

N'kwema¹: Join another road/path/trail

Western University's
Indigenous Recruitment and Marketing
Implementation Plan (2021)

¹ Anishinaabemowin naming confirmed through online resource: <https://dictionary.nishnaabemwin.atlas-ling.ca/#/results>, and language speaker Ozaawaa Giizhigong Ginew- Monty McGahey II.

The story of where we are...

Indigenous populations in Canada are growing — particularly in the youth and young adult demographics and yet postsecondary enrolments do not reflect this growth. Western University and the [Office of Indigenous Initiatives](#) (OII) are striving for our institution to be a destination of choice for Indigenous students and to be reflective of this increase in Canada's Indigenous population.

The Truth and Reconciliation Commission (TRC) Report (2015) included [calls](#) to eliminate the education and employment gaps between Indigenous and non-Indigenous Canadians. Since that time, postsecondary institutions in Canada have been working to raise awareness, acknowledge barriers, and move these calls forward. Steps toward these goals have included creating safe, welcoming, and culturally appropriate Indigenous spaces; hiring more Indigenous faculty and staff; re-writing curricula; increasing partnerships between institutions, communities, and business/industry; as well as focusing on recruiting and retaining more Indigenous students.

In 2016-17, Western University implemented its first-ever [Indigenous Strategic Plan](#), which centered upon eight strategic priorities:

1. Strengthen and build relationships with Indigenous communities.
2. Nurture an inclusive campus culture that values Indigenous peoples, perspectives and ways of knowing.
3. Enhance Indigenous students' experiences.
4. Achieve excellence in Indigenous research and scholarship.
5. Excel in Indigenous teaching and learning.
6. Indigenize Western's institutional practices and space.
7. Become a university of choice for Indigenous students.
8. Increase representation of Indigenous staff and faculty members.

These priorities provide guidance and direction to advance Western's work in response to the TRC's [Calls to Action](#).

Since the implementation of the plan, the University has made strides in advancing the work of these priorities, which include:

- the establishment of the Office of Indigenous Initiatives led by the [Vice-Provost and Associate Vice-President \(Indigenous Initiatives\)](#);
- initiating the construction of a new [Indigenous Learning Space](#);
- recruiting more Indigenous [staff](#) and [faculty](#) positions to support Indigenous learning; and
- increasing [financial supports for Indigenous students](#).

One of the ISP's strategic priorities is to become *"a university of choice for Indigenous students."* To further work towards this objective, the OII engaged the support of Academica Group to assist in the development of an 'Indigenous Recruitment and Marketing Strategy'. The report was completed in April 2021 and helped to inform this implementation strategy which

aims to increase both applicants and transition² rates over the next five years, as well as support the wholistic well-being of potential and current students through the provision of culturally relevant programming, physical spaces, and staffing.

OII & ISC: Mission and priorities

Western's Office of Indigenous Initiatives (OII)

Western's OII under the leadership of the VP/AVP for Indigenous Initiatives will lead system-wide change required to advance truth and reconciliation efforts, achieve equitable outcomes for Indigenous Peoples, and implement Western's Indigenous Strategic Plan.

Western's Office of Indigenous Initiatives (OII) is committed to:

- championing Indigenous strategic directions.
- building and strengthening collaborative and community-engaged partnerships and relationships with Indigenous communities locally, provincially, nationally, and internationally; and
- fostering an academic environment where all students, staff, faculty, and community members experience the university as a welcoming, supportive, and culturally safe environment where Indigenous languages, and ways of knowing, being and doing, are respected, and supported.

Its priorities are:

- Strategic planning and implementation
- Communications and reporting
- Community engagement
- Policy development and practice
- Space planning and management
- Curriculum and training development
- Student affairs, access, and recruitment strategies
- Faculty and staff recruitment and retention strategies
- Research and scholarship strategies

² In the evolution of this work, the use of the term "conversion" as part of recruitment terminology is problematic when recruiting Indigenous students. Historically, religious conversion has been one of the most effective tools in the colonization of Indigenous people. In the same vein, conversion therapy has also been a tool of oppression for LGBTQ2S+ peoples and using the term "conversion" can be triggering for people who have experienced the harm and trauma caused by these types of conversion. To foster wellness and healing the term *transition*, or *transition to acceptance* will be used in place of "conversion." All are implored to be mindful and responsiveness to the sensitivities surrounding such terminology.

