Aboriginal faculty or research projects; and recognize the program as a course toward a student's major/minor degrees.</p>
--	--	---

Appendix C: Interview, Sharing Circle, and Program Interview Protocols

Program Interview Protocol

April 8, 2019

Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs

Greetings, you are being invited by Dr. Michelle Pidgeon (Simon Fraser University) and her RA team (Karen Johnson, Trina Setah, and Joe Tobin) to participate in a research project entitled ***Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs***. This project is sponsored by Simon Fraser University's ARC Initiative.

Study Background and Procedures

From the teachings of the late Elder Vince Stogan, this project seeks to *look back* to inform how SFU will *look forward* in taking up the work of empowering Indigenous pathways of success through the 4Rs (Respect, Relevance, Reciprocity, and Responsibility) (Kirkness & Barnhardt, 1991; Pidgeon, 2016). The centering of Indigenous protocols and processes for this envisioning of Indigenous students' pathways to and through SFU is critical and intentional direction in addressing the ARC Calls to Action. The Indigenous Pathways Planning Group (IPPG) was tasked by Dr. Keller, VP Academic, with three tasks: 1) reviewing previous AUTP (Aboriginal University Transition Program); 2) exploring best or promising practices from elsewhere; and 3) developing a renewed program for SFU. However, following up on the ARC recommendations, it is clear that the scope and focus of this work must extend beyond AUTP to be inclusive of all pathways for Indigenous student engagement (K-12 outreach, diploma/certificate, undergraduate, and graduate) in response to Indigenous community need and institutional will to be responsive and responsible to those expectations. This renewed purpose and vision opportunities for re-building and re-engaging relationships and extending opportunities of relationship building that will influence and sustain systemic change.

Study Purpose

The purpose of this study is to develop a better understanding of First Nations, Métis, Inuit (FNMI) students' needs and opportunities to embark on their journey to and through Simon Fraser University.

Research Questions (RQ)

RQ1: What does access and inclusion of FNMI students in Canadian higher education look like? How does SFU compare in terms of programs and services offered to support the admissions, access, and retention of FNMI students?

RQ2: What are the identified educational visions and needs of local FNMI groups and organizations?

V3. April 3, 2019

RQ3: How can Simon Fraser University work with local FNMI to support their educational visions and needs?

As part of this project, you are being specifically invited, as a knowledge holder related to Indigenous education programs and services at your institution to help us answer RQ1.

What does access and inclusion of FNMI students in Canadian higher education look like? How does SFU compare in terms of programs and services offered to support the admissions, access, and retention of FNMI students?

We encourage you to e-mail your responses, however, if you wish to answer these questions via a quick telephone call, we can certainly arrange to speak with you at a time that is convenient for you.

1. Can you share what you feel are the top three programs or initiatives that you have to support First Nations, Métis, and Inuit students at your institution?
2. Can you tell us more about the nature of [program name]? (e.g., planning approach, staffing model, resources involved)
3. What kind of evaluations have you done on such programming? Would you be willing to share those reports (or at least the lessons learned, for example, what worked well, and what didn't work well)?
4. What are the keys to successful programming for Indigenous students?

Benefits of Participation

Participants will be contributing to a broader understanding of the supporting Indigenous student success through university. Additionally, you may contact the lead researcher, Dr. Pidgeon to receive a copy of the final research report.

Risks to Participants

There are minimal risks to you as a participant in this study.

Remuneration/Compensation

For taking the time to respond to our questions about your institutions programs and services specifically for Indigenous students a small gift card of appreciation (\$10 dollar value).

Confidentiality

Your identity and all records will be kept confidential. You may refuse to participate or withdraw participation in this project at any time without consequence. Your involvement or non-involvement in this project is in no way related to, and will not impact, your relationship with the researcher and/or your status within your institution.

Data Management

The data will be kept on a memory key or printed hard copy and all data will be stored in a locked filing cabinet in Dr. Pidgeon's office and any electronic files will be backed up on a password protected on a computer hard drive. Given the scope of this project, researchers will retain transcripts indefinitely to build the knowledge base for other comparable projects. However, the audio recordings, once returned to you and the transcript verified will be destroyed and erased from all equipment and computer drives. Therefore, your confidentiality will be respected and honored in any subsequent publications, presentations, or reports regarding the findings of this research or other related projects that include your transcript in the analysis.

Your confidentiality will be respected and honored in any subsequent publications, presentations, or reports regarding the findings of this research.

Please note that approval for this study was not sought from your employer but has undergone ethics review and approval at Simon Fraser University.

Contact for more information:

You may ask any questions you might have about the project with Dr. Michelle Pidgeon, (1.778.782.8609, michelle_pidgeon@sfu.ca).

Contact for concerns about the study

You may ask any questions or register any complaint you might have about the project with either the chief researcher named Dr. Michelle Pidgeon, 778.782.8609 or michelle_pidgeon@sfu.ca or Dr. Jeffrey Toward, Director, the Office of Research Ethics via jtoward@sfu.ca or 778-782-6593.

Many thanks for your assistance.
Warm regards,

Michelle Pidgeon,
michelle_pidgeon@sfu.ca
+1-778-782-8609

CONSENT FORM

I, _____ (print name), understand and consent to participate in this study being conducted by Dr. Pidgeon and her research team with the support of the SFU ARC Initiative.

- I consent, in writing or verbally recorded, to the notes (and/or email responses) only will be retained to be used in related research projects exploring Indigenous education pathways by Dr. Pidgeon and her research team.
- I acknowledge that I have read and understood my rights as a participant in this project as explained in the consent form and letter of invitation. My confidentiality will be respected and honored in any subsequent publications, presentations, or reports regarding the findings of this research.

By signing below, I fully understand my rights as a participant in a research project as outlined in the letter above.

Signature: _____

Date: _____

Interview & Sharing Circle Protocol



Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs

1. Can you share some of your story of who you are and how your role relates to Indigenous education, particularly post-secondary education?
2. When you think of your community members, what are their aspirations and dreams related to their life and career goals?
3. What role does post-secondary education play in helping those aspirations become reality? What are your communities needs of post-secondary education?
4. What does success in post-secondary education mean for you? Your community/organization?
5. How can SFU be part of working with your community/organization to improve access and retention of Indigenous learners?
6. What recommendations would you have to improve Indigenous access and pathways through university? What can SFU be doing better in this regard?

Appendix D: Indigenous Advisory Research Circle (IARC) Presentations


Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs

RESEARCH SHARING MEETING #1
INDIGENOUS ADVISORY RESEARCH
CIRCLE Sept 20, 2019 @ SFU Vancouver


© Logo Design: Joe Tobin

1



During our time together

- Welcome to Territory & Opening Prayer
- Introductions to each other + Eating
- Background & Overview of the Project
- Preliminary Analysis: RQ 1
- Discussion Time



2



How this came to be...



Indigenous Pathways Working Group

- Tania Bubela, Dean of Health Science co-chair
- Bal Basi, Office of Vice President Academic
- Jeff Derksen, Dean of Graduate Studies
- Kimberly John, Indigenous student rep
- Marcia Guno, Director, Indigenous Student Centre
- Rummana Khan Hemani, Vice-Provost, Students & International *pro tem* and Registrar
- Kris Magnusson, former dean of Education
- Glynn Nicholls, Director, Academic Planning and Quality Assurance
- Amy Parent, Assistant Professor, Faculty of Education
- Jane Pulkingham, Dean of FASS
- Sheryl Thompson, Indigenous student rep
- Ron Johnson, Acting Director, Office of Aboriginal People

Pathways Research Team

- Michelle Pidgeon, associate professor, co-chair of IPWG and PI.
- Joe Tobin
- Karen Johnson
- Trina Setah
- Andrea Leveille
- Donna Dunn
- Mindy Ghag

(with assistance from Adam George and Nitish Gupta)

3



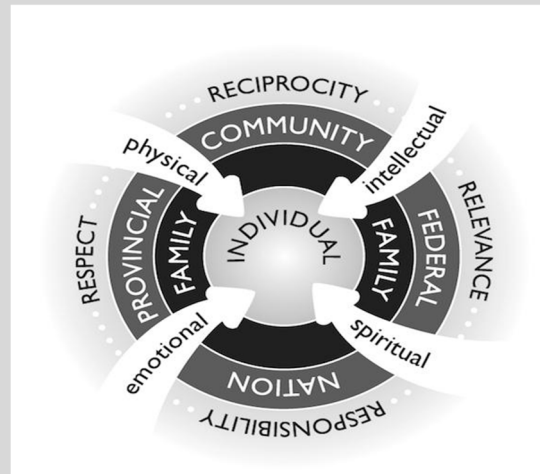
Indigenous Advisory Research Circle

Honouring the 4Rs of RECIPROcity, RESPECT, RELEVANCE and RESPONSIBILITY, the purpose of the IARC is

- 1) allow research team to share preliminary findings and emerging recommendations with knowledge holders and allies supporting Indigenous education.
- 2) provide opportunity for knowledge holders of the IARC to share feedback and recommendations to shape the final report.

- Each member of this circle will be given a small gift of appreciation for their time and contributions at each of the three gatherings.

4



(Pidgeon, 2008, 2016)

Guiding our work... Indigenous Wholistic Framework

5



Purpose of Project

To develop a better understanding of First Nations, Métis, and Inuit (FNMI) needs and opportunities to embark on their journey to and through SFU.

RQ1. What does access and inclusion of FNMI students in Canadian higher education look like? How does SFU compare in terms of programs and services offered to support the admissions, access, and retention of FNMI students?

RQ2. What are the identified educational visions and needs of local FNMI groups and organizations?

RQ3. How can Simon Fraser University work with local FNMI to support their educational visions and needs?

6

Project Overview

Outcome	TIMELINE	PROGRESS UPDATE
Environmental Scan + Literature Review (RQ1)	November 2018 to May 2019	<ul style="list-style-type: none"> - Environmental and institutional scan (complete) - Environmental database analysis (complete) - Literature analysis (complete)
Community Consultations (external) (RQ2 and RQ3)	May 2019 - October 2019	<ul style="list-style-type: none"> - consultations (in progress, wrapping up October, 2019) - data analysis (ongoing, projected completion November 2019)
Community Consultations (internal) (RQ2 and RQ3)	April 2019 - September 2019	<ul style="list-style-type: none"> - consultations (in progress, wrapping up October, 2019) - data analysis (projected completion November 2019)
FINAL REPORT to the VPA OFFICE	Preliminary Draft - December 2019 Final Report - March 2020	<ul style="list-style-type: none"> - Indigenous Advisory Research Council analysis meeting (Sept/Oct/Nov 2019)

7

A) What does access and inclusion of FNMI students in Canadian higher education look like?

A) How does SFU compare in terms of programs and services offered to support the admissions, access, and retention of FNMI students?

RQ1

8



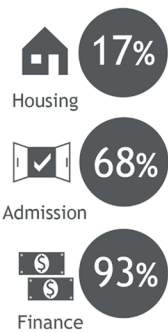
National Landscape

- Reviewed publicly available information provided on **260+** public post-secondary websites related to programs and supports offered to FNMI students. For example,
 - Program Name + Structure (e.g., courses, length, fees) + Staffing (#s only)
 - Admission Requirements/Duration/Location/Program Curriculum/Goals
 - Target audience/age group
- Three major areas: 1. Early Experiences (K-12); 2. Access & Transition (e.g., first year); and 3. Retention (including co-op, experiential learning) (e.g., beyond first year).

Today, we will focus on lessons learned from the UNIVERSITIES across the country...

Indigenous Pathways

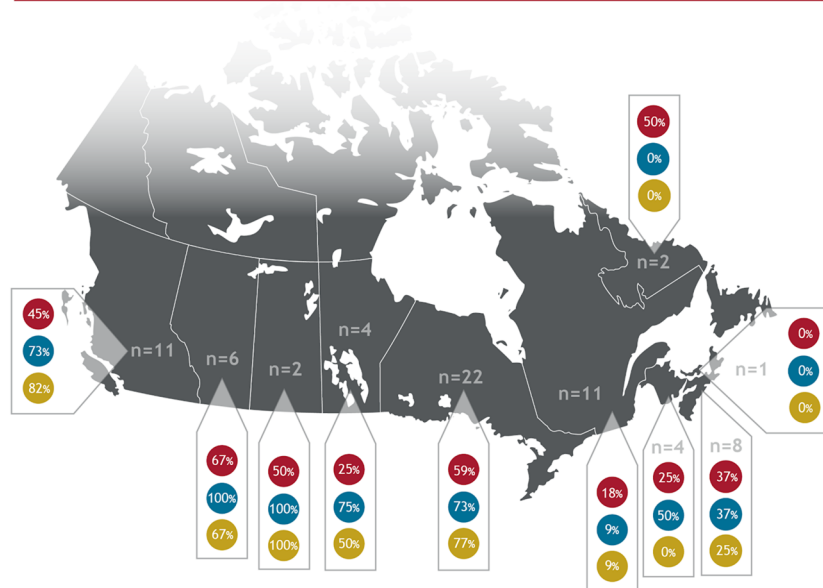
Policy



Programs Available

- Early Experiences
- Access & Transition
- Retention

Mapping Indigenous Access in Canadian Universities



17
STEM

2/3 day-
camps

31
Early
Experiences

AVG: 1
week

\$0 to
\$200



Early Experiences

11

Year-long
Programming

Elementary and
Secondary level
programming

Linking
program fees
to economic
means

University of Winnipeg's *Wii Chiiwaakanak Learning Centre* offers free youth and family programming, allowing the university to build relationships the Indigenous community and offer access to university resources. **University of Nipissing** also offers a family-inclusive summer program!

Practices of Support Early Experiences

12


28
ACCESS

27
TRANSITION

Admissions Criteria

- **20** existing PSE students
- **16** high school (grads)
- **14** Mature students

Numeracy &
Literacy Skills;
Life Skills;
University Prep;
IK



ACCESS & TRANSITION

13

Easy Access Admissions reflected in **sole requirement of Indigenous self-identification** opposed to percentile based grade or pre-program testing scores.

Queen's University through their access program provides an online component with academic resources and social support.

Although 71% of the programs had fees or ongoing costs **only 2** universities offered financial support or advising to students.

Practices to Support Access & Transition

14

46
Retention
Programs

Most Common Supports
(often provided by/partnership with ISC)

- Elders & Cultural programming
- Mentors / Tutors
- Program Co-ordinator/Advisor

Staff of
1
(range 1-6)

More than
1/3
free



RETENTION

15

**100% FREE
PROGRAMMING**

Vancouver Island University and St. Francis Xavier University both offer a 9 month program to advance to diploma or degree that 100% covers tuition, food, lodging, travel and materials

University of Northern British Columbia and Thompson Rivers University offer programs that allow students family and/or community members to attend

INCLUDE FAMILIES

**ENGAGEMENT
OPPORTUNITIES**

Laurentian University has published Indigenous journals' on Social Work which is endorsed by the Canadian Association of Learned Journals.

Practices to Support Retention

16



Where does SFU sit in this landscape of Indigenous early experience, access, and retention?

EARLY EXPERIENCE

- Summer day camps*

Preliminary Analysis

ACCESS

- The offering of I-AUPP*
- Aboriginal Admissions policy*
- SFU Housing Policy unique!

RETENTION

- ISC programs and services
- Other areas
 - Faculty-based*
 - Finance
 - Library
 - Student Services (e.g., Career, Housing)

17

Institution	Early Exposure	Access & Transition	Retention
Simon Fraser Univ.	Y*	Y*	Y (plus ISC)
Univ. of Victoria Guelph Univ. Univ. of New Brunswick Wilfred Laurier Univ.	Y	Y	Y (plus ISC)
Waterloo Univ. Memorial Univ. Concordia Univ.	Y	N/A	N/A (has ISC)
Ryerson Univ.	N/A	Y	Y (plus ISC)
York Univ.	N/A	N/A	Y (plus ISC)
Top 10 comparison			

18



Update on Community Consultations...

As of Sept 10, 2019

- 5 program information interviews
- 24 one-on-one interviews 24
- 14 sharing circles (w/ 155 participants)

Transcriptions, verification, and analysis ongoing...(more on this aspect next meeting)

19



Discussion Roundtables ~ Q&A

- What are you curious to learn more about from this project?
- What are your thoughts and reflections from the environmental scan?
- What other kinds of information you might need in subsequent meetings to help us shape recommendations?
- Suggestions? Considerations?

20

**Thank you... see you at the next
gathering of the IARC**

Oct 25 12-2pm @ SFU Burnaby



Indigenous
Pathways

Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs

RESEARCH SHARING MEETING #2
INDIGENOUS ADVISORY RESEARCH
CIRCLE NOV 22, 2019 @ SFU SURREY

SFU

 Indigenous
Pathways



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1



During our time together

- Welcome to Territory
- Introductions & Sharing a Meal
- Background & Overview of the Project
- Preliminary Thematic Analysis: RQ 2
- Discussion Time

 Indigenous
Pathways

2



How this came to be...



Indigenous Pathways Working Group

- Tania Bubela, Dean of Health Science, co-chair
- Bal Basi, Office of Vice President Academic
- Jeff Derksen, Dean of Graduate Studies
- Kimberly John, Indigenous student rep
- Marcia Guno, Director, Indigenous Student Centre
- Rummana Khan Hemani, Vice-Provost, Students & International *pro tem* and Registrar
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Research Team

- Michelle Pidgeon, Associate Professor, co-chair and PI
 - Joe Tobin
 - Karen Johnson
 - Trina Setah
 - Andrea Leveille
 - Donna Dunn
 - Mindy Ghag
- (With assistance from Adam George and Nitish Gupta)

3



Indigenous Advisory Research Circle

Honouring the 4Rs of **RECIPROCITY**, **RESPECT**, **RELEVANCE** and **RESPONSIBILITY**, the purpose of the IARC is:

1. Allow research team to share preliminary findings and emerging recommendations with knowledge holders and allies supporting Indigenous education.
2. Provide opportunity for knowledge holders of the IARC to share feedback and recommendations to shape the final report.
 - Each member of this circle will be given a small gift of appreciation for their time and contributions at each of the three gatherings.

(4Rs from Kirkness & Barnhardt, 1999)

4



(Pidgeon, 2008, 2016)

Guiding our work... Indigenous Wholistic Framework

5



Purpose of Project

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FINAL REPORT to the VPA OFFICE	Preliminary Draft - January 2019 Final Report - March 2020	<ul style="list-style-type: none"> • Indigenous Advisory Research Council analysis meeting (Sept and Nov 2019, Jan 2020)

7

What are the identified educational visions and needs of local First Nations, Métis, and Inuit groups and organizations?

RQ2

8



Research Process

- A list of Indigenous communities, organizations, and other knowledge holders (e.g., members of the SFU community) were identified and approved by the Indigenous Pathways Project Working Group.
- Letters of invitation were sent by email (or mail) to external community knowledge holders in May, and internally to SFU community members in July.
 - Reminders were sent out approximately 3 times to all on our list who hadn't responded).
- From April to present, we have talked to 199 people through

	Interviews	Sharing Circles
Communities	23	14
SFU Communities	34	7

9

Wanting to Contribute

Future Career

External Supports

Hope

Transition Support

Family-Community Involvement

Cultural Connections



Aspirations ~ Helping

10

Societal Barriers

Survival Needs

Racism

Foster Care

Colonization

Barriers to PSE

“Mismatch”



Aspirations ~ Hindering

11

Responsibility to Be Present

Staff Development

Organizational Resources

Wholistic Supports

Indigenous Led

Student Connections

Access to PSE

Navigator

Curriculum



Role of SFU ~ Helping

12

IK Valued Less Than Western Knowledge **Cost**
Transportation **Overburdened Staff**
Lack of Safety **Transition**
Lack of Institutional Commitment
Admissions **Silos In SFU**



Role of SFU ~ Hindering

13

Cross Institution Partnership **Indigenous Led**
Staff Incentive Support **Faculty Partnerships**
Alumni Connections/Outreach **Culturally Informed Practice**
Continuous Support **Sustained Collaboration**
SFU In-Community Engagement



Partnerships ~ Helping

14

Lack of Clarity of Organizational Structure and Roles

Silos create barriers

Lack of Financial Support

Lack of Action

Lack of Presence in Community

Distrust of University-Educated



Partnerships ~ Hinderling

15



Discussion Roundtables ~ Q&A

- What are you curious to learn more about from this project?
- What are your thoughts and reflections from the preliminary emergent themes?
- What other kinds of information you might need in our final meeting in January to help us shape recommendations?
- Suggestions? Considerations?

16

**Thank you... see you at the next
gathering of the IARC**

January 2020 @ SFU Burnaby



Indigenous
Pathways

Looking Back & Looking Forward: Empowering Indigenous Pathways with the 4Rs

FINAL RESEARCH SHARING MEETING
INDIGENOUS ADVISORY RESEARCH CIRCLE
January 24, 2020 @ SFU Burnaby

SFU

 Indigenous
Pathways



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1



During our time together

- Welcome to Territory
- Gifts of Honouring
- Introductions to each other + Eating
- Review of the Project + Findings
- Emerging Recommendations
- Discussion Time

 Indigenous
Pathways

2



Gifts of Honouring

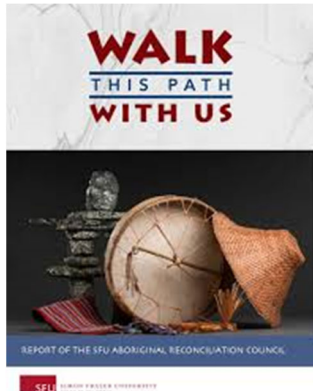
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3



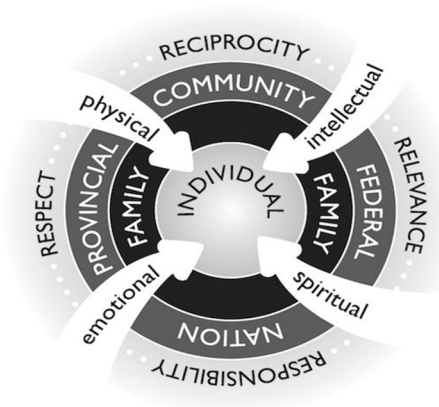
Gifts of Honouring IARC

Honouring the 4Rs of RECIPROCITY, RESPECT, RELEVANCE and RESPONSIBILITY, the purpose of the Indigenous Advisory Research Circle was to:

1. Share preliminary findings and emerging recommendations from the project
2. Provide opportunity for IARC members to share feedback and considerations to shape the final report.

(4Rs from Kirkness & Barnhardt, 1991)

4



(Pidgeon, 2008, 2016)

Guiding our work... Indigenous Wholistic Framework

5



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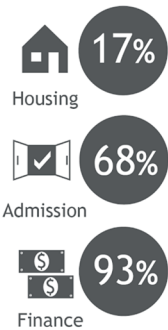
Project Overview

	TIMELINE	
Environmental Scan + Literature Review	November 2018 - May 2019	Environmental and institutional scan of 264 public post-secondary institutions; the report will focus on 70+ UNIVERSITIES
Community Consultations	May 2019 - November 2019	<ul style="list-style-type: none"> • 54 Interviews • 21 Sharing Circles • 7 Program interviews
Policy Analysis	November 2018- January 2020	Policy analysis of Indigenous-specific admissions, housing and other related policies
IARC Gatherings	September 20, 2019 November 22, 2019 January 24, 2020	Each gathering presented the preliminary analysis answering RQ 1, 2, and 3. Today, we share emergent recommendations

7

Indigenous Pathways

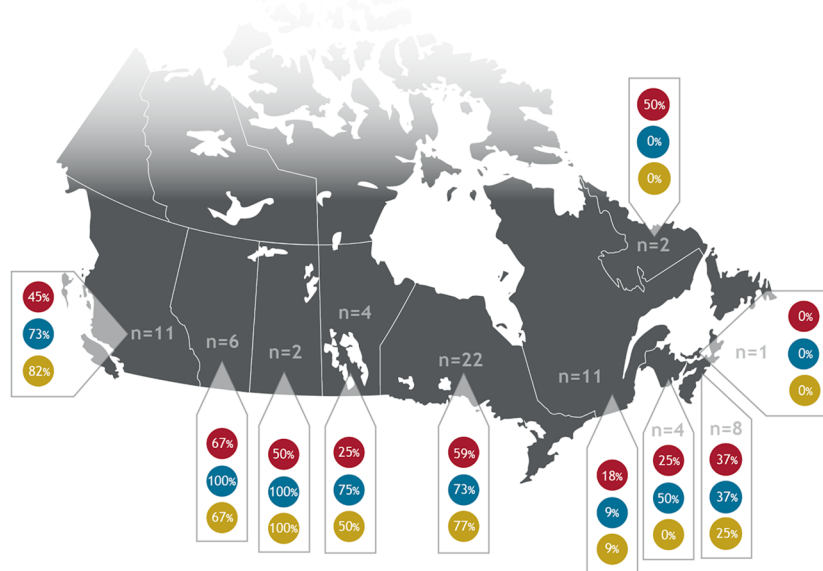
Policy



Programs Available

- Early Experiences
- Access & Transition
- Retention

Mapping Indigenous Access in Canadian Universities



8



Where does SFU sit in this landscape of Indigenous early experience, access, and retention?

EARLY EXPERIENCE

- Summer day camps*

ACCESS & TRANSITION

- The offering of I-AUPP*
- Aboriginal Admissions policy*
- SFU Housing Policy **unique!**
- Indigenous recruiter

RETENTION

- Indigenous Student Centre (e.g., counsellor, peer-cousins, Elders)
- Other areas:
 - Student Services; Academic advising; Faculty-based*; Finance; Library
 - Indigenous faculty & staff

9



What are the needs of our Indigenous community members?

- Hope
- Cultural Connections
- Family and Community Involvement
- Transition Support
- Future Career and Education Options
- Basic Needs Met (e.g., Food, Housing, Safety)
- Gaps in Foster Care Addressed
- Systemic Racism and Societal Barriers Addressed
- Remove Barriers to PSE

10

- SFU is committed to enacting reconciliation, decolonization, and Indigenization
- Definitions of success for Indigenous peoples are varied and challenge Western-conceptions of success
- Reciprocal and Respectful Relationships must be sustained and built on mutual trust

“Nothing about us without us”

Guiding Principles

11



Emerging Recommendations

12

- Community partnerships + early outreach for K-12
- Address barriers for K-12 and community participation
- Sustained commitment to programming and outreach



EARLY EXPERIENCES

13

- Institutional Navigators
- Regularization of Indigenous university preparation program
- Wholistic Admissions & Interconnected Processes
- Other recommendations
(e.g., Student Centred, Communication, Finances)



ACCESS & TRANSITION

14

- **Wholistic Supports**
(e.g., mentors, Indigenous spaces, Indigenous counsellors)
- **Housing**
- **Finance**



RETENTION

15

- **Indigenous Leadership** is critical
- **Partnerships** will be key to moving forward
- **Indigenous Communication** strategy
- **Financial Sustainability**



MOVING FORWARD...

16



Discussion Roundtables

- What are your **thoughts** from the shared findings and emerging recommendations?
- **What other recommendations** do you have to help us shape the final report?
- Other suggestions? Considerations?

If you do have further thoughts please contact us at researchprojects_pidgeon@sfu.ca before Feb 28.

