



<b>SUBJECT</b>	<b>INDIGENOUS STRATEGIC PLAN</b>
<b>MEETING DATE</b>	<b>FEBRUARY 14, 2020</b>

Forwarded on the Recommendation of the President

**APPROVED FOR  
SUBMISSION**

Santa J. Ono, President and Vice-Chancellor

**FOR INFORMATION**

<b>Report Date</b>	January 28, 2020
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**Presented By** Andrew Szeri, Provost and Vice-President Academic, UBC Vancouver  
Sheryl Lightfoot, Senior Advisor to the President on Indigenous Affairs  
Margaret Moss, Director, First Nations House of Learning

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**EXECUTIVE SUMMARY**

The revised DRAFT Indigenous Action plan is brought to the Board of Governors for additional review and discussion.

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**STRATEGIC CORE AREAS SUPPORTED**

☒ **People and Places**      ☐ **Research Excellence**      ☐ **Transformative Learning**      ☐ **Local / Global Engagement**

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# University of British Columbia – Indigenous Strategic Plan

DISCUSSION DRAFT 1.1 – FEBRUARY 7, 2020

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## limləmt, hay č x<sup>w</sup> q ə, Thank you

We honour, celebrate and thank the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) and Syilx Peoples on whose territories the University of British Columbia has the privilege to be situated.

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people

The UBC Okanagan campus is located on the traditional, ancestral and unceded territories of the Syilx (Okanagan) Peoples.

The x<sup>w</sup>məθk<sup>w</sup>əyəm and Syilx Peoples have been the stewards and caretakers of these territories since time immemorial. To acknowledge and support this important role, UBC strives toward building meaningful, reciprocal and mutually beneficial partnerships with the x<sup>w</sup>məθk<sup>w</sup>əyəm and the Syilx Peoples.

**Quote Page: “The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are forced to go the distance” – Justice Murray Sinclair, Truth and Reconciliation Commission of Canada**

## Message from President Ono

I am humbled to share with all UBC faculty, students, staff and partners the 2020 UBC Indigenous Strategic Plan. The purpose of the plan is to guide UBC towards our goal of becoming a leading voice in the implementation of Indigenous peoples’ human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.

The UN Declaration is part of a global societal agenda for the 21<sup>st</sup> Century and an essential component of reconciliation in Canada. Through this plan, we at UBC will play a leading role in its implementation as a part of our academic mission.

The advancement of Indigenous peoples’ human rights is of the utmost importance to both our Vancouver and Okanagan campuses. Together, we are uniquely suited to act as a living laboratory, a place to develop and implement innovative and path-breaking research, teaching, and engagement with Indigenous communities.

The Province of British Columbia is the first government in Canada and the Common Law world to pass legislation implementing the UN Declaration. With this plan, we are responding to this mandate and want to set a positive example for other universities across Canada, and the world, on how to continue to uphold our responsibilities to Indigenous peoples. Through the plan, we also

hope to demonstrate the success that can be achieved for all members of society when we work together toward a better and more just future.

We know that implementing this plan will take hard work and the resolve of all members of the UBC community at every level, especially those at the highest level. Through this plan, we commit ourselves to taking meaningful action for a more just and equitable future for all.

## Truth before reconciliation

Due to the leadership and bravery of thousands of Indigenous peoples across Canada, it is now well documented that the ultimate objective of the residential school system was to destroy the cultural, political and social institutions of Indigenous peoples. This included a targeted campaign to forcibly remove children from the care of their parents and to place them under the control of a state that regarded them as less than human. At the same time, land was stolen and the movement of Indigenous adults off individual reserves was restricted. All aspects of cultural expression were made illegal, including language, ritual and ceremony. Taken together, these actions represent a conscious and deliberate attempt to eradicate Canada of the sophistication and rich cultural diversity among Indigenous peoples.

As an entity created by and governed under provincial legislation, the University of British Columbia has been, and continues to be, a colonial institution. An understanding of the role that UBC, and all post-secondary institutions in Canada have played in colonization is important to put the Indigenous Strategic Plan into context.

As acknowledged by President Ono in 2018, universities bear part of the responsibility for this history, not only for having trained many of the policy makers and administrators who operated the residential school system, and doing so little to address the exclusion from higher education that the schools so effectively created, but also for tacitly accepting the silence surrounding it. In years past, even after the signing of human rights declarations and ethics agreements that followed World War II, university professors conducted research on residential schools that exploited their deplorable conditions without attempting to change them.