Western's Indigenous Student Centre (ISC)

The ISC serves as a central focus for Indigenous students and the Western Indigenous community to gather and find a sense of belonging within the larger institution. The centre provides services and programs to Indigenous students at Western in both undergraduate and graduate studies to help build a sense of community and find support navigating the university system.

The ISC's priorities are:

- Indigenous cultural enrichment
- Indigenous student academic, financial and career support
- Indigenous youth and community outreach
- Indigenous orientation, transition, and retention
- Indigenization of recruitment programming and the student experience
- Culturally relevant support for well-being and mental health

Grounding this work

Anishinabek original teachings and the Anishinaabemowin word *N'kwema*, which means to join another road/path/trail, have grounded this work. In the same way we highlight the Wampum of the Indigenous Student Centre, which is an agreement to honour the relationships between ISC, Indigenous students, and Western University. This Wampum, pictured below, comes from the voices and intentions of Indigenous students, now alumni of Western, Lori Nicholas and Jason George, who shared their vision of design and intention.

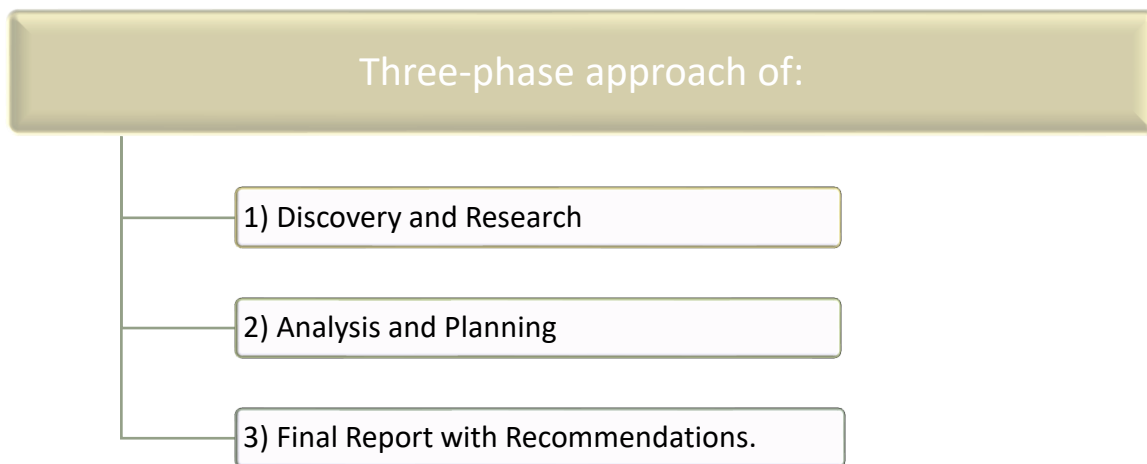


This reciprocal responsibility between students and ISC staff is reflected in the white beads as well as our eight guiding principles. The purple background representing the Indigenous land of the institution and the community.

Indigenous Student Recruitment and Marketing

Background and Methodology

This implementation plan is premised upon the final report of April 2021. Academica used a comprehensive three phased approach to Indigenous Student Recruitment and Marketing.



The project plan utilised the extensive research and consulting knowledge offered by Academica through a Project Team that included experts in postsecondary research, strategic enrolment management, Indigenous education, economic development, marketing, and branding. Research components in the Discovery and Research phase included:

- Review of strategic plans, documents, and Institutional Analysis Tool (completed by Indigenous Initiatives)
- Analysis of enrolment data
- Stakeholder interviews
- Environmental scan
- Comparator institution benchmarking
- Marketing collateral review.

The observations of the Academica team based on the discovery and research phase were then presented to a project steering committee in 2021 that included stakeholders from across campus, including Indigenous students, faculty, staff, alumni, members of the community, staff from Western central communications and recruitment. The steering committee then had time to consider these findings before engaging in a robust discussion of the findings in a subsequent workshop roundtable (virtual). The resulting feedback through this team-based approach combined with the previous observations to form the recommendations in the report, detailed below.