17

Thank you...
We raise our hands to you



Indigenous
Pathways

18

Appendix E: Qualitative Coding Themes (NVivo)

NODE (CODE)	Description
Helping	
Access to PSE	Recruitment; options through program, not just one pathway; admissions dual credit (K–12 & PSE); financial Individual learning; broaden definition of pathways
Admissions	Includes: Culturally-informed assessment/evaluations; communication SFU’s market share
Finances	Includes: Tuition waiver
Alumni Connections	Includes: Outreach to alumni; alumni engagements
Commitment	Institutional commitment
Cross Institution Partnership	Includes: SFU w/ Douglas, Langara, etc.... PSE agreement tracking students across the province to better serve students
Curriculum	Includes: Indigenous content land-based relevant
Early Exposure	Includes: Campus tours
External Supports	Includes: Family community driven programs (e.g., “Moms to Moms” lunch)
Hope	Includes: Equality desire for PSE self-improvement (including wanting a new start away from the home community)
Future Career	Includes: Examples of future career dreams most prevalent: “any job” and “health prof” with 8 files each that include—life skills; any job; arts; business; education; entrepreneur; health profession; legal; sciences; tech; tourism; trades
Wanting to Contribute	Includes: Community giving back ties to community; motivation to attend PSE
Organizational Structure	
Communication	Includes: Intra-institution, Indigenous advisory, departments, etc.
Faculty Partnerships	Includes: cross faculty
Indigenous Led	Includes: Indigenous leads on Indigenous programs; Indigenous Council /community feedback/dialog/sustained engagement, student engagement /feedback
Indigenous Staff	Includes: Indigenous staff support

Institutional Offerings	Includes: Elder and family programs (all campuses)
Community Self-Governance	
Indigenous Knowledge Archive	Includes: Archive for knowledges, ethics etc. that are Indigenous in nature that can be applied to thesis defenses etc., and are easy for students to navigate
Navigator	Includes: Role models (in SFU and the community); community connector institutional navigator cross-institution bridge
Organizational Resources	Includes: Value for Indigenous support; clarity of program purpose; funding/financial - core vs soft
Organizational Support and Improvement	Includes: Mandatory interventions
Staff Development	Includes: Career/employment opportunities; decolonize training; staff incentive support
Racism	Includes: Mandatory interventions; recognizing Elders as equal to profs
Responsibility to be Present	Includes: Historical/reconciliation; decolonize/ethical/moral; Indigenization, Indigenous Knowledge - land based inclusion; ongoing evaluation; Seen face - role models; Language, etc. on signage; online/in-community communications (“real people”) - personalize and specific community outreach; career/education fairs/k-12; responsibility to communicate options/system to parents/students/community (1st generation learner) “If you can’t do it right get out of the way”; Respect for Indigenous diversity
Student Connections	Includes: Role models; small classes; builds & fosters relationships; peer support; meeting other FNMI student spaces
Sustained Collaboration	Includes: Action behind words; broader collaboration beyond lower mainland; communication; cultural Events; district connectors; Indigenous-focused priorities/Initiatives; mentors/tutors, outreach, language, early experiences, sports events
Wholistic Support	Includes: Accessibility support; childcare; coaching; cultural activity (including inclusive ceremony, so students can bring non-Indigenous friends), protocols, off-campus events for students; financial foundations; housing; individual learning plans; mental health; safe place; scaffolding; skill development; support programming; transition support; transportation; tutors & mentors (in community)
Hindering	

Access to PSE	Includes: Recruitment options through program; not just one pathway; admissions dual credit (K–12 & PSE); financial; individual learning foster - PSE
Admissions	
Criteria	Includes: Grades
Evaluation Process	
Policy	
Recruitment	
Self-Identification Criteria	
Finances	
Commitment	Includes: Lack of action [4f+]
Cross Institution Partnership	Includes: Who takes credit/responsibility [8]
Curriculum	
External Supports	
Hope	Fears of inadequacy
Mismatch	Includes: Education credential & community reality; home and returning back (things that stop an Indigenous learner from returning home); skills and career-employment (disconnect between learned skills and future usage); Western vs Indigenous
Organizational Structure	
Communication	
Indigenous Led	Includes: Involve Indigenous people in the overall process of programming for Indigenous students' feedback
Indigenous Staff	Includes: Overburdened staff; notes about being overruled on by merit of being indigenous
Organizational Support and Improvement	Includes: Equal and respectful pay (wages and honorariums)
Silos	Institutional silos
Racism	Includes: Systemic or implicit that includes lateral violence; SFU as a colonial institution

Indigenous Knowledge not valued	Includes: Admissions issues; curriculum issues
Safety	Includes: Lack of safety; lack of student connection; admissions issues
Societal Barriers	Includes: Difference in dreams due to socio-economic status (school differences due to geography); family-legal issues; 1st generation learners absenteeism; computers (access and familiarity); transportation; colonization; internalized racism; trauma and responses to distrust of school/education/educators
Survival Needs	Includes: Life events; physical security; food uncertainty
Sustained Collaboration	
Wholistic Support	Includes: Accessibility support; childcare; coaching; cultural activity; financial - work-study, etc.; foundations housing; individual learning plans; mental health; safe place; scaffolding; skill development; support programming; deficit model programming; unequal campuses; transition support; transportation; tutors and mentors
GOOD IDEAS	Code used to make notes within transcripts for "good ideas" shared by participants-

Appendix F: Programs, Practices, and Initiatives of Note

Access

- The University of Winnipeg's **Indigenous Math Leadership Summer Camp** is a free 2-week day camp for children and youth that is designed to help them develop confidence in their math ability and encourage them to embrace Indigenous culture. This program addresses summer learning loss and is a fun and engaging way for youth to increase their mathematical literacy. Activities include math lessons, computer coding, 3D printing, Lacrosse, Anishinaabe cultural and language learning, and field trips.
- The University of Ontario Institute of Technology provides a summer camp program (July and August) for which all the equipment required is provided by the Faculty of Education. The program focuses on STEM K–12 students. Since 2014, UOIT has provided an Indigenous Visiting Elders Program for one week each semester. Elders carry considerable knowledge obtained from their life experience of wisdom, harmony, and balance, which they share with others. Elders engage in one-on-one or group appointments with students, staff, and faculty, and visit classrooms for lectures, hold Lunch and Learn sessions, and visit community partners.
- Mount Saint Vincent University started a science-based summer camp called **Two Eyed Seeing** during the summer of 2018. This camp teaches youth about science education while incorporating and embracing traditional Indigenous ways of knowing and being in the daily lessons and activities. Thus, the students are able to learn about science and appreciate it through a culturally specific lens. This summer camp was designed to support and encourage Indigenous youth involvement and participation in the sciences.
- Unama'ki College at Cape Breton University has a business mentorship program called **In.Business**. This program was designed to help Indigenous youth attending high school learn more about business. Students are mentored by local Indigenous business leaders and professionals. Students gain access to support, education, and mentorship by observing and working with people in the business field. Through this program, Indigenous students can learn more about business and feel supported and encouraged by seeing Indigenous business leaders in the field. This program is specific for Indigenous students who are interested in studying or pursuing business.

Transition

- Lakehead University, Ontario hosts a **Native Access Program** that is set up similar to SFU's Bridging Program. The Native Access Program provides support for academically preparing students to enter the university, and students can earn 3-credits towards their degree for participating in the program. The program size ranges from 15–30 students, all of whom take the same classes together. This strategy ensures that students can experience their education in a stable and comfortable setting with strong peer support. As part of this program, students also undertake a literature review to inform their program design: <https://www.lakeheadu.ca/sites/default/files/uploads/286/22Sept14/LitReviewAug16FINAL.pdf>.
- The University of Victoria has partnered with the Indigenous Adult and Higher Learning Association to construct a **student handbook** that provides detailed

information on prerequisites, processes, and tips on how to transition to any post-secondary institution.

Persistence

- The University of Saskatchewan's **Indigenous Student Achievement Program** provides support for incoming Indigenous students by cooperating across departments and by recognizing the holistic needs of these incoming students. It also provides support that extends beyond the first year and connects directly to pathways programs for STEM studies as well as providing the foundation for Indigenous certificate and degree programs, such as the *wicêhtowin* Theatre Program, and the Bachelor of Arts in Indigenous Justice and Criminology.
- The University of Regina has a robust **Aboriginal Career Centre**. Not only do they have one of the few Indigenous post-secondary Co-op programs in Canada, but also Indigenous internships and a variety of skill building workshops and supports (none of which include information about what makes them specifically Indigenous supports). Students can access resume and cover-letter preparation and critiquing workshops, mock interview sessions, and individual assistance that includes career counselling. The ACC also organizes twice-yearly Aboriginal Career Fairs to enable students to meet representatives from companies wanting to work with Indigenous students. The ACC also offers monthly Employer Luncheons, which gives Indigenous students access to a variety of potential employers for networking and career option information.

Appendix G: Environmental Scan Data Tables

Table 1. Comparison of SFU to other top 10 comprehensive institutions

Institution	Access	Transition	Retention
Simon Fraser University	1*	1	ISC**+ 1
University of Victoria	2	2	ISC + 7
Carleton University	1	1	ISC + 1
Concordia University	0	0	ISC only
University of Guelph	2	2	ISC only
University of Waterloo	2	1	ISC + 1
Wilfrid Laurier University	2	0	ISC only
York University	0	0	ISC ?
University of New Brunswick	1	1	ISC only
Memorial University	1	1	ISC only

* Program ended in 2018; ISC** = Indigenous Student Centre (or equivalent)

Table 2. Wholistic supports in retention programming

Support	Number
Elders	10
Coordinator/Advisor	10
Peer Connections/Mentorship	08
Financial	07
Workshops	06
Tutoring	06
Cultural	06
Counselling	02
Counselling (career)	02
Job Experience / Employment	02
Childcare	01
Pastor	01
Total	61

Some programs offer multiple supports. Fifteen programs (36%) did not provide information about support on their website.

Table 3. Program funder for access, transition, and retention

Program Funder	Access (N=52)	Transition (N=72)	Retention (N=42)
National Funders*	20	03	02
Federal Funding	09	02	-
Ministry	-	-	05
Local Partners	09	03	-
Faculty/Centre*	15	09	03
Institution**	08	08	14
Institution (external)	02	-	01
Private Donor	02	-	01
N/A	25	52	21

* *National funders is a category of funding organizations able to offer support across the country, often to more than one University. Such organizations include the federal government, foundations, non-profit organizations, and large private corporations.*

* * *Faculty/Centre funds differ from general institutional funds. Some programs were not specific about where the institution funds originated from, so the number of discrete institution funding is likely overrepresented.*

Appendix H: Enhancement and Development of Wholistic Supports at SFU

Physical

Indigenous community & student space
(OAP + ISC + Student Services + Faculty)

Financial
(Financial Aid + ISC)

Indigenous family housing
(Residence & Housing + ISC)

More recreational services for Indigenous students (OAP + Recreation Services + ISC)

Emotional

Indigenous counsellors
(Health & Counselling + ISC)

Elders program
(ISC + OAP + Faculty)

Indigenous Ombudsman Office
(VPA + AVP Equity + AVP Indigenous)

Indigenous career connections and counselling (during and post-graduate)
(Career Services + ISC + Health and Counselling + Work Integrated Learning + Financial Services Work Study + Alumni Affairs + Faculty)

Intellectual

Mentoring & tutoring
(ISC + Faculty)

Admissions & financial navigator
(Registrar Office + Residence & Housing + Financial Aid + Recruitment + Faculty).

Create individual wholistic learning and support plan
(Admissions + Academic Advisors + Navigators + Faculty)

Cultural

Elders program
(ISC + OAP + Faculty)

More diverse and inclusive Indigenous cultural activities and events (in-community and on-campus)
(ISC + FNSA + Faculty)

Appendix I: Recommendations Mapped to Indigenous Student Journey

To and Through SFU.

Recruitment and Outreach	Pre-Admissions, Admissions, and Entry	During Time at SFU	Post-Departure (e.g., stop out, transfer, graduate, career)
Coordinated public campaign (in-person, in-community, + online) (IUPP + recruitment)	IUPP application to be online and on paper + wholistic application (pre-assessments on math, literacy, and life skills)	Centralized bridging supports for Indigenous students by SFU	SFU Alumni Indigenous Network?? (career?)
Onboarding Orientation + On-campus visits (prior to start? On-campus residence experiences?) (IUPP + all FNMI)	Application and support/coaching (IUPP + all FNMI); Coordinated wholistic admissions process (e.g., regular, Aboriginal admissions, IUPP, partnership programs, other?)	Instructional team + curriculum coordination (IUPP); Individual learning outcomes + assessment (academic + life skills - who to talk to, supports and services, ++) (IUPP)	
Community-based partnerships for SFU program delivery in community (or blended)	Wholistic admissions + advising	Wholistic advising	Wholistic advising
	Continued network of SFU community of support	Peer-mentor/cohort support (IUPP)	Alumni mentor/support
	Self-Identification during time at SFU (Registrar + Faculties)	Ongoing Evaluation process (e.g., course evals, student feedback loops)	Evaluation process (e.g., exit surveys)

Appendix J. Comparative Table of SFU Institutional Report Recommendations

	<i>Looking Forward... Indigenous Pathways To & Through Simon Fraser University: Wholistic understandings of access, transition, and persistence</i> Dr. Michelle Pidgeon <i>et al.</i>	<i>Walk this Path With US. Final Report Calls to Action</i> Simon Fraser University Aboriginal Reconciliation Council (SFU-ARC)	<i>Aboriginal University Transitions Program Review</i> Dr. Judy Smith	<i>Enhancing Aboriginal graduate students' experiences: A journey through the past and present towards an empowered future.</i> Dr. Deanna Reder & Dr. Michelle Pidgeon	<i>2012 Bridging Program Evaluation</i> Dr. Michelle Pidgeon
	July 2020	September 2017	2018	March 2013	August 2012
GATHERING SPACES		<p>CLUSTER 1: Safe and Welcoming Indigenous Spaces (p. 61)</p> <p>11 – (ASI Priority) Use ASI funds to pilot the development and installation of safe spaces at Burnaby, and employ other funding opportunities in subsequent years to create dedicated space at the other campuses.</p> <p>CLUSTER 4: Administration, Hiring, and Project Implementation (p. 62)</p> <p>30 – (ASI Priority) Develop Indigenous student safety policies for Indigenous student gathering spaces on all three campuses.</p>	<p>Student Recruitment, Retention, and Support:</p> <ul style="list-style-type: none"> - Increased recruitment of Aboriginal students - Monitor Aboriginal student's academic progress, retention, and success - Establish, maintain, and promote Aboriginal student support programming <p>Develop a new Indigenous Student Centre "Gathering Space" (p. 6)</p>	<p>ACTION 2 -- Respect for local Indigenous Knowledge:</p> <ul style="list-style-type: none"> - Acknowledgement of the unceded territories of the Coast Salish (two options are outlined below the table from the SFU ARC Report). - By coordinating this ceremony and introducing oneself and territory, assists with the key tenets of Indigenous knowledge and identify in a unique way to show the connection and relationship to the land of their heritage (p. 31) <p>ACTION #1:</p> <p>A designated space which will host computers, printer, and supports from tutors, instructors or staff to provide support.</p> <p>ACTION #1: A gathering space is needed for Indigenous Graduate Students for an Indigenous</p>	<p>ACTION #6: Study Space</p> <p>A meeting space or study space with a designated classroom is important for student success which provides computer access, a window is very important, and provide options for study groups for support to succeeding as a student.</p> <p>(p. 43)</p>

				<p>Graduate Gathering Space, cost may be an issue to develop a new facility; an alternative solution was a request for the Halpern Centre. (p. 10)</p> <p>ACTION #3 – Indigenous Knowledge & Signage: Local Indigenous knowledge to be appropriated on signage, existing Indigenous Gathering Space, Local Indigenous Naming Ceremony to be conducted on new (totems, buildings, Indigenous assigned spaces/staff, public awareness for [on/off] campus) which is done similarly at UVIC First Peoples House. (p. 10)</p> <p>FNSA ACTION #4: We are requesting that as a way of minimizing the noise in the atrium, proper sound abatement systems be installed, perhaps a glass sound barrier so that drumming and celebrations can be held in this space. (p. 10)</p> <p>SPECIFIC #5 – Indigenous Graduate Studies Student Space: for Indigenous Graduate Students that is parallel and closely located to the Indigenous Student Centre. (p. 34)</p>	
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				<p>FNSA #2 -- Indigenous Graduate Gathering Space (aka Atrium): <i>FNSA ACTION #2: (linked to FNSA Action #1)</i> The use of an Indigenous Graduate Gathering Space would allow for traditional and cultural practices by Indigenous students and that bookings of the space would be coordinated through the Office for Aboriginal People (OAP) (p. 10)</p>	
<p>INCREASE INDIGENOUS STUDENTS, FACULTY & STAFF</p>	<p>Indigenous leadership - AVPI</p>	<p>CLUSTER 4: Administration, Hiring, and Project Implementation (p. 62)</p> <p>20 – Develop ways in which Aboriginal participation may be increased in all levels of leadership and decision-making at the University.</p> <p>26 – (ASI Priority) In consultation with the Indigenous Cultural Resource Centre, establish fair, standardized compensation for Aboriginal knowledge holders, and establish appropriate guidelines and protocols for compensating them for their work.</p>	<p>Integration and Leadership Development:</p> <p>Increase the number of Aboriginal faculty members. (p. 10)</p>	<p>SPECIFIC #7 – Support Staff Required: Indigenous counsellors, graduate student advisors, faculty, and staff across all three campuses (p. 34)</p> <p>OAP #2 -- PARTNERSHIPS Indigenous Initiatives Librarian: With the appointment of the Indigenous Initiatives Librarian, assists with partnership with the Research Commons (Library), OAP, and other communities across SFU. (p. 29)</p> <p>OAP #3 – PARTNERSHIPS Indigenous Our Learning Community Work-Study student (preferably Indigenous): This role</p>	<p>ACTION #1: Indigenous Counsellor Roles include basic counselling, interprofessional skills, and professional ethics to assist with life skills and maintaining the transition of succeeding as a student. (p. 41)</p> <p>ACTION #2: Tutoring Provide two tutors for a tutoring session to provide staggered assistance for FAL/FAN (p. 41)</p>

				provided opportunities for success stories to be shared by student on their journeys into post-secondary and being a student, stay informed of upcoming events or workshops on an approved SFU communications page; which was hosted by Career Services. This was also an avenue for partnerships with Alumni, OAP, ISC, FNSA Indigenous Peoples Career Stories (p. 29)	
PROFESSIONAL DEVELOPMENT OPPORTUNITIES	Professional development for all SFU employees	<p>CLUSTER 1: Safe and Welcoming Indigenous Spaces (p. 61)</p> <p>7 -- (ASI Priority) Develop mandatory intervention programs teaching cultural safety and anti-racism for all employees of SFU, in consultation with the Indigenous Cultural Resource Centre.</p> <p>13 – (ASI Priority) Using ASI funds and in consultation with the Indigenous Cultural Resource Centre, develop mandatory intervention programs teaching cultural safety and anti-racism to all employees of SFU.</p>	<p>Integration and Leadership Development: Integrate Aboriginal issues and pursue Aboriginal initiatives through the leadership of Aboriginal faculty and staff.</p> <p>Develop an understanding of Aboriginal issues at the senior levels of university leadership. (p. 10)</p> <p>Aboriginal Knowledge and Resource Development: Engage and promulgate an understanding and respect for Aboriginal communities, cultures, epistemologies, histories, languages, and traditions among non-Aboriginal members of the University and off-campus communities. (p. 8)</p>	<p>SPECIFIC #3 -- Indigenous Cultural Training Requirement: Indigenous Cultural Training for faculty and staff (p. 34)</p>	<p>ACTION #10: Indigenous Cultural Safety Training Program</p> <p>Provide Instructor workshops, professional development, and resources needed to ensure the staff are informed about Aboriginal issues and the teachings of Aboriginal students. (p. 44)</p>

<p>INFRASTRUCTURE & FINANCIAL RESOURCES</p>	<p>Committed and sustained institutional resources</p>	<p>CLUSTER 3: Student Pathways and Supports (p. 62)</p> <p>9 – Identify permanent and sustainable core funding for all Indigenous student support programming.</p> <p>17 – (Consider for seed funding from ASI) The Office of the Vice President, Academic and Provost should examine the feasibility of developing a bridge program for PhD students, with a decision to be made in Year 1</p> <p>CLUSTER 4: Administration, Hiring, and Project Implementation (p. 62)</p> <p>3 – Create an Indigenous Centre for Dialogue (ICD) to be housed in the Institute for Indigenous Dialogue, Governance, and Empowerment</p> <p>16 – Continue the Faculty Bridge Program along the current model, with three years of support from the Office of the Vice President, Academic and Provost, followed by an assumption of financial responsibility at the faculty level after the third</p>	<p>Infrastructure and Facilities Development:</p> <p>Ensure that Simon Fraser University attracts resources and support from the public and private sectors, from the Aboriginal community, from government, and from agencies and organizations in support of Aboriginal capital building projects. (p. 9)</p>	<p>OAP #5 – Finance</p> <p>OAP recognizes the need for increased financial award support for Aboriginal students, increased capacity building workshops include: Finance Workshops to provide options for funding opportunities (lunch provided). Incorporate a Financial Guide for Indigenous students & Financial Workshops.</p> <p>Staff support is required to understand Indigenous education (post-secondary funding options, bursaries, awards, band – funding liaison, understand the needs of rural/urban Indigenous students).</p> <p><u>Recommendations include:</u> an option for distance education to support rural students, part-time studies for students under financial hardship or health limitations, medical reasons, distance delivered counselling to keep students on track. (p. 20-29)</p> <p>SPECIFIC #4 – Increased Financial Support for Indigenous Graduate Studies students; See OAP</p>	
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		year. The goal is for each academic unit to have at least one Indigenous scholar by 2020.		finance recommendation. (p. 34)	
INDIGENOUS RESEARCH RESOURCES		<p>CLUSTER 2: Innovation and Indigenization in Curriculum and Research (p. 62)</p> <p>34 – Convene an Indigenous Research Committee to establish respectful and ethical protocols and practices for researching in and with Indigenous communities; and to ensure that Indigenous perspectives, knowledge systems, and ways of knowing are respected and supported in the scholarship of faculty and students.</p>	<p>Research Development: Establish and maintain a comprehensive framework, the Indigenous Research Institute, the Faculties, individual researchers, and community for the promotion, encouragement, and support of research topics that are of interest to Aboriginal peoples. (p. 5)</p>	<p>Specific #9 – Research Development: Research specifically focused on barriers and successes to Indigenous Graduate Student retention (p. 34)</p>	N/A
CULTURALLY RELEVANT CURRICULUM, PEDAGOGY, & PROGRAMS	Indigenous culturally relevant curriculum and pedagogical practices	<p>CLUSTER 2: Innovation and Indigenization in Curriculum and Research (SFU-ARC, 2017, p. 62)</p> <p>12 – The Office of the Vice-President, Academic and Provost should initiate a process to determine the best option for Indigenizing curriculum at SFU, and for ensuring that all students at SFU have these curricular experiences early in their programs (Year 1 priority).</p>	<p>Academic Program Development: Cooperate with Faculties, departments, and programmes to develop courses that contain significant content pertaining to Aboriginal people’s perspectives and epistemologies. (p. 4)</p>		<p>Action #5 – First Nations Studies courses within AUPP Program: Increase First Nations Studies courses within the AUPP program. The current required course load does not include First Nations studies classes (p. 45)</p> <p>Action #10 -- Certification of AUPP (2 years vs. 1 year): To add to the curriculum of AUPP required courses, include additional courses so that this program can</p>

		<p>14 – (ASI priority) Fund the creation and implementation of community language programs and on-campus courses, including a degree program option, for Indigenous languages.</p> <p>18 – (ASI Priority) Provide targeted funds to build SFU’s capacity to support faculty who wish to Indigenize their courses.</p> <p>21 – (ASI Priority) Establish an Indigenous Curriculum Resource Centre (ICRC).</p> <p>22 – (ASI Priority) Establish an Indigenous Curriculum Review Committee to review and make recommendations for the approval of Indigenous curriculum, beginning in Year 1.</p>			<p>be recognized as a recognized and transferrable certificate program to Undergraduate programs at SFU or another institution. (p. 43)</p>
<p>RELATIONSHIP BUILDING + NETWORKS</p>	<p>Create mechanisms for Indigenous self-identification</p> <p>Sustained reciprocal relationships and collaboration with local communities and partners</p>	<p>1 - Indigenizing the Institution: Host University-wide events, such as reconciliation dialogues, to build understanding and support within the University community beginning in Year 1.</p> <p>CLUSTER 4: Administration, Hiring, and Project Implementation (SFU-ARC, 2017, p. 62)</p>	<p>Liaison and Engagement with the Aboriginal Community:</p> <p>Strengthen and increase partnerships, collaborations, and engagement with Aboriginal peoples, communities, and organizations.</p> <p>(p. 7)</p>	<p>ACTION 3 -- Relationships:</p> <p>It is vital for the Office of Graduate Studies to have an invested and working relationship with the Indigenous Graduate Students. There is challenges of interconnectedness within the university; it is recommended to create a space for working together as professionals to improve the Indigenous</p>	<p>ACTION #5 – Transition from AUP to Undergraduate at SFU</p> <p>It is important to provide exposure to the larger classrooms prior to graduating from the AUP program. The AUP program cohorts are much smaller in classroom size. Staff who were interviewed strongly suggested smaller classroom sizes for the Math and Science</p>

		<p>23 – (ASI Priority) Expand the information and education campaign around Indigenous protocols and cultural practices, so that units have a range of resources to draw upon in planning events and ceremonies.</p> <p>24 – Develop a repatriation policy framework that establishes SFU’s proactive stance on repatriation, and engage with Indigenous communities and the province, which originally mandated SFU as a repository for human remains.</p> <p>29 – Develop a policy on Indigenous self-identification, a campaign to encourage self-identification, and a mechanism to allow this to happen</p>	<p>Government and NGO Relationships: Cooperate with, give assistance to, and provide complementary services, initiatives, and programs in partnership with municipal, provincial, and federal governments and legally constituted not-for-profit NGO organizations which are independent of government (s). (p. 11)</p>	<p>education experience. (p. 33)</p> <p>ACTION 4 -- Relevance: Indigenous Graduate Students require assistance navigating the Graduate Studies Program, and understanding the requirements of mapping goals, timelines, financial constraints of graduate study. Additionally, assistance is requested to understand options with respect to selection of supervisors, committee members and support services that are provided. (p. 33)</p> <p>SPECIFIC #8 – Mentorship: Mentorship and capacity building opportunities for both Indigenous Undergraduate and Graduate students through work-study and other forms of employment. (p. 34)</p>	<p>components (either through AOTP or colleges as a transfer option to Undergraduate at SFU). (p. 42)</p> <p>AUPP #3 – Meet & Greet Required introduction to First Nations Student Association (FNSA), Co-op, Work-Study, Gym (yoga classes) and other opportunities as well as services provided to students. (p. 44)</p>
<p>GOVERNANCE & LEADERSHIP (e.g., PROGRAM PLANNING, COORDINATION, and COMMUNICATION</p>	<p>Regularize the IUPP</p> <p>Indigenous ombudsperson</p> <p>Indigenous coordinated communication strategy</p> <p>Foster cross-unit collaborations</p> <p>Culturally-informed assessment and institutional data</p>	<p>CLUSTER 3: Student Pathways and Supports (p. 62)</p> <p>15 – Proceed with the external review and the re-visioning process, and then identify permanent and sustainable core funding for the AOTP.</p>	<p>Communication Strategies: Affect information sharing and create awareness about Aboriginal initiatives, events, people and other potential items of interest at Simon Fraser University with communities and media. (p. 11)</p>	<p>OAP #4 – PARTNERSHIPS Communications Strategy: SFU Indigenous Student Centre created a newsletter named TUZZ to assist with the dispersal of information pertinent to Indigenous students at SFU. (p. 29)</p>	<p>AUPP #1 – Reorient Program from 2 semesters to 3 semesters Reorganization of program to spread out over one academic year (vs. two semesters of courses and 1 semester break). For the purpose of retention and academic success including</p>

		6 - Enhance Indigenous cultural safety, including the appointment of an Indigenous ombudsperson.			<p>transition with a 3-day orientation for entering into the Undergraduate program at SFU prior to the start of Fall semester. (p. 44)</p> <p>ACTION #4 -- Program Scheduling Historically the AOTP students did not have the Reading Break, and this recommendation was requiring the much-needed Reading Break to have the university experience that SFU students are privileged. (p. 42)</p>
WHOLISTIC SUPPORT SERVICES	Indigenous navigator staff positions	<p>ACTION # 32 (Consider for seed funding from ASI) Ensure that newly established or re-established relationships with local Aboriginal communities and groups are nurtured and supported through the appointment of a Community Liaison Officer. This could entail a new hire or a secondment and must begin in Year 1</p>		<p>FNSA ACTION #3 – Indigenous Knowledge & Signage: Local Indigenous knowledge to be appropriated on signage, existing Indigenous Gathering Space, Local Indigenous Naming Ceremony to be conducted on new (totems, buildings, Indigenous assigned spaces/staff, public awareness for [on/off] campus) which is done similarly at UVIC First Peoples House. (p. 10)</p> <p>Supporting Aboriginal Graduate Enhancement (S.A.G.E) Program:</p>	<p>ACTION #7: Support Staying on Track: Some students need a lot of support, it is ideal to have daily check in or twice a week check in, to ensure students are balancing their workload, interpreting assignments and course outlines. (p. 43)</p> <p>AUPP #2 -- Orientation Process: Create opportunities that involve getting familiar with services and supports made available to students.</p> <p>Make it fun, interactive and interesting using an example such as a treasure</p>

				<p>Hiring a Coordinator to work part-time to provide support of SFU Indigenous Graduate Students with several workshops, through SAGE with the support of the OAP and ISC were provided in 2012 and continue to be offered in 2013 (<i>See Appendix E: IGSSC Organized Activities Fall 2012 and Appendix V: SAGE Brochure</i>). Supplementary assistance to the coordinator includes the following;</p> <ul style="list-style-type: none"> Research Assistant & Indigenous Graduate Student Support Coordinator and Assistant Indigenous Graduate Student Support Coordinator (p. 29) <p>OAP #6 – Affordable Housing: There is an increase need to provide supports to Indigenous students with respect to access to affordable housing and daycare.</p> <p>To also facilitate programming and training for tutor and mentor positions for Indigenous undergraduate students who are interested in Graduate studies (p. 30)</p>	<p>hunt while also making it educational. (p. 44)</p> <p>APH #3 -- Career Counselling Representation: Increase engagement between potential employers with students; preference given to hear from peers (Co-op student / Employer / Employee success stories) shared rather than staff. (p. 45)</p> <p>ACTION #3 -- Orientation and Program Support Historically, in the AOTP program when it was under Lifelong Learning there was a different system to navigate the website. Students needed an SFU email and username order to independently seek online supports. Supports should also include an orientation of services provided to Indigenous Students at SFU. (p. 42)</p> <p>ACTION #8 – Additional Supports Request The transition to SFU student success has requested for more prep classes prior to the transition to being an Undergraduate student at SFU. Students considering Health as a career, basic</p>
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				<p>SPECIFIC #1 -- Indigenous Graduate Student Workshops: Indigenous Graduate Student Program Support & Workshops on a regular basis (p. 34)</p> <p>SPECIFIC #2 -- Bereavement Leave Acknowledgement: Indigenous Graduate Students request for flexibility with respect to pausing studies to attend family or community needs during their studies. (p. 34)</p>	<p>counselling skills is essential, and that science courses are spread out so to create room to create retention and student success.</p> <p>As part of the recognition from TRC, it is essential to address intergenerational trauma, health, basic counselling and interpersonal skills (e.g. boundaries, professionalism); incorporate these components to ensure student success. (p. 43)</p>
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Side Note: SFU ARC Report

Acknowledging Traditional Territories:

The University community should acknowledge Aboriginal people and their traditional lands whenever possible, including at the start of meetings, classes, and events, at all three of SFU’s main campuses and at SFU community program sites. Following is a list of SFU campuses and the corresponding First Nations that should be honoured at each campus site:

- On the Burnaby campus, an acknowledgement is given to the traditional territories of the Squamish, Tsleil-Waututh, Musqueam, and Kwikwetlem Nations.
- On the Vancouver campus, an acknowledgement is given to the traditional territories of the Squamish, Tsleil-Waututh, and Musqueam Nations.
- The Surrey campus is located on and serves many First Nations local to that community. This includes the Katzie, Kwantlen, Kwikwetlem, Qayqayt, Musqueam, and numerous Stó:lō Nations. Therefore, an acknowledgement of this traditional territory can be done in two ways: (1) acknowledge the Coast Salish peoples as a whole, and then (2) acknowledge all of the First Peoples local to the area.

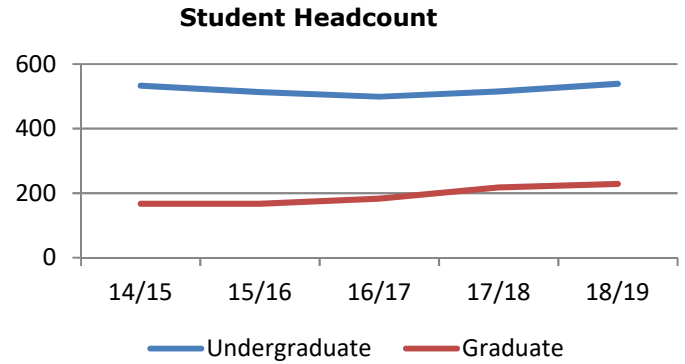
Appendix K: Institutional Data from IRP and BAA

Profile of Aboriginal Students

Note: Figures in blue are preliminary.

