

The Aboriginal Student Experience SEM Summit 2010

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Aboriginal Student Recruitment**





Who I am; who you are...

The Aboriginal Student Experience – A Recruitment Picture

- As a business...

- Demographics

- Not the only kid in town

- Knowing the story behind the story

- Treaty clause

- Multitude of successes

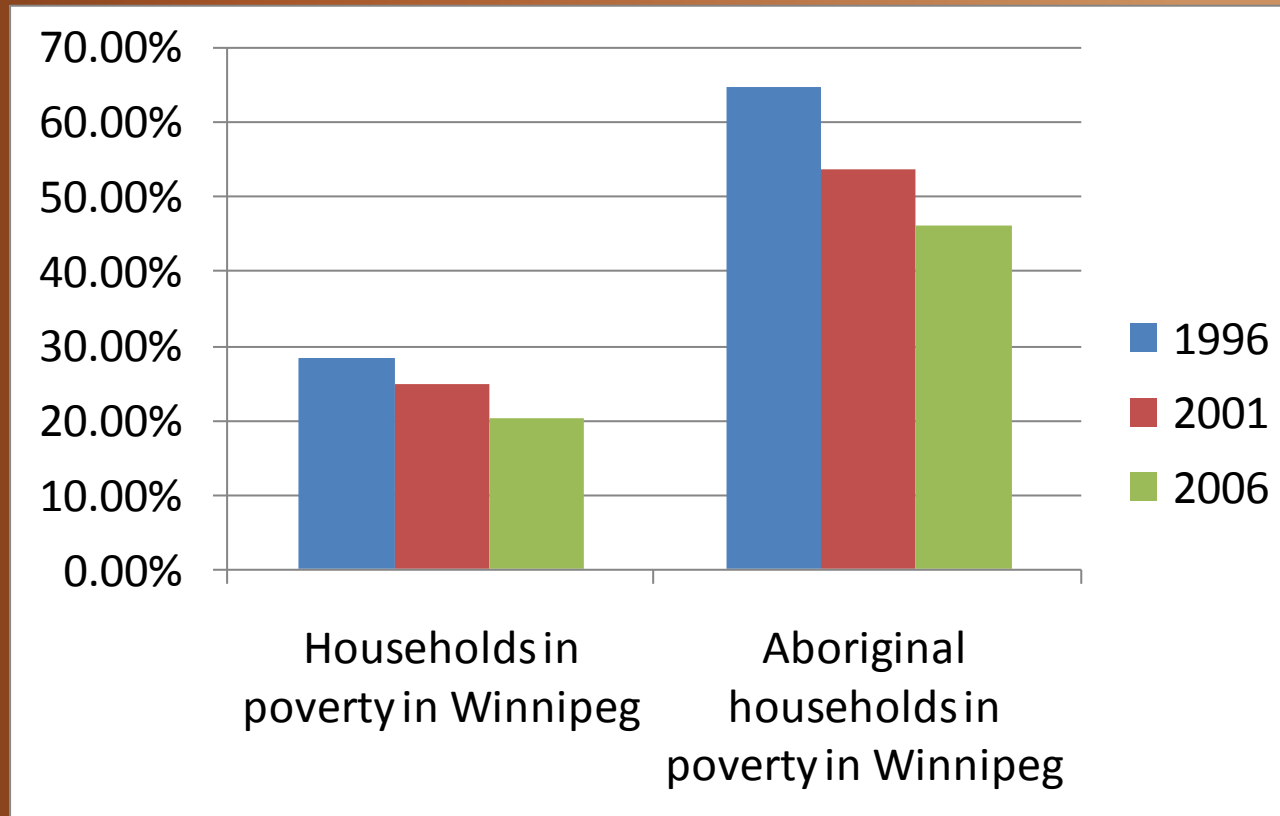
- Multitude of barriers & challenges

Canada: 4.1% by 2017

Manitoba: 17% by 2017

Winnipeg: 10% by 2012

HOUSEHOLD POVERTY RATES, 1996-2006



Sources: 1996 – Silver, 2000 p. 40; 2001, 2006 – Statistics Canada Census



The Story continues....