An Overview of the recommendations from the final report by Academica Group

KEY FINDING 1: CONTINUE TO CULTIVATE CROSS-CAMPUS CONVERSATION

This project, particularly through the research presentation and the roundtable workshop, brought together faculty, staff, and students with staff from central communications and recruitment to share ideas, perspectives, and start to build common understanding. Many ideas were discussed and there seemed to be greater awareness of each others' roles. It is recommended that a committee or working group, with composition similar to that of the project steering committee, continue to meet regularly to discuss Indigenous enrolments and opportunities to promote Indigenous student education and recruitment and marketing communications. In addition, it would be helpful for future awareness and communications opportunities to have a member of the Office of Indigenous Initiatives join the central recruitment steering committee.

KEY FINDING 2: REVIEW ADMISSIONS PATHWAYS

Comparator institution benchmarking as well as the stakeholder interviews revealed that universities across Canada have a broad range of Indigenous admissions pathways and processes for determining ancestry. It is recommended that Western review its own pathways and ancestry processes to remove barriers and backlogs. It may be helpful to review such processes at institutions with high numbers of Indigenous applicants to determine where efficiencies could be gained in the Western processes.

KEY FINDING 3: INCREASE MENTORSHIP PROGRAMS

Mentorship programs can include Indigenous faculty and current students, but more importantly, Indigenous Initiatives should extend mentorship opportunities between current students and faculty and high school students in Indigenous communities. In addition to raising awareness about Western and its programs, mentorship programs can increase comfort levels with the University and highlight the value of postsecondary education.

KEY FINDING 4: PROMINENCE OF INDIGENOUS EDUCATION ON WESTERN WEBSITE

Western should take steps to highlight Indigenous Initiatives and Indigenous academic programming on the website. This should include a link to Indigenous Initiatives from the homepage, an Indigenous student link on the Admissions page as well as Indigenous programming links on the Faculty of Social Science and Faculty of Education pages.

**NOTE: A link now exists on the admissions page and will be added to the welcome.uwo.ca home page as well.

KEY FINDING 5: TAILOR MESSAGING TO INDIGENOUS STUDENTS

Review of current Western and Indigenous Initiatives marketing collateral as well as collateral from comparator institutions indicated the need to make Western's messaging speak more to Indigenous students; tailored to their concerns, interests and focused on the personal aspect of the Indigenous student experience at Western while still aligned with the Western brand. The Roundtable workshop highlighted the positive aspects of the Western Indigenous student experience on which messaging could focus such as the sense of community and support from faculty.

KEY FINDING 6: SHOWCASE SUCCESSES

Throughout this project, the Academica Team met many strong supporters of Western Indigenous education. From local community members to faculty, staff, students and alumni, many people had great stories to tell us, often about a specific person who supported their journey. As Indigenous Initiatives works with central communications to craft messaging, they should consider highlighting more of these stories in both Indigenous and central communications. Stories can showcase successes of students, faculty (including research) and staff, but also focus on the people who supported their journeys.

KEY FINDING 7: INCREASE TARGETED SOCIAL MEDIA OUTREACH

Analysis of Indigenous student responses in syndicated enrolment research conducted for Western reveals that the majority of students who are using social media are using: Instagram, YouTube and Snapchat. As Western increases social media use, and Indigenous Initiatives develops its own messaging, it will be important to utilise these channels.

KEY FINDING 8: FOCUS ON LATER STAGES IN THE RECRUITMENT FUNNEL

Analysis of recruitment funnel data indicated that Western is losing a significant number of students to “summer melt”. Several prospective students apply, are admitted to and accept Western’s offer of admission but then do not enroll/attend. This seems to indicate a level of interest that leads students through most of the stages of the funnel but then prevents them from the final stage of becoming a student at Western. It is recommended that Western investigate this melt more closely and respond with targeted activities or communications between the transition and enrolment stages.

KEY FINDING 9: CONTINUE TO DEVELOP MARKETS OUTSIDE THE REGION

Analysis of top feeder schools and regions indicates that the majority of Indigenous applicants to Western come from the local Indigenous communities. However, there are a great number of students applying from other postsecondary institutions, northern Ontario and north-eastern Ontario. It is recommended that Indigenous Initiatives, in cooperation with central recruitment, develop recruitment and communication plans specific to these markets, including postsecondary transfer applicants.