Undergraduate / Graduate Headcount

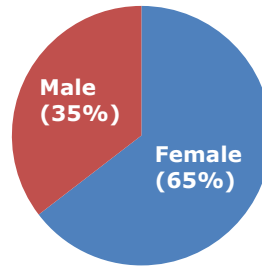
	14/15	15/16	16/17	17/18	18/19	19/20
Undergraduate	533	513	499	515	539	559
Graduate	167	167	183	218	229	222
Total	700	680	682	733	768	781



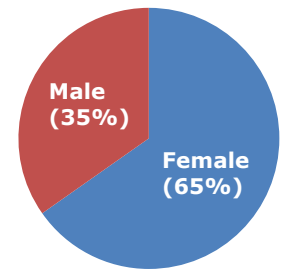
Gender

	14/15	15/16	16/17	17/18	18/19	19/20
Undergraduate	533	513	499	515	539	559
Female	339	330	316	334	360	380
Male	194	183	183	181	179	179
Graduate	167	167	183	218	229	222
Female	97	102	119	151	160	160
Male	70	65	64	67	69	62

Average 5-Year UG Breakdown



Average 5-Year GR Breakdown

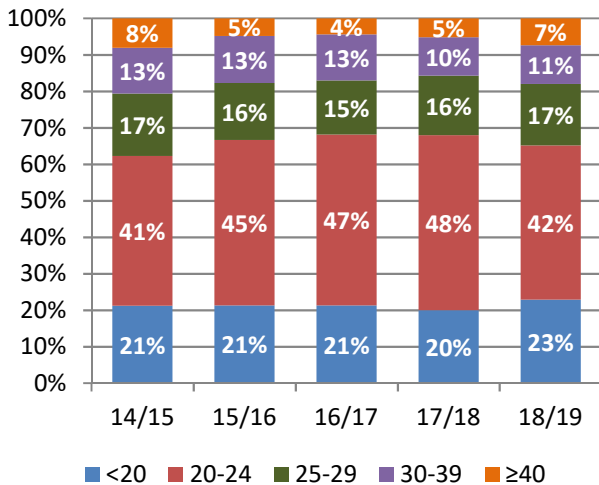


Age Groupings

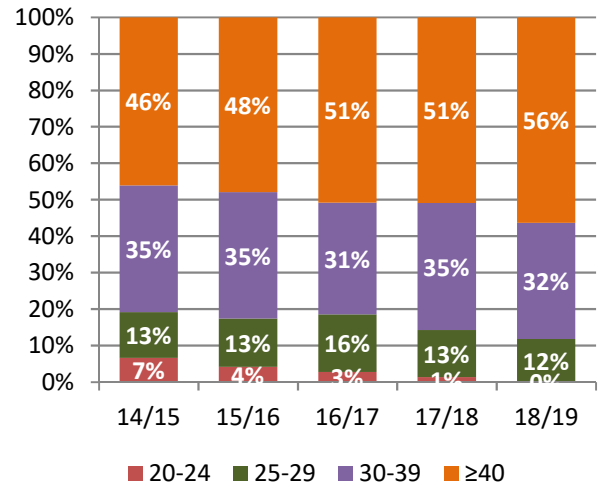
Undergraduate	14/15	15/16	16/17	17/18	18/19	19/20
<20	113	109	106	103	123	148
20-24	219	233	234	247	228	221
25-29	91	80	74	84	91	91
30-39	67	66	63	54	57	64
≥40	43	25	22	27	40	35
Total	533	513	499	515	539	559
Average Age	25.7	24.6	24.5	24.4	25.2	24.7

Graduate	14/15	15/16	16/17	17/18	18/19	19/20
<20						
20-24	11	7	5	3	0	6
25-29	21	22	29	28	27	23
30-39	58	58	56	76	73	69
≥40	77	80	93	111	129	124
Total	167	167	183	218	229	222
Average Age	38.6	39.3	40.0	41.3	42.8	41.7

Undergraduate



Graduate



Profile of Aboriginal Students

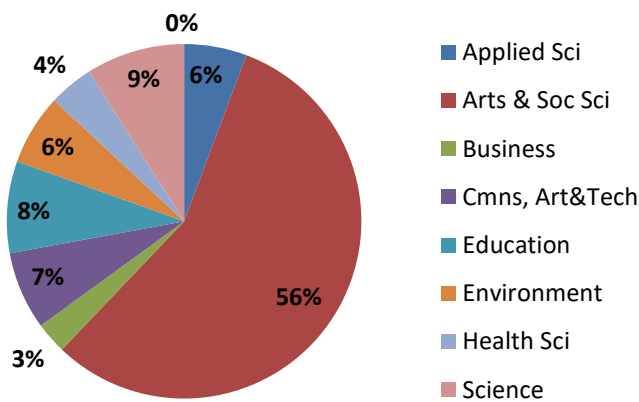
Note: Figures in blue are preliminary.

Enrolment by Faculty

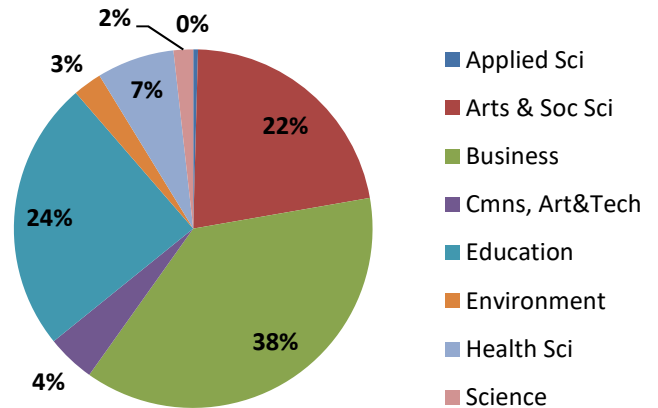
Undergraduate	14/15	15/16	16/17	17/18	18/19	19/20
Applied Sci	27	30	38	34	31	32
Arts & Soc Sci	285	249	240	249	304	317
Business	22	18	15	15	16	17
Cmns, Art&Tech	34	46	47	43	39	44
Education	51	43	46	59	45	44
Environment	30	40	37	38	35	36
Health Sci	31	37	37	31	22	20
Science	53	49	39	48	49	43
Unspecified	1	1	1	0	0	6
Total	533	513	499	515	539	559

Graduate	14/15	15/16	16/17	17/18	18/19	19/20
Applied Sci	2	1	1	1	1	1
Arts & Soc Sci	26	28	24	50	50	41
Business	60	52	76	74	86	60
Cmns, Art&Tech	4	4	5	11	10	9
Education	56	63	56	59	56	80
Environment	2	2	3	5	6	10
Health Sci	7	8	13	13	16	16
Science	10	9	5	5	4	5
Total	167	167	183	218	229	222

18/19 Undergraduate



18/19 Graduate

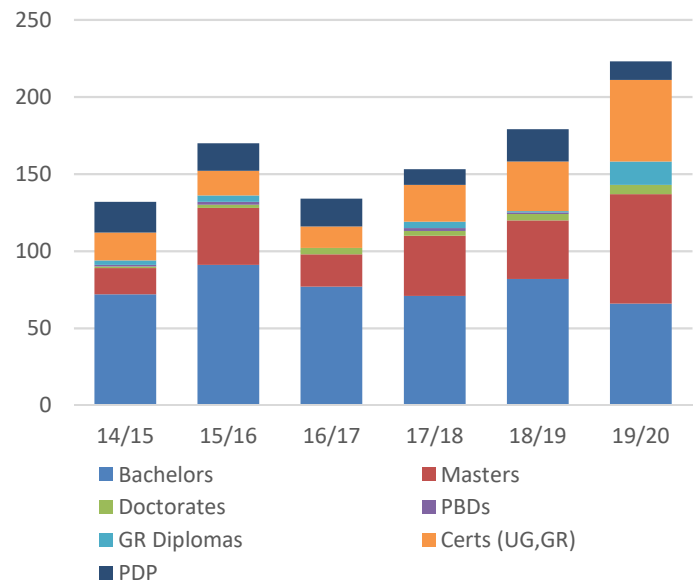


Credentials Earned

Credential	14/15	15/16	16/17	17/18	18/19	19/20
Bachelors	72	91	77	71	82	66
Masters	17	37	21	39	38	71
Doctorates	1	2	4	3	4	6
Post Bac Dipl	1	2	0	2	1	0
Graduate Dipl	3	4	0	4	1	15
Undergrad Certs	18	13	12	24	14	52
Graduate Certs	0	3	2	0	18	1
PDP Completed	20	18	18	10	21	12
Total	132	170	134	153	179	223

Note: 2019/20 figures in this table are not considered preliminary.

Credentials Earned



Profile of Aboriginal Students

Note: Figures in blue are preliminary.

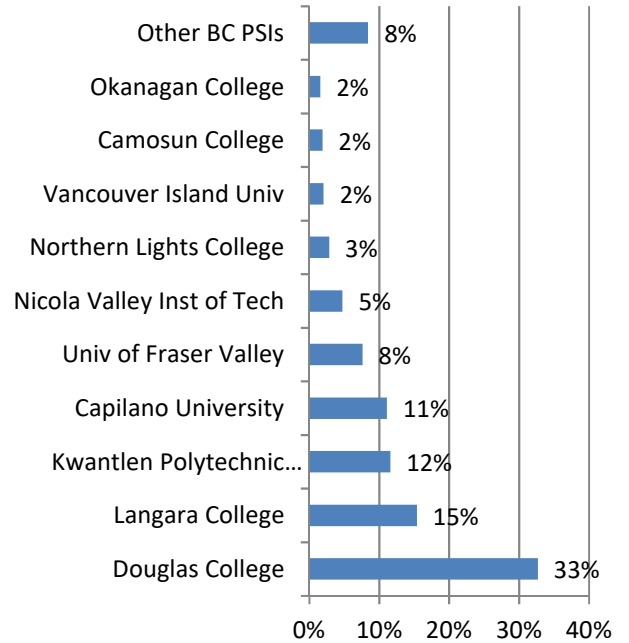
Undergraduate Aboriginal Students

Top Ten Post-Secondary Institutions Where All Aboriginal BC College Transfers Come From

Institution	14/15	15/16	16/17	17/18	18/19	19/20
Douglas College	44	46	35	41	40	42
Langara College	18	20	17	20	22	23
Kwantlen Polytechnic Univ	20	15	12	13	13	17
Capilano University	21	13	14	12	10	9
Univ of Fraser Valley	12	9	7	8	12	16
Nicola Valley Inst of Tech	9	7	6	3	5	8
Northern Lights College	5	5	2	2	4	4
Vancouver Island Univ	4	4	3	1	1	1
Camosun College	3	3	2	3	1	2
Okanagan College	3	4	3	0	0	1
Other BC PSIs	9	9	10	10	15	16
Total	148	135	111	113	123	139

Note: The numbers for Nicola Valley Inst of Tech include those from Institute of Indigenous Government as well.

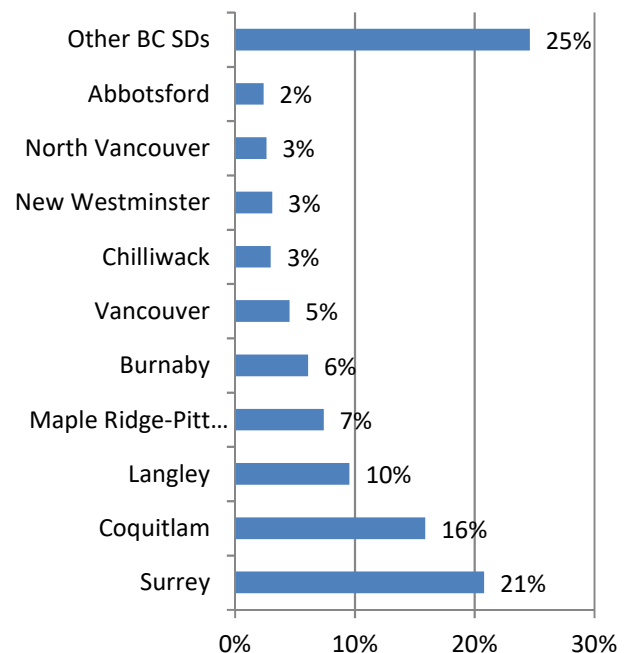
Average 5-Yr Top 10 BC College Breakdown



Top Ten School Districts Where All Aboriginal High School Students Come From

School District	14/15	15/16	16/17	17/18	18/19	19/20
Surrey	33	29	37	37	38	40
Coquitlam	24	22	25	33	29	32
Langley	15	17	15	16	17	23
Maple Ridge-Pitt Meadows	10	10	11	15	16	15
Burnaby	9	8	9	11	14	14
Vancouver	11	8	6	4	9	9
Chilliwack	5	4	4	7	5	6
New Westminster	7	8	4	4	3	2
North Vancouver	5	6	4	3	4	3
Abbotsford	3	5	4	4	4	3
Other BC SDs	36	36	39	47	48	58
Total	158	153	158	181	187	205

Average 5-Yr Top 10 School District Breakdown



Profile of Aboriginal Students

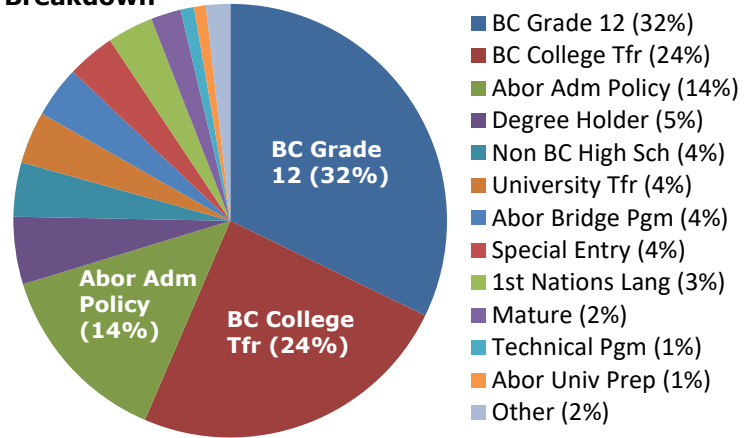
Note: Figures in blue are preliminary.

Undergraduate Aboriginal Students

Basis of Admission for All Students (New and Continuing)

Basis of Admission	14/15	15/16	16/17	17/18	18/19	19/20
BC Grade 12	158	153	158	181	187	205
BC College Tfr	148	135	111	113	123	139
Abor Adm Policy	62	97	85	66	49	36
Degree Holder	30	17	27	32	25	18
Non BC High Sch	25	20	20	21	19	19
University Tfr	20	23	17	23	18	14
Abor Bridge Pgm	17	24	24	21	14	11
Special Entry	34	22	20	12	5	6
1st Nations Lang	0	0	14	17	58	57
Mature	27	11	7	5	8	8
Technical Pgm	4	4	6	8	4	3
Abor Univ Prep	0	0	0	4	19	32
Other	8	7	10	12	10	11
Total	533	513	499	515	539	559

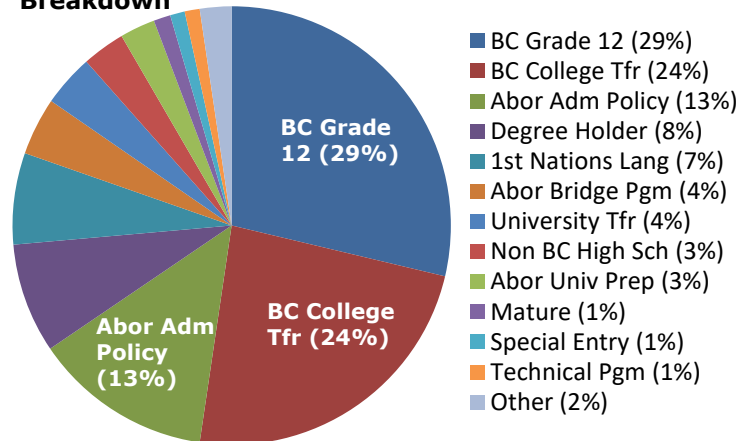
Average 5-Year Breakdown



Basis of Admission for New Students

Basis of Admission	14/15	15/16	16/17	17/18	18/19	19/20
BC Grade 12	35	33	47	47	47	61
BC College Tfr	32	40	29	33	38	32
Abor Adm Policy	30	45	11	4	6	1
Degree Holder	9	11	14	17	8	11
1st Nations Lang	0	0	13	13	23	25
Abor Bridge Pgm	7	11	7	6	0	0
University Tfr	8	7	1	10	2	5
Non BC High Sch	7	2	3	7	4	4
Abor Univ Prep	0	0	0	4	15	21
Mature	1	1	1	3	3	0
Special Entry	1	0	1	2	4	3
Technical Pgm	1	0	3	3	1	0
Other	1	1	6	5	4	4
Total	132	151	136	154	155	167

Average 5-Year Breakdown



Notes:

- The 2014/15 to 2018/19 figures in this report are based on the most recent available data from self-declaration and other sources. 2019/20 figures are preliminary because missing complete K-12 and other post-secondary information from Ministry. Therefore, numbers may change slightly when new report is published. Graphs in this report DO NOT include preliminary data.
- International students are excluded from this report.
- Information in this report updated on April 28, 2020.

Indigenous Baccalaureate Graduate Survey Data: Employment Outcomes

Employment

Survey Year	Currently Employed	Employed Full-Time	Currently In Program-Related Job	Unemployment Rate	Not in Labour Market	Average Hours Worked (Main Job)	Average Annual Salary (Full-Time, Main Job)	Knowledge, Skills, & Abilities Acquired During Education Very or Somewhat Useful in Their Job	Number of Respondents
2017	84%	88%	85%	13%	3%	37	\$53,816	81%	31
2016	84%	70%	81%	4%	13%	35	\$50,605	89%	32
2015	87%	83%	72%	3%	11%	37	\$50,289	91%	38
2014	83%	79%	63%	3%	14%	36	\$48,601	83%	36
Total	85%	80%	75%	6%	10%	36	\$50,922	86%	137

Notes: a) "Employed Full-time" is of employed respondents.
b) "Unemployment Rate" is of those in the labour market.

2014-2017 Fields of Employment

	Number of Respondents
Elementary school and kindergarten teachers	18
Secondary school teachers	11
Social and community service workers	6
Post-secondary teaching and research assistants	5
Other professional occupations in social science, n.e.c.	4
Social policy researchers, consultants and program officers	4
Secondary and elementary school teachers and educational counsellors	3
Administrators - post-secondary education and vocational training	2
Computer programmers and interactive media developers	2
Educational counsellors	2
Elementary and secondary school teacher assistants	2
Financial auditors and accountants	2
General office support workers	2
Health policy researchers, consultants and program officers	2
Natural and applied science policy researchers, consultants and program officers	2
Other assisting occupations in support of health services	2
Professional occupations in advertising, marketing and public relations	2
Program leaders and instructors in recreation, sport and fitness	2
Retail and wholesale trade managers	2
Unclassified occupations	2

Notes: a) This list is based on self-reported jobs that have been converted into NOC 2011 names.
b) Only NOC categories with 2 or more respondents has been included.

Notes:

- a) Indigenous students have been identified based on self-reports.
- b) International respondents have been excluded.
- c) Surveys are of Baccalaureate Graduates two years after graduation from SFU.

Source:

Baccalaureate Graduates Survey (BGS) 2014-2017 data

National Survey of Student Engagement 2017: Indigenous Respondents**1. During the current school year, about how often have you done the following?****Asked questions or contributed to course discussions in other ways**

	Frequency	Percent	Cumulative Percent
Never	3	7.5	7.5
Sometimes	8	20.0	27.5
Often	15	37.5	65.0
Very often	14	35.0	100.0
Total	40	100.0	

Prepared two or more drafts of a paper or assignment before turning it in

	Frequency	Percent	Cumulative Percent
Never	14	35.0	35.0
Sometimes	15	37.5	72.5
Often	6	15.0	87.5
Very often	5	12.5	100.0
Total	40	100.0	

Come to class without completing readings or assignments

	Frequency	Percent	Cumulative Percent
Never	7	17.5	17.5
Sometimes	23	57.5	75.0
Often	7	17.5	92.5
Very often	3	7.5	100.0
Total	40	100.0	

Attended an art exhibit, play, or other arts performance (dance, music, etc.)

	Frequency	Percent	Cumulative Percent
Never	22	56.4	56.4
Sometimes	10	25.6	82.1
Often	5	12.8	94.9
Very often	2	5.1	100.0
Total	39	100.0	
Missing	1		

Asked another student to help you understand course material

	Frequency	Percent	Cumulative Percent
Never	3	7.5	7.5
Sometimes	21	52.5	60.0
Often	15	37.5	97.5
Very often	1	2.5	100.0
Total	40	100.0	

Explained course material to one or more students

	Frequency	Percent	Cumulative Percent
Sometimes	19	47.5	47.5
Often	14	35.0	82.5
Very often	7	17.5	100.0
Total	40	100.0	

Prepared for exams by discussing or working through course material with other students

	Frequency	Percent	Cumulative Percent
Never	6	15.0	15.0
Sometimes	14	35.0	50.0
Often	17	42.5	92.5
Very often	3	7.5	100.0
Total	40	100.0	

Worked with other students on course projects or assignments

	Frequency	Percent	Cumulative Percent
Never	3	7.7	7.7
Sometimes	12	30.8	38.5
Often	18	46.2	84.6
Very often	6	15.4	100.0
Total	39	100.0	
Missing	1		

Given a course presentation

	Frequency	Percent	Cumulative Percent
Never	10	25.0	25.0
Sometimes	15	37.5	62.5
Often	9	22.5	85.0
Very often	6	15.0	100.0
Total	40	100.0	

2. During the current school year, about how often have you done the following?

Combined ideas from different courses when completing assignments

	Frequency	Percent	Cumulative Percent
Never	8	20.0	20.0
Sometimes	10	25.0	45.0
Often	14	35.0	80.0
Very often	8	20.0	100.0
Total	40	100.0	

Connected your learning to societal problems or issues

	Frequency	Percent	Cumulative Percent
Never	5	12.5	12.5
Sometimes	11	27.5	40.0
Often	14	35.0	75.0
Very often	10	25.0	100.0
Total	40	100.0	

Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

	Frequency	Percent	Cumulative Percent
Never	6	15.0	15.0
Sometimes	13	32.5	47.5
Often	10	25.0	72.5
Very often	11	27.5	100.0
Total	40	100.0	

Examined the strengths and weaknesses of your own views on a topic or issue

	Frequency	Percent	Cumulative Percent
Never	3	7.5	7.5
Sometimes	13	32.5	40.0
Often	18	45.0	85.0
Very often	6	15.0	100.0
Total	40	100.0	

Tried to better understand someone else's views by imagining how an issue looks from their perspective

	Frequency	Percent	Cumulative Percent
Never	2	5.0	5.0
Sometimes	10	25.0	30.0
Often	20	50.0	80.0
Very often	8	20.0	100.0
Total	40	100.0	

Learned something that changed the way you understand an issue or concept

	Frequency	Percent	Cumulative Percent
Never	2	5.1	5.1
Sometimes	11	28.2	33.3
Often	19	48.7	82.1
Very often	7	17.9	100.0
Total	39	100.0	
Missing	1		

Connected ideas from your courses to your prior experiences and knowledge

	Frequency	Percent	Cumulative Percent
Never	1	2.5	2.5
Sometimes	6	15.0	17.5
Often	15	37.5	55.0
Very often	18	45.0	100.0
Total	40	100.0	

3. During the current school year, about how often have you done the following?

Talked about career plans with a faculty member

	Frequency	Percent	Cumulative Percent
Never	13	32.5	32.5
Sometimes	15	37.5	70.0
Often	11	27.5	97.5
Very often	1	2.5	100.0
Total	40	100.0	

Worked with a faculty member on activities other than coursework (committees, student groups, etc.)

	Frequency	Percent	Cumulative Percent
Never	23	57.5	57.5
Sometimes	8	20.0	77.5
Often	7	17.5	95.0
Very often	2	5.0	100.0
Total	40	100.0	

Discussed course topics, ideas, or concepts with a faculty member outside of class

	Frequency	Percent	Cumulative Percent
Never	12	30.0	30.0
Sometimes	14	35.0	65.0
Often	12	30.0	95.0
Very often	2	5.0	100.0
Total	40	100.0	

Discussed your academic performance with a faculty member

	Frequency	Percent	Cumulative Percent
Never	16	40.0	40.0
Sometimes	14	35.0	75.0
Often	9	22.5	97.5
Very often	1	2.5	100.0
Total	40	100.0	

4. During the current school year, about how much has your coursework emphasized the following?

Memorizing course material

	Frequency	Percent	Cumulative Percent
Very little	3	7.5	7.5
Some	10	25.0	32.5
Quite a bit	19	47.5	80.0
Very much	8	20.0	100.0
Total	40	100.0	

Applying facts, theories, or methods to practical problems or new situations

	Frequency	Percent	Cumulative Percent
Very little	3	7.5	7.5
Some	8	20.0	27.5
Quite a bit	19	47.5	75.0
Very much	10	25.0	100.0
Total	40	100.0	

Analyzing an idea, experience, or line of reasoning in depth by examining its parts

	Frequency	Percent	Cumulative Percent
Very little	3	7.5	7.5
Some	7	17.5	25.0
Quite a bit	18	45.0	70.0
Very much	12	30.0	100.0
Total	40	100.0	

Evaluating a point of view, decision, or information source

	Frequency	Percent	Cumulative Percent
Very little	3	7.5	7.5
Some	11	27.5	35.0
Quite a bit	18	45.0	80.0
Very much	8	20.0	100.0
Total	40	100.0	

Forming a new idea or understanding from various pieces of information

	Frequency	Percent	Cumulative Percent
Very little	3	7.5	7.5
Some	11	27.5	35.0
Quite a bit	13	32.5	67.5
Very much	13	32.5	100.0
Total	40	100.0	

5. During the current school year, to what extent have your instructors done the following?**Clearly explained course goals and requirements**

	Frequency	Percent	Cumulative Percent
Very little	2	5.0	5.0
Some	13	32.5	37.5
Quite a bit	14	35.0	72.5
Very much	11	27.5	100.0
Total	40	100.0	

Taught course sessions in an organized way

	Frequency	Percent	Cumulative Percent
Very little	1	2.5	2.5
Some	13	32.5	35.0
Quite a bit	15	37.5	72.5
Very much	11	27.5	100.0
Total	40	100.0	

Used examples or illustrations to explain difficult points

	Frequency	Percent	Cumulative Percent
Some	11	27.5	27.5
Quite a bit	22	55.0	82.5
Very much	7	17.5	100.0
Total	40	100.0	

Provided feedback on a draft or work in progress

	Frequency	Percent	Cumulative Percent
Very little	8	20.0	20.0
Some	12	30.0	50.0
Quite a bit	11	27.5	77.5
Very much	9	22.5	100.0
Total	40	100.0	

Provided prompt and detailed feedback on tests or completed assignments

	Frequency	Percent	Cumulative Percent
Very little	5	12.8	12.8
Some	15	38.5	51.3
Quite a bit	12	30.8	82.1
Very much	7	17.9	100.0
Total	39	100.0	
Missing	1		

6. During the current school year, about how often have you done the following?**Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)**

	Frequency	Percent	Cumulative Percent
Never	9	22.5	22.5
Sometimes	13	32.5	55.0
Often	12	30.0	85.0
Very often	6	15.0	100.0
Total	40	100.0	

Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

	Frequency	Percent	Cumulative Percent
Never	13	32.5	32.5
Sometimes	15	37.5	70.0
Often	7	17.5	87.5
Very often	5	12.5	100.0
Total	40	100.0	

Evaluated what others have concluded from numerical information

	Frequency	Percent	Cumulative Percent
Never	11	27.5	27.5
Sometimes	16	40.0	67.5
Often	7	17.5	85.0
Very often	6	15.0	100.0
Total	40	100.0	

7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

Up to 5 pages

	Frequency	Percent	Cumulative Percent
None	3	7.9	7.9
1-2	5	13.2	21.1
3-5	11	28.9	50.0
6-10	13	34.2	84.2
11-15	4	10.5	94.7
16-20	1	2.6	97.4
More than 20 papers	1	2.6	100.0
Total	38	100.0	
Missing	2		

Between 6 and 10 pages

	Frequency	Percent	Cumulative Percent
None	9	23.7	23.7
1-2	9	23.7	47.4
3-5	12	31.6	78.9
6-10	6	15.8	94.7
11-15	1	2.6	97.4
More than 20 papers	1	2.6	100.0
Total	38	100.0	
Missing	2		

11 pages or more

	Frequency	Percent	Cumulative Percent
None	15	39.5	39.5
1-2	8	21.1	60.5
3-5	7	18.4	78.9
6-10	4	10.5	89.5
11-15	2	5.3	94.7
16-20	1	2.6	97.4
More than 20 papers	1	2.6	100.0
Total	38	100.0	
Missing	2		

8. During the current school year, about how often have you had discussions with people from the following groups?

Had discussions with people of a race or ethnicity other than your own

	Frequency	Percent	Cumulative Percent
Never	2	5.0	5.0
Sometimes	8	20.0	25.0
Often	13	32.5	57.5
Very often	17	42.5	100.0
Total	40	100.0	

Had discussions with people from an economic background other than your own

	Frequency	Percent	Cumulative Percent
Never	3	7.7	7.7
Sometimes	9	23.1	30.8
Often	14	35.9	66.7
Very often	13	33.3	100.0
Total	39	100.0	
Missing	1		

Had discussions with people with religious beliefs other than your own

	Frequency	Percent	Cumulative Percent
Never	4	10.0	10.0
Sometimes	9	22.5	32.5
Often	15	37.5	70.0
Very often	12	30.0	100.0
Total	40	100.0	

Had discussions with people with political views other than your own

	Frequency	Percent	Cumulative Percent
Never	2	5.0	5.0
Sometimes	13	32.5	37.5
Often	12	30.0	67.5
Very often	13	32.5	100.0
Total	40	100.0	

9. During the current school year, about how often have you done the following?

Identified key information from reading assignments

	Frequency	Percent	Cumulative Percent
Never	3	7.5	7.5
Sometimes	8	20.0	27.5
Often	18	45.0	72.5
Very often	11	27.5	100.0
Total	40	100.0	

Reviewed your notes after class

	Frequency	Percent	Cumulative Percent
Never	9	22.5	22.5
Sometimes	14	35.0	57.5
Often	12	30.0	87.5
Very often	5	12.5	100.0
Total	40	100.0	

Summarized what you learned in class or from course materials

	Frequency	Percent	Cumulative Percent
Never	4	10.0	10.0
Sometimes	12	30.0	40.0
Often	18	45.0	85.0
Very often	6	15.0	100.0
Total	40	100.0	

10. During the current school year, to what extent have your courses challenged you to do your best work?

To what extent have your courses challenged you to do your best work?