In modern times, the continuing failure to address this history has meant that the previous ways of thinking—or of not thinking—about the residential school system have remained largely intact. By failing to confront a heinous history, even if it is one that we did not cause, we have become complicit in its perpetuation. This is not a result that we, as a university, can accept any longer.

The last of the residential schools closed in British Columbia in 1996, but the experience of Indigenous peoples in Canada after contact with Europeans, and the inter-generational effects of

residential schools, makes it easy to understand why many have struggled to flourish in public school systems, and even more so in post-secondary education institutions.

For many Indigenous students, faculty and staff, colonialism is a daily reality at UBC. One need not look far to recognize the value that has been placed on Eurocentric approaches to teaching and research to understand why so many do not see themselves reflected in the classroom and workplace. When Indigenous worldviews, as expressed in their legal traditions, governance institutions and social structures, are excluded from life on campus, we deprive both Indigenous and non-Indigenous community members of an understanding of what it really means to be a scholar, an inventor, an advocate, a healer and an entrepreneur, among other areas of expertise.

In the last decade we have experienced a significant national shift in the recognition of Indigenous peoples' rights. With it has come a new set of expectations for all education institutions. Nationally, the key drivers of this shift started with the Truth and Reconciliation Commission's work and publication of its 94 Calls to Action in 2015, including Call to Action #43 which calls "upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation". This was followed by Canada's full endorsement, without qualifications of the United Nations Declaration on the Rights of Indigenous Peoples in 2016. Just as the update to this plan was beginning to move forward, the National Inquiry into Missing and Murdered Indigenous Women and Girls delivered its final report, along with its 231 Calls for Justice, in early June 2019.

In its report, the Truth and Reconciliation Commission delivered a call to education institutions at all levels to build student capacity for intercultural understanding, empathy, and mutual respect. It also calls on us all to implement the United Nations Declaration on the Rights of Indigenous Peoples. Through this plan, our aim is to foster a more inclusive environment where the truth about our failings as an education institution in the past serves as a continuous reminder of why the work ahead must be prioritized at all levels of the University.

## Looking back on our journey

Reconciling our collective colonial history will require enormous effort and work. Ending colonialism will not happen instantly, but there are concrete steps UBC has taken, and plans to take, to advance this as a priority.

Since 2009, UBC has been working to define what path the University should take on its reconciliation journey. The development of the first Aboriginal Strategic Plan occurred in 2008. This plan started with a working group, who completed a consultation and revisions process, and put together a comprehensive framework that defined 10 areas in which meaningful actions to

address Indigenous peoples' concerns should occur. Subsequent implementation reports were published in 2010, 2012, and 2014.

In the lead up to and following the implementation of the 2009 plan, UBC took incremental steps to advance Indigenous engagement and inclusion. The following is a list of many (but not all) of those steps.

1974 – Indigenous Teacher Education Program (Elementary years)  
1975 – Indigenous Legal Studies Program  
1984 – Ts'kel Program (Graduate Studies)  
1987 – First Nations House of Learning  
1993 – First Nations House of Learning and Library facility (Xwi7xwa Library) opens  
1995 – Geering up Science and Engineering Education Program  
1996 – First Nations and Endangered Languages Programs  
2001 – First Nations and Indigenous Studies Program  
2002 – Aboriginal MD Admissions Program  
2003 – Aboriginal Health and Community Administration Program  
2004 – Indigenous Teacher Education Program (Secondary option)  
2005 – UBC-Okanagan Nation Alliance Memorandum of Understanding  
2006 – Musqueam Memorandum of Affiliation  
2007 – Ch'nook Aboriginal Business Program: Aboriginal Management Certificate Program  
2009 – Aboriginal Strategic Plan  
2009 – Senior Advisor to the President on Indigenous Affairs  
2012 – UBC-Okanagan Nation Alliance Memorandum of Understanding Renewed  
2012 – School of Community and Regional Planning – Indigenous and Community Planning Specialization (Graduate Studies)  
2012 – UBC-Langara Aboriginal Transfer Program  
2012 – UBC Okanagan Centre for Indigenous Media Arts  
2014 – Specialization in Aboriginal Law  
2014 – Centre for Excellence in Indigenous Health  
2015 – UBC-Okanagan Nation Alliance Memorandum of Understanding  
2015 – Massive Open Online Course (MOOC) Reconciliation Through Indigenous Education  
2015 – UBC Okanagan Institute for Community Engaged Research  
2016 – Kirkness Science and Engineering Education Program (UBC)  
2017 – Indigenous Research Support Initiative  
2017 – Reconciliation Pole raised at UBC  
2018 – Indian Residential School History and Dialogue Centre and Apology  
2019 – Indigenous Student Collegium  
2019 – UBC Okanagan Commitments to TRC Calls to Action