KEY FINDING 10: INCREASE PARTNERSHIP PROGRAMS

There is a postsecondary trend, as well as an Indigenous education trend, to develop more program partnerships, including admission pathway programs between postsecondary institutions. Top feeder institution analysis indicates that a large number of Western applicants are coming from Fanshawe College. It is recommended that Western consider how to build partnerships with Fanshawe to promote this pathway. Increasing partnerships with Fanshawe (including with Fanshawe’s Indigenous Learning department) were supported by feedback from the Steering Committee as well as in the stakeholder interviews.

Goals and Strategies

To approach this work, we have summarized the research and key findings above and listed out four main goals shown below specific to Western University.



This is further branched out into strategies within each goal detailed over the next seven pages, as well as an appendix of resources on page seventeen for staff and faculty.

Goal #1: Collaboration to Increase Recruitment, Admissions, and Retention.

<u>Strategy A: Develop the role of Manager Admissions and Enrollment within the Indigenous Student Centre</u>	
Intention	Support the administrative processes and promote education on self identification for Indigenous people.
Target audience	Current Indigenous students, Indigenous youth and guardians, elementary and secondary educators, faculty/staff
Responsibilities	The Director of ISC will review the role with both the Manager and the VP/AVP for Indigenous Initiatives annually to determine the potential for an ad hoc committee to improve engagement.
Resources	Western University Strategic Plan ; Western U Indigenous Strategic Plan ; TRC Calls to Action ; Academica Group Indigenous Initiatives, Marketing and Recruitment Strategy Report 2021 ; SET group /Registrar's Office.
Measure and Timeline	<ul style="list-style-type: none"> • Utilize the Performance Dialogue Goal Setting (PDG), Annual OII Report, Annual Indigenous Student Success Fund Report. • A point of contact for admission and recruitment is established with all faculties by 2023.
<u>Strategy B: Celebrate Accomplishments</u>	
Intention	<ul style="list-style-type: none"> • Create awareness on and off campus focused on the benefits and outcomes of the newly implemented roles • Profile Indigenous Alumni and faculty, especially in disciplines that have low enrolments • Challenge faculties to address barriers
Target audience	<ul style="list-style-type: none"> • Western leadership, student body and staff, Indigenous communities provincially • Incoming first year students specifically as a transitioning tool so they can see themselves reflected on campus
Responsibilities	<ul style="list-style-type: none"> • Implemented by Manager Indigenous Admissions and Enrollment and ISC • Utilize internal channels such as IPEC, Student Experience leadership and staff engagement, as well as external channels such as ONECA and COU
Resources	Mainstream recruitment staff at Western, central communications, OII and ISC staff.

Measure and Timeline	<ul style="list-style-type: none"> • Annual OII Report and quarterly newsletter, IPEC quarterly meetings • Inside Western Digital newsletter, USC, SOGS and ISA. • Profiles of Indigenous Alumni and/or faculty and their impact will be reviewed annually
Strategy C: Foster relationships with each faculty and affiliate, to fulfill strategic goals.	
Intention	<p>Develop the resources for faculty/staff such as the following (<i>refer to appendix Item1</i>):</p> <ul style="list-style-type: none"> ○ Guideline for project considerations with faculties and departments, including but not limited to: <ul style="list-style-type: none"> • an overview of all OII roles/positions. • FAQs. • emphasize increasing Indigenous student relationships and enrollment. • highlight the need for wholistic approaches; • changing curriculum; and • staffing ○ Supporting faculties and affiliates to increase their own capacity to lead the work, develop a process and considerations for transition of strategy/program between OII and other departments and the hiring of Indigenous staff; and <p>Address the gender disparity by faculty and courses; faculties need to be advocates for gender equity.</p>
Target audience	Faculty and staff
Responsibilities	Initiated by the Manager Indigenous Admissions and Enrollment and ISC Director in 2022.
Resources	Utilize the existing faculty advisory committee and existing resources and guides already developed by OII.
Measure and Timeline	<ul style="list-style-type: none"> • Completed drafts for resources developed for faculty/staff, deadline fall 2022. • To be reviewed every 5 years, primarily online resources through OWL with workshops available. • Within 5 years establish baseline knowledge of the need for Indigenous specific recruitment and marketing, as well as foundational history and content across all faculties and departments.