	Frequency	Percent	Cumulative Percent
1 Not at all	1	2.5	2.5
2	1	2.5	5.0
3	1	2.5	7.5
4	3	7.5	15.0
5	13	32.5	47.5
6	9	22.5	70.0
7 Very much	12	30.0	100.0
Total	40	100.0	

11. Which of the following have you done or do you plan to do before you graduate?

Internship, co-op, field experience, student teaching, or clinical placement

	Frequency	Percent	Cumulative Percent
Have not decided	6	15.0	15.0
Do not plan to do	12	30.0	45.0
Plan to do	12	30.0	75.0
Done or in progress	10	25.0	100.0
Total	40	100.0	

Formal leadership role in a student organization or group

	Frequency	Percent	Cumulative Percent
Have not decided	10	25.0	25.0
Do not plan to do	21	52.5	77.5
Plan to do	4	10.0	87.5
Done or in progress	5	12.5	100.0
Total	40	100.0	

Learning community or some other formal program where groups of students take two or more classes together

	Frequency	Percent	Cumulative Percent
Have not decided	7	17.5	17.5
Do not plan to do	21	52.5	70.0
Plan to do	6	15.0	85.0
Done or in progress	6	15.0	100.0
Total	40	100.0	

Study abroad program

	Frequency	Percent	Cumulative Percent
Have not decided	10	25.0	25.0
Do not plan to do	22	55.0	80.0
Plan to do	6	15.0	95.0
Done or in progress	2	5.0	100.0
Total	40	100.0	

Work with a faculty member on a research project

	Frequency	Percent	Cumulative Percent
Have not decided	9	22.5	22.5
Do not plan to do	20	50.0	72.5
Plan to do	5	12.5	85.0
Done or in progress	6	15.0	100.0
Total	40	100.0	

Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

	Frequency	Percent	Cumulative Percent
Have not decided	8	20.0	20.0
Do not plan to do	18	45.0	65.0
Plan to do	10	25.0	90.0
Done or in progress	4	10.0	100.0
Total	40	100.0	

12. About how many of your courses at this institution have included a community-based project (service-learning)?

About how many of your courses at this institution have included a community-based project (service-learning)?

	Frequency	Percent	Cumulative Percent
None	26	65.0	65.0
Some	14	35.0	100.0
Total	40	100.0	

13. Indicate the quality of your interactions with the following people at your institution.

Quality of interactions with students

	Frequency	Percent	Cumulative Percent
1 Poor	3	7.5	7.5
2	1	2.5	10.0
3	4	10.0	20.0
4	7	17.5	37.5
5	14	35.0	72.5
6	5	12.5	85.0
7 Excellent	6	15.0	100.0
Total	40	100.0	

Quality of interactions with academic advisors

	Frequency	Percent	Cumulative Percent
1 Poor	2	6.1	6.1
2	2	6.1	12.1
3	6	18.2	30.3
4	4	12.1	42.4
5	7	21.2	63.6
6	3	9.1	72.7
7 Excellent	9	27.3	100.0
Total	33	100.0	
Not applicable	7		

Quality of interactions with faculty

	Frequency	Percent	Cumulative Percent
2	2	5.3	5.3
3	2	5.3	10.5
4	6	15.8	26.3
5	12	31.6	57.9
6	9	23.7	81.6
7 Excellent	7	18.4	100.0
Total	38	100.0	
Not applicable	2		

Quality of interactions with student services staff

	Frequency	Percent	Cumulative Percent
1 Poor	6	20.7	20.7
3	6	20.7	41.4
4	4	13.8	55.2
5	2	6.9	62.1
6	7	24.1	86.2
7 Excellent	4	13.8	100.0
Total	29	100.0	
Not applicable	11		

Quality of interactions with other administrative staff and offices

	Frequency	Percent	Cumulative Percent
1 Poor	1	3.0	3.0
2	4	12.1	15.2
3	3	9.1	24.2
4	5	15.2	39.4
5	9	27.3	66.7
6	5	15.2	81.8
7 Excellent	6	18.2	100.0
Total	33	100.0	
Not applicable	7		

14. How much does your institution emphasize the following?

Spending significant amounts of time studying and on academic work

	Frequency	Percent	Cumulative Percent
Some	9	22.5	22.5
Quite a bit	19	47.5	70.0
Very much	12	30.0	100.0
Total	40	100.0	

Providing support to help students succeed academically

	Frequency	Percent	Cumulative Percent
Very little	5	12.5	12.5
Some	19	47.5	60.0
Quite a bit	12	30.0	90.0
Very much	4	10.0	100.0
Total	40	100.0	

Using learning support services (tutoring services, writing center, etc.)

	Frequency	Percent	Cumulative Percent
Very little	9	22.5	22.5
Some	14	35.0	57.5
Quite a bit	12	30.0	87.5
Very much	5	12.5	100.0
Total	40	100.0	

Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

	Frequency	Percent	Cumulative Percent
Very little	12	30.0	30.0
Some	12	30.0	60.0
Quite a bit	12	30.0	90.0
Very much	4	10.0	100.0
Total	40	100.0	

Providing opportunities to be involved socially

	Frequency	Percent	Cumulative Percent
Very little	7	17.5	17.5
Some	17	42.5	60.0
Quite a bit	11	27.5	87.5
Very much	5	12.5	100.0
Total	40	100.0	

Providing support for your overall well-being (recreation, health care, counseling, etc.)

	Frequency	Percent	Cumulative Percent
Very little	7	17.5	17.5
Some	17	42.5	60.0
Quite a bit	13	32.5	92.5
Very much	3	7.5	100.0
Total	40	100.0	

Helping you manage your non-academic responsibilities (work, family, etc.)

	Frequency	Percent	Cumulative Percent
Very little	19	47.5	47.5
Some	18	45.0	92.5
Quite a bit	2	5.0	97.5
Very much	1	2.5	100.0
Total	40	100.0	

Attending campus activities and events (performing arts, athletic events, etc.)

	Frequency	Percent	Cumulative Percent
Very little	9	22.5	22.5
Some	20	50.0	72.5
Quite a bit	7	17.5	90.0
Very much	4	10.0	100.0
Total	40	100.0	

Attending events that address important social, economic, or political issues

	Frequency	Percent	Cumulative Percent
Very little	7	17.5	17.5
Some	14	35.0	52.5
Quite a bit	16	40.0	92.5
Very much	3	7.5	100.0
Total	40	100.0	

15. About how many hours do you spend in a typical 7-day week doing the following?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

	Frequency	Percent	Cumulative Percent
0 Hours per week	1	2.5	2.5
1-5	4	10.0	12.5
6-10	9	22.5	35.0
11-15	7	17.5	52.5
16-20	7	17.5	70.0
21-25	6	15.0	85.0
26-30	1	2.5	87.5
More than 30	5	12.5	100.0
Total	40	100.0	

Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

	Frequency	Percent	Cumulative Percent
0 Hours per week	24	61.5	61.5
1-5	6	15.4	76.9
6-10	3	7.7	84.6
11-15	3	7.7	92.3
16-20	2	5.1	97.4
21-25	1	2.6	100.0
Total	39	100.0	
Missing	1		

Working for pay ON CAMPUS

	Frequency	Percent	Cumulative Percent
0 Hours per week	35	87.5	87.5
1-5	1	2.5	90.0
6-10	2	5.0	95.0
16-20	1	2.5	97.5
21-25	1	2.5	100.0
Total	40	100.0	

Working for pay OFF CAMPUS

	Frequency	Percent	Cumulative Percent
0 Hours per week	16	40.0	40.0
1-5	2	5.0	45.0
6-10	1	2.5	47.5
11-15	7	17.5	65.0
16-20	9	22.5	87.5
21-25	1	2.5	90.0
More than 30	4	10.0	100.0
Total	40	100.0	

Doing community service or volunteer work

	Frequency	Percent	Cumulative Percent
0 Hours per week	16	41.0	41.0
1-5	12	30.8	71.8
6-10	7	17.9	89.7
11-15	2	5.1	94.9
16-20	1	2.6	97.4
21-25	1	2.6	100.0
Total	39	100.0	
Missing	1		

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

	Frequency	Percent	Cumulative Percent
0 Hours per week	1	2.5	2.5
1-5	6	15.0	17.5
6-10	5	12.5	30.0
11-15	12	30.0	60.0
16-20	8	20.0	80.0
21-25	5	12.5	92.5
26-30	1	2.5	95.0
More than 30	2	5.0	100.0
Total	40	100.0	

Providing care for dependents (children, parents, etc.)

	Frequency	Percent	Cumulative Percent
0 Hours per week	25	62.5	62.5
1-5	8	20.0	82.5
6-10	1	2.5	85.0
16-20	2	5.0	90.0
21-25	1	2.5	92.5
More than 30	3	7.5	100.0
Total	40	100.0	

Commuting to campus (driving, walking, etc.)

	Frequency	Percent	Cumulative Percent
0 Hours per week	2	5.0	5.0
1-5	18	45.0	50.0
6-10	9	22.5	72.5
11-15	5	12.5	85.0
16-20	4	10.0	95.0
21-25	1	2.5	97.5
More than 30	1	2.5	100.0
Total	40	100.0	

16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

Of the time you spend preparing for class in a typical 7-day week, about how much is on ASSIGNED READING?

	Frequency	Percent	Cumulative Percent
Very little	3	7.5	7.5
Some	10	25.0	32.5
About half	13	32.5	65.0
Most	11	27.5	92.5
Almost all	3	7.5	100.0
Total	40	100.0	

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Writing clearly and effectively

	Frequency	Percent	Cumulative Percent
Very little	2	5.0	5.0
Some	11	27.5	32.5
Quite a bit	15	37.5	70.0
Very much	12	30.0	100.0
Total	40	100.0	

Speaking clearly and effectively

	Frequency	Percent	Cumulative Percent
Very little	7	17.5	17.5
Some	13	32.5	50.0
Quite a bit	15	37.5	87.5
Very much	5	12.5	100.0
Total	40	100.0	

Thinking critically and analytically

	Frequency	Percent	Cumulative Percent
Some	6	15.0	15.0
Quite a bit	16	40.0	55.0
Very much	18	45.0	100.0
Total	40	100.0	

Analyzing numerical and statistical information

	Frequency	Percent	Cumulative Percent
Very little	4	10.0	10.0
Some	19	47.5	57.5
Quite a bit	11	27.5	85.0
Very much	6	15.0	100.0
Total	40	100.0	

Acquiring job- or work-related knowledge and skills

	Frequency	Percent	Cumulative Percent
Very little	8	20.0	20.0
Some	13	32.5	52.5
Quite a bit	12	30.0	82.5
Very much	7	17.5	100.0
Total	40	100.0	

Working effectively with others

	Frequency	Percent	Cumulative Percent
Very little	5	12.5	12.5
Some	15	37.5	50.0
Quite a bit	14	35.0	85.0
Very much	6	15.0	100.0
Total	40	100.0	

Developing or clarifying a personal code of values and ethics

	Frequency	Percent	Cumulative Percent
Very little	9	22.5	22.5
Some	15	37.5	60.0
Quite a bit	10	25.0	85.0
Very much	6	15.0	100.0
Total	40	100.0	

Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

	Frequency	Percent	Cumulative Percent
Very little	9	22.5	22.5
Some	12	30.0	52.5
Quite a bit	11	27.5	80.0
Very much	8	20.0	100.0
Total	40	100.0	

Solving complex real-world problems

	Frequency	Percent	Cumulative Percent
Very little	5	12.5	12.5
Some	18	45.0	57.5
Quite a bit	9	22.5	80.0
Very much	8	20.0	100.0
Total	40	100.0	

Being an informed and active citizen

	Frequency	Percent	Cumulative Percent
Very little	8	20.0	20.0
Some	15	37.5	57.5
Quite a bit	12	30.0	87.5
Very much	5	12.5	100.0
Total	40	100.0	

18. How would you evaluate your entire educational experience at this institution?

How would you evaluate your entire educational experience at this institution?

	Frequency	Percent	Cumulative Percent
Poor	2	5.0	5.0
Fair	8	20.0	25.0
Good	20	50.0	75.0
Excellent	10	25.0	100.0
Total	40	100.0	

19. If you could start over again, would you go to the same institution you are now attending?

If you could start over again, would you go to the SAME INSTITUTION you are now attending?

	Frequency	Percent	Cumulative Percent
Definitely no	3	7.5	7.5
Probably no	6	15.0	22.5
Probably yes	19	47.5	70.0
Definitely yes	12	30.0	100.0
Total	40	100.0	

Notes:

- a) Indigenous students have been identified based on self-reports within the survey.
- b) International respondents have been excluded.

Source:

National Survey of Student Engagement 2017

Fall 2017 Undergraduate Student Survey: Indigenous Respondents

About This Report

Only domestic respondents who identified themselves as an Aboriginal person, i.e. First Nations, Metis, or Inuit on the survey have been included as Indigenous respondents.

In cases where students could select more than one response, percentages are calculated out of the number of respondents who answered that question. Percentage values are also shown as data bars to make the results easier to scan and compare.

Please note that percentages in these tables are displayed to the nearest integer, and so percentages less than 0.5% will show as 0% in the tables. Also, summaries that group categories (e.g. "Total Responses" for a table, or summaries where "Very Satisfied" and "Somewhat Satisfied" are grouped) may result in percentages that do not exactly match the sum of the percentages displayed in the tables. This is an artifact of rounding.

Introductory Questions

1) **How satisfied are you with your overall SFU experience?**

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Very Satisfied	36	25%	1,240	21%
Somewhat Satisfied	91	64%	3,810	65%
Undecided	1	1%	63	1%
Not Very Satisfied	13	9%	654	11%
Not at all Satisfied	2	1%	111	2%
Total Responses	143	100%	5,878	100%
Missing Cases	0		3	

2) **If SFU could do one thing to improve your experience here, what would it be? (Please describe only the single most important thing.)**

This is an open-ended question. The responses to this question may be discussed in the final report.

Section 1: Course Availability

3) Were you able to register in ALL of the SPECIFIC courses you wanted to take this fall? (For example, if you wanted to take HIST 101, MATH 151 and PSYC 100, were you able to register in all three classes, in any section?) EXCLUDE courses not offered and courses for which you did not have the pre- or co-requisites.

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

	Indigenous		Non-Indigenous	
YES - I got all the SPECIFIC courses I wanted.	80	58%	3,236	60%
No - I was unable to get 1 SPECIFIC course that was offered.	35	25%	1,184	22%
No - I was unable to get 2 SPECIFIC courses.	14	10%	647	12%
No - I was unable to get 3 SPECIFIC courses.	7	5%	204	4%
No - I was unable to get 4 SPECIFIC courses.	2	1%	43	1%
No - I was unable to get 5 or more SPECIFIC courses.	1	1%	36	1%
Total Responses	139	100%	5,350	100%
Missing Cases	2		275	

4) Of the SPECIFIC courses you DID NOT GET (identified in the last question), how many were:

Note: Missing data in this question have been imputed where appropriate.

REQUIRED courses specific to your degree/credential?

	Indigenous		Non-Indigenous	
0	13	22%	504	24%
1	24	41%	886	42%
2	11	19%	425	20%
3	6	10%	179	9%
4	2	3%	53	3%
5 or more	3	5%	46	2%
Total Responses	59	100%	2,093	100%
Missing Cases	0		21	

OPTIONAL or ELECTIVE courses in your area of study?

	Indigenous		Non-Indigenous	
0	26	44%	1,122	54%
1	18	31%	628	30%
2	9	15%	203	10%
3	4	7%	71	3%
4	1	2%	31	1%
5 or more	1	2%	31	1%
Total Responses	59	100%	2,086	100%
Missing Cases	0		28	

GENERAL INTEREST courses outside of your area of study?

	Indigenous		Non-Indigenous	
0	41	69%	1,429	69%
1	9	15%	416	20%
2	4	7%	116	6%
3	3	5%	63	3%
4	1	2%	25	1%
5 or more	1	2%	22	1%
Total Responses	59	100%	2,071	100%
Missing Cases	0		43	

5) If you were unable to register in any REQUIRED courses you wanted this fall term, what level were the courses? (This time, INCLUDE courses that were not offered and courses for which you did not have the pre- or co-requisites. Please select ALL that apply.)

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

	Indigenous		Non-Indigenous	
	% of 141 Respondents		% of 5,300 Respondents	
Lower Division (REQUIRED courses numbered XX1 to 299)	39	28%	1,231	23%
Upper Division (REQUIRED courses numbered 300 to 499)	26	18%	1,107	21%
Not Applicable, I got all the REQUIRED courses I wanted to take this term	81	57%	3,146	59%
Total Responses	146	104%	5,484	103%
Missing Cases	0		325	



























6a) LOWER DIVISION: Please check ALL reasons why you were unable to register in lower division required courses this fall term.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 39 Respondents		% of 1,207 Respondents	
All course sections were full	17	44%	693	57%
Course spaces were reserved for other students	18	46%	415	34%
The primary course component (lecture) had a scheduling conflict with another SFU course	11	28%	301	25%
The course was not offered this term	12	31%	268	22%
The course was offered at another campus and there was not enough time to travel from one campus to the other	10	26%	266	22%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	7	18%	260	22%
The course had a conflict with my work schedule	7	18%	147	12%
Available course sections were not offered at a TIME when I wanted to be at SFU	4	10%	152	13%
Available course sections were not offered on a DAY when I wanted to be at SFU	6	15%	136	11%
I did not have the pre- or co-requisites	5	13%	129	11%
The exam had a scheduling conflict with another SFU exam	4	10%	118	10%
The instructor I wanted was not available	3	8%	116	10%
Other	1	3%	39	3%
Total Responses	105	269%	3,040	252%
Missing Cases	0		24	













6b) **UPPER DIVISION: Please check ALL reasons why you were unable to register in upper division required courses this fall term.**

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 25 Respondents			% of 1,077 Respondents		
All course sections were full	12	48%		593	55%	
The course was not offered this term	10	40%		379	35%	
The primary course component (lecture) had a scheduling conflict with another SFU course	10	40%		312	29%	
Course spaces were reserved for other students	8	32%		289	27%	
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	6	24%		203	19%	
The course was offered at another campus and there was not enough time to travel from one campus to the other	4	16%		196	18%	
Available course sections were not offered at a TIME when I wanted to be at SFU	5	20%		158	15%	
The course had a conflict with my work schedule	6	24%		148	14%	
The instructor I wanted was not available	5	20%		149	14%	
Available course sections were not offered on a DAY when I wanted to be at SFU	3	12%		122	11%	
I did not have the pre- or co-requisites	1	4%		119	11%	
The exam had a scheduling conflict with another SFU exam	3	12%		104	10%	
Other	1	4%		42	4%	
Total Responses	74	296%		2,814	261%	
Missing Cases	1			30		











7) **How many courses did you want to take this fall term?**

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

	Indigenous			Non-Indigenous		
1 course	5	4%		168	4%	
2 courses	4	3%		263	6%	
3 courses	33	28%		1,406	30%	
4 courses	54	47%		2,285	49%	
5 courses	18	16%		528	11%	
6 courses	2	2%		50	1%	
Total Responses	116	100%		4,700	100%	
Missing Cases	25			925		






8) **Were you able to register in the NUMBER of courses you wanted to take this fall? (Example: If you wanted to take 4 courses, were you able to register in 4 courses?)**






Note: Students who were on a co-op work term and not taking any courses were not asked this question.






	Indigenous			Non-Indigenous		
Yes - I got the NUMBER of courses I wanted.	113	80%		4,400	83%	
No - I got 1 course LESS than the number I wanted.	17	12%		710	13%	
No - I got 2 courses LESS.	4	3%		124	2%	
No - I got 3 courses LESS.	6	4%		37	1%	
No - I got 4 courses LESS.	1	1%		19	0%	
No - I got 5 or more courses LESS than the number I wanted.	0	0%		2	0%	
Total Responses	141	100%		5,292	100%	
Missing Cases	0			333		





9) **How SATISFIED were you with COURSE AVAILABILITY at SFU this term (Fall 2017)?**









Note: Students who were on a co-op work term and not taking any courses were not asked this question.

Courses numbered XX1 to 199					
	Indigenous			Non-Indigenous	
Very Satisfied	46	46%		1,324	38%
Somewhat Satisfied	35	35%		1,504	43%
Undecided	1	1%		65	2%
Not Very Satisfied	9	9%		426	12%
Not at all Satisfied	9	9%		168	5%
Total Responses	100	100%		3,487	100%
Not Applicable				32	1,610
Missing Cases				9	528

Courses numbered 200 to 299					
	Indigenous			Non-Indigenous	
Very Satisfied	33	39%		930	32%
Somewhat Satisfied	36	42%		1,288	45%
Undecided	1	1%		63	2%
Not Very Satisfied	11	13%		441	15%
Not at all Satisfied	4	5%		148	5%
Total Responses	85	100%		2,870	100%
Not Applicable				43	2,068
Missing Cases				13	687

Courses numbered 300 to 399					
	Indigenous			Non-Indigenous	
Very Satisfied	24	32%		780	27%
Somewhat Satisfied	30	40%		1,179	41%
Undecided	1	1%		67	2%
Not Very Satisfied	11	15%		588	20%
Not at all Satisfied	9	12%		257	9%
Total Responses	75	100%		2,871	100%
Not Applicable				53	2,073
Missing Cases				13	681

Courses numbered 400 to 499					
	Indigenous			Non-Indigenous	
Very Satisfied	21	37%		527	29%
Somewhat Satisfied	18	32%		655	35%
Undecided	0	0%		101	5%
Not Very Satisfied	10	18%		342	19%
Not at all Satisfied	8	14%		221	12%
Total Responses	57	100%		1,846	100%
Not Applicable				73	2,991
Missing Cases				11	788

Summary					
	Indigenous			Non-Indigenous	
	% Very / Somewhat Satisfied			% Very / Somewhat Satisfied	
Courses numbered XX1 to 199	81%			81%	
Courses numbered 200 to 299	81%			77%	
Courses numbered 300 to 399	72%			68%	
Courses numbered 400 to 499	68%			64%	

10a) If it would improve your access to courses, please select the days that you would be willing to attend classes that begin AT 8:30am

	Indigenous		Non-Indigenous	
	% of 94		% of 3,299	
		Respondents		Respondents
Monday	63	67%	2,101	64%
Tuesday	77	82%	2,685	81%
Wednesday	73	78%	2,741	83%
Thursday	72	77%	2,609	79%
Friday	53	56%	2,078	63%
Saturday	11	12%	440	13%
Total Responses	349	371%	12,654	384%
None - I am NOT willing to attend classes at this time	47		2,212	
Missing Cases	2		370	

10b) If it would improve your access to courses, please select the days that you would be willing to attend classes that begin AT or AFTER 4:30pm

	Indigenous		Non-Indigenous	
	% of 100		% of 3,946	
		Respondents		Respondents
Monday	78	78%	3,092	78%
Tuesday	81	81%	3,284	83%
Wednesday	80	80%	3,271	83%
Thursday	75	75%	3,108	79%
Friday	46	46%	1,900	48%
Saturday	22	22%	646	16%
Total Responses	382	382%	15,301	388%
None - I am NOT willing to attend classes at this time	42		1,559	
Missing Cases	1		376	

11) Think about the times you did NOT select. What prevents you from being willing to attend classes at those times? Please select all that apply.

	Indigenous		Non-Indigenous	
	% of 126		% of 4,701	
		Respondents		Respondents
Personal wellbeing	70	56%	2,763	59%
Employment obligations	67	53%	2,190	47%
Extra-curricular activities (e.g. sports, volunteering, etc.)	38	30%	1,967	42%
Transportation issues (e.g. transit does not run at that time)	42	33%	1,778	38%
Social commitments	33	26%	1,462	31%
Family obligations	38	30%	1,132	24%
Other	5	4%	211	4%
Total Responses	293	233%	11,503	245%
I just don't want to	9		553	
Missing Cases	8		627	

Section 2: Credential Completion Time

12a) When you first began your degree/credential at SFU, how long did you EXPECT it would take you to complete it?

	Indigenous		Non-Indigenous	
2 years or less	17	13%	362	7%
3 years	8	6%	411	8%
4 years	62	46%	2,971	58%
5 years	41	31%	1,302	25%
6 years or more	6	4%	96	2%
Total Responses	134	100%	5,142	100%
Don't know	4		253	
Not in a degree/credential program	5		120	
Missing Cases	0		366	

12b) How important did you think it was to complete your degree/credential within that timeframe?

	Indigenous		Non-Indigenous	
Very Important	47	35%	1,775	35%
Somewhat Important	55	41%	2,346	46%
I had No Opinion	4	3%	82	2%
Not Very Important	23	17%	803	16%
Not at all Important	5	4%	108	2%
Total Responses	134	100%	5,114	100%
I Don't Remember	0		25	
Missing Cases	0		3	

12c) Compared to what you expected when you first began your degree/credential at SFU, how long is it actually taking you to complete your degree/credential?

	Indigenous		Non-Indigenous	
Shorter time than EXPECTED	4	3%	132	2%
Same time as EXPECTED	30	22%	976	18%
Longer time than EXPECTED - by 1 or 2 semesters	34	25%	1,469	27%
Longer time than EXPECTED - by 1 or 2 years	37	27%	1,772	33%
Longer time than EXPECTED - by 3 years or more	7	5%	214	4%
Don't know	25	18%	825	15%
Total Responses	137	100%	5,388	100%
Not in a degree/credential program	5		120	
Missing Cases	1		373	

12d) Please indicate ALL reasons for taking longer than EXPECTED to complete your degree/credential at SFU.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 78 Respondents		% of 3,444 Respondents	
Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)	31	40%	1,865	54%
Taking reduced course load	31	40%	1,485	43%
Working full-time or part-time (outside of co-op)	31	40%	1,328	39%
Participation in co-op	12	15%	1,317	38%
Taking courses not counting towards graduation requirements	19	24%	821	24%
Changed program/area of specialization, or late in making decision on program	18	23%	823	24%
Difficulty meeting program requirements (e.g. failed/repeated courses, complex/unclear program requirements, etc.)	19	24%	802	23%
Personal reasons (e.g. home/family obligations, illness, etc.)	22	28%	769	22%
Pursuing expanded program (e.g. double major, honours, other credentials/diplomas/certificates at the same time, etc.)	17	22%	685	20%
Financial issues/obligations	19	24%	615	18%
Took advantage of opportunities/programs designed to enhance my education (e.g. study abroad, field school, working within a faculty member's research team, etc.)	8	10%	566	16%
Took unplanned time off	8	10%	506	15%
Problems related to transferring credits from other institutions	9	12%	378	11%
Wanted to delay graduation because of the weak job market/high unemployment rate	4	5%	121	4%
Other	3	4%	71	2%
Total Responses	251	322%	12,152	353%
Missing Cases	0		11	

Section 3: Teaching and Curriculum

13) How satisfied are you with the overall quality of teaching at SFU?

	Indigenous		Non-Indigenous	
Very Satisfied	37	26%	1,035	19%
Somewhat Satisfied	87	61%	3,588	65%
Undecided	3	2%	43	1%
Not Very Satisfied	14	10%	707	13%
Not at all Satisfied	2	1%	127	2%
Total Responses	143	100%	5,500	100%
Missing Cases	0		381	

14a) What would help encourage you to complete your online teaching and course evaluations?

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 134		% of 5,297	
		Respondents		Respondents
Bonus marks if a certain percentage of the class completes the evaluations	72	54%	3,701	70%
Email reminders	75	56%	2,742	52%
Reminders in Canvas	70	52%	2,393	45%
Instructors reminding me in class	60	45%	2,301	43%
Time in class to complete the evaluation	50	37%	2,233	42%
Getting early access to final grades	48	36%	2,137	40%
Other	2	1%	177	3%
Total Responses	377	281%	15,684	296%
None of the above	9		187	
Missing Cases	0		397	

14b) Completing teaching and course evaluations would be more important to me if...

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 133		% of 5,202	
		Respondents		Respondents
Instructors used the results to shape their teaching practices	92	69%	4,257	82%
The course syllabus changed based on feedback from evaluations	72	54%	3,131	60%
I could see how teaching at SFU is rated over time	53	40%	2,474	48%
Evaluations were designed to allow me to reflect on my own learning	37	28%	1,494	29%
Other	4	3%	181	3%
Total Responses	258	194%	11,537	222%
None of the above	8		266	
Missing Cases	2		413	

15) To what extent do you agree with the following statements about your W, Q and B course work?

My "W" coursework has helped me to become a better writer

	Indigenous		Non-Indigenous	
		Respondents		Respondents
Strongly Agree	25	22%	800	17%
Agree	56	49%	2,115	44%
Undecided	18	16%	733	15%
Disagree	15	13%	874	18%
Strongly Disagree	1	1%	315	7%
Total Responses	115	100%	4,837	100%
Have not taken "W" course	27		627	
Missing Cases	1		417	

My "Q" coursework has helped me to better use reasoning in practical problem-solving, critical evaluation and analysis

	Indigenous		Non-Indigenous	
		Respondents		Respondents
Strongly Agree	15	13%	835	17%
Agree	51	45%	2,125	43%
Undecided	23	20%	790	16%
Disagree	21	18%	809	16%
Strongly Disagree	4	4%	350	7%
Total Responses	114	100%	4,909	100%
Have not taken "Q" course	29		556	
Missing Cases	0		416	

My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Strongly Agree	28	24%	909	18%
Agree	52	44%	2,371	48%
Undecided	24	20%	759	15%
Disagree	12	10%	612	12%
Strongly Disagree	2	2%	276	6%
Total Responses	118	100%	4,927	100%
Have not taken "B" course	25		536	
Missing Cases	0		418	

Summary

	Indigenous		Non-Indigenous	
	% Strongly Agree / Agree		% Strongly Agree / Agree	
My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry	68%		67%	
My "W" coursework has helped me to become a better writer	70%		60%	
My "Q" coursework has helped me to better use reasoning in practical problem-solving, critical evaluation and analysis	58%		60%	

Section 4: Services

16a) How satisfied are you with the following academic services at SFU?