The need for an updated Indigenous Strategic Plan was first identified by the Indigenous Strategic Plan Implementation Committee and the First Nations House of Learning. Under their guidance and leadership, the process to begin updating the Plan began in late 2017. This development process included several cross-body campus working groups and an on-line discussion forum which concluded in June 2018. The 2018 Plan, while retaining the framework identified by its 2009 predecessor, identified key areas of need and opportunity in a new global and national context.

Through this early engagement process, we came to understand that engagement with Indigenous peoples no longer means only developing new programs. Reconciliation, as defined by these inquiries and the United Nations Declaration on the Rights of Indigenous Peoples, is now a collective responsibility of the entire university to play an active role in supporting the Indigenization of our university.

A great amount of work went into the development of the 2018 Plan which provided the structural framework for ongoing engagement with UBC's Indigenous partners and community members. Following the completion of this framework, the Implementation Committee initiated further engagement across the UBC community to develop a clear plan of action for all faculties and operating groups at UBC.

UBC has been fortunate to be the academic home for many Indigenous peoples who have already taken up the work of advancing Indigenous peoples' human rights in different ways. Due to their commitment, the UBC community has maintained a strong leadership role in educating and advocating for Indigenous perspectives, worldviews and experiences. However, the burden to advance this work can no longer be carried by a few and we must all make the commitment to do this work. Thus, a core objective for this plan will be to create broader responsibility, at all levels of the University community, to advance Indigenous peoples' rights and alleviate the onus these champions have been carrying for some time.

As demonstrated by the initiatives taken to date, our journey is marked by incremental forms of success. These successes are important, however, are limited in scope and, taken together, have not provided a sufficient model for advancing reconciliation. They have addressed neither the underlying issues at the centre of the University's structure nor the work the University needs to undertake to lay an enduring foundation for the future relationship with Indigenous peoples on our campuses and beyond. A new model of planning is needed, which lays a longer-term foundation and re-calibrates our relationship with Indigenous students, faculty, staff and partners in a systemic way. Our collective goal must be to move beyond the implementation of program specific initiatives to lay a foundation for long term relationships that actively advance the human rights of Indigenous peoples on campus, in Canada and across the world.

## A collective voice for the way forward

This new Indigenous Strategic Plan is the result of extensive engagement, beginning with the work undertaken on the Okanagan campus, together with the Okanagan Nations, to develop a Declaration of Truth and Reconciliation Commitments and implement five key recommendations received from the Aboriginal Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation.



Inspired by the UBC Okanagan campus Declaration, Indigenous and non-Indigenous community members on the Vancouver campus were engaged in a process to review the 2018 Indigenous Strategic Plan and explore opportunities to further ground its goals and objectives within the local, national and global imperative of reconciliation. This engagement process occurred over the 2019/2020 school year and involved meetings with deans and executives, faculty and staff, students and our Indigenous community partners. It also included a university-wide survey including UBC alumni.

The engagement process centred on three key themes:

Research – How UBC engages in and conducts research that impacts Indigenous peoples and promotes research initiatives that promote Indigenous inclusion and the values of respect, relationship, responsibility and reverence.

Learning and Teaching – The structures, systems and policies that promote a safe and inclusive learning environment for Indigenous students and support them to achieve success, however they choose to define it. It also relates to all aspects of the programs and curriculum that support and promote Indigenous worldviews, knowledge systems, languages, culture, systems of law and governance, as well as the expertise of the instructors that develop and deliver curriculum throughout UBC.

Service – Support systems and processes in place for prospective Indigenous students, current Indigenous students, Indigenous faculty and staff as well as initiatives that promote meaningful engagement with our Indigenous community partners locally, nationally and internationally.