Strategy D: <i>Ensure that Indigenous students have safe, secure, and culturally appropriate housing options.</i>	
Intention	Revisit the intention and functionality of the Indigenous Living and Learning Floor. Investigate the potential for new housing solutions for Indigenous students.
Target audience	Current Indigenous students, Indigenous youth and guardians, elementary and secondary educators, faculty/staff.
Responsibilities	Manager Indigenous Admissions and Enrollment, Indigenous Recruitment Coordinator, Housing staff, VP/AVP for Indigenous Initiatives, and Housing AVP, OII, USC and SOGS.
Resources	Western Strategic Plan, Indigenous Strategic Plan, research from current Indigenous academics on housing (Victoria Bomberry PhD Candidate and her current research project, current successful supports at Trent University, and Queen’s University.)
Measure and Timeline	<ul style="list-style-type: none"> • completed, meet with housing partners in fall 2021 to secure immediate solutions for the Living and Learning Floor. • Over three years develop further on and off campus solutions for both 101 and 105 students. • Have a new revitalized plan for 2022-23 by January 2022 <p>Have a five-year plan established by end of 2023.</p>

Goal # 2: Develop Communications and Marketing

Strategy A: Implement and utilize technologies, to support recruitment and marketing goals more efficiently. Maximizing the potential for the roles of Manager Admission and Enrolment, and Indigenous Recruitment Coordinator.

Intention	<ul style="list-style-type: none"> Reach as many target audiences (as identified by this plan) as possible and provide accessible information Create central visibility through Western’s homepages were appropriate and social media platforms Increasing applications, transitions, and retention, decreasing summer melt.
Target audience	Indigenous communities, partners, and prospective Indigenous students.
Responsibilities	Manager Admission and Enrolment, Indigenous Recruitment Coordinator, mainstream recruitment, and central communications.
Resources	<ul style="list-style-type: none"> Utilize social media platforms both ISC and mainstream, with a focus on the top platforms as per research: 1. Instagram 2. YouTube 3. Snapchat. OII-ISC web page, Google/YouTube ads.
Measure and Timeline	<ul style="list-style-type: none"> Track interactions, clicks, and mentions through Google analytics. Establish baseline metrics in first year (2023) and assess for significant shifts within the data collected by 2026. Align with mainstream recruitment timeline (Sept, Jan, Feb, May, July).

Strategy B: Identify and mitigate barriers in the recruitment, enrollment, and transition processes

Intention	Create efficiency and consistency in recruitment, enrollment and transition practices across Registrar, SE, and faculty admissions targeting Indigenous student populations, and build capacity of non-Indigenous staff.
Target audience	Staff and faculty
Responsibilities	Indigenous Recruitment Coordinator, Financial Aid Coordinator, Manager Admission and Enrollment.
Resources	Strategic Enrollment and Transition Group (SET), Recruitment Steering Committee (RSC)
Measure and Timeline	<ul style="list-style-type: none"> Annual metrics in five-year gatherings for comparison, noting trends such as additional roles with in ISC, COVID etc. A goal of solidified relationships, a foundational handbook for institutional memory by 2023 and annual meetings for all to discuss needs. <p>**NOTE: The registrar has recently supported this by implementing the following:</p> <ul style="list-style-type: none"> <i>Given access to ISC to code their own recommendations to create efficiency.</i>

	<ul style="list-style-type: none"> • <i>Indigenous applicants under the Indigenous access category are being admitted in January, rather than waiting until May.</i> • <i>The final condition has been changed for all Indigenous students to the special access condition, rather than waiting to see if they did not meet the 83.5/84/85% required, creating efficiency.</i> • <i>Applicants that have indicated on OUAC that they are Indigenous are forwarded to ISC right away so that ISC can reach out proactively to support their transition.</i>
--	---