Library (other than the Student Learning Commons)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Very Satisfied	49	41%	1,919	40%
Somewhat Satisfied	53	45%	2,178	46%
Undecided	8	7%	337	7%
Not Very Satisfied	8	7%	283	6%
Not at all Satisfied	1	1%	66	1%
Total Responses	119	100%	4,783	100%
I have not used this service at SFU	23		673	
Missing Cases	1		425	

Work Integrated Learning (e.g. co-op)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Very Satisfied	14	23%	654	25%
Somewhat Satisfied	20	33%	834	32%
Undecided	15	25%	745	28%
Not Very Satisfied	6	10%	304	11%
Not at all Satisfied	5	8%	107	4%
Total Responses	60	100%	2,644	100%
I have not used this service at SFU	83		2,804	
Missing Cases	0		433	

Summary

	Indigenous		Non-Indigenous	
	% Used the Service		% Used the Service	
Library (other than the Student Learning Commons)	84%		88%	
Work Integrated Learning (e.g. co-op)	42%		49%	
	Indigenous		Non-Indigenous	
	% Very / Somewhat Satisfied (of those who have used the service)		% Very / Somewhat Satisfied (of those who have used the service)	
Library (other than the Student Learning Commons)	86%		86%	
Work Integrated Learning (e.g. co-op)	57%		56%	

16b) If you could improve one thing about the SFU Library, what would it be?

This is an open-ended question. The responses to this question may be discussed in the final report.

16c) Which SFU Library location(s) does your comment apply to?

This is related to an open-ended question. The responses to this question may be discussed in the final report.

17a) How satisfied are you with the following Student Learning Commons (SLC) services?

Academic writing support

	Indigenous		Non-Indigenous	
Very Satisfied	15	28%	340	20%
Somewhat Satisfied	16	30%	540	31%
Undecided	16	30%	650	37%
Not Very Satisfied	5	9%	145	8%
Not at all Satisfied	2	4%	62	4%
Total Responses	54	100%	1,737	100%
I have not used this service at SFU	87		3,699	
Missing Cases	2		445	

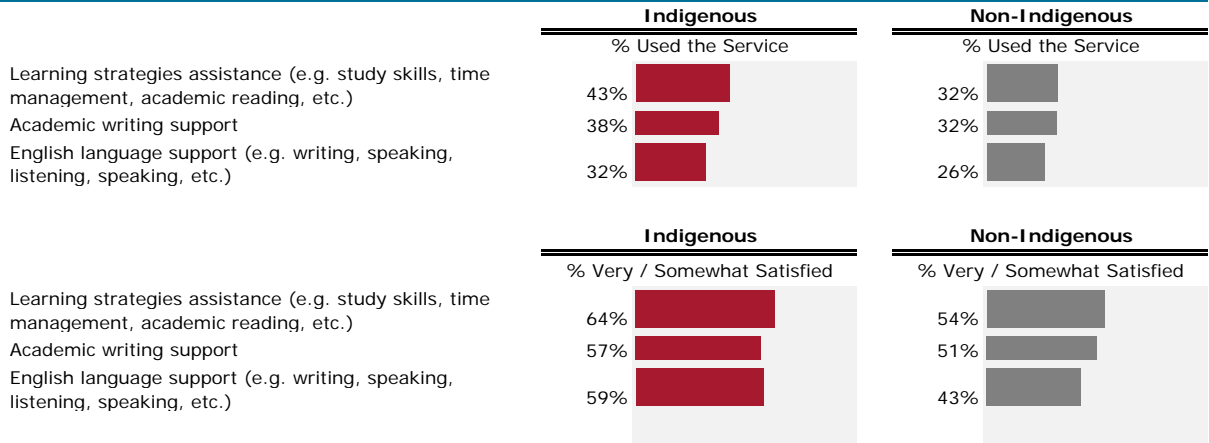
Learning strategies support (e.g. study skills, time management, academic reading, etc.)

	Indigenous		Non-Indigenous	
Very Satisfied	23	38%	351	20%
Somewhat Satisfied	16	26%	604	34%
Undecided	16	26%	640	36%
Not Very Satisfied	4	7%	124	7%
Not at all Satisfied	2	3%	46	3%
Total Responses	61	100%	1,765	100%
I have not used this service at SFU	81		3,677	
Missing Cases	1		439	

English language support (e.g. writing, speaking, listening, speaking, etc.)

	Indigenous		Non-Indigenous	
Very Satisfied	16	35%	244	17%
Somewhat Satisfied	11	24%	376	26%
Undecided	16	35%	688	48%
Not Very Satisfied	2	4%	91	6%
Not at all Satisfied	1	2%	38	3%
Total Responses	46	100%	1,437	100%
I have not used this service at SFU	97		3,999	
Missing Cases	0		445	

Summary



17b) If you could improve one thing about the Student Learning Commons (SLC), what would it be?

This is an open-ended question. The responses to this question may be discussed in the final report.

17c) Which Student Learning Commons (SLC) location(s) does your comment apply to? Please select all that apply:

This is related to an open-ended question. The responses to this question may be discussed in the final report.

Section 5: University Culture and Environment

18) We are interested in whether or not students are thriving at SFU. Thriving is defined as getting the most out of your university experience, so that you are intellectually, socially, and psychologically engaged and enjoying the university experience.

Given that definition, to what extent do you agree with the following statement:
I am thriving as a university student this term.

	Indigenous		Non-Indigenous	
Strongly Agree	18	13%	465	9%
Agree	74	52%	2,569	47%
Undecided	13	9%	597	11%
Disagree	29	20%	1,451	27%
Strongly Disagree	9	6%	373	7%
Total Responses	143	100%	5,455	100%
Missing Cases	0		426	

19a) To what extent do you agree with the following statement:

I am satisfied with the sense of community ON CAMPUS as a whole.

	Indigenous		Non-Indigenous	
Strongly Agree	7	5%	227	4%
Agree	49	37%	1,806	35%
Undecided	18	14%	515	10%
Disagree	38	29%	1,741	34%
Strongly Disagree	20	15%	813	16%
Total Responses	132	100%	5,102	100%
Not Applicable, I have not been on campus or have not been here long enough to decide	10		342	
Missing Cases	1		437	

19b) To what extent do you agree with the following statement:

I am satisfied with the sense of community WITHIN MY ACADEMIC PROGRAM.

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Strongly Agree	25	19%	552	11%
Agree	58	44%	2,344	45%
Undecided	13	10%	510	10%
Disagree	31	23%	1,338	26%
Strongly Disagree	6	5%	420	8%
Total Responses	133	100%	5,164	100%
Not Applicable, I do not have an academic program or have not been here long enough to decide	10		284	
Missing Cases	0		433	

20) To what extent do you agree with the following statement:

I believe that SFU will consider the opinions I express via SFU channels (i.e. SFU surveys, SFU senate, SFU social media, etc.) when making decisions about the university.

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Strongly Agree	18	13%	468	9%
Agree	55	38%	2,298	42%
Undecided	28	20%	971	18%
Disagree	25	17%	1,245	23%
Strongly Disagree	17	12%	465	9%
Total Responses	143	100%	5,447	100%
Missing Cases	0		434	

21a) Is it important for you to be involved in the following kinds of non-academic activities?

Student Government







	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Yes	37	27%	994	19%
No	85	62%	3,185	60%
I don't know	16	12%	1,156	22%
Total Responses	138	100%	5,335	100%
Missing Cases	5		546	







An event for my department, program, or faculty







	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Yes	93	68%	3,581	67%
No	30	22%	1,060	20%
I don't know	14	10%	738	14%
Total Responses	137	100%	5,379	100%
Missing Cases	6		502	







An intramural sport







	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Yes	38	28%	1,451	27%
No	80	58%	2,849	53%
I don't know	19	14%	1,049	20%
Total Responses	137	100%	5,349	100%
Missing Cases	6		532	







Co-op, internship, or practicum						
	Indigenous			Non-Indigenous		
Yes	85	61%		4,051	75%	
No	33	24%		741	14%	
I don't know	22	16%		607	11%	
Total Responses	140	100%		5,399	100%	
Missing Cases	3			482		







Field school						
	Indigenous			Non-Indigenous		
Yes	52	38%		1,666	31%	
No	58	42%		2,166	41%	
I don't know	28	20%		1,510	28%	
Total Responses	138	100%		5,342	100%	
Missing Cases	5			539		

International exchange						
	Indigenous			Non-Indigenous		
Yes	48	35%		2,336	44%	
No	64	47%		1,936	36%	
I don't know	25	18%		1,092	20%	
Total Responses	137	100%		5,364	100%	
Missing Cases	6			517		

A student club						
	Indigenous			Non-Indigenous		
Yes	64	46%		3,120	58%	
No	58	42%		1,505	28%	
I don't know	16	12%		761	14%	
Total Responses	138	100%		5,386	100%	
Missing Cases	5			495		

Leadership development program						
	Indigenous			Non-Indigenous		
Yes	44	32%		1,980	37%	
No	71	52%		2,172	41%	
I don't know	22	16%		1,194	22%	
Total Responses	137	100%		5,346	100%	
Missing Cases	6			535		

Peer mentorship program						
	Indigenous			Non-Indigenous		
Yes	59	43%		1,848	35%	
No	54	39%		2,235	42%	
I don't know	24	18%		1,261	24%	
Total Responses	137	100%		5,344	100%	
Missing Cases	6			537		

A campus-wide event						
	Indigenous			Non-Indigenous		
Yes	68	50%		2,726	51%	
No	48	35%		1,750	33%	
I don't know	21	15%		889	17%	
Total Responses	137	100%		5,365	100%	
Missing Cases	6			516		

Summary

	Indigenous		Non-Indigenous	
	% Yes		% Yes	
Co-op, internship, or practicum	61%		75%	
An event for my department, program, or faculty	68%		67%	
A student club	46%		58%	
An campus-wide event	50%		51%	
International exchange	35%		44%	
Leadership development program	32%		37%	
Peer mentorship program	43%		35%	
Field school	38%		31%	
An intramural sport	28%		27%	
Student government	27%		19%	

21b) If involvement in a kind of activity that is not listed above is important to you, please specify that activity below. If not, please leave this question blank.

This is an open-ended question. The responses to this question may be discussed in the final report.

21c) Have you ever participated or will you participate in these activities at SFU?

Student Government

	Indigenous		Non-Indigenous	
		%		%
I have participated	17	12%	250	5%
I probably WILL participate	25	18%	806	15%
I probably WILL NOT participate	96	70%	4,213	80%
Total Responses	138	100%	5,269	100%
Missing Cases	5		612	

An event for my department, program, or faculty

	Indigenous		Non-Indigenous	
		%		%
I have participated	57	42%	2,123	40%
I probably WILL participate	51	38%	2,250	42%
I probably WILL NOT participate	28	21%	961	18%
Total Responses	136	100%	5,334	100%
Missing Cases	7		547	

An intramural sport

	Indigenous		Non-Indigenous	
		%		%
I have participated	11	8%	588	11%
I probably WILL participate	36	27%	1,225	23%
I probably WILL NOT participate	87	65%	3,479	66%
Total Responses	134	100%	5,292	100%
Missing Cases	9		589	

Co-op, internship, or practicum

	Indigenous		Non-Indigenous	
		%		%
I have participated	27	20%	1,308	24%
I probably WILL participate	62	45%	2,784	52%
I probably WILL NOT participate	49	36%	1,269	24%
Total Responses	138	100%	5,361	100%
Missing Cases	5		520	

Field school						
	Indigenous			Non-Indigenous		
I have participated	8	6%		159	3%	
I probably WILL participate	44	32%		1,455	28%	
I probably WILL NOT participate	85	62%		3,659	69%	
Total Responses	137	100%		5,273	100%	
Missing Cases	6			608		

International exchange						
	Indigenous			Non-Indigenous		
I have participated	10	7%		307	6%	
I probably WILL participate	45	33%		1,930	36%	
I probably WILL NOT participate	82	60%		3,065	58%	
Total Responses	137	100%		5,302	100%	
Missing Cases	6			579		

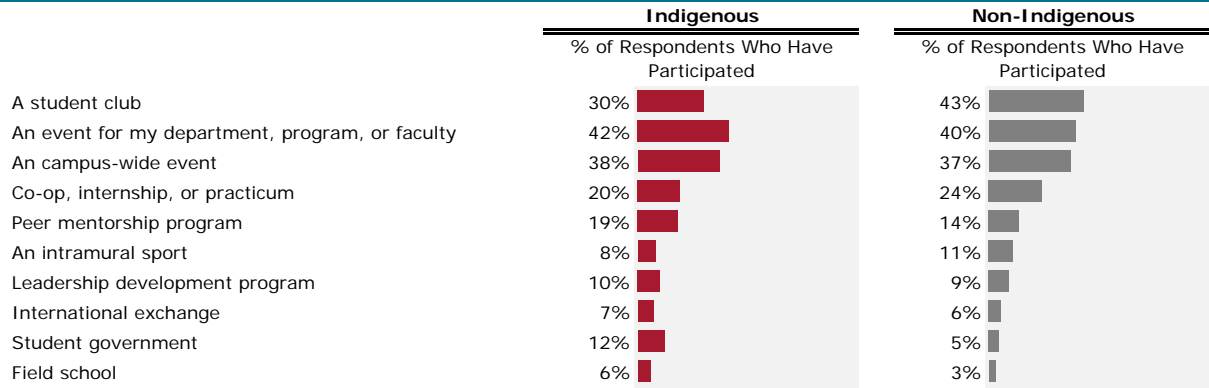
A student club						
	Indigenous			Non-Indigenous		
I have participated	42	30%		2,325	43%	
I probably WILL participate	44	32%		1,559	29%	
I probably WILL NOT participate	52	38%		1,465	27%	
Total Responses	138	100%		5,349	100%	
Missing Cases	5			532		

Leadership development program						
	Indigenous			Non-Indigenous		
I have participated	14	10%		494	9%	
I probably WILL participate	46	34%		1,640	31%	
I probably WILL NOT participate	77	56%		3,148	60%	
Total Responses	137	100%		5,282	100%	
Missing Cases	6			599		

Peer mentorship program						
	Indigenous			Non-Indigenous		
I have participated	25	19%		733	14%	
I probably WILL participate	51	38%		1,506	28%	
I probably WILL NOT participate	59	44%		3,051	58%	
Total Responses	135	100%		5,290	100%	
Missing Cases	8			591		

A campus-wide event						
	Indigenous			Non-Indigenous		
I have participated	50	38%		1,987	37%	
I probably WILL participate	46	35%		1,859	35%	
I probably WILL NOT participate	37	28%		1,468	28%	
Total Responses	133	100%		5,314	100%	
Missing Cases	10			567		

Summary



21d) You also mentioned "{ { Q21b } }". Have you ever participated or do you plan to participate in this activity at SFU?

	Indigenous		Non-Indigenous	
I have participated	5	100%	108	61%
I probably WILL participate	0	0%	57	32%
I probably WILL NOT participate	0	0%	13	7%
Total Responses	5	100%	178	100%
Missing Cases	0		0	

21e) Think about the activities you have or probably WILL participate in. What are/were your top 3 reasons for participating in these activities at SFU?

Notes: This question was only asked of those who responded that they have or probably will participate in activities.

In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 131 Respondents		% of 5,128 Respondents	
To build my resume/CV	49	37%	2,406	47%
To make friends	43	33%	2,265	44%
To build my network of role models, mentors, or professional contacts	42	32%	1,989	39%
To have fun	41	31%	1,872	37%
To gain transferable skills	37	28%	1,864	36%
To feel like I am a part of the SFU community	28	21%	1,337	26%
To have school-life balance	30	23%	1,204	23%
To improve my community	29	22%	768	15%
To earn income	19	15%	745	15%
To earn a scholarship	18	14%	276	5%
Other	5	4%	86	2%
Total Responses	341	260%	14,812	289%
None of the above	3		57	
Missing Cases	0		20	

21f) Think about the activities that are important to you but that you probably WILL NOT participate in. Why will you probably not participate in these activities at SFU? Select all that apply:

Notes: This question was only asked of those who responded that activities are important to them AND that they probably will NOT participate in activities.

In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 49 Respondents		% of 1,847 Respondents	
I don't have enough time	35	71%	1,469	80%
I don't know how to become involved	7	14%	534	29%
My friends are not involved in those activities	11	22%	524	28%
I have transportation difficulties (e.g. public transit issues or access to a car)	13	27%	462	25%
I don't have enough money	12	24%	439	24%
SFU doesn't offer the kind of activities that I want	6	12%	402	22%
I wouldn't enjoy the specific activities already offered at SFU	10	20%	392	21%
I don't believe I would be welcome at those activities	8	16%	249	13%
I'm already involved in that activity elsewhere (i.e. not SFU)	8	16%	213	12%
Physical or mental health difficulties interfere with my ability to participate	3	6%	149	8%
Other	1	2%	54	3%
Total Responses	114	233%	4,887	265%
None of the above	1		32	
Missing Cases	0		7	

**22a) To what extent do you agree with the following statement:
I know how to find out about non-academic activities at SFU that I want to be involved in.**

	Indigenous		Non-Indigenous	
	Strongly Agree	23	16%	771
Agree	73	51%	2,636	49%
Undecided	9	6%	384	7%
Disagree	29	20%	1,342	25%
Strongly Disagree	8	6%	270	5%
Total Responses	142	100%	5,403	100%
Missing Cases	1		478	

22b) Please rank how useful the following are to you in finding out about non-academic activities currently offered at SFU:

Email	Indigenous		Non-Indigenous	
	1 - Most useful	58	43%	2,395
2	45	33%	1,351	26%
3	20	15%	966	19%
4	8	6%	410	8%
5 - Least useful	5	4%	74	1%
Total Responses	136	100%	5,196	100%
Missing Cases	7		685	

SFU website						
	Indigenous			Non-Indigenous		
1 - Most useful	17	13%		581	11%	
2	24	18%		885	17%	
3	35	27%		1,153	23%	
4	45	34%		1,832	36%	
5 - Least useful	10	8%		666	13%	
Total Responses	131	100%		5,117	100%	
Missing Cases	12			764		

Social media						
	Indigenous			Non-Indigenous		
1 - Most useful	32	24%		1,150	22%	
2	31	23%		1,523	30%	
3	34	25%		1,327	26%	
4	24	18%		847	17%	
5 - Least useful	13	10%		282	5%	
Total Responses	134	100%		5,129	100%	
Missing Cases	9			752		

Word of Mouth						
	Indigenous			Non-Indigenous		
1 - Most useful	30	23%		1,012	20%	
2	33	25%		1,289	25%	
3	33	25%		1,366	27%	
4	31	23%		1,183	23%	
5 - Least useful	5	4%		267	5%	
Total Responses	132	100%		5,117	100%	
Missing Cases	11			764		

Other						
	Indigenous			Non-Indigenous		
1 - Most useful	1	1%		65	2%	
2	1	1%		104	3%	
3	7	8%		280	8%	
4	21	23%		642	19%	
5 - Least useful	60	67%		2,365	68%	
Total Responses	90	100%		3,456	100%	
Missing Cases	53			2,425		

Summary						
	Indigenous			Non-Indigenous		
		% Most Useful			% Most Useful	
Email	43%			46%		
Social media	24%			22%		
SFU website	13%			11%		
Word of mouth	23%			20%		
Other	1%			2%		

22c) Please specify what you mean by "Other"

This is an open-ended question. The responses to this question may be discussed in the final report.

23) Have you ever participated in these activities at SFU?

A class project involving a community or business organization						
	Indigenous			Non-Indigenous		
Yes	26	18%		990	18%	
No, but I'm planning on doing it	37	26%		1,209	22%	
No, and I am NOT planning on doing it	28	20%		1,289	24%	
Not aware of this activity	52	36%		1,915	35%	
Total Responses	143	100%		5,403	100%	
Missing Cases	0			478		

An SFU volunteer program (e.g. campus ambassador program, peer programs, etc.)						
	Indigenous			Non-Indigenous		
Yes	26	18%		1,133	21%	
No, but I'm planning on doing it	42	29%		1,587	29%	
No, and I am NOT planning on doing it	42	29%		1,658	31%	
Not aware of this activity	33	23%		1,031	19%	
Total Responses	143	100%		5,409	100%	
Missing Cases	0			472		

Worked within an SFU faculty member's research team, separate from coursework						
	Indigenous			Non-Indigenous		
Yes	30	21%		582	11%	
No, but I'm planning on doing it	40	28%		1,800	33%	
No, and I am NOT planning on doing it	26	18%		1,413	26%	
Not aware of this activity	46	32%		1,606	30%	
Total Responses	142	100%		5,401	100%	
Missing Cases	1			480		

Summary						
	Indigenous			Non-Indigenous		
	% Yes			% Yes		
An SFU volunteer program (e.g. the campus ambassador program, peer programs, etc.)	18%			21%		
A class project involving a community or business organization	18%			18%		
Worked within an SFU faculty member's research team, separate from coursework	21%			11%		

Section 6: Background Information

24) For each of the following statements, please provide the answer (either "Yes" or "No") that best describes your current status.

I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op)						
	Indigenous			Non-Indigenous		
Yes	94	66%		3,214	59%	
No	49	34%		2,194	41%	
Total Responses	143	100%		5,408	100%	
Missing Cases	0			473		

I identify myself as an ABORIGINAL person, i.e. First Nations, Metis or Inuit -- either status or non-status						
	Indigenous			Non-Indigenous		
Yes	143	100%		25	0%	
No	0	0%		5,387	100%	
Total Responses	143	100%		5,412	100%	
Missing Cases	0			469		

I feel that I would perform better in my classes if I had English language support						
	Indigenous			Non-Indigenous		
Yes	26	18%		613	11%	
No	116	82%		4,792	89%	
Total Responses	142	100%		5,405	100%	
Missing Cases	1			476		

I sometimes struggle in my classes because of my INSTRUCTOR's English language skills						
	Indigenous			Non-Indigenous		
Yes	62	44%		2,348	43%	
No	80	56%		3,055	57%	
Total Responses	142	100%		5,403	100%	
Missing Cases	1			478		

25) On average, how many HOURS do you spend PER WEEK working in a paid job?

	Indigenous			Non-Indigenous		
0	3	3%		29	1%	
1-9	17	18%		746	23%	
10-19	36	38%		1,367	43%	
20-29	27	29%		692	22%	
30-39	10	11%		231	7%	
40 or more	1	1%		144	4%	
Total Responses	94	100%		3,209	100%	
Missing Cases	0			5		

26a) Which languages do you speak at home? Please check ALL that apply.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 143 Respondents			% of 5,407 Respondents		
English	133	93%		4,778	88%	
Cantonese	10	7%		763	14%	
Mandarin	3	2%		711	13%	
Punjabi	5	3%		366	7%	
French	13	9%		306	6%	
Hindi-Urdu	3	2%		235	4%	
Korean	2	1%		191	4%	
Filipino/Tagalog	0	0%		152	3%	
Spanish/Castilian	4	3%		130	2%	
Vietnamese	0	0%		125	2%	
Farsi/Persian	2	1%		119	2%	
Russian	2	1%		96	2%	
Taiwanese	0	0%		90	2%	
Japanese	1	1%		67	1%	
Arabic	1	1%		65	1%	
German	2	1%		56	1%	
Italian	1	1%		43	1%	
Polish	0	0%		41	1%	
Bosnian/Croatian/Serbian	0	0%		34	1%	
American Sign Language	4	3%		23	0%	
Indonesian	0	0%		24	0%	
Portuguese	1	1%		22	0%	
First Nations Language	10	7%		2	0%	
Other	2	1%		308	6%	
Total Responses	199	139%		8,747	162%	
Missing Cases	0			474		

26b) Which First Nations Language do you speak?

This is an open-ended question. The responses to this question may be discussed in the final report.

27) What was the first language you learned as a child and still use regularly?

	Indigenous		Non-Indigenous	
English	125	87%	3,235	60%
Other language	18	13%	2,170	40%
Total Responses	143	100%	5,405	100%
Missing Cases	0		476	

Which language do you speak most often with your friends?

	Indigenous		Non-Indigenous	
English	137	96%	4,852	90%
Other language	6	4%	552	10%
Total Responses	143	100%	5,404	100%
Missing Cases	0		477	

28a) Prior to applying to SFU, did you attend any on-campus science workshops/events?

(On-campus science workshops/events include: Science in Action, Starry Nights, on-campus math or science workshops with your school, math or science-oriented summer camps at SFU, tours of SFU science facilities, meet and greet with SFU professors, Science Spooktacular, Girls Exploring Physics, Science Rendezvous, Mathcatcher, Cafe Scientifique)

	Indigenous		Non-Indigenous	
Yes	21	16%	768	15%
No	111	84%	4,350	85%
Total Responses	132	100%	5,118	100%
I do not remember	11		288	
Missing Cases	0		475	

28b) Please rate your satisfaction with these on-campus science workshops/events

	Indigenous		Non-Indigenous	
Very Satisfied	5	24%	258	34%
Somewhat Satisfied	13	62%	378	49%
Undecided	0	0%	70	9%
Not Very Satisfied	2	10%	51	7%
Not at all Satisfied	1	5%	9	1%
Total Responses	21	100%	766	100%
Missing Cases	0		2	

28c) Do you feel that your attendance to these science workshops/events positively affected your decision to apply to SFU?

	Indigenous		Non-Indigenous	
Yes	15	71%	476	62%
No	6	29%	289	38%
Total Responses	21	100%	765	100%
Missing Cases	0		3	

29) Which methods of travel do you use regularly to get to/from an SFU campus for classes? Please check all that apply.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 129			% of 5,127		
			Respondents			Respondents
Public Transit (bus, skytrain, etc.)	86	67%		4,301	84%	
Drive in a car, or other motor vehicle (alone or in a car pool)	61	47%		2,219	43%	
Run/jog/walk	19	15%		387	8%	
Bicycle	5	4%		73	1%	
Other	0	0%		4	0%	
Total Responses	171	132.6%		6,984	136.2%	
Not Applicable, I live on the campus where I take my classes	10			248		
Not Applicable, I do not regularly travel to any SFU campus for classes (e.g. I take my classes online, I am on a co-op work term, etc.)	4			32		
Missing Cases	0			474		

Section 7: Additional Background Information, from the Student Information System

This section describes additional respondent background information that was not included on the survey. Because this year's survey was a confidential survey, rather than an anonymous one, student responses could be linked to their background data in SFU's Student Information System.

Faculty of students

	Indigenous			Non-Indigenous		
	% of 143			% of 5,881		
			Respondents			Respondents
Applied Sciences	10	7%		781	13%	
Arts and Social Sciences	59	41%		2,139	36%	
Business	13	9%		770	13%	
Communication, Art, & Technology	14	10%		555	9%	
Education	10	7%		207	4%	
Environment	6	4%		273	5%	
Health Sciences	15	10%		321	5%	
Science	16	11%		904	15%	
Total Responses	143	100%		5,950	101%	
Missing Cases	0			0		

Credential pursued by students

	Indigenous			Non-Indigenous		
	% of 143			% of 5,881		
			Respondents			Respondents
Bachelor's Degree	133	93%		5,671	96%	
Certificate	5	3%		289	5%	
Professional Development Program	5	3%		103	2%	
Post Baccalaureate Diploma	2	1%		28	0%	
Other/No Credential	1	1%		110	2%	
Total Responses	146	102%		6,201	105%	

Declared a major/minor/etc.

	Indigenous			Non-Indigenous		
			Respondents			Respondents
Declared	90	63%		4,092	70%	
Undeclared	53	37%		1,789	30%	
Total Responses	143	100%		5,881	100%	

Number of SFU courses the student is taking this term (Fall 2017)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
0	2	1%	256	4%
1	6	4%	283	5%
2	9	6%	411	7%
3	49	34%	2,042	35%
4	61	43%	2,379	40%
5	16	11%	471	8%
6	0	0%	38	1%
7	0	0%	1	0%
Total Responses	143	100%	5,881	100%

Full-time status this term (Fall 2017)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Part-time (fewer than 9 credits and not on a co-op work term)	12	8%	602	10%
Full-time (9 or more credits, or on a co-op work term)	131	92%	5,279	90%
Total Responses	143	100%	5,881	100%

Where students are taking their courses this term (Fall 2017)

	Indigenous		Non-Indigenous	
	% of 142 Respondents		% of 5,848 Respondents	
	Count	%	Count	%
Burnaby	115	81%	4,851	83%
Surrey	22	15%	1,162	20%
Vancouver	20	14%	756	13%
Distance Education/Online	28	20%	918	16%
On Co-op Term	1	1%	290	5%
Other Location(s)	1	1%	28	0%
Total Responses	187	132%	8,005	137%
Missing Cases	1		33	

Total credits completed prior to the Fall 2017 term (including both SFU and transfer credits)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
None	32	22%	1,063	18%
1 - 29	24	17%	603	10%
30 - 59	25	17%	1,424	24%
60 - 89	33	23%	1,371	23%
90 - 119	26	18%	1,154	20%
120 or more	3	2%	266	5%
Total Responses	143	100%	5,881	100%

Cumulative Grade Point Average (CGPA)

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
No CGPA Available (new student, or no courses taken towards CGPA)	49	34%	1,353	23%
Less than 2.00	6	4%	217	4%
2.00 to 2.32	14	10%	399	7%
2.33 to 2.66	13	9%	774	13%
2.67 to 2.99	19	13%	981	17%
3.00 to 3.32	24	17%	928	16%
3.33 to 3.66	15	10%	663	11%
3.67 to 3.99	2	1%	429	7%
4.00 to 4.33	1	1%	137	2%
Total Responses	143	100%	5,881	100%

Participation in Co-op

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Co-op students	19	13%	1,636	28%
Not co-op students	124	87%	4,245	72%
Total Responses	143	100%	5,881	100%

Year of admission to SFU

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
2017	52	36%	1,715	29%
2016	28	20%	1,229	21%
2015	24	17%	1,096	19%
2014	13	9%	798	14%
2013	16	11%	608	10%
2012	6	4%	231	4%
Before 2012	4	3%	204	3%
Total Responses	143	100%	5,881	100%

Basis of admission to SFU

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
BC High School	63	44%	3,359	57%
BC College Transfer/Associate Degree	25	17%	1,538	26%
Non-BC High School	8	6%	393	7%
University Transfer	7	5%	214	4%
Degree Holder	6	4%	151	3%
Mature	0	0%	40	1%
Other	34	24%	186	3%
Total Responses	143	100%	5,881	100%

New student status

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
New students	49	34%	1,301	22%
Returning students	94	66%	4,580	78%
Total Responses	143	100%	5,881	100%

International student status

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
International students	0	0%	1,214	21%
Domestic students	143	100%	4,667	79%
Total Responses	143	100%	5,881	100%

Sex

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
Female	84	59%	3,636	62%
Male	59	41%	2,245	38%
Total Responses	143	100%	5,881	100%

Age (as of September 1, 2017)

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
17 or younger	4	3%	240	4%
18	23	16%	811	14%
19	17	12%	798	14%
20	15	10%	924	16%
21	17	12%	969	16%
22	20	14%	805	14%
23	6	4%	438	7%
24	6	4%	232	4%
25	4	3%	133	2%
26 - 30	9	6%	301	5%
31 - 40	15	10%	154	3%
41 - 50	3	2%	58	1%
51 - 65	4	3%	14	0%
Over 65	0	0%	4	0%
Total Responses	143	100%	5,881	100%

Fall 2018 Undergraduate Student Survey: Indigenous Respondents

About This Report

Only domestic respondents who identified themselves as an Aboriginal person, i.e. First Nations, Metis, or Inuit on the survey have been included as Indigenous respondents.

In cases where students could select more than one response, percentages are calculated out of the number of respondents who answered that question. Percentage values are also shown as data bars to make the results easier to scan and compare.

Please note that percentages in these tables are displayed to the nearest integer, and so percentages less than 0.5% will show as 0% in the tables. Also, summaries that group categories (e.g. "Total Responses" for a table, or summaries where "Very Satisfied" and "Somewhat Satisfied" are grouped) may result in percentages that do not exactly match the sum of the percentages displayed in the tables. This is an artifact of rounding.

Introductory Questions

1) How satisfied are you with your overall SFU experience?

	Indigenous		Non-Indigenous	
Very Satisfied	50	30%	1,265	19%
Somewhat Satisfied	89	53%	4,359	67%
Undecided	3	2%	65	1%
Not Very Satisfied	23	14%	706	11%
Not at all Satisfied	3	2%	130	2%
Total Responses	168	100%	6,525	100%
Missing Cases	0		2	

2) If SFU could do one thing to improve your experience here, what would it be? (Please describe only the single most important thing.)

This is an open-ended question. The responses to this question will be discussed in the final report for SFU overall.

Section 1: Course Availability

3) Were you able to register in ALL of the SPECIFIC courses you wanted to take this fall? (For example, if you wanted to take HIST 101, MATH 151 and PSYC 100, were you able to register in all three classes, in any section?) EXCLUDE courses not offered and courses for which you did not have the pre- or co-requisites.

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

	Indigenous		Non-Indigenous	
YES - I got all the SPECIFIC courses I wanted.	86	53%	3,572	60%
No - I was unable to get 1 SPECIFIC course that was offered.	41	25%	1,254	21%
No - I was unable to get 2 SPECIFIC courses.	23	14%	786	13%
No - I was unable to get 3 SPECIFIC courses.	9	6%	253	4%
No - I was unable to get 4 SPECIFIC courses.	2	1%	66	1%
No - I was unable to get 5 or more SPECIFIC courses.	2	1%	59	1%
Total Responses	163	100%	5,990	100%
Missing Cases	1		215	

4) Of the SPECIFIC courses you DID NOT GET (identified in the last question), how many were:

Note: Missing data in this question have been imputed where appropriate.

REQUIRED courses specific to your degree/credential?					
	Indigenous			Non-Indigenous	
0	14	18%		504	21%
1	33	43%		968	40%
2	20	26%		555	23%
3	7	9%		211	9%
4	0	0%		68	3%
5 or more	3	4%		87	4%
Total Responses	77	100%		2,393	100%
Missing Cases	0			25	

OPTIONAL or ELECTIVE courses in your area of study?					
	Indigenous			Non-Indigenous	
0	45	58%		1,314	55%
1	16	21%		659	28%
2	8	10%		229	10%
3	6	8%		81	3%
4	0	0%		47	2%
5 or more	2	3%		40	2%
Total Responses	77	100%		2,370	100%
Missing Cases	0			48	

GENERAL INTEREST courses outside of your area of study?					
	Indigenous			Non-Indigenous	
0	52	68%		1,617	68%
1	13	17%		427	18%
2	6	8%		157	7%
3	4	5%		80	3%
4	1	1%		46	2%
5 or more	1	1%		38	2%
Total Responses	77	100%		2,365	100%
Missing Cases	0			53	

5) If you were unable to register in any REQUIRED courses you wanted this fall term, what level were the courses? (This time, INCLUDE courses that were not offered and courses for which you did not have the pre- or co-requisites. Please select ALL that apply.)

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

	Indigenous			Non-Indigenous	
		% of 160 Respondents			% of 5,918 Respondents
Lower Division (REQUIRED courses numbered XX1 to 299)	50	31%		1,396	24%
Upper Division (REQUIRED courses numbered 300 to 499)	35	22%		1,283	22%
Not Applicable, I got all the REQUIRED courses I wanted to take this term	81	51%		3,456	58%
Total Responses	166	104%		6,135	104%
Missing Cases	4			287	

6) **LOWER DIVISION: Please check ALL reasons why you were unable to register in lower division required courses this fall term.**

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
		% of 50 Respondents		% of 1,376 Respondents
All course sections were full	30	60%	877	64%
Course spaces were reserved for other students	13	26%	484	35%
The primary course component (lecture) had a scheduling conflict with another SFU course	11	22%	383	28%
The course was not offered this term	11	22%	319	23%
The course was offered at another campus and there was not enough time to travel from one campus to the other	8	16%	331	24%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	10	20%	310	23%
The course had a conflict with my work schedule	7	14%	162	12%
Available course sections were not offered at a TIME when I wanted to be at SFU	7	14%	250	18%
Available course sections were not offered on a DAY when I wanted to be at SFU	9	18%	175	13%
I did not have the pre- or co-requisites	8	16%	122	9%
The exam had a scheduling conflict with another SFU exam	5	10%	130	9%
The instructor I wanted was not available	1	2%	145	11%
Other	1	2%	27	2%
Total Responses	121	242%	3,715	270%
Missing Cases	0		20	

7) **UPPER DIVISION: Please check ALL reasons why you were unable to register in upper division required courses this fall term.**

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
		% of 35 Respondents		% of 1,262 Respondents
All course sections were full	13	37%	731	58%
The course was not offered this term	12	34%	451	36%
The primary course component (lecture) had a scheduling conflict with another SFU course	11	31%	370	29%
Course spaces were reserved for other students	9	26%	329	26%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	7	20%	249	20%
The course was offered at another campus and there was not enough time to travel from one campus to the other	6	17%	255	20%
Available course sections were not offered at a TIME when I wanted to be at SFU	3	9%	210	17%
The course had a conflict with my work schedule	7	20%	163	13%
The instructor I wanted was not available	4	11%	197	16%
Available course sections were not offered on a DAY when I wanted to be at SFU	4	11%	155	12%
I did not have the pre- or co-requisites	1	3%	173	14%
The exam had a scheduling conflict with another SFU exam	2	6%	127	10%
Other	2	6%	43	3%
Total Responses	81	231%	3,453	274%
Missing Cases	0		21	

8) **How satisfied are you with your overall SFU experience with course availability?**

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

How often each course is offered					
	Indigenous			Non-Indigenous	
Very Satisfied	27	18%		786	14%
Somewhat Satisfied	58	38%		2,625	46%
Undecided	7	5%		154	3%
Not Very Satisfied	43	28%		1,584	27%
Not at all Satisfied	17	11%		613	11%
Total Responses	152	100%		5,762	100%
Not Applicable	10			137	
Missing Cases	2			306	

Location (campus) of courses offered					
	Indigenous			Non-Indigenous	
Very Satisfied	59	38%		1,952	34%
Somewhat Satisfied	74	47%		2,659	46%
Undecided	1	1%		80	1%
Not Very Satisfied	10	6%		820	14%
Not at all Satisfied	12	8%		276	5%
Total Responses	156	100%		5,787	100%
Not Applicable	5			121	
Missing Cases	3			297	

Available registration spots in courses					
	Indigenous			Non-Indigenous	
Very Satisfied	36	24%		1,279	22%
Somewhat Satisfied	68	44%		2,540	44%
Undecided	3	2%		97	2%
Not Very Satisfied	29	19%		1,264	22%
Not at all Satisfied	17	11%		617	11%
Total Responses	153	100%		5,797	100%
Not Applicable	8			105	
Missing Cases	3			303	

Scheduling of classes at days and times that work for you					
	Indigenous			Non-Indigenous	
Very Satisfied	34	22%		1,193	20%
Somewhat Satisfied	77	49%		3,045	52%
Undecided	1	1%		50	1%
Not Very Satisfied	37	24%		1,208	21%
Not at all Satisfied	8	5%		346	6%
Total Responses	157	100%		5,842	100%
Not Applicable	3			61	
Missing Cases	4			302	

Variety of distance/online courses offered					
	Indigenous			Non-Indigenous	
Very Satisfied	35	27%		899	20%
Somewhat Satisfied	48	37%		1,888	42%
Undecided	5	4%		309	7%
Not Very Satisfied	24	18%		957	21%
Not at all Satisfied	18	14%		421	9%
Total Responses	130	100%		4,474	100%
Not Applicable	32			1,429	
Missing Cases	2			302	

Summary

	Indigenous		Non-Indigenous	
	% Very / Somewhat Satisfied		% Very / Somewhat Satisfied	
Location (campus) of courses offered	85%		80%	
Scheduling of classes at days and times that work for you	71%		73%	
Available registration spots in courses	68%		66%	
Variety of distance/online courses offered	64%		62%	
How often each course is offered	56%		59%	

9) If you had the ability to take more courses this term, would you?

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Yes	70	43%	2,320	39%
No	94	57%	3,615	61%
Total Responses	164	100%	5,935	100%
Missing Cases	0		270	

10) What is your main reason for not registering in more courses at SFU this term?

Note: Students who did not respond to question 9 were not asked this question.

	Indigenous		Non-Indigenous	
	Count	%	Count	%
I feel the number of courses I am currently taking is enough	26	16%	1,133	19%
I am working full-time or part-time (outside of co-op)	40	25%	1,107	19%
To focus on the courses I am currently taking	20	12%	989	17%
To have school-life balance (e.g. I have extra curricular activities that are important)	15	9%	878	15%
Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)	22	13%	800	14%
I am already taking 5 or more courses	13	8%	459	8%
Personal reasons (e.g. home/family obligations, illness, etc.)	18	11%	290	5%
I am on a co-op work term	2	1%	62	1%
Other	7	4%	202	3%
Total Responses	163	100%	5,920	100%
Missing Cases	1		15	































Section 2: Credential Completion Time

11) Compared to what you expected when you first began your degree/credential at SFU, how long is it actually taking you to complete your degree/credential?

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Shorter time than EXPECTED	6	4%	101	2%
Same time as EXPECTED	30	19%	1,045	17%
Longer time than EXPECTED - by 1 or 2 semesters	37	24%	1,629	27%
Longer time than EXPECTED - by 1 or 2 years	54	35%	2,098	35%
Longer time than EXPECTED - by 3 years or more	5	3%	309	5%
Don't know	24	15%	819	14%
Total Responses	156	100%	6,001	100%
Not in a degree/credential program	12		224	
Missing Cases	0		302	











12) Please indicate ALL reasons for taking longer than EXPECTED to complete your degree/credential at SFU.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 96 Respondents			% of 4,020 Respondents		
Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)	47	49%		2,063	51%	
Taking/Took a reduced course load	37	39%		1,532	38%	
Working full-time or part-time (outside of co-op)	37	39%		1,511	38%	
Participation in co-op	15	16%		1,346	33%	
Taking courses not counting towards graduation requirements	22	23%		906	23%	
Changed program/area of specialization, or late in making decision on program	14	15%		934	23%	
Difficulty meeting program requirements (e.g. failed/repeated courses, complex/unclear program requirements, etc.)	23	24%		874	22%	
Personal reasons (e.g. home/family obligations, illness, etc.)	26	27%		839	21%	
Pursuing expanded program (e.g. double major, honours, other credentials/diplomas/certificates at the same time, etc.)	15	16%		758	19%	
Financial issues/obligations	26	27%		653	16%	
Took advantage of opportunities/programs designed to enhance my education (e.g. study abroad, field school, working within a faculty member's research team, etc.)	7	7%		587	15%	
Took unplanned time off	10	10%		504	13%	
Problems related to transferring credits from other institutions	13	14%		428	11%	
Wanted to delay graduation because of the weak job market/high unemployment rate	1	1%		111	3%	
Other	2	2%		47	1%	
Total Responses	295	307%		13,093	326%	
Missing Cases	0			16		










Section 3: Teaching and Curriculum

13) How satisfied are you with the overall quality of teaching at SFU?

	Indigenous			Non-Indigenous		
Very Satisfied	43	26%		1,143	18%	
Somewhat Satisfied	89	53%		3,958	64%	
Undecided	4	2%		46	1%	
Not Very Satisfied	27	16%		918	15%	
Not at all Satisfied	5	3%		150	2%	
Total Responses	168	100%		6,215	100%	
Missing Cases	0			312		

14) To what extent do you agree with the following statements about your learning experiences: Overall, my learning experiences at SFU...

are welcoming and inclusive for all students

	Indigenous			Non-Indigenous		
Strongly Agree	59	36%		2,041	33%	
Somewhat Agree	61	37%		2,981	49%	
Undecided	0	0%		155	3%	
Somewhat Disagree	31	19%		746	12%	
Strongly Disagree	14	8%		195	3%	
Total Responses	165	100%		6,118	100%	
Not Applicable, I haven't been here long enough to decide	2			83		
Missing Cases	1			326		

involve real-life learning						
	Indigenous			Non-Indigenous		
Strongly Agree	36	22%		953	16%	
Somewhat Agree	75	46%		2,981	49%	
Undecided	4	2%		178	3%	
Somewhat Disagree	32	20%		1,447	24%	
Strongly Disagree	16	10%		477	8%	
Total Responses	163	100%		6,036	100%	
Not Applicable, I haven't been here long enough to decide	5			162		
Missing Cases	0			329		

encourage social connection between students						
	Indigenous			Non-Indigenous		
Strongly Agree	27	16%		926	15%	
Somewhat Agree	68	41%		2,492	41%	
Undecided	2	1%		149	2%	
Somewhat Disagree	41	25%		1,688	28%	
Strongly Disagree	26	16%		855	14%	
Total Responses	164	100%		6,110	100%	
Not Applicable, I haven't been here long enough to decide	3			82		
Missing Cases	1			335		

are flexible to my needs						
	Indigenous			Non-Indigenous		
Strongly Agree	26	16%		827	14%	
Somewhat Agree	86	53%		3,187	53%	
Undecided	4	2%		213	4%	
Somewhat Disagree	33	20%		1,431	24%	
Strongly Disagree	13	8%		404	7%	
Total Responses	162	100%		6,062	100%	
Not Applicable, I haven't been here long enough to decide	5			133		
Missing Cases	1			332		

are challenging but not overwhelming						
	Indigenous			Non-Indigenous		
Strongly Agree	35	21%		910	15%	
Somewhat Agree	84	52%		3,250	53%	
Undecided	2	1%		110	2%	
Somewhat Disagree	31	19%		1,444	24%	
Strongly Disagree	11	7%		408	7%	
Total Responses	163	100%		6,122	100%	
Not Applicable, I haven't been here long enough to decide	5			81		
Missing Cases	0			324		

Summary						
	Indigenous			Non-Indigenous		
	% Strongly/Somewhat Agree			% Strongly/Somewhat Agree		
are welcoming and inclusive for all students	73%			82%		
are challenging but not overwhelming	73%			68%		
are flexible to my needs	69%			66%		
involve real-life learning	68%			65%		
encourage social connection between students	58%			56%		

15) In your opinion, what are the most important qualities, skills, or experiences for SFU students to have/do by the time they graduate? Please select your top THREE (3).

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
		% of 168 Respondents		% of 6,183 Respondents
Critical thinking skills	78	46%	2,779	45%
Be able to apply knowledge/methods learned at SFU in life and at work	47	28%	2,280	37%
Have participated in "learning through experience", such as co-op, field school, practicum, etc.	33	20%	1,818	29%
A solid foundation in their specific academic discipline	51	30%	1,588	26%
Analytical problem-solving skills	27	16%	1,400	23%
Team-work skills	27	16%	1,373	22%
Be an engaged citizen with a sense of social responsibility	43	26%	1,312	21%
Oral communication skills	26	15%	1,280	21%
Understand that their university degree is one stage in a life-long process of learning	44	26%	1,181	19%
Written communication skills	32	19%	969	16%
A broad range of general academic knowledge	25	15%	804	13%
Leadership skills	26	15%	759	12%
Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.	14	8%	604	10%
Other	2	1%	53	1%
Total Responses	475	283%	18,200	294%
Missing Cases	0		344	

16) Are you satisfied that SFU is providing you with the important qualities/skills/experiences that you specified in the last question?

Critical thinking skills

	Indigenous		Non-Indigenous	
		%		%
Very Satisfied	31	42%	856	32%
Somewhat Satisfied	38	51%	1,438	54%
Undecided	1	1%	36	1%
Not Very Satisfied	3	4%	286	11%
Not at all Satisfied	1	1%	53	2%
Total Responses	74	100%	2,669	100%
Not Applicable, I have not been here long enough to decide	3		99	
Missing Cases	1		11	

Be able to apply knowledge/methods learned at SFU in life and at work

	Indigenous		Non-Indigenous	
		%		%
Very Satisfied	12	27%	341	17%
Somewhat Satisfied	22	50%	1,113	54%
Undecided	0	0%	84	4%
Not Very Satisfied	9	20%	401	20%
Not at all Satisfied	1	2%	117	6%
Total Responses	44	100%	2,056	100%
Not Applicable, I have not been here long enough to decide	3		215	
Missing Cases	0		9	

A solid foundation in their specific academic discipline

	Indigenous			Non-Indigenous		
Very Satisfied	17	36%		414	29%	
Somewhat Satisfied	22	47%		793	55%	
Undecided	1	2%		26	2%	
Not Very Satisfied	6	13%		178	12%	
Not at all Satisfied	1	2%		41	3%	
Total Responses	47	100%		1,452	100%	
Not Applicable, I have not been here long enough to decide	4			133		
Missing Cases	0			3		

Have participated in "learning through experience", such as co-op, field school, practicum, etc.

	Indigenous			Non-Indigenous		
Very Satisfied	5	22%		504	35%	
Somewhat Satisfied	8	35%		598	42%	
Undecided	1	4%		87	6%	
Not Very Satisfied	6	26%		182	13%	
Not at all Satisfied	3	13%		61	4%	
Total Responses	23	100%		1,432	100%	
Not Applicable, I have not been here long enough to decide	10			380		
Missing Cases	0			6		

Analytical problem-solving skills

	Indigenous			Non-Indigenous		
Very Satisfied	9	36%		313	24%	
Somewhat Satisfied	13	52%		783	59%	
Undecided	0	0%		26	2%	
Not Very Satisfied	2	8%		163	12%	
Not at all Satisfied	1	4%		43	3%	
Total Responses	25	100%		1,328	100%	
Not Applicable, I have not been here long enough to decide	2			65		
Missing Cases	0			7		

Oral communication skills

	Indigenous			Non-Indigenous		
Very Satisfied	6	26%		228	18%	
Somewhat Satisfied	8	35%		652	53%	
Undecided	2	9%		30	2%	
Not Very Satisfied	2	9%		251	20%	
Not at all Satisfied	5	22%		73	6%	
Total Responses	23	100%		1,234	100%	
Not Applicable, I have not been here long enough to decide	2			41		
Missing Cases	1			5		

Be an engaged citizen with a sense of social responsibility

	Indigenous			Non-Indigenous		
Very Satisfied	15	36%		359	29%	
Somewhat Satisfied	18	43%		582	47%	
Undecided	0	0%		40	3%	
Not Very Satisfied	5	12%		206	17%	
Not at all Satisfied	4	10%		52	4%	
Total Responses	42	100%		1,239	100%	
Not Applicable, I have not been here long enough to decide	1			69		
Missing Cases	0			4		

Team-work skills						
	Indigenous			Non-Indigenous		
Very Satisfied	9	33%		335	25%	
Somewhat Satisfied	12	44%		694	52%	
Undecided	0	0%		24	2%	
Not Very Satisfied	5	19%		218	16%	
Not at all Satisfied	1	4%		57	4%	
Total Responses	27	100%		1,328	100%	
Not Applicable, I have not been here long enough to decide	0			42		
Missing Cases	0			3		

Written communication skills						
	Indigenous			Non-Indigenous		
Very Satisfied	11	38%		292	31%	
Somewhat Satisfied	16	55%		480	51%	
Undecided	0	0%		16	2%	
Not Very Satisfied	1	3%		123	13%	
Not at all Satisfied	1	3%		27	3%	
Total Responses	29	100%		938	100%	
Not Applicable, I have not been here long enough to decide	3			28		
Missing Cases	0			3		

Leadership skills						
	Indigenous			Non-Indigenous		
Very Satisfied	7	29%		130	18%	
Somewhat Satisfied	11	46%		338	48%	
Undecided	0	0%		12	2%	
Not Very Satisfied	2	8%		166	24%	
Not at all Satisfied	4	17%		57	8%	
Total Responses	24	100%		703	100%	
Not Applicable, I have not been here long enough to decide	1			47		
Missing Cases	1			9		

A broad range of general academic knowledge						
	Indigenous			Non-Indigenous		
Very Satisfied	7	29%		242	31%	
Somewhat Satisfied	13	54%		431	56%	
Undecided	0	0%		16	2%	
Not Very Satisfied	3	13%		63	8%	
Not at all Satisfied	1	4%		17	2%	
Total Responses	24	100%		769	100%	
Not Applicable, I have not been here long enough to decide	1			31		
Missing Cases	0			4		

Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.						
	Indigenous			Non-Indigenous		
Very Satisfied	3	27%		168	38%	
Somewhat Satisfied	6	55%		171	39%	
Undecided	0	0%		36	8%	
Not Very Satisfied	1	9%		51	12%	
Not at all Satisfied	1	9%		13	3%	
Total Responses	11	100%		439	100%	
Not Applicable, I have not been here long enough to decide	3			160		
Missing Cases	0			5		

Understand that their university degree is one stage in a life-long process of learning						
	Indigenous			Non-Indigenous		
Very Satisfied	12	28%		350	31%	
Somewhat Satisfied	23	53%		548	49%	
Undecided	1	2%		40	4%	
Not Very Satisfied	2	5%		147	13%	
Not at all Satisfied	5	12%		41	4%	
Total Responses	43	100%		1,126	100%	
Not Applicable, I have not been here long enough to decide	1			53		
Missing Cases	0			2		

Other						
	Indigenous			Non-Indigenous		
Very Satisfied	0	0%		6	15%	
Somewhat Satisfied	0	0%		11	28%	
Undecided	0	0%		3	8%	
Not Very Satisfied	0	0%		8	21%	
Not at all Satisfied	1	100%		11	28%	
Total Responses	1	100%		39	100%	
Not Applicable, I have not been here long enough to decide	1			4		
Missing Cases	0			10		

Section 4: Services

17) How satisfied are you with the following services and resources at SFU?

Food services on campus						
	Indigenous			Non-Indigenous		
Very Satisfied	45	31%		1,190	22%	
Somewhat Satisfied	56	38%		2,580	47%	
Undecided	8	5%		113	2%	
Not Very Satisfied	27	18%		1,183	22%	
Not at all Satisfied	10	7%		386	7%	
Total Responses	146	100%		5,452	100%	
I have not used this service at SFU	22			697		
Missing Cases	0			378		

Medical services on campus						
	Indigenous			Non-Indigenous		
Very Satisfied	21	30%		672	27%	
Somewhat Satisfied	19	27%		819	33%	
Undecided	17	24%		527	21%	
Not Very Satisfied	9	13%		337	13%	
Not at all Satisfied	5	7%		159	6%	
Total Responses	71	100%		2,514	100%	
I have not used this service at SFU	97			3,640		
Missing Cases	0			373		

Mental health support services on campus						
	Indigenous			Non-Indigenous		
Very Satisfied	25	33%		521	22%	
Somewhat Satisfied	16	21%		700	29%	
Undecided	14	19%		536	22%	
Not Very Satisfied	16	21%		390	16%	
Not at all Satisfied	4	5%		243	10%	
Total Responses	75	100%		2,390	100%	
I have not used this service at SFU	90			3,764		
Missing Cases	3			373		

International Services for Students (ISS)

	Indigenous			Non-Indigenous		
Very Satisfied	11	22%		438	22%	
Somewhat Satisfied	14	28%		539	27%	
Undecided	17	34%		793	40%	
Not Very Satisfied	7	14%		140	7%	
Not at all Satisfied	1	2%		60	3%	
Total Responses	50	100%		1,970	100%	
I have not used this service at SFU	115			4,177		
Missing Cases	3			380		

Recreation (e.g. fitness facilities, intramurals, etc.)

	Indigenous			Non-Indigenous		
Very Satisfied	34	38%		1,188	31%	
Somewhat Satisfied	26	29%		1,617	43%	
Undecided	10	11%		337	9%	
Not Very Satisfied	16	18%		493	13%	
Not at all Satisfied	3	3%		139	4%	
Total Responses	89	100%		3,774	100%	
I have not used this service at SFU	79			2,386		
Missing Cases	0			367		

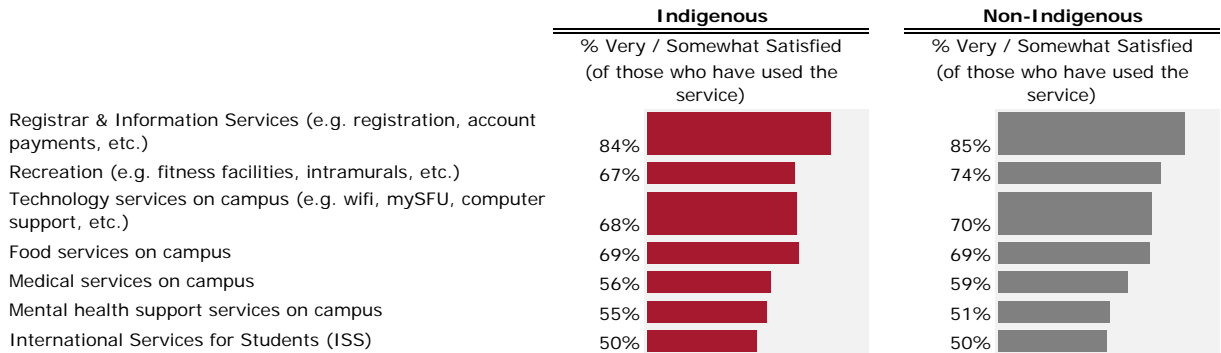
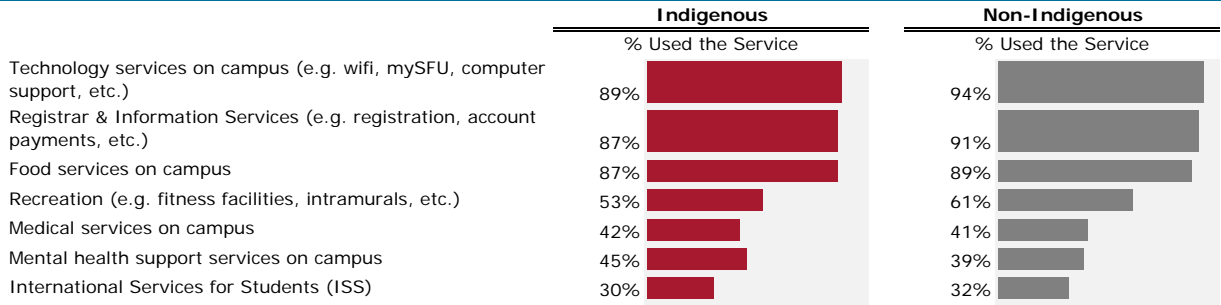
Registrar & Information Services (e.g. registration, account payments, etc.)

	Indigenous			Non-Indigenous		
Very Satisfied	55	38%		2,151	38%	
Somewhat Satisfied	67	46%		2,647	47%	
Undecided	5	3%		209	4%	
Not Very Satisfied	18	12%		494	9%	
Not at all Satisfied	1	1%		125	2%	
Total Responses	146	100%		5,626	100%	
I have not used this service at SFU	22			525		
Missing Cases	0			376		

Technology services on campus (e.g. wifi, mySFU, computer support, etc.)

	Indigenous			Non-Indigenous		
Very Satisfied	37	25%		1,445	25%	
Somewhat Satisfied	65	44%		2,613	45%	
Undecided	7	5%		67	1%	
Not Very Satisfied	28	19%		1,235	21%	
Not at all Satisfied	12	8%		413	7%	
Total Responses	149	100%		5,773	100%	
I have not used this service at SFU	19			385		
Missing Cases	0			369		

Summary



18) Please rate the importance of the following types of information that you need from SFU:

Course registration (e.g. enrollment and required courses)

	Indigenous		Non-Indigenous	
Very Important	123	73%	5,144	84%
Somewhat Important	30	18%	859	14%
Undecided	4	2%	22	0%
Not Very Important	7	4%	95	2%
Not at all Important	4	2%	12	0%
Total Responses	168	100%	6,132	100%
Missing Cases	0		395	

Important deadlines (e.g. tuition payment deadline)

	Indigenous		Non-Indigenous	
Very Important	119	72%	5,028	82%
Somewhat Important	31	19%	925	15%
Undecided	3	2%	24	0%
Not Very Important	8	5%	130	2%
Not at all Important	5	3%	24	0%
Total Responses	166	100%	6,131	100%
Missing Cases	2		396	

News about your faculty/department

	Indigenous		Non-Indigenous	
Very Important	49	30%	1,979	32%
Somewhat Important	85	51%	2,957	48%
Undecided	6	4%	68	1%
Not Very Important	20	12%	961	16%
Not at all Important	6	4%	163	3%
Total Responses	166	100%	6,128	100%
Missing Cases	2		399	

Campus-wide information (e.g. campus closures)

	Indigenous			Non-Indigenous		
Very Important	100	60%		4,118	67%	
Somewhat Important	47	28%		1,582	26%	
Undecided	3	2%		57	1%	
Not Very Important	14	8%		333	5%	
Not at all Important	3	2%		41	1%	
Total Responses	167	100%		6,131	100%	
Missing Cases	1			396		

Career-building opportunities

	Indigenous			Non-Indigenous		
Very Important	80	48%		3,299	54%	
Somewhat Important	60	36%		2,226	36%	
Undecided	4	2%		92	2%	
Not Very Important	20	12%		432	7%	
Not at all Important	4	2%		79	1%	
Total Responses	168	100%		6,128	100%	
Missing Cases	0			399		

Campus engagement opportunities (e.g. volunteer programs, clubs, etc.)