This plan is the result of more than 2500 unique engagements, and over 15,000 ideas, opinions and comments shared by Indigenous and non-Indigenous individuals across both campuses and with our Indigenous community partners. The feedback received was collated and analysed and ultimately culminated in the eight goals and 43 actions the University will take to advance our vision.

## Reconciliation at the centre

Our engagement process was designed to be somewhat analogous to the story of the raising of the Reconciliation Pole, installed here at UBC in April 2017.

### About the Artist

Born in 1952 at Masset, BC, Haida Gwaii, master carver 7idansuu (Edenshaw), James Hart, has been carving his whole life. He is also a skilled jeweler and print maker and is considered a

pioneer among Northwest Coast artists in the use of bronze casting. Hart has replicated traditional Haida totem poles and designed new poles and sculptures found across the globe. Between 2009 and 2013 Hart created, designed, and carved The Dance Screen (The Scream Too), a monumental sculpture now residing at the Audain Art Museum in Whistler. James Hart was awarded the Order of British Columbia (2003), and honorary doctorates in Fine Arts from Emily Carr University of Art + Design (2004) and Simon Fraser University (2017). In 2016, he was elected a member of the Royal Canadian Academy of Arts.

### **About Reconciliation Pole**

The Reconciliation Pole is situated on the unceded ancestral and traditional territory of the hən'q'əmin'əm' speaking Musqueam people. The pole, carved from an 800-year-old red cedar log, was installed on April 1, 2017.

The Reconciliation Pole recognizes a complex history, which includes the history of the Indian Residential Schools that operated for more than 100 years, the last one closing in 1996. Indian Residential Schools forcibly separated an estimated 150,000 children from their parents, families, and culture. Many students died in the schools and many more suffered severe forms of psychological, physical, and sexual abuse. For the Haida people today, carving and publicly raising new poles is a way of honouring history and celebrating the ongoing vitality of cultural practices. Though culturally distinct, the Reconciliation Pole honours all First Nations who have persisted through the dark experience of the schools and look to a better future.

The Reconciliation Pole took a team of experienced carvers to complete over a number of months, led by Haida artist James Hart, with a small amount of carving by some members of the University community as a way of sharing ownership of the pole's message of reconciliation. The pole depicts First Nations, Métis and Inuit peoples' past genocidal experience with this country's residential school system and how, despite this past, Indigenous peoples are reclaiming their culture and rights.

With the blessing of Musqueam, the pole was raised through the efforts of hundreds of people, both Indigenous and non-Indigenous, young and old, who together pulled on a handful of ropes in the same direction. This image alone is a powerful symbol of unity and a demonstration of what can be achieved when we work towards a common set of goals. The implementation of this plan, like the pole raising will take a major collective effort, with all faculties and operating units pulling in the same direction.

***Quote Page: "We're involved in a national project of remedial learning, and the academy is in the front row." - Marie Wilson, Truth and Reconciliation Commission of Canada***

## Vision, mission and values

This plan has a bold and long-term vision for UBC, the progress of which will be monitored closely through implementation measures and updated on an ongoing basis until our goals are achieved. We hope that as the plan is implemented that a gradual shift will take place in UBC's culture creating an environment where respect for Indigenous rights is woven into the daily life of the University. For students, faculty and staff this will mean an environment in which they feel valued, respected and in which they will have every opportunity to thrive.

### Vision

UBC as a leading university globally in implementation of Indigenous peoples' human rights.

### Mission

To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

### Values

Throughout the engagement process and creation of this finalized Indigenous Strategic Plan we have emphasized the values of excellence, integrity, respect and accountability and this is evident in the final strategic plan document. We engaged directly with a cross-section of the UBC community in finalizing this plan, and their voices and inputs have guided the plan now being put into action.

As this plan is implemented, we will continue to emphasize these values of excellence, integrity, respect and accountability as we ensure that this plan works best for the people it was made for.

## Implementing Indigenous human rights

The following section sets out the broad goals the University will advance in the coming years on our campuses, with our Indigenous partners, and as part of our emerging role as an international leader in the implementation of Indigenous Human Rights. These goals reflect our holistic approach to advancing the tripartite mission of the University: Research, Learning & Teaching, and Service. By lifting up all Indigenous peoples involved with the University, we create an environment in which all students, faculty and staff will share intercultural understanding, empathy, and mutual respect for the rights of all peoples.