Strategy C: Develop a marketing plan that utilizes OII-ISC key messages across all platforms.	
Intention	To create a consistent look and feel that represents OII-ISC, and Indigenous experiences at Western.
Target audience	national Indigenous audiences, as well as non-Indigenous professionals and colleagues.
Responsibilities	Manager Admission and Enrollment, Indigenous Recruitment Coordinator, OII Communications Specialist
Resources	<ul style="list-style-type: none"> • Logos, icons, artwork, communications for OII and mainstream. • Increase presence on Westerns’ website, homepage, Registrar’s Office/Admissions, Social Sciences. • A focus on key marketing themes such as: feel “at home” comfortable, accepting, emphasize campus green spaces, Indigenous spaces, Western’s reputation for academic excellence, Indigenous Viewbook and graduation, mitigate Western’s reputation as elitist, white, colonial, “party school” through emphasizing community collaboration and connections, and continuing progress toward responding to the TRC recommendations.
Measure and Timeline	<ul style="list-style-type: none"> • Track interactions, clicks, and mentions through Google analytics. • Establish baseline metrics in first year, and then double these metrics within 5 years (2026) • Meet or exceed the metrics for the institution. Monthly, with targeted saturation points in line with the SET timeline.

Goal # 3: Recruitment and Marketing Focused on Indigenous Youth and Families

<u>Strategy A:</u> Leverage increasing demographic of Indigenous secondary Students in Ontario and beyond.	
Intention	To increase the number of incoming first year Indigenous students.
Target audience	Indigenous youth, families, communities, and organizations.
Responsibilities	Indigenous Recruitment Coordinator, Manager Admission and Enrollment, OII Communications Specialist, local school boards, APSIP, Indigenous Organizations.
Resources	Local school boards, APSIP, Indigenous Organizations, SET.
Measure and Timeline	200+ incoming students by 2027
<u>Strategy B:</u> Expand youth mentorship, outreach, and recruitment opportunities.	
Intention	<ul style="list-style-type: none"> • To raise awareness at a younger age; many youths by grade 6 have developed ideas on their ability to succeed in post-secondary education. • Support faculties/programs in developing new opportunities or re-envisioning existing collaborations
Target audience	Indigenous youth grade 3 – 12. Teachers, principals, counsellors, grad coaches, school boards, faculties, and departments.
Responsibilities	Indigenous Recruitment Coordinator, Manager Admission and Enrollment.
Resources	Indigenous educators.
Measure and Timeline	Ensure that each Faculty/program with low Indigenous enrolments has developed a program by 2026.

Goal # 4: Continue to develop N'kwema and *new markets*

Strategy A: Annually review the Indigenous Recruitment and Marketing Plan: N'kwema	
Intention	Ensure that promising practises are current and align work plans with the broader vision.
Target audience	OII-ISC staff, Indigenous community, IPEC, Indigenous student leaders – ISA, IRC, SOGS, SAGE.
Responsibilities	Manager Admission and Enrollment, Indigenous Recruitment Coordinator.
Resources	VP/AVP for Indigenous Initiatives, Director ISC, central recruitment office and IPEC.
Measure and Timeline	A reporting template will be developed for 2023 with appropriate metrics, to be implemented annually.
Strategy B: Continue to participate in APSIP/OUF	
Intention	To continue to foster provincial relationships directly in Indigenous communities as well as the urban attraction of OUF.
Target audience	Indigenous communities within Ontario urban, rural, remote.
Responsibilities	Indigenous Recruitment Coordinator
Resources	APSIP, Western mainstream recruiting.
Measure and Timeline	<ul style="list-style-type: none"> • Track direct impressions with individuals at recruitment events through collecting lead cards or follow-up information and then utilize technology to continue to develop relationships with leads. • Current interactions through APSIP during in-person tour is approx. 5000. • Increase direct impressions by 10% by the end of 2026.

Strategy C: Expand target markets outside of Ontario	
Intention	<ul style="list-style-type: none"> • Create a multi-year strategy to use travel funds efficiently informed by annual review of metrics. • Increase collaboration with central recruitment. This will increase efficiency in geographical coverage for Western overall.
Target audience	Audiences identified in Academica report, Michigan, Wisconsin, New York, Quebec, Manitoba, British Columbia, Nova Scotia, and those ranked on the applications by region (page 76, Table 5.2)
Responsibilities	Indigenous Recruitment Coordinator
Resources	APSIP, mainstream recruiting
Measure and Timeline	<ul style="list-style-type: none"> • Visit all identified provinces and states within 5 years. • To increase the application rates in the lowest regions by 2% annually.
Strategy D: Review and update informational material for recruitment purposes	
Intention	<ul style="list-style-type: none"> • To cover all essential information with an emphasis on financial supports and the culturally relevant supports of ISC. • Develop a series of videos for recruitment purposes.
Target audience	For Indigenous students, guardians, elementary and secondary counselors, and general community.
Responsibilities	Indigenous Recruitment Coordinator, Manager Admission and Enrollment, OII Communications Specialist.
Resources	Review of other institutional materials, locally, nationally and internationally.
Measure and Timeline	<ul style="list-style-type: none"> • Annually updated and revised. • Tracking of printed materials distributed and web interactions.
Strategy E: Participation in community fairs, and events	
Intention	Choose opportunities strategically each year to maximize outreach to target markets and regions.
Target audience	Indigenous communities within Ontario, (special focus on the local communities Chippewas of the Thames, Oneida Nation of the Thames and Munsee Delaware First Nation), and out of province where when travel, funding and opportunity presents.
Responsibilities	Indigenous Recruitment Coordinator, Manager Admission and Enrollment, Community Enhancement Coordinator.
Resources	Relationships with local community supports for Indigenous peoples: Friendship centre, Atlohsa, NooKeeKwe, SOAHAC, etc.
Measure and Timeline	<ul style="list-style-type: none"> • Increase engagement, and individual impressions. • Review potential to foster increased numbers when foundational metrics are presented, 2023.

Metrics, Data and Reporting

Based on the analyses of institutional application and enrolment data for undergraduate and graduate Indigenous students, it is recommended that the plan focus on strategies to improve metrics in the following areas. To measure efficacy of these strategies, a template will be created to accompany the annual report from OII as an appendix item detailing the following as a starting point. This will be disseminated to IPEC, senior leadership, faculty, staff, and students.

1. Increase applications:	101 (Direct from high school)
	105 (Indirect and outside Ontario)
2. Increase and stabilize Yield/Transition:	101
	105
3. Decrease and stabilize summer melt:	101
	105

Stabilizing funnel numbers will help with projecting the first-year class based on applications on a year over year basis.

1. Increase number of registrations in major and specialization for the Indigenous studies program.
2. Increase in overall Indigenous student enrollments, across faculties, second entry programs, and affiliates.
3. Increase 'out of province' applications in targeted areas detailed in the Academics report. (BC, AB, MB)
4. Increase applications in target regions of Ontario (e.g. Sault Ste. Marie)

Our target will include a 40% increase in applications over the next 5 years for both 101 and 105 admissions. Based on the steady increase of applications since 2015 (excluding 2020 due to the pandemic), this increase is achievable with the development of our targeted marketing strategy.

Recommendation:

The table below highlights increasing applications with fluctuations in acceptances and registrations. Funnel performance analysis³ shows a high melt rate, particularly for 105-type applicants. These analyses highlight the opportunity for Western to improve its post-admission communications and recruitment activities with all applicants, and 105-type applicants, specifically. It is therefore recommended that the recruitment and marketing strategies include a review of current post-admission activities (mapped to the recruitment funnel) with the objective to ensure regular and consistent communications throughout the Spring and Summer. The Manager Admissions and Enrollment at the ISC will consider further applicant and enrolment research to fully understand why students are applying, being admitted, but not enrolling.

³ **Funnel performance analysis** involves mapping and analyzing a series of events that lead towards a defined goal, in this case the process of enticing applicants, making offers, processing acceptances, tracking transition and registration, and then the **melt rate** which reflect those that made through all stages but then failed to register for courses.