	Indigenous			Non-Indigenous		
Very Important	42	25%		2,095	34%	
Somewhat Important	88	53%		2,755	45%	
Undecided	4	2%		110	2%	
Not Very Important	20	12%		993	16%	
Not at all Important	12	7%		181	3%	
Total Responses	166	100%		6,134	100%	
Missing Cases	2			393		

Information about classes you are currently enrolled in

	Indigenous			Non-Indigenous		
Very Important	113	68%		4,582	75%	
Somewhat Important	37	22%		1,349	22%	
Undecided	2	1%		34	1%	
Not Very Important	11	7%		143	2%	
Not at all Important	4	2%		28	0%	
Total Responses	167	100%		6,136	100%	
Missing Cases	1			391		

Campus-wide events (e.g. Week of Welcome)

	Indigenous			Non-Indigenous		
Very Important	43	26%		1,571	26%	
Somewhat Important	74	44%		2,732	45%	
Undecided	6	4%		110	2%	
Not Very Important	32	19%		1,346	22%	
Not at all Important	13	8%		366	6%	
Total Responses	168	100%		6,125	100%	
Missing Cases	0			402		

Summary

	Indigenous		Non-Indigenous	
	% Very/Somewhat Important		% Very/Somewhat Important	
Course registration (e.g. enrollment and required courses)	91%		98%	
Important deadlines (e.g. tuition payment deadline)	90%		97%	
Information about classes you are currently enrolled in	90%		97%	
Campus-wide information (e.g. campus closures)	88%		93%	
Career-building opportunities	83%		90%	
News about your faculty/department	81%		81%	
Campus engagement opportunities (e.g. volunteer programs, clubs, etc.)	78%		79%	
Campus-wide events (e.g. Week of Welcome)	70%		70%	

19) When searching for information you need from SFU (e.g. course information, campus alerts, events, etc.), how useful are the following?

Talking to SFU staff/faculty

	Indigenous		Non-Indigenous	
Very Useful	48	29%	1,586	26%
Somewhat Useful	70	42%	2,523	41%
Undecided	15	9%	760	12%
Not Very Useful	24	14%	991	16%
Not at all Useful	11	7%	266	4%
Total Responses	168	100%	6,126	100%
Missing Cases	0		401	

SFU social media

	Indigenous		Non-Indigenous	
Very Useful	35	21%	970	16%
Somewhat Useful	47	28%	2,116	35%
Undecided	32	19%	813	13%
Not Very Useful	38	23%	1,654	27%
Not at all Useful	15	9%	568	9%
Total Responses	167	100%	6,121	100%
Missing Cases	1		406	

SFU websites

	Indigenous		Non-Indigenous	
Very Useful	52	31%	1,796	29%
Somewhat Useful	77	46%	2,950	48%
Undecided	10	6%	175	3%
Not Very Useful	22	13%	990	16%
Not at all Useful	7	4%	210	3%
Total Responses	168	100%	6,121	100%
Missing Cases	0		406	

SFU student systems (e.g. goSFU)

	Indigenous		Non-Indigenous	
Very Useful	53	32%	2,414	39%
Somewhat Useful	77	46%	2,693	44%
Undecided	7	4%	128	2%
Not Very Useful	25	15%	717	12%
Not at all Useful	6	4%	173	3%
Total Responses	168	100%	6,125	100%
Missing Cases	0		402	

SFU emails						
	Indigenous			Non-Indigenous		
Very Useful	63	38%		3,002	49%	
Somewhat Useful	72	43%		2,441	40%	
Undecided	5	3%		90	1%	
Not Very Useful	21	13%		500	8%	
Not at all Useful	7	4%		98	2%	
Total Responses	168	100%		6,131	100%	
Missing Cases	0			396		

Summary					
	Indigenous			Non-Indigenous	
	% Very/Somewhat Useful			% Very/Somewhat Useful	
SFU emails	80%			89%	
SFU student systems (e.g. goSFU)	77%			83%	
SFU websites	77%			78%	
Talking to SFU staff/faculty	70%			67%	
SFU social media	49%			50%	

20) How satisfied are you that you are receiving important information you need from SFU (e.g. course information, campus alerts, events, etc.)?

	Indigenous			Non-Indigenous		
Very Satisfied	45	27%		1,652	27%	
Somewhat Satisfied	88	52%		3,736	61%	
Undecided	4	2%		87	1%	
Not Very Satisfied	28	17%		577	9%	
Not at all Satisfied	3	2%		83	1%	
Total Responses	168	100%		6,135	100%	
Missing Cases	0			392		

21) Are you currently participating in the SFU Co-op Program (i.e. you've applied to Coop and have been accepted)?

	Indigenous			Non-Indigenous		
Yes	21	13%		1,397	24%	
No, but I am planning on participating	61	37%		2,487	42%	
No, and I am NOT interested in participating	82	50%		2,026	34%	
Total Responses	164	100%		5,910	100%	
Missing Cases	4			617		

22) What are your top THREE (3) reasons for choosing to participate in SFU Co-op?

Notes: This question was only asked of those who responded that they have or plan on participating in co-op.





























In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 80 Respondents			% of 3,845 Respondents		
I wanted relevant work experience	55	69%		3,337	87%	
I wanted to create network connections	30	38%		2,223	58%	
I wanted to earn money while I was in school	24	30%		1,587	41%	
I have heard good things about the SFU Co-op Program	28	35%		1,505	39%	
I wanted to travel to a different place	18	23%		604	16%	
I wanted to take a break from school	10	13%		519	13%	
It is required for my program	7	9%		380	10%	
My family recommended that I participate	3	4%		315	8%	
My advisors recommended that I participate	11	14%		274	7%	
My friends/relatives participated	10	13%		232	6%	
My high school counselor recommended that I participate	9	11%		53	1%	
Other	1	1%		58	2%	
Total Responses	206	258%		11,087	288%	
Missing Cases	2			39		

23) What do you look for in a co-op job? Please select your top THREE (3).

Notes: This question was only asked of those who responded that they have or plan on participating in co-op.

























In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 81		Respondents	% of 3,849		Respondents
Opportunity to work in a field related to my area of study	34	42%		2,313	60%	
Ability to learn new skills	28	35%		1,653	43%	
Opportunity for long term career advancement after graduation	21	26%		1,472	38%	
Opportunity for full-time employment after graduation	19	23%		1,453	38%	
A role that is personally fulfilling	21	26%		939	24%	
A well-known organization/company that will look good on my resume	12	15%		906	24%	
A high salary	13	16%		469	12%	
An organization/company with inspiring and inclusive leadership	11	14%		456	12%	
A location that matches my preferences	10	12%		442	11%	
Opportunity to travel	10	12%		408	11%	
A job where task/project outcomes are valued over physical presence (e.g. flexible work hours, can work from home, etc.)	11	14%		317	8%	
An organization/company that is socially conscious	10	12%		253	7%	
An informal work culture (e.g. flexible dress code, flat managerial structure)	6	7%		190	5%	
An organization/company where I know someone (e.g. met through networking, met at an on/off campus event, friends work there)	15	19%		119	3%	
Other	0	0%		19	0%	
Total Responses	221	273%		11,409	296%	
Missing Cases	1			35		

24) Please select ALL reasons why you are not interested in participating in SFU Coop.

Notes: This question was only asked of those who responded that they are not interested in participating in co-op.

In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 82		Respondents	% of 2,013		Respondents
I think it will extend the length of my degree	35	43%		1,022	51%	
I do not want to commit to doing at least 3 co-op terms	26	32%		847	42%	
I am already employed	28	34%		661	33%	
I think co-op fees are too high	22	27%		550	27%	
It is too much effort to organize (paperwork, work permit, etc.)	17	21%		425	21%	
I do not think the experience will be beneficial for me	13	16%		382	19%	
I do not think co-op will have any good jobs in my field	7	9%		347	17%	
I do not meet the eligibility requirements	11	13%		299	15%	
The credits earned in co-op do not count towards my degree	7	9%		249	12%	
I have heard from other students that it was not a good experience	4	5%		219	11%	
My family does not think it is a good idea	2	2%		53	3%	
Other	13	16%		161	8%	
Total Responses	185	226%		5,215	259%	
Missing Cases	0			13		

25) Which eligibility requirements do you not meet? Please select ALL that apply.

Notes: This question was only asked of those who responded that they do not meet the eligibility requirements.

In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 11			% of 298		
			Respondents			Respondents
I am too far along in my degree/credential to start	4	36%		168	56%	
CGPA requirement	3	27%		110	37%	
I have not yet completed specific courses needed to participate	4	36%		35	12%	
I am not far enough along in my degree/credential to start	3	27%		30	10%	
Full-time registration	0	0%		27	9%	
Other	0	0%		45	15%	
Total Responses	14	127%		415	139%	
Missing Cases	0			1		

26) What have you done to prepare yourself for careers (i.e. careers after graduation) you might be interested in? Please select ALL that apply.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 145			% of 5,359		
			Respondents			Respondents
Discussed my career options/plans with friends or family	89	53%		3,688	60%	
Researched the career(s) I am interested in	81	49%		3,676	60%	
Spoken to someone in my desired field of work	79	47%		2,700	44%	
Gained paid or unpaid experience in my desired field of work	52	31%		2,391	39%	
Joined SFU's co-op program	22	13%		1,549	25%	
Discussed my career options/plans with a faculty member	39	23%		1,430	23%	
Joined SFU student clubs related to my desired field of work	20	12%		1,028	17%	
Discussed my career options/plans with one of SFU's career centers (e.g. Career & Volunteer Services, Career Management Centre, etc.)	25	15%		770	13%	
Other	3	2%		66	1%	
Total Responses	410	246%		17,298	284%	
None of the above, I haven't done anything to prepare for a career	16			647		
Not applicable, I am already employed in my desired field of work	6			92		
Missing Cases	1			429		

27) Thinking about the options you did NOT select, why have you not taken these actions to prepare for a career?

Notes: This question was only asked of those who did not select some of the options in question 26, or who responded that they had done nothing to prepare for a career.

In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 159			% of 5,775		
			Respondents			Respondents
I don't have enough time because of other obligations (not including work)	38	24%		1,996	35%	
I don't think I need to take these actions until I am closer to graduating	44	28%		1,640	28%	
I don't know where to find information on careers	34	21%		1,448	25%	
I didn't know SFU had career centers (e.g. Career & Volunteer Services, Career Management Centre, etc.)	43	27%		1,440	25%	
I don't know anyone in my desired field of work	33	21%		1,443	25%	
I don't have enough time because of my job	33	21%		1,113	19%	
I don't think it is necessary to take these actions	25	16%		806	14%	
I have already secured employment in my desired field of work	16	10%		249	4%	
Other	9	6%		348	6%	
Total Responses	275	173%		10,483	182%	
Missing Cases	2			181		

Section 5: University Culture and Environment

28) To what extent do you agree with the following statements:

I feel part of a caring community at SFU.					
	Indigenous			Non-Indigenous	
Strongly Agree	30	19%		558	10%
Agree	49	32%		2,411	42%
Undecided	19	12%		736	13%
Disagree	37	24%		1,453	25%
Strongly Disagree	19	12%		609	11%
Total Responses	154	100%		5,767	100%
Not Applicable, I have not been here long enough to decide	14			341	
Missing Cases	0			419	

SFU provides me with a supportive environment that reduces unnecessary personal and academic stress.					
	Indigenous			Non-Indigenous	
Strongly Agree	21	13%		449	8%
Agree	51	32%		2,163	37%
Undecided	20	13%		646	11%
Disagree	48	30%		1,728	30%
Strongly Disagree	20	13%		804	14%
Total Responses	160	100%		5,790	100%
Not Applicable, I have not been here long enough to decide	8			326	
Missing Cases	0			411	

SFU provides me with a supportive environment that enhances my well-being.					
	Indigenous			Non-Indigenous	
Strongly Agree	21	13%		587	10%
Agree	69	43%		2,849	49%
Undecided	18	11%		683	12%
Disagree	37	23%		1,221	21%
Strongly Disagree	14	9%		463	8%
Total Responses	159	100%		5,803	100%
Not Applicable, I have not been here long enough to decide	9			309	
Missing Cases	0			415	

29) Please indicate your level of awareness for the following mental health resources at SFU.

SFU Mental Health Website (http://www.sfu.ca/mental-health)					
	Indigenous			Non-Indigenous	
Used it	21	13%		632	11%
Aware of it, but never used it	74	45%		2,973	49%
NOT aware of it	69	42%		2,405	40%
Total Responses	164	100%		6,010	100%
Prefer not to answer	4			98	
Missing Cases	0			419	

Make SPACE for Well-being					
	Indigenous			Non-Indigenous	
Used it	14	9%		143	2%
Aware of it, but never used it	39	24%		1,392	23%
NOT aware of it	111	68%		4,466	74%
Total Responses	164	100%		6,001	100%
Prefer not to answer	3			100	
Missing Cases	1			426	

My SSP (Student Support Program)						
	Indigenous			Non-Indigenous		
Used it	17	10%		344	6%	
Aware of it, but never used it	50	31%		2,017	34%	
NOT aware of it	96	59%		3,644	61%	
Total Responses	163	100%		6,005	100%	
Prefer not to answer	4			101		
Missing Cases	1			421		

30) How satisfied are you with the following mental health resources at SFU?

Note: Only respondents who said they used these resources in question 29 were shown this question.

SFU Mental Health Website (http://www.sfu.ca/mental-health)						
	Indigenous			Non-Indigenous		
Very Satisfied	11	52%		161	25%	
Somewhat Satisfied	7	33%		302	48%	
Undecided	1	5%		47	7%	
Not Very Satisfied	1	5%		92	15%	
Not at all Satisfied	1	5%		30	5%	
Total Responses	21	100%		632	100%	
Missing Cases	0			0		

Make SPACE for Well-being						
	Indigenous			Non-Indigenous		
Very Satisfied	4	29%		74	52%	
Somewhat Satisfied	7	50%		48	34%	
Undecided	0	0%		7	5%	
Not Very Satisfied	2	14%		7	5%	
Not at all Satisfied	1	7%		6	4%	
Total Responses	14	100%		142	100%	
Missing Cases	0			1		

My SSP (Student Support Program)						
	Indigenous			Non-Indigenous		
Very Satisfied	9	53%		111	32%	
Somewhat Satisfied	4	24%		137	40%	
Undecided	1	6%		23	7%	
Not Very Satisfied	2	12%		49	14%	
Not at all Satisfied	1	6%		23	7%	
Total Responses	17	100%		343	100%	
Missing Cases	0			1		

31) To what extent do you agree with the following statement:

SFU resources help me maintain my mental health.						
	Indigenous			Non-Indigenous		
Strongly Agree	15	9%		234	4%	
Agree	45	27%		1,330	22%	
Undecided	57	34%		2,728	45%	
Disagree	38	23%		1,305	21%	
Strongly Disagree	13	8%		516	8%	
Total Responses	168	100%		6,113	100%	
Missing Cases	0			414		

Section 6: Background Information

32) Why did you choose SFU for your studies? Please be as specific as possible.

This is an open-ended question. The responses to this question may be discussed in the final report.

33) Where did you hear the information that led you to choose SFU? Please select your top THREE (3) sources.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous			Non-Indigenous		
	% of 167			% of 6,082		
			Respondents			Respondents
Friends	73	44%		3,104	51%	
Family	58	35%		3,087	51%	
High School Counselors/Teachers	61	37%		2,852	47%	
SFU Website	69	41%		2,020	33%	
University Rankings (e.g. Maclean's)	26	16%		1,489	24%	
SFU Recruiters/Infosessions	37	22%		1,400	23%	
SFU Promotional Pamphlets/Printed Materials	20	12%		566	9%	
Social Networking Site (e.g. Facebook, Blogs, Twitter, etc.)	24	14%		422	7%	
Other Website	12	7%		315	5%	
Other Newspaper/Magazine sources	3	2%		99	2%	
Other	19	11%		433	7%	
Total Responses	402	241%		15,787	260%	
Missing Cases	1			445		

34) For each of the following statements, please provide the answer (either "Yes" or "No") that best describes your current status.

I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op)

	Indigenous			Non-Indigenous		
Yes	112	67%		3,516	58%	
No	54	33%		2,586	42%	
Total Responses	166	100%		6,102	100%	
Missing Cases	2			425		

I identify myself as an ABORIGINAL person, i.e. First Nations, Metis or Inuit -- either status or non-status

	Indigenous			Non-Indigenous		
Yes	168	100%		25	0%	
No	0	0%		6,078	100%	
Total Responses	168	100%		6,103	100%	
Missing Cases	0			424		

I feel that I would perform better in my classes if I had English language support

	Indigenous			Non-Indigenous		
Yes	32	20%		741	12%	
No	132	80%		5,350	88%	
Total Responses	164	100%		6,091	100%	
Missing Cases	4			436		

I sometimes struggle in my classes because of my INSTRUCTOR's English language skills

	Indigenous			Non-Indigenous		
Yes	71	43%		2,598	43%	
No	96	57%		3,500	57%	
Total Responses	167	100%		6,098	100%	
Missing Cases	1			429		

35) On average, how many HOURS do you spend PER WEEK working in a paid job?

	Indigenous		Non-Indigenous	
0	8	7%	36	1%
1 - 9	18	16%	816	23%
10 - 19	42	38%	1,576	45%
20 - 29	25	22%	728	21%
30 - 39	13	12%	226	6%
40 or more	6	5%	133	4%
Total Responses	112	100%	3,515	100%
Missing Cases	0		1	

36) Which languages do you speak at home? Please check ALL that apply.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

	Indigenous		Non-Indigenous	
	% of 168 Respondents		% of 6,110 Respondents	
English	158	94%	5,356	88%
Cantonese	5	3%	853	14%
Mandarin	6	4%	834	14%
Punjabi	0	0%	497	8%
French	11	7%	358	6%
Hindi-Urdu	2	1%	289	5%
Korean	3	2%	196	3%
Filipino/Tagalog	2	1%	195	3%
Farsi/Persian	1	1%	161	3%
Spanish/Castilian	1	1%	143	2%
Vietnamese	0	0%	131	2%
Taiwanese	4	2%	96	2%
Japanese	0	0%	96	2%
Russian	2	1%	90	1%
Arabic	7	4%	75	1%
German	3	2%	54	1%
Bosnian/Croatian/Serbian	4	2%	53	1%
Indonesian	0	0%	46	1%
Italian	2	1%	40	1%
Portuguese	0	0%	30	0%
Polish	0	0%	27	0%
American Sign Language	3	2%	23	0%
First Nations Language	17	10%	1	0%
Other	2	1%	328	5%
Total Responses	233	139%	9,972	163%
Missing Cases	0		417	

37) What was the first language you learned as a child and still use regularly?

	Indigenous		Non-Indigenous	
English	153	92%	3,599	59%
Other language	14	8%	2,475	41%
Total Responses	167	100%	6,074	100%
Missing Cases	1		453	

Which language do you speak most often with your friends?

	Indigenous		Non-Indigenous	
English	157	95%	5,354	88%
Other language	8	5%	716	12%
Total Responses	165	100%	6,070	100%
Missing Cases	3		457	

38) Have you ever participated in these activities at SFU?

Student Government (e.g. SFSS, faculty/department unions, etc.)					
	Indigenous			Non-Indigenous	
Yes	22	13%		461	8%
No, but I'm planning on doing it	29	17%		845	14%
No, and I am NOT planning on doing it	82	49%		3,908	65%
Not aware of this activity	33	20%		843	14%
Total Responses	166	100%		6,057	100%
Missing Cases	2			470	

An event for your department, program or faculty					
	Indigenous			Non-Indigenous	
Yes	45	27%		2,171	36%
No, but I'm planning on doing it	53	32%		1,841	30%
No, and I am NOT planning on doing it	33	20%		1,322	22%
Not aware of this activity	34	21%		733	12%
Total Responses	165	100%		6,067	100%
Missing Cases	3			460	

A class project involving a community or business organization					
	Indigenous			Non-Indigenous	
Yes	25	15%		1,146	19%
No, but I'm planning on doing it	25	15%		1,102	18%
No, and I am NOT planning on doing it	60	37%		2,074	34%
Not aware of this activity	54	33%		1,733	29%
Total Responses	164	100%		6,055	100%
Missing Cases	4			472	

An SFU volunteer program (e.g. campus ambassador program, peer programs, etc.)					
	Indigenous			Non-Indigenous	
Yes	34	21%		1,129	19%
No, but I'm planning on doing it	41	25%		1,932	32%
No, and I am NOT planning on doing it	55	34%		2,231	37%
Not aware of this activity	34	21%		770	13%
Total Responses	164	100%		6,062	100%
Missing Cases	4			465	

Co-op					
	Indigenous			Non-Indigenous	
Yes	15	9%		1,351	22%
No, but I'm planning on doing it	51	31%		2,460	41%
No, and I am NOT planning on doing it	74	45%		2,052	34%
Not aware of this activity	25	15%		199	3%
Total Responses	165	100%		6,062	100%
Missing Cases	3			465	

Field school					
	Indigenous			Non-Indigenous	
Yes	11	7%		161	3%
No, but I'm planning on doing it	41	25%		1,092	18%
No, and I am NOT planning on doing it	63	38%		3,049	50%
Not aware of this activity	51	31%		1,741	29%
Total Responses	166	100%		6,043	100%
Missing Cases	2			484	

International exchange/Study abroad						
	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Yes	8	5%		382	6%	
No, but I'm planning on doing it	51	31%		1,997	33%	
No, and I am NOT planning on doing it	76	46%		3,244	54%	
Not aware of this activity	30	18%		426	7%	
Total Responses	165	100%		6,049	100%	
Missing Cases	3			478		

Work-study						
	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Yes	21	13%		397	7%	
No, but I'm planning on doing it	36	22%		1,630	27%	
No, and I am NOT planning on doing it	59	36%		2,511	42%	
Not aware of this activity	49	30%		1,504	25%	
Total Responses	165	100%		6,042	100%	
Missing Cases	3			485		

An SFU club						
	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Yes	41	25%		2,562	42%	
No, but I'm planning on doing it	44	27%		1,687	28%	
No, and I am NOT planning on doing it	56	34%		1,594	26%	
Not aware of this activity	23	14%		218	4%	
Total Responses	164	100%		6,061	100%	
Missing Cases	4			466		

Worked within an SFU faculty member's research team, separate from coursework						
	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Yes	23	14%		552	9%	
No, but I'm planning on doing it	46	28%		1,781	29%	
No, and I am NOT planning on doing it	51	31%		2,210	36%	
Not aware of this activity	47	28%		1,512	25%	
Total Responses	167	100%		6,055	100%	
Missing Cases	1			472		

Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)						
	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Yes	6	4%		416	7%	
No, but I'm planning on doing it	24	15%		920	15%	
No, and I am NOT planning on doing it	82	50%		2,962	49%	
Not aware of this activity	53	32%		1,771	29%	
Total Responses	165	100%		6,069	100%	
Missing Cases	3			458		

Summary

	Indigenous		Non-Indigenous	
	% Yes		% Yes	
An SFU club	25%		42%	
An event for your department, program or faculty	27%		36%	
Co-op	9%		22%	
A class project involving a community or business organization	15%		19%	
An SFU volunteer program (e.g. the campus ambassador program, peer programs, etc.)	21%		19%	
Worked within an SFU faculty member's research team, separate from coursework	14%		9%	
Student Government (e.g. SFSS, faculty/department unions, etc.)	13%		8%	
Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)	4%		7%	
Work-study	13%		7%	
International exchange/Study abroad	5%		6%	
Field school	7%		3%	

Section 7: Additional Background Information, from the Student Information System

This section describes additional respondent background information that was not included on the survey. Because this year's survey was a confidential survey, rather than an anonymous one, student responses could be linked to their background data in SFU's Student Information System.

Faculty of students

	Indigenous		Non-Indigenous	
	% of 168 Respondents		% of 6,527 Respondents	
Applied Sciences	12	7%	829	13%
Arts and Social Sciences	92	55%	2,351	36%
Business	10	6%	801	12%
Communication, Art, & Technology	10	6%	641	10%
Education	7	4%	332	5%
Environment	14	8%	292	4%
Health Sciences	12	7%	378	6%
Science	12	7%	971	15%
Total Responses	169	101%	6,595	101%

Credential pursued by students

	Indigenous		Non-Indigenous	
	% of 168 Respondents		% of 6,527 Respondents	
Bachelor's Degree	144	86%	6,189	95%
Certificate	16	10%	303	5%
Professional Development Program	4	2%	223	3%
Post Baccalaureate Diploma	2	1%	26	0%
Other/No Credential	13	8%	137	2%
Total Responses	179	107%	6,878	105%

Declared a major/minor/etc.

	Indigenous		Non-Indigenous	
	% of 168 Respondents		% of 6,527 Respondents	
Declared	84	50%	4,491	69%
Undeclared	84	50%	2,036	31%
Total Responses	168	100%	6,527	100%

Number of SFU courses the student is taking this term (Fall 2018)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
0	4	2%	321	5%
1	13	8%	404	6%
2	14	8%	388	6%
3	59	35%	2,311	35%
4	63	38%	2,584	40%
5	15	9%	479	7%
6	0	0%	38	1%
7	0	0%	2	0%
Total Responses	168	100%	6,527	100%

Full-time status this term (Fall 2018)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
Part-time (fewer than 9 credits and not on a co-op work term)	22	13%	617	9%
Full-time (9 or more credits, or on a co-op work term)	146	87%	5,910	91%
Total Responses	168	100%	6,527	100%

Where students are taking their courses this term (Fall 2018)

	Indigenous		Non-Indigenous	
	Count	% of 168 Respondents	Count	% of 6,484 Respondents
Burnaby	133	79%	5,330	82%
Surrey	25	15%	1,354	21%
Vancouver	25	15%	798	12%
Distance Education/Online	37	22%	933	14%
On Co-op Term	6	4%	331	5%
Other Location(s)	8	5%	45	1%
Total Responses	234	139%	8,791	136%
Missing Cases	0		43	

Total credits completed prior to the Fall 2018 term (including both SFU and transfer credits)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
None	30	18%	1,340	21%
1 - 29	41	24%	690	11%
30 - 59	36	21%	1,533	23%
60 - 89	30	18%	1,600	25%
90 - 119	24	14%	1,086	17%
120 or more	7	4%	278	4%
Total Responses	168	100%	6,527	100%

Cumulative Grade Point Average (CGPA)

	Indigenous		Non-Indigenous	
	Count	%	Count	%
No CGPA Available (new student, or no courses taken towards CGPA)	48	29%	1,761	27%
Less than 2.00	11	7%	195	3%
2.00 to 2.32	11	7%	419	6%
2.33 to 2.66	13	8%	766	12%
2.67 to 2.99	27	16%	1,043	16%
3.00 to 3.32	26	15%	1,008	15%
3.33 to 3.66	20	12%	736	11%
3.67 to 3.99	11	7%	463	7%
4.00 to 4.33	1	1%	136	2%
Total Responses	168	100%	6,527	100%

Participation in Co-op

	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Co-op students	22	13%		1,652	25%	
Not co-op students	146	87%		4,875	75%	
Total Responses	168	100%		6,527	100%	

Year of admission to SFU

	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
2018	60	36%		2,144	33%	
2017	42	25%		1,299	20%	
2016	26	15%		1,105	17%	
2015	14	8%		880	13%	
2014	16	10%		568	9%	
2013	4	2%		275	4%	
Before 2013	6	4%		256	4%	
Total Responses	168	100%		6,527	100%	

Basis of admission to SFU

	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
BC High School	73	43%		3,728	57%	
BC College Transfer/Associate Degree	34	20%		1,702	26%	
Non-BC High School	11	7%		435	7%	
University Transfer	4	2%		202	3%	
Degree Holder	5	3%		200	3%	
Mature	1	1%		36	1%	
Other	40	24%		224	3%	
Total Responses	168	100%		6,527	100%	

New student status

	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
New students	47	28%		1,690	26%	
Returning students	121	72%		4,837	74%	
Total Responses	168	100%		6,527	100%	

International student status

	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
International students	0	0%		1,337	20%	
Domestic students	168	100%		5,190	80%	
Total Responses	168	100%		6,527	100%	

Sex

	Indigenous			Non-Indigenous		
	Count	Percentage	Bar	Count	Percentage	Bar
Female	107	64%		4,105	63%	
Male	61	36%		2,422	37%	
Total Responses	168	100%		6,527	100%	

Age (as of September 1, 2018)

	Indigenous		Non-Indigenous	
	Count	Percentage	Count	Percentage
17 or younger	4	2%	299	5%
18	25	15%	926	14%
19	25	15%	915	14%
20	18	11%	1,024	16%
21	19	11%	1,033	16%
22	13	8%	833	13%
23	9	5%	500	8%
24	9	5%	266	4%
25	5	3%	172	3%
26 - 30	18	11%	324	5%
31 - 40	12	7%	151	2%
41 - 50	4	2%	56	1%
51 - 65	7	4%	24	0%
Over 65	0	0%	4	0%
Total Responses	168	100%	6,527	100%

Applicant Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

Table 1 - Applications / Unique Applicants

	13/14	14/15	15/16	16/17	17/18	18/19
Applications	303	276	298	326	327	328
Duplicate applications*	4	1	4	6	5	5
Unique applicants per fiscal year	299	275	294	320	322	323

*For applicants with applications for multiple terms within the same fiscal year, this is a count of all the 2nd/3rd applications within the same fiscal year. Only applications in which the applicant self-identified as Indigenous are counted; if, within the same fiscal year, an applicant self-identified in one application but not the other, only the one in which they self-identified will be considered for inclusion.