**Goal 1: Leading at all levels:** Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

**Goal 2: Advocating for the truth:** Facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

**Goal 3: Moving research forward:** Prioritize research initiatives that are community led, legitimize Indigenous ways of knowing and promote Indigenous Peoples' self-determination.

**Goal 4: Indigenizing our curriculum:** Place Indigenous ways of knowing, culture, histories, experiences and worldviews at the forefront of curriculum delivered across faculties, programs and campuses.

**Goal 5: Enriching our spaces:** Enrich the UBC campus landscape with a stronger Indigenous presence.

**Goal 6: Recruiting Indigenous people:** Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

**Goal 7: Providing tools for success:** Forge a network of Indigenous peoples' human rights resources for communities, students, faculty and staff.

**Goal 8: Creating a holistic system of support:** Provide exceptional and culturally supportive services for Indigenous students, communities, faculty and staff.

## Transforming intent into action

With the support from all faculties, programs and operational units, the following section outlines the specific actions the University will take to advance our goals.

**Goal 1: Leading at all levels:** Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

*Quote on adjacent page: "I think the onus is on leadership to acknowledge and demonstrate respect for Indigenous partnerships." – ISP Engagement Participant*

Actions:

1. Develop executive roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.

2. Ensure that all faculties and cross-university strategies identify Indigenous engagement and the advancement of Indigenous peoples' human rights as a specific strategic area of focus and commitment.
3. Align UBC's operating budget to provide meaningful and flexible allocations for each goal identified in this plan.
4. Develop an incentive program for senior administrators and faculty members whose leadership supports the achievement of the goals and objectives in faculty and operational plans.
5. In consultation with the Musqueam and Okanagan Nations, critically review the *University Act, 1996* and advocate for structures and processes that support shared decision-making.

**Goal 2: Advocating for the truth:** Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

*Quote on adjacent page: "Take a stronger stance in how we approach and advocate for more systematic change beyond just the UBC community." – ISP Engagement Participant*

Actions:

6. Complete a public report on the findings of an institution-wide study that identifies UBC's participation in the implementation of Crown colonial policies.
7. Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands UBC is situated on and the enduring relationship between the Musqueam and Okanagan Nations to their territories.
8. Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice.
9. Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQIA people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

**Goal 3: Moving research forward:** Support research initiatives that are community led, legitimize Indigenous ways of knowing and promote Indigenous Peoples' self-determination.

*Quote on adjacent page: "Involve Indigenous communities in all facets of research including active and meaningful collaboration - from planning and design, to execution, data collection, data analysis, interpreting outcomes, and broadly sharing research results." – ISP Engagement*

## *Participant*

### **Actions:**

10. Create dedicated research grants and fellowships for faculty engaged in research that is co-developed with and led by Indigenous communities locally and globally.
11. Establish Research Chair positions for faculty who demonstrate excellence in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights locally, nationally and around the world.
12. Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.
13. Co-develop research protocols and community-specific ethical research guidelines with interested community partners to ensure students and faculties are approaching research opportunities with communities in a respectful and formalized manner. This includes the imperative of free, prior and informed consent and protocols on the ownership, control, access and possession of Indigenous data.
14. Provide Indigenous peoples who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.

**Goal 4: Indigenizing our curriculum:** Place Indigenous ways of knowing, culture, histories, experiences and worldviews at the forefront of curriculum delivered across faculties, programs and campuses.

*Quote on adjacent page: "Any student should walk out of their graduating ceremony with an understanding of this past, and an appreciation of Indigenous peoples." – ISP engagement participant*

### **Actions:**

15. Undertake a university-wide curriculum review to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately reflected across faculties and programs and are fully compliant with the Truth and Reconciliation Commission Calls to Action.
16. Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the faculty.
17. Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.

18. Partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on-campus.

**Goal 5: Enriching our spaces:** Enrich the UBC campus landscape with a stronger Indigenous presence.

*Quote on adjacent page: "Students need to see modern Indigenous people in an academic setting. They need to view Indigenous people as people in the here and now who hold knowledge and power." – ISP engagement participant*

Actions:

19. Engage with the Musqueam and Okanagan Nations regarding the design, development and maintenance of UBC facilities.
20. Establish a cultural expert program that brings Musqueam, Okanagan and other interested Nation cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.
21. Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.
22. Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.
23. Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.