Table 1.5 Funnel Performance – Total Applications

Academic Year	Total Applicants	Total Offered	Yield %	Total Accepted	Transition	Total Registered	Melt %
2013-14	329	200	61	100	30	72	28
2014-15	341	212	62	108	32	65	40
2015-16	334	212	63	99	30	70	29
2016-17	392	261	67	132	34	88	33
2017-18	360	242	67	101	28	64	37
2018-19	393	250	64	102	26	78	24
2019-20	414	280	68	126	30	90	29
2020-21	402	282	70	103	26	78	24

APPENDIX OF RESOURCES:

Item 1: Recommendations for Faculties/Departments to Increase Indigenous Admissions: A Guide for Planning.

There is significant value for each Faculty and Department to develop its own strategy in relation to Indigenous recruitment and admissions. In addition to the provision of a safe, supportive, and stimulating environment, Indigenous peoples must be supported to envision themselves as seamless participants within their desired area of study.

Where to begin? Here are 5 questions to be considered.

- Is your Faculty/department/staff familiar with the [TRC Calls to Action](#) regarding Post-Secondary education?
- Is your Faculty/department/staff familiar with [Western's Indigenous Strategic Plan](#) as well as Guidebooks, "[Working with Indigenous Students](#)" and "[Working with Indigenous Community Members](#)" ?
- Is your Faculty/department/staff familiar with Western's [Office of Indigenous Initiatives](#) and [Indigenous Student Centre](#), including [staff](#) and [resources](#) available to Indigenous students?
- What is your faculty/department/staff doing to create an inclusive space for Indigenous students?
- Have you decolonized and indigenized your hiring practices to encourage Indigenous applicants?

These guiding questions will support preliminary steps towards facilitating reconciliation and moving toward Indigenization. The Manager Indigenous Admissions and Enrollment and Director of Indigenous Student Centre will further support the development of strategy for Indigenous specific recruitment to Faculties and Affiliated Colleges, and inclusion in strategies.

To reflect on some the most recent aggregate data on those that have chosen to [self-identify](#) as Indigenous and their chosen area of study, please review the following:

Table 2.0: Indigenous Student Enrollment by Faculty 2020-21

***Please note that if the enrollment is 2 or less, the numbers will not be reflected for confidentiality.*

Indigenous self-ID per Faculty 2020-21	Full time	Part time	Total	Indigenous self-ID per Faculty 2020-21	Full time	Part time	Total
Brescia University College	17	8	25	Faculty of Science	49		51
Undergraduate	16	8	24	Graduate			
Don Wright Faculty of Music	8		8	Undergraduate	47		49
Graduate				Faculty of Social Science	131	19	150
Undergraduate	6		6	Graduate	10	3	13
Faculty of Arts and Humanities	39	3	42	Undergraduate	121	16	137
Graduate	8		8	Huron University College	17		19
Undergraduate	31	3	34	Undergraduate	17		19
Faculty of Education	43		45	Interdisciplinary Programs	7		7
Education	8		9	Graduate	7		7
Graduate	35		36	Ivey School of Business	4		4
Faculty of Engineering	27		27	Graduate			
Graduate				Undergraduate	4		4
Undergraduate	26		26	King's University College	46	11	57
Faculty of Health Sciences	86	3	89	Graduate	3		3
Graduate	16		16	Undergraduate	43	11	54
Undergraduate	70	3	73	School of Graduate/Postdoc St			
Faculty of Info & Media Stds	11		12	Graduate			
Graduate	3		4	Schulich Sch of Med & Dent	24		25
Undergraduate	8		8	Graduate	7		7
Faculty of Law				Interns & Residents	3		3
Graduate				Professional	8		8

Professional					Undergraduate	6		7
--------------	--	--	--	--	---------------	---	--	----------

Item 2: Additional Resources to support Indigenous Recruitment and Retention.

[Academica Report, Western University, Indigenous Initiatives, Marketing and Recruitment Strategy Report, May 21, 2021](#)

[More Than Words Land Acknowledgement page](#)

[Indigenous Specific Policies and Guidelines \(Jay Treaty, Smudging, Land Acknowledgements, Working with Indigenous Students, Working with Indigenous Community\)](#)

Strategic Planning and Reports:

[Western U Indigenous Strategic Plan](#)

[Western University Strategic Plan 2021](#)

[Indigenous Viewbook 2020-2021](#)

[Truth and Reconciliation Commission of Canada’s Calls to Action](#)