Note: The remaining tables all reference unique applicants per fiscal year. For applicants with multiple applications in a fiscal year, only the most recent term application is considered for analysis.

Table 2 - Gender

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Female	206	172	206	215	212	192	66%
Male	93	103	88	105	110	131	34%
Total	299	275	294	320	322	323	100%

Table 3 - Age Groupings

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
< 20	168	147	165	177	180	197	56%
20-24	68	73	68	89	78	57	24%
25-29	27	25	23	21	27	26	8%
30-39	24	22	26	22	21	28	8%
≥ 40	12	8	12	11	16	15	4%
Total	299	275	294	320	322	323	100%
Average Age	21.9	21.7	22.1	21.7	22.1	22.0	

Age is calculated based on age as of Sep 1 of the reporting year.

Table 4 - Applicants by Faculty*

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Applied Sciences	13	15	21	26	22	24	7%
Arts & Social Sciences	146	135	122	150	151	153	47%
Beedie School of Business	21	24	21	19	29	33	8%
Communication, Art & Technology	22	22	23	21	18	24	7%
Education	21	17	19	26	28	26	7%
Environment	9	11	13	9	17	6	4%
Health Sciences	13	14	17	16	7	15	4%
Science	54	37	58	53	50	42	16%
Total	299	275	294	320	322	323	100%

*Primary faculty applied to

Applicant Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

Table 5 - Applicants' Basis of Admission

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
BC Grade 12	115	107	94	78	146	162	38%
BC College Transfer	52	50	37	46	51	50	16%
Aboriginal Admission Policy	50	41	94	117	6	11	17%
Degree Holder	18	13	11	15	14	19	5%
Special Entry	2	0	0	0	0	2	0%
Non BC High School	17	20	8	14	30	25	6%
University Transfer	19	22	23	9	26	14	6%
Aboriginal Bridge Program	15	11	17	11	8	0	3%
Mature	3	6	8	5	7	11	2%
Technical Program	2	1	1	5	3	2	1%
Aboriginal University Prep Program	0	0	0	0	5	2	0%
Other	6	4	1	20	26	25	4%
Total	299	275	294	320	322	323	100%

Table 6 - Top Ten Post-Secondary Institutions Where All Aboriginal BC College Transfers Come From

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 Douglas College	10	15	12	11	12	14	26%
2 Langara College	5	7	9	9	8	4	15%
3 Kwantlen Polytechnic University	4	2	3	6	6	3	8%
4 Capilano University	6	2	1	5	4	1	7%
5 Nicola Valley Institute of Technology	6	5	1	1	2	2	6%
6 University of the Fraser Valley	1	2	1	2	5	6	6%
7 Okanagan College	1	1	1	2	1	3	3%
8 Vancouver Island University	1	4	0	0	1	3	3%
9 Camosun College	1	0	2	2	3	0	3%
10 Northwest Community College	1	3	1	0	2	0	2%
Other	16	9	6	8	7	14	21%
Total	52	50	37	46	51	50	100%

Top ten are determined from aggregate data of all combined fiscal years

Table 7 - Top Ten School Districts Where All Aboriginal High School Students Come From

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 Surrey	17	9	12	10	10	19	11%
2 Coquitlam	7	8	11	11	13	11	9%
3 Langley	14	11	7	2	8	10	7%
4 Vancouver	6	7	3	2	12	14	6%
5 Burnaby	4	6	1	7	5	8	4%
6 Maple Ridge-Pitt Meadows	4	3	5	4	7	4	4%
7 Sea to Sky	3	3	2	6	2	7	3%
8 Central Okanagan	2	2	5	2	5	6	3%
9 Abbotsford	4	4	6	0	3	4	3%
10 North Vancouver	4	2	4	2	4	4	3%
Other	50	52	38	32	77	75	46%
Total	115	107	94	78	146	162	100%

Top ten are determined from aggregate data of all combined fiscal years

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Table 8 - Applicants' Province of Residence at time of applying

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
BC	255	232	251	279	272	284	86%
Alberta	10	13	9	19	21	15	5%
Ontario	6	6	6	7	8	6	2%
Saskatchewan	4	7	10	5	8	5	2%
Yukon	7	6	1	0	2	3	1%
Manitoba	4	1	4	2	3	2	1%
Northwest Territories	6	2	3	2	1	1	1%
Newfoundland	2	2	3	1	2	1	1%
Quebec	2	1	0	1	0	1	0%
Nova Scotia	1	0	0	0	1	2	0%
New Brunswick	0	2	0	1	0	0	0%
Nunavut	1	0	1	0	0	0	0%
PEI	0	0	1	0	0	0	0%
Outside Canada*	1	3	5	3	4	3	1%
Total	299	275	294	320	322	323	100%

*Only applicants who self-identify as Indigenous and are Domestic fee status are included in the data set. In rare cases, applicants who meet this criteria are applying from outside Canada, as defined by the mail address country at the time of applying.

Table 9 - Top Ten Applicants' City of Residence at time of applying (all from BC)

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 Surrey	37	27	43	42	25	38	12%
2 Vancouver	36	40	32	21	34	27	10%
3 Burnaby	16	14	19	20	15	13	5%
4 Langley	18	13	10	11	12	13	4%
5 Coquitlam	6	11	18	17	10	14	4%
6 North Vancouver	13	4	13	16	19	11	4%
7 Delta	8	7	7	11	8	10	3%
8 Abbotsford	8	7	6	6	9	8	2%
9 Maple Ridge	9	3	8	7	11	4	2%
10 Chilliwack	9	3	4	8	4	8	2%
Other	139	146	134	161	175	177	51%
Total	299	275	294	320	322	323	100%

Top ten are determined from aggregate data of all combined fiscal years

Table 10 - Top Ten Applicants' FSA (first three digits of postal code) at time of applying (all from BC)

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 V3S - Upper East Surrey	10	7	9	7	6	10	2.7%
2 V0N - North Vancouver Isl., Sunshine Coast, Sea-Sky	6	7	4	12	7	4	2.2%
3 V3H - Port Moody	3	5	8	7	6	5	1.9%
4 V3R - North Surrey (Guildford/Johnson Heights)	4	4	6	11	2	5	1.8%
4 V4N - Northeast Surrey (Fraser Heights)	5	3	10	5	3	6	1.8%
6 V4C - Northeast Delta	7	2	5	4	6	6	1.7%
7 V2R - West Chilliwack	8	4	3	7	2	4	1.5%
8 V3B - Central Port Coquitlam	2	2	4	11	4	4	1.5%
9 V7P - Southwest North Vancouver	3	1	3	5	6	8	1.4%
10 V4A - Southwest Surrey	5	3	5	5	2	4	1.3%
10 V1M - North Langley Township	4	3	5	4	3	5	1.3%
10 V3E - North Coquitlam	4	4	5	4	3	4	1.3%
Rest (in Canada)	237	227	222	235	268	255	80%
Total	298	272	289	317	318	320	100%

Top ten are determined from aggregate data of all combined fiscal years. FSAs that were tied in popularity are counted as tied for ranking; three FSAs were tied for 10th spot so they are all included.

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Table 11 - Applicants' Mean Admission Average (includes admits and non-admits)

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Mean - Secondary School	82.5	83.5	81.9	85.0	85.5	84.8	83.8
n (only those with valid averages)	102	85	95	92	90	89	553
Mean - Postsecondary	2.97	2.86	2.88	2.89	2.88	2.85	2.89
n (only those with valid averages)	74	81	82	79	79	61	456
Total n (only those with valid averages)	176	166	177	171	169	150	1,009

Applicants' final admission average used if it exists, otherwise interim average is used. Admission average values of zero (meaning the application was ready for evaluation but the average could not be calculated because a criteria was missing) are excluded from the calculation. Admission average calculated using primary choice program average only. IB scores (rare in this data set) are excluded for brevity.

Table 12 - Residence & Housing (R&H) Application Status

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Applied to SFU but not admitted	124	113	110	148	139	144	42%
Did not apply for R&H	117	102	105	145	129	143	95%
Incomplete or cancelled R&H application	1	5	3	1	3	0	2%
Applied for R&H (completed application)	6	6	2	2	7	1	3%
Not offered R&H	4	3	1	2	7	0	71%
Offered R&H	2	3	1	0	0	1	29%
Did not accept R&H offer*	2	3	1	0	0	1	100%
Admitted to SFU	175	162	184	172	183	179	58%
Did not apply for R&H	137	127	163	143	152	149	83%
Incomplete or cancelled R&H application	4	5	1	5	5	4	2%
Applied for R&H (completed application)	34	30	20	24	26	26	15%
Not offered R&H	2	2	1	4	3	7	12%
Offered R&H	32	28	19	20	23	19	88%
Did not accept R&H offer	2	10	7	5	6	9	28%
Accepted and Moved in to R&H	30	18	12	15	17	10	72%
Single occupancy	28	18	12	15	17	10	98%
Family occupancy	2	0	0	0	0	0	2%
Total applicants (admitted and not admitted)	299	275	294	320	322	323	100%
Did not apply for R&H	254	229	268	288	281	292	88%
Incomplete or cancelled R&H application	5	10	4	6	8	4	2%
Applied for R&H (completed application)	40	36	22	26	33	27	10%
Not offered R&H	6	5	2	6	10	7	20%
Offered R&H	34	31	20	20	23	20	80%
Did not accept R&H offer	4	13	8	5	6	10	31%
Accepted and Moved in to R&H**	30	18	12	15	17	10	69%

*Unable to accept R&H offer as not admitted to SFU

**For remaining occupancy statuses see Admitted to SFU section as data and percentages are identical to admits section

Entrance Funding

Note: Entrance Funding for this report is defined as any application for funding in which the applicant applied or was nominated for in the term in which they applied for admission, in which the funding is administered by the University. Thus band funding and student loans are excluded. It includes any award (80%/2.0 admission average or above), scholarship (90%/3.5 admission average or above) or bursary (financial need-based funding) flagged as type Entrance (Private, University, or Endowed), but also includes bursaries flagged as Other, as per definition provided by Financial Aid and Awards. Since an applicant can apply for multiple funding sources, each fiscal year includes two tables: a count of all funding sources applied for (multiple counts per student); and an unduplicated count of the number of students who applied for any entrance funding. See Appendix for a full list of funding sources applied for.

2013/14 Fiscal Year

Table 13A - 2013/14 Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2013/14 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	0	5	0	5
Completed and reviewed EF application	24	41	38	103
Ineligible for consideration*	0	3	25	28
Not offered entrance funding	0	26	0	26
Offered entrance funding	24	12	13	49
Not disbursed	5	7	0	12
Disbursed	19	5	13	37

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 13B - 2013/14 Entrance Funding (EF) Status of All Admission Applicants Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2013/14 fiscal year	299	100%		
Applied for any type of EF (completed application)	51	17%	100%	
Offered entrance funding	34	11%	67%	100%
Disbursed	25	8%	49%	74%
Did not apply	248	83%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

Applicant Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

2014/15 Fiscal Year

Table 14A - 2014/15 Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2014/15 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	1	1	0	2
Completed and reviewed EF application	41	16	28	85
Ineligible for consideration*	0	1	12	13
Not offered entrance funding	18	7	0	25
Offered entrance funding	23	8	16	47
Not disbursed	6	3	0	9
Disbursed	17	5	16	38

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 14B - 2014/15 Entrance Funding (EF) Status of All Admission Applicants Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2014/15 fiscal year	275	100%		
Applied for any type of EF (completed application)	51	19%	100%	
Offered entrance funding	31	11%	61%	100%
Disbursed	23	8%	45%	74%
Did not apply	224	81%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

2015/16 Fiscal Year

Table 15A - 2015/16 Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2015/16 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	3	1	0	4
Completed and reviewed EF application	22	17	54	93
Ineligible for consideration*	0	2	35	37
Not offered entrance funding	4	9	0	13
Offered entrance funding	18	6	19	43
Not disbursed	6	3	0	9
Disbursed	12	3	19	34

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 15B - 2015/16 Entrance Funding (EF) Status of All Admission Applicants Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2015/16 fiscal year	294	100%		
Applied for any type of EF (completed application)	48	16%	100%	
Offered entrance funding	32	11%	67%	100%
Disbursed	23	8%	48%	72%
Did not apply	246	84%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

Applicant Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

2016/17 Fiscal Year

Table 16A - 2016/17 Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2016/17 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	10	1	0	11
Completed and reviewed EF application	25	20	24	69
Ineligible for consideration*	2	0	12	14
Not offered entrance funding	2	12	1	15
Offered entrance funding	21	8	11	40
Not disbursed	4	6	0	10
Disbursed	17	2	11	30

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 16B - 2016/17 Entrance Funding (EF) Status of All Admission Applicants Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2016/17 fiscal year	320	100%		
Applied for any type of EF (completed application)	44	14%	100%	
Offered entrance funding	31	10%	70%	100%
Disbursed	23	7%	52%	74%
Did not apply	276	86%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

2017/18 Fiscal Year

Table 17A - 2017/18 Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2017/18 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	10	1	0	11
Completed and reviewed EF application	22	20	50	92
Ineligible for consideration*	0	0	33	33
Not offered entrance funding	10	9	0	19
Offered entrance funding	12	11	17	40
Not disbursed	2	7	0	9
Disbursed	10	4	17	31

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 17B - 2017/18 Entrance Funding (EF) Status of All Admission Applicants Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2017/18 fiscal year	322	100%		
Applied for any type of EF (completed application)	51	16%	100%	
Offered entrance funding	29	9%	57%	100%
Disbursed	20	6%	39%	69%
Did not apply	271	84%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

Applicant Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

2018/19 Fiscal Year

Table 18A - 2018/19 Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2018/19 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	15	4	0	19
Completed and reviewed EF application	17	15	37	69
Ineligible for consideration*	0	1	20	21
Not offered entrance funding	8	12	0	20
Offered entrance funding	9	2	17	28
Not disbursed	1	0	0	1
Disbursed	8	2	17	27

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 18B - 2018/19 Entrance Funding (EF) Status of All Admission Applicants Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2018/19 fiscal year	323	100%		
Applied for any type of EF (completed application)	34	11%	100%	
Offered entrance funding	19	6%	56%	100%
Disbursed	18	6%	53%	95%
Did not apply	289	89%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

All Fiscal Years (2013/14 - 2018/19)

Table 19A - All Fiscal Years Entrance Funding (EF) Statuses - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

All Fiscal Years Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	39	13	0	52
Completed and reviewed EF application	151	129	231	511
Ineligible for consideration*	2	7	137	146
Not offered entrance funding	42	75	1	118
Offered entrance funding	107	47	93	247
Not disbursed	24	26	0	50
Disbursed	83	21	93	197

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 19B - All Fiscal Years Entrance Funding (EF) Status of All Admission Applicants Across All Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in all fiscal years	1,833	100%		
Applied for any type of EF (completed application)	279	15%	100%	
Offered entrance funding	176	10%	63%	100%
Disbursed	132	7%	47%	75%
Did not apply	1,554	85%		

Admit Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

Table 1 - Admits / Unique Admits

	13/14	14/15	15/16	16/17	17/18	18/19
Admits	176	162	185	173	184	180
Duplicate admits*	0	0	0	1	1	1
Unique admits per fiscal year	176	162	185	172	183	179

*For applicants with applications for multiple terms within the same fiscal year in which they were admitted for different terms within the same fiscal year, this is a count of all the 2nd/3rd admits within the same fiscal year. Only admits in which the applicant self-identified as Indigenous are counted; if, within the same fiscal year, an admitted student self-identified in one application but not the other, only the one in which they self-identified will be considered for inclusion.

Note: The remaining tables all reference unique admits per fiscal year. For admits with multiple admissions in a fiscal year, only the most recent term application in which they were admitted is considered for analysis.

Table 2 - Gender

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Female	119	100	140	121	129	118	69%
Male	57	62	45	51	54	61	31%
Total	176	162	185	172	183	179	100%

Table 3 - Age Groupings

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
< 20	95	86	98	91	99	112	55%
20-24	42	42	40	53	45	30	24%
25-29	18	17	19	10	17	16	9%
30-39	15	13	20	13	12	15	8%
≥ 40	6	4	8	5	10	6	4%
Total	176	162	185	172	183	179	100%
Average Age	21.8	21.7	22.7	21.7	22.5	21.6	

Age is calculated based on age as of Sep 1 of the reporting year.

Table 4 - Admits by Faculty*

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Applied Sciences	8	7	11	12	6	14	5%
Arts & Social Sciences	101	89	92	87	100	109	55%
Beedie School of Business	4	10	4	5	11	10	4%
Communication, Art & Technology	12	11	17	14	14	11	7%
Education	12	8	8	13	16	7	6%
Environment	5	8	14	6	9	5	4%
Health Sciences	13	12	16	8	2	7	5%
Science	21	17	23	27	25	16	12%
Total	176	162	185	172	183	179	100%

*Faculty admitted to; in some cases, students change their active faculty between admitted date and end-week-3 reporting period

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Table 5 - Admits' Basis of Admission

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
BC Grade 12	57	60	51	69	80	91	39%
BC College Transfer	31	26	25	29	30	28	16%
Aboriginal Admission Policy	47	36	61	13	4	10	16%
Degree Holder	11	10	10	13	12	7	6%
Special Entry	2	0	0	0	0	2	0%
Non BC High School	6	9	5	11	14	8	5%
University Transfer	5	7	14	4	8	3	4%
Aboriginal Bridge Program	13	11	17	11	8	0	6%
Mature	2	1	2	1	2	3	1%
Technical Program	1	0	0	4	2	0	1%
Aboriginal University Prep Program	0	0	0	0	5	2	1%
Other	1	2	0	17	18	25	6%
Total	176	162	185	172	183	179	100%

Table 6 - Top Ten Post-Secondary Institutions Where All Aboriginal BC College Transfer Admits Come From

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 Douglas College	5	11	10	8	10	6	30%
2 Kwantlen Polytechnic University	3	2	3	5	5	2	12%
2 Langara College	2	0	5	5	5	3	12%
4 University of the Fraser Valley	5	1	1	2	3	3	9%
5 Nicola Valley Institute of Technology	6	3	1	1	1	2	8%
6 Capilano University	5	1	1	2	1	1	7%
7 Okanagan College	0	1	1	2	0	1	3%
7 Thompson Rivers University	0	0	0	0	1	4	3%
9 Camosun College	0	0	2	0	2	0	2%
9 Vancouver Island University	1	2	0	0	0	1	2%
Other	4	5	1	4	2	5	12%
Total	31	26	25	29	30	28	100%

Top ten are determined from aggregate data of all combined fiscal years. PSIs that were tied in popularity are counted as tied for ranking.

Table 7 - Top Ten School Districts Where All Aboriginal High School Admits Come From

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 Surrey	12	2	7	8	4	14	12%
2 Coquitlam	4	5	7	11	9	9	11%
3 Langley	7	9	4	2	5	6	8%
4 Vancouver	3	6	1	2	8	11	8%
5 Burnaby	2	4	1	7	4	7	6%
6 Maple Ridge-Pitt Meadows	3	3	4	3	7	2	5%
7 Sea to Sky	2	2	0	6	1	6	4%
8 North Vancouver	3	1	3	2	3	4	4%
9 Richmond	1	2	0	2	4	3	3%
10 Delta	2	1	1	1	2	3	2%
Other	18	25	23	25	33	26	37%
Total	57	60	51	69	80	91	100%

Top ten are determined from aggregate data of all combined fiscal years

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Table 8 - Admits' Province of Residence at time of applying

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
BC	162	141	164	153	162	164	89%
Alberta	5	7	3	6	2	6	3%
Ontario	1	3	4	4	7	4	2%
Saskatchewan	1	1	7	3	5	1	2%
Yukon	2	3	0	0	2	1	1%
Manitoba	2	1	3	2	3	1	1%
Northwest Territories	0	1	0	1	0	0	0%
Newfoundland	1	1	1	1	0	0	0%
Quebec	0	0	0	0	0	1	0%
Nova Scotia	1	0	0	0	0	0	0%
New Brunswick	0	2	0	1	0	0	0%
Nunavut	0	0	0	0	0	0	0%
PEI	0	0	1	0	0	0	0%
Outside Canada*	1	2	2	1	2	1	1%
Total	176	162	185	172	183	179	100%

*Only admits who self-identify as Indigenous and are Domestic fee status are included in the data set. In rare cases, admits who meet this criteria are applying from outside Canada, as defined by the mail address country at the time of applying.

Table 9 - Top Ten Admits' City of Residence at time of applying (all from BC)

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 Surrey	29	17	26	19	14	20	12%
2 Vancouver	26	23	25	9	22	18	12%
3 Burnaby	12	9	16	13	9	8	6%
4 North Vancouver	8	2	9	12	15	9	5%
5 Coquitlam	5	7	12	10	7	9	5%
5 Langley	13	10	6	7	6	8	5%
7 Maple Ridge	7	2	6	5	10	1	3%
8 Delta	5	4	5	6	6	4	3%
9 New Westminster	2	6	5	5	3	2	2%
10 Chilliwack	3	2	2	6	4	5	2%
Other	66	80	73	80	87	95	46%
Total	176	162	185	172	183	179	100%

Top ten are determined from aggregate data of all combined fiscal years. Cities that were tied in popularity are counted as tied for ranking.

Table 10 - Top Ten Admits' FSA (first three digits of postal code) at time of applying (all from BC)

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
1 V3S - Upper East Surrey	7	5	6	3	4	4	2.8%
1 V0N - North Vancouver Isl., Sunshine Coast, Sea-Sky	4	5	4	8	4	4	2.8%
3 V3H - Port Moody	1	4	6	7	5	4	2.6%
4 V7P - Southwest North Vancouver	3	1	3	4	5	8	2.3%
5 V3R - North Surrey (Guildford/Johnson Heights)	4	3	3	5	1	3	1.8%
6 V4N - Northeast Surrey (Fraser Heights)	4	1	5	2	2	3	1.6%
6 V1M - North Langley Township	4	2	3	3	2	3	1.6%
6 V4C - Northeast Delta	4	1	3	2	5	2	1.6%
9 V2R - West Chilliwack	2	2	1	6	2	3	1.5%
9 V3C - South Port Coquitlam	2	2	3	2	4	3	1.5%
9 V3E - North Coquitlam	4	3	2	3	2	2	1.5%
9 V3J - North Coquitlam	0	2	5	1	5	3	1.5%
9 V3M - Southwest New Westminster	1	6	2	3	2	2	1.5%
9 V4A - Southwest Surrey	5	2	2	3	0	4	1.5%
Rest (in Canada)	130	121	135	119	138	130	74%
Total	175	160	183	171	181	178	100%

Top ten are determined from aggregate data of all combined fiscal years. FSAs that were tied in popularity are counted as tied for ranking; six FSAs were tied for 9th spot so they are all included, bringing the list to 14 and therefore no 10th spot ranking included.

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Table 11 - Admits' Mean Admission Average

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Mean - Secondary School	83.5	84.9	84.4	86.4	87.2	86.2	85.5
n (only those with valid averages)	84	72	69	77	80	87	469
Mean - Postsecondary	3.05	3.03	2.95	3.03	3.02	2.98	3.01
n (only those with valid averages)	57	61	71	64	63	47	363
Total n (only those with valid averages)	141	133	140	141	143	134	832

Admits' final admission average used if it exists, otherwise interim average is used. Admission average values of zero (meaning the application was ready for evaluation but the average could not be calculated because a criteria was missing) are excluded from the calculation. Admission average calculated using program admitted to, which can be either primary or alternate choice program. IB scores (rare in this data set) are excluded for brevity.

Table 12 - Residence & Housing (R&H) Application Status for Admits

	13/14	14/15	15/16	16/17	17/18	18/19	6 Yr Avg
Admitted to SFU	175	162	184	172	183	179	100%
Did not apply for R&H	137	127	163	143	152	149	83%
Incomplete or cancelled R&H application	4	5	1	5	5	4	2%
Applied for R&H (completed application)	34	30	20	24	26	26	15%
Not offered R&H	2	2	1	4	3	7	12%
Offered R&H	32	28	19	20	23	19	88%
Did not accept R&H offer	2	10	7	5	6	9	28%
Accepted and Moved in to R&H	30	18	12	15	17	10	72%
Single occupancy	28	18	12	15	17	10	98%
Family occupancy	2	0	0	0	0	0	2%

Entrance Funding

Note: Entrance Funding for this report is defined as any application for funding in which the admit applied or was nominated for in the term in which they gained admission, in which the funding is administered by the University. Thus band funding and student loans are excluded. It includes any award (80%/2.0 admission average or above), scholarship (90%/3.5 admission average or above) or bursary (financial need-based funding) flagged as type Entrance (Private, University, or Endowed), but also includes bursaries flagged as Other, as per definition provided by Financial Aid and Awards. Since an admit can apply for multiple funding sources, each fiscal year includes two tables: a count of all funding sources applied for (multiple counts per student); and an unduplicated count of the number of students who applied for any entrance funding. See Appendix for a full list of funding sources applied for.

2013/14 Fiscal Year

Table 13A - 2013/14 Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2013/14 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	0	5	0	5
Completed and reviewed EF application	22	37	38	97
Ineligible for consideration*	0	2	25	27
Not offered entrance funding	0	25	0	25
Offered entrance funding	22	10	13	45
Not disbursed	3	5	0	8
Disbursed	19	5	13	37

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 13B - 2013/14 Entrance Funding (EF) Status of Admits Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2013/14 fiscal year	176	100%		
Applied for any type of EF (completed application)	48	27%	100%	
Offered entrance funding	32	18%	67%	100%
Disbursed	25	14%	52%	78%
Did not apply	128	73%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

Admit Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

2014/15 Fiscal Year

Table 14A - 2014/15 Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2014/15 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	0	0	0	0
Completed and reviewed EF application	37	16	28	81
Ineligible for consideration*	0	1	12	13
Not offered entrance funding	15	7	0	22
Offered entrance funding	22	8	16	46
Not disbursed	5	3	0	8
Disbursed	17	5	16	38

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 14B - 2014/15 Entrance Funding (EF) Status of Admits Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2014/15 fiscal year	162	100%		
Applied for any type of EF (completed application)	47	29%	100%	
Offered entrance funding	30	19%	64%	100%
Disbursed	23	14%	49%	77%
Did not apply	115	71%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

2015/16 Fiscal Year

Table 15A - 2015/16 Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2015/16 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	3	1	0	4
Completed and reviewed EF application	22	16	52	90
Ineligible for consideration*	0	2	33	35
Not offered entrance funding	4	8	0	12
Offered entrance funding	18	6	19	43
Not disbursed	6	3	0	9
Disbursed	12	3	19	34

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 15B - 2015/16 Entrance Funding (EF) Status of Admits Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2015/16 fiscal year	185	100%		
Applied for any type of EF (completed application)	46	25%	100%	
Offered entrance funding	32	17%	70%	100%
Disbursed	23	12%	50%	72%
Did not apply	139	75%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

Admit Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

2016/17 Fiscal Year

Table 16A - 2016/17 Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2016/17 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	8	1	0	9
Completed and reviewed EF application	23	20	24	67
Ineligible for consideration*	0	0	12	12
Not offered entrance funding	2	12	1	15
Offered entrance funding	21	8	11	40
Not disbursed	4	6	0	10
Disbursed	17	2	11	30

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 16B - 2016/17 Entrance Funding (EF) Status of Admits Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2016/17 fiscal year	172	100%		
Applied for any type of EF (completed application)	42	24%	100%	
Offered entrance funding	31	18%	74%	100%
Disbursed	23	13%	55%	74%
Did not apply	130	76%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

2017/18 Fiscal Year

Table 17A - 2017/18 Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2017/18 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	6	1	0	7
Completed and reviewed EF application	17	20	50	87
Ineligible for consideration*	0	0	33	33
Not offered entrance funding	5	9	0	14
Offered entrance funding	12	11	17	40
Not disbursed	2	7	0	9
Disbursed	10	4	17	31

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 17B - 2017/18 Entrance Funding (EF) Status of Admits Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2017/18 fiscal year	183	100%		
Applied for any type of EF (completed application)	46	25%	100%	
Offered entrance funding	29	16%	63%	100%
Disbursed	20	11%	43%	69%
Did not apply	137	75%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

Admit Indigenous Admission Data 2013/14-2018/19 - SFU Business Analysis and Assessment

2018/19 Fiscal Year

Table 18A - 2018/19 Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

2018/19 Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	14	3	0	17
Completed and reviewed EF application	17	15	37	69
Ineligible for consideration*	0	1	20	21
Not offered entrance funding	8	12	0	20
Offered entrance funding	9	2	17	28
Not disbursed	1	0	0	1
Disbursed	8	2	17	27

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 18B - 2018/19 Entrance Funding (EF) Status of Admits Across All EF Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in 2018/19 fiscal year	179	100%		
Applied for any type of EF (completed application)	34	19%	100%	
Offered entrance funding	19	11%	56%	100%
Disbursed	18	10%	53%	95%
Did not apply	145	81%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

All Fiscal Years (2013/14 - 2018/19)

Table 19A - All Fiscal Years Entrance Funding (EF) Statuses of Admits - All Entrance Funding Applied or Nominated for (Multiple Counts per Student)

All Fiscal Years Entrance Funding Application Status	Award	Scholarship	Bursary	Total
Incomplete EF application	31	11	0	42
Completed and reviewed EF application	138	124	229	491
Ineligible for consideration*	0	6	135	141
Not offered entrance funding	34	73	1	108
Offered entrance funding	104	45	93	242
Not disbursed	21	24	0	45
Disbursed	83	21	93	197

*Includes (but not limited to) cases where EF applicant not confirmed Aboriginal (for Aboriginal-based funding), or in the case of bursaries, where there was no demonstrated financial need

Table 19B - All Fiscal Years Entrance Funding (EF) Status of Admits Across All Applications and Funding Types (Unduplicated Count)

		Of Total	Of Appl	Of Offers
Total admission applicants in all fiscal years	1,057	100%		
Applied for any type of EF (completed application)	263	25%	100%	
Offered entrance funding	173	16%	66%	100%
Disbursed	132	12%	50%	76%
Did not apply	794	75%		

100% values in table appear as a reference for which row in the table the percents underneath are based on

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