- 2006: half of the Aboriginal population lives in urban centres (54%)
- 2006: urban Aboriginal people have had greater success achieving PSE than their on-reserve counterparts
- 71% believe that non-Aboriginal people have a generally negative perception about Aboriginal people
- Urban First Nations students rely primarily on band funding & have less access to job income, family support, and personal savings than NA
- Urban Metis students report using financial sources that are similar to NA
- The #1 reason that UAP pursue PSE: good job/career
- Completing or achieving higher education is the leading life aspiration of urban Aboriginal peoples today
- Urban Aboriginal people aspire to “the good life”

Sources: UAPS; 2006 Canada Census

Key influences on decision to pursue PSE

	Previously attended or completed PSE	Attending PSE	Plan to attend PSE
Parents/guardians	53	60	70
Other family members	41	43	62
Role model	39	50	62
Teachers	33	35	65
Friends	30	34	52
Guidance counsellor at school	24	25	50
University/college representative	21	25	33

Source: Urban Aboriginal Peoples Study

U of M Recruitment Activities

- Presentations in schools & communities
- Career fairs
- Campus tours



A Profile of Aboriginal Students at the University of Manitoba

	2001	2002	2003	2004	2005	2006	2007	2008
Undergraduate students	794	924	1080	1563	1503	1464	1513	1638
Graduate students		5	22	42	88	106	127	123
Post-Grad students					5	8	8	5
TOTAL	794	929	1102	1605	1596	1578	1648	1766
New	258	252	258	438	334	384	420	472
% of U1 class	5.5	5	4.7	6.4	6.8	6.8	7.1	8.3
Male	254	278	329	473	475	499	543	571
Female	540	651	773	1132	1121	1079	1105	1195

Most popular faculty choices: Social Work, Nursing, Arts



U of M Best Practices

- Urban + rural focus
- 190 scholarships = \$208,000*
- 8 Access-model programs + TYP's
- RB Russell pilot project – long term focus
- Community Recreation & Active Living (CRAL)
- Community partners (eg. Career Trek)
- Aboriginal House
- Increasing Indigenous knowledge in curricula
- Institutional support – Strategic Framework



Recruitment Made Simple

1. Exceptional supports
2. Outstanding leadership opportunities
3. An amazing recruitment team
4. A campus culture that celebrates the Indigenous people of this land

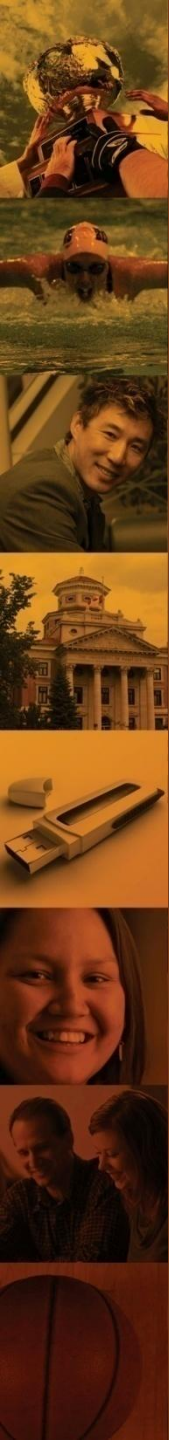


“If you have come to help me, you are wasting your time. But if you have come because your **liberation is bound up with mine**, then let us work together.”

Lila Watson, Australian Aboriginal Activist

Discussion Topic

What are the barriers for Aboriginal people in accessing post-secondary education?





Main obstacles to overcome – top mentions

- Cost of education/poverty/cost of living
- Balancing work/school/family/being a parent
- Personal issues (eg. health, mental, family)
- Academic requirements (eg. time mgmt, stress)
- Lack of support/isolation/leaving home
- Transportation/housing
- Racism/discrimination
- Commitment/dedication/motivation

Source: UAPS

Taking Stock

- who are the stakeholders?
- who is your recruiting team?
- what is the fundamental message?
- how many Aboriginal students do you currently have?
- how many do you want to have?
- how do you measure?
- how will you measure the successes?



Support that is desired – top mentions

- Financial support/bursaries/scholarships/loans
- Aboriginal resources
- Daycare/housing/transportation
- Advisor/support/encouragement
- Family/friends/home visits
- Guidance counselling
- Role models/mentors
- Better service/resources/information
- Band/community/social support

Source: UAPS