SUBJECT	UBC Indigenous Strategic Plan
SUBMITTED TO	Indigenous Engagement Committee
MEETING DATE	June 1, 2020
SESSION CLASSIFICATION	Recommended session criteria from Board Meetings Policy: OPEN
ACTION REQUESTED	For Input Only- No Action Required
SUBMISSION DATE	May 13, 2020
LEAD EXECUTIVE	President and Vice-Chancellor
PRESENTED BY	Sheryl Lightfoot, Senior Advisor to the President on Indigenous Affairs Margaret Moss, Director, First Nations House of Learning
SUPPORTED BY	Deborah Buszard, Deputy Vice Chancellor and Principal (UBC Okanagan) Andrew Szeri, Provost and Vice President Academic (UBC Vancouver) Ananya Mukherjee Reed, Provost and Vice President Academic (UBC Okanagan)

PRIOR SUBMISSIONS

The subject matter of this submission has been considered previously by the Board and the Indigenous Engagement Committee on the following occasions:

1. April 6, 2020 Indigenous Engagement Committee (OPEN SESSION)

   Action/Follow up: Continue consultations on Discussion Draft 1.1 until April 30, 2020. Bring forward Indigenous Strategic Plan Draft 2.0 to Indigenous Engagement Committee in June 2020 to seek endorsement in principle.

2. February 14, 2020 Board of Governors (OPEN SESSION)
   Action/Follow up: Discussion of Indigenous Strategic Plan Discussion Draft 1.1. Continue consultations on Discussion Draft 1.1 and update Indigenous Engagement Committee in April 2020.

3. February 6, 2020 Indigenous Engagement Committee (OPEN SESSION/CLOSED SESSION)
   Action/Follow up: Verbal progress update and discussion of Indigenous Strategic Plan Discussion Draft 1.1. Update Board of Governors on February 14, 2020.

4. November 26, 2019 Indigenous Engagement Committee (OPEN SESSION)
   Action/Follow up: Verbal progress update on Indigenous Strategic Plan. First discussion draft of the Indigenous Strategic Plan to be ready and circulated to the Indigenous Engagement Committee in February 2020.

5. September 18, 2018 Indigenous Engagement Committee (OPEN SESSION)
   Action/Follow up: Update on development and implementation of the Indigenous Strategic Plan and a high-level overview of the planned organizational structures and priorities of the First Nations House of Learning. Proceed with the first round of engagements of the Indigenous Strategic Plan.

6. June 13, 2019 Board of Governors (OPEN SESSION)
   Action/Follow up: Framework document (from 2018) re-presented to the Board of Governors along with a new summary document. Board of Governors endorsed in principle, the vision and mission statements of the Indigenous Strategic Plan and supports the launch of an action planning process to create goals and action steps that will align university practices, policies and procedures with the Truth and Reconciliation Commissions 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.
7. May 31, 2019 Indigenous Engagement Committee (OPEN SESSION/CLOSED SESSSION)
   Action/Follow up: Framework document (from 2018) re-presented along with a new summary document. Discussion held about launching a new process to produce an Indigenous Strategic Action Plan with goals and action steps that will align university practices, policies and procedures with the Truth and Reconciliation Commissions 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. Indigenous Engagement Committee to recommend to Board of Governors that it endorse in principle, the vision and mission statements of the Indigenous Strategic Plan and supports the launch of an action planning process with an allocation of resources to enable such a process.
8. November 8, 2018 Indigenous Engagement Committee (OPEN SESSION)
   Action/Follow up: Indigenous Engagement Committee established its 2018-19 Work Plan to bring UBC into compliance with the Truth and Reconciliation Commission's 94 Calls to Action, including to "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."
9. June 4, 2018 Indigenous Engagement Committee (OPEN SESSION)
   Action/Follow up: Draft Indigenous Strategic Plan presented. Decision made to postpone action on the Indigenous Strategic Plan until new Senior Advisor to the President on Indigenous Affairs is in place.

The following Executive Summary assumes familiarity with the prior submissions and provides a status update from the date of the most recent submission.

EXECUTIVE SUMMARY

The 2020 Indigenous Strategic Plan (ISP) sets out the vision, mission and goals as a guiding framework for Indigenous engagement throughout the university. It will help faculties and units develop their own plans for implementation, taking into account their unique contexts.

The 2020 Indigenous Strategic Plan (ISP) has been in process since October 2017 (see above) in order to renew and refresh the 2009 Aboriginal Strategic Plan. The 2020 ISP is a completion piece of the University's Strategic Plan endorsed in principle in April 2018.

UBC has received three mandate letters from the province (2018, 2019 and 2020) directing it to advance its work on the Truth and Reconciliation Commission of Canada's 94 Calls to Action. Annual reporting is required through the institutional accountability report.

UBC-O announced its Declaration of Truth and Reconciliation Commitments in September 2019. The ISP represents UBC-V's Truth and Reconciliation Action Plan.

In June 2019, the Board endorsed, in principle, the vision and the mission of the ISP, which sets a high-level vision for UBC to lead globally on implementation of the 94 Calls to Action of the Truth and Reconciliation Commission of Canada, especially Call 43 which states that implementation of the United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation in Canada. A new Action Planning process to create specific goals and action items to support that vision and mission was launched the same month, June 2019.

The first round of consultations on the Action Plan was conducted from September 2019 through January 2020. Discussion Draft 1.1 of the Action Plan was presented to the Indigenous Engagement Committee and the Board for feedback in February 2020.

The second round of consultations completed on April 30, 2020, and an update, through PowerPoint presentation, will be provided at this committee meeting. The focus of the second round of consultation was twofold: 1) collect feedback on Discussion Draft 1.1, and 2) prioritize action items.

ISP Draft 2, along with Appendix, is presented here for discussion.

SUPPLEMENTAL MATERIALS

1. Indigenous Strategic Plan Draft 2.0 – May 2020
2. Appendix: Performance Measurement Framework
3. Indigenous Strategic Plan Implementation Plan
4. Indigenous Strategic Plan Oversight and Guidance Diagram
5. June 2020 Presentation to the Indigenous Engagement Committee of the Board of Governors

UBC INDIGENOUS STRATEGIC PLAN

2020

June 2020

Dr. Sheryl Lightfoot, Senior Advisor to the President on Indigenous Affairs
Dr. Margaret Moss, Director, First Nations House of Learning

Strategic plan alignment

Goals:

- *2. Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships*

Core areas and strategies:

- *Core area 4: Local and Global Engagement*
- *Strategy 17: Indigenous Engagement: Support the objectives and actions of the renewed Indigenous Strategic Plan*

Workshops with UBCO leadership and Indigenous Caucus
Engagement sessions with UBCO and UBCV campus communities
16+
Individual Meetings with Deans and Executives
1,200+
In-person Engagements
Engagement sessions with Musqueam Indian Band and the Okanagan Nation Education Council
President's Group Leadership Forum
Open houses with UBCO and UBCV campus communities
UBC Indigenous Strategic Planning Process
Indigenous Strategic Planning Committee is engaged on 2018 draft
2017
Creation of Ad Hoc Committee to guide Indigenous Strategic Planning process
1,273
Responses
Online Survey to UBCV & UBCO campus communities
SURVEY
15,000+
Inidividual Ideas, Opinions and Comments

Top goals (both campuses)

1) Goal 3: Moving research forward

2) Goal 4: Indigenizing our curriculum

3) Goal 6: Recruiting Indigenous people

Top actions (UBC Vancouver)

1) ***Action 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.*

2) ***Action 34:*** *Develop and deliver 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.*

3) ***Action 39:*** *Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.*

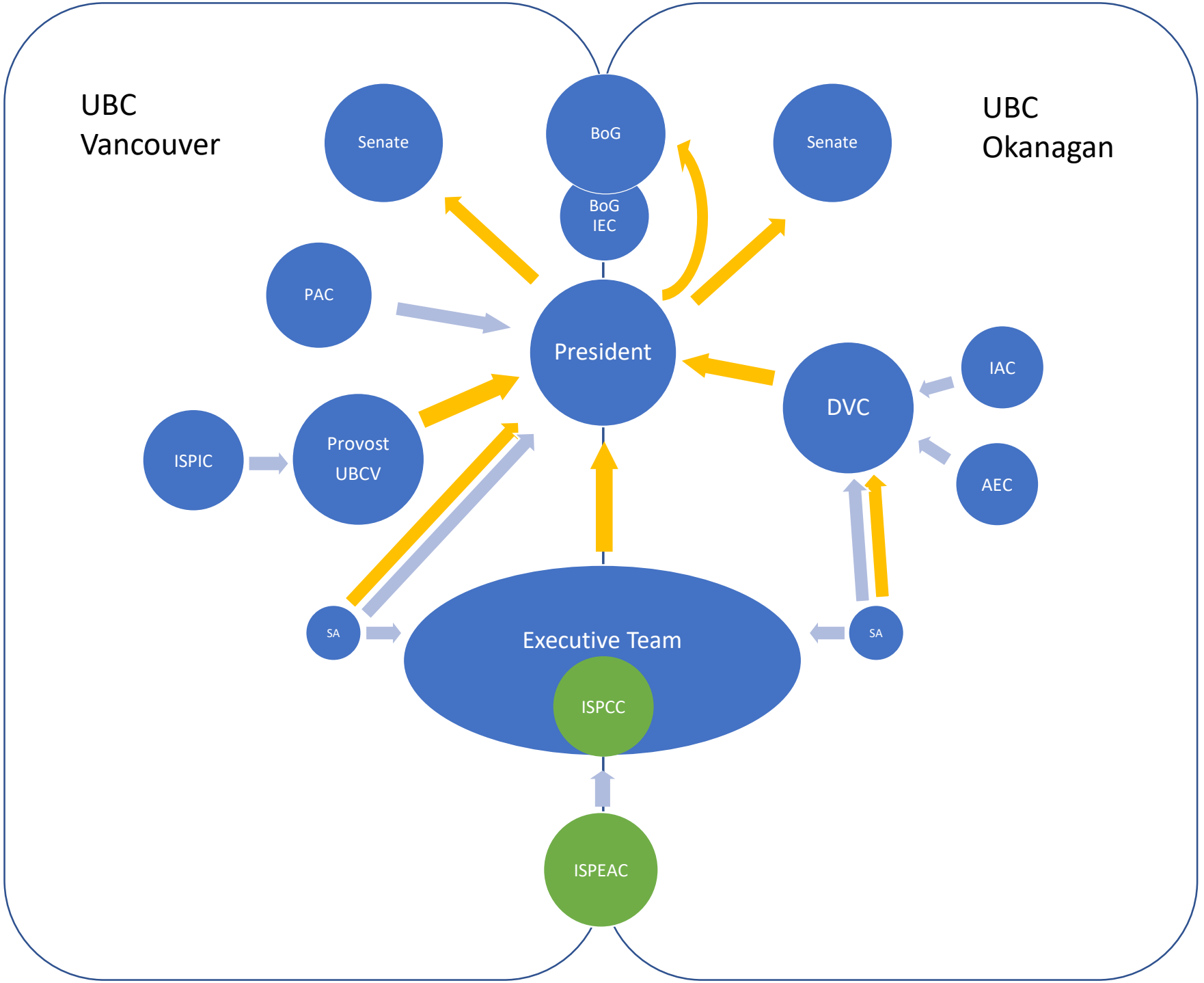
Top actions (UBC Okanagan)

1) ***Action 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.*

2) ***Action 34:*** *Develop and deliver 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.*

3) ***Action 18:*** *Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus.*

DRAFT ISP Oversight and Guidance



Legend

- Advisory to
- Accountable to
- New body

Acronym	Definition
AEC	Aboriginal Education Council
BoG	Board of Governors
BoG IEC	BoG Indigenous Engagement Committee
DVC	Deputy Vice-Chancellor and Principal
IAC	Indigenous Advisory Committee
ISPCC	ISP Coordinating Committee
ISPEAC	ISP Executive Advisory Committee
ISPIC	ISP Implementation Committee
PAC	President's Advisory Committee
SA	Office of the Senior Advisor

Performance Measurement Framework (PMF)

- This framework is a sample
- Designed to provide guidance to Faculties and operational units when measuring progress towards the ISP's goals
- The outputs, outcomes and performance measures are suggestive
- It contains both quantitative and qualitative measures
- Final definitions of outputs, outcomes and performance measures will be made by each Faculty and unit as they implement the ISP

Sample Performance Measurement Framework

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
43 Actions	The products or service produced when an action is taken.	The intended short- or long-term effects of an action's outputs. The consequences from an action that we actually value.	Quantitative or qualitative factors or variables that provide a simple and reliable means to measure achievement, to reflect the changes connected to an action.
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.			
1. Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.	▪ Individual leadership positions/ governing bodies accountable for achieving ISP goals at multiple levels of the University	Leadership/governance structure ensures Indigenous engagement is a priority across University Faculties/units.	▪ Increase in ISP accountabilities added to job descriptions and performance evaluations

DRAFT 2.0 - May 2020

UBC INDIGENOUS STRATEGIC PLAN

2020

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"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

DRAFT 2.0 - May 2020

DRAFT 2.0 - May 2020

limləmt, hay č xʷ ḳ ə, Thank you

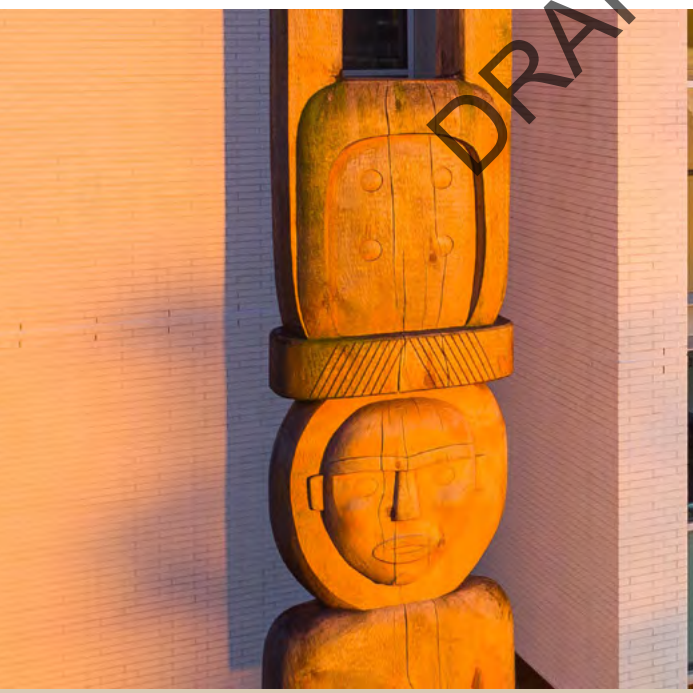
We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose territories the University of British Columbia has the privilege to be situated.