**Goal 6: Recruiting Indigenous people:** Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

*Quote on adjacent page: "A first step in the right direction would be to work towards a major increase in Indigenous students, staff, and faculty. The more we are able to increase Indigenous access to UBC, the more this knowledge will become part of our community in non-tokenizing ways." – ISP Engagement Participant*

Actions:

24. Broaden the criteria for tenure, promotion and reappointment to include recognition of service to UBC's Indigenous students and partners as well as excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research.
25. Develop an Indigenous representative workforce and advancement policy, which identifies targets for annually increasing Indigenous faculty and staff on both campuses.



26. Identify apprenticeships and new employment opportunities for members of the Musqueam and Okanagan Nations.
27. Integrate competence in teaching Indigenous content and working with Indigenous students and colleagues into all university job descriptions.
28. Increase Indigenous student access to financial aid for tuition, child-care and housing.
29. Increase access to child-care services and affordable housing options for Indigenous faculty and staff.
30. Provide free, scholarship-based tuition to registered students from the Musqueam and Okanagan Nations.

**Goal 7: Providing tools for success:** Forge a network of Indigenous peoples' human rights resources for communities, students, faculty and staff.

*Quote on adjacent page: "My colleagues and I are keen to integrate indigenous ways of knowing into our teaching, but don't have the tools, are apprehensive about teaching materials we don't understand well ourselves, and want to ensure that we are being authentic and respectful" – ISP Engagement Participant*

Actions:

31. Develop a research information repository and communication portal that assists communities, students, faculty, staff and researchers at large to access resources, information, publications, reports about Indigenous issues and knowledge.
32. Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.
33. Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.
34. Develop and deliver mandatory Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.
35. Establish a roster of Indigenous faculty and staff mentors who are recognized and compensated for providing professional advisory services to their colleagues in the development and delivery of Indigenous content and tools for fostering culturally safe classrooms and workplaces.
36. Create a central function within the University for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.



37. In consultation with Indigenous knowledge-experts, establish an International Indigenous Higher Education Advocacy Group to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.

**Goal 8: Creating a holistic system of support:** Provide exceptional and culturally supportive services for Indigenous students, communities, faculty and staff.

*Quote on adjacent page: "I would like to see support programs that specifically address Indigenous students' issues from an Indigenous perspective." – ISP Engagement Participant*

Actions:

38. Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.
39. Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from high-school or college to undergraduate studies, or from undergraduate studies to graduate studies.
40. Partner with Musqueam and Okanagan Nations to provide in-community university transition support services to interested community members.
41. Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.
42. Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other student services meet their needs.
43. Diligently communicate and uphold UBC's zero tolerance policy with respect to racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.

## Starting today

With a new standard of excellence in the promotion of Indigenous peoples' human rights set out in this plan, the work of the Implementation Committee to set priorities and provide direction throughout the University can now begin. To ensure the plan remains a focal point of the University's work, the Implementation Committee will begin working with all faculties and operational units throughout the University to:

- Develop a performance measurement framework for measuring progress under this plan including both qualitative and quantitative performance measuring;
- Support all faculties and operational units to report publicly on the achievements and challenges that come from taking the actions identified in this plan;
- Collect baseline data under the performance measurement framework in order to track short-term and long-term progress;
- Incorporate the actions into existing and upcoming strategic plans; and
- Develop annual work plans to advance each of the actions, which includes specific milestones and timelines.

This plan will be reviewed every three years by the University's leadership, in consultation with the broader UBC community and our Indigenous partners to ensure we continue to advance the vision.

Quote Page: *"Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation."*

– 2015 Report of the Truth and Reconciliation Commission of Canada

## Appendix A: ISP Engagement Process

- This section will discuss in more detail how the engagement process behind the Plan itself reflected the ideals enshrined in the United Nations Declaration on the Rights of Indigenous Peoples.
- Quantitative results from the survey.

## Appendix B: Sample Performance Measurement Framework

Goal	Action	Performance Measures	Implementation timeline
Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.	Develop executive roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.	# executive roles created	April 2026
	Undertake a university-wide curriculum review to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately reflected across faculties and programs and are fully compliant with the Truth and Reconciliation Commission Calls to Action	% Curriculum reviewed  # Recommendations from review endorsed by Office of the Provost and VP Academic	April 2023

	Align UBC's operating budget to provide meaningful and flexible allocations for each goal identified in this plan.	% increase for ISP implementation from 2019/2020 budget  # priority initiatives funded	April 2021
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