

## Indigenous Engagement Committee

## 2018-2019 WORK PLAN

|  | Issue / Action(s)  | Responsibility   | Target Completion Date   |
|--|--|--|--|
| <b>Indigenous Programs at UBC</b>  | Results of UBC-wide scan for programs related to TRC <i>Calls to Action</i>  | President<br>Provost   |  |
| <b>Indigenous Strategic Plan</b>   | Implementation updates to be provided, including requests for resourcing, budgets granted, etc., in relation to Indigenous priorities and action plans | President<br>Senior Advisor to the President on Indigenous Affairs | Ongoing  |
| <b>Support for Indigenous Students</b>   | Report re investment required to effectively support Aboriginal / Indigenous students at both campuses   | Vice-President Students<br>Vice-President Finance & Operations     | February 2019<br>(current status report on November 2018 IEC agenda) |
| <b>University Demographics</b>   | Data related to representation of Indigenous peoples at UBC ( <del>Employment Systems Review and Employment Equity Plan</del> )                        | Vice-President Human Resources                                     | <del>November 2018</del><br>(on November 2018 IEC agenda)            |
| <b>TRC Calls to Action</b>   | Monitor, evaluate and report to the Board of Governors progress toward TRC <i>Calls to Action</i>  | Indigenous Engagement Committee                                    | Ongoing  |
| <ul style="list-style-type: none"> <li>• Education and training of social workers and others who conduct child-welfare investigations about history and impacts of residential schools, and about potential for Aboriginal communities and families to provide solutions for family healing (1)</li> <li>• Improving education attainment levels and success rates (10)</li> <li>• Development of culturally appropriate curricula (10)</li> <li>• Creation of degree and diploma programs in Aboriginal languages (16)</li> <li>• Effect change within the Canadian health-care system, recognizing the value of Aboriginal healing practices (22)</li> <li>• Increase the number of Aboriginal professionals working in the health-care field (23)</li> <li>• Provide cultural competency training for all health-care professionals (23)</li> </ul> |  |  |  |

- Medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices; will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism (24)
- Law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations; will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism (28)
- educate teachers re integration of Indigenous knowledge and teaching methods into classrooms (62)
- Share information and best practices on teaching curriculum related to residential schools and Aboriginal history; identify teacher-training needs for building student capacity for intercultural understanding, empathy, and mutual respect (63)
- Religious studies programs to include a segment on Aboriginal spiritual beliefs and practices, developed in collaboration with Aboriginal Elders (64)
- Collaborate in a national research program with multi-year funding to advance understanding of reconciliation (65)
- Review museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* (67)
- Journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations (86)
- Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples (90)
- Adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following (92):
  - Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects
  - Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects
  - Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relation; will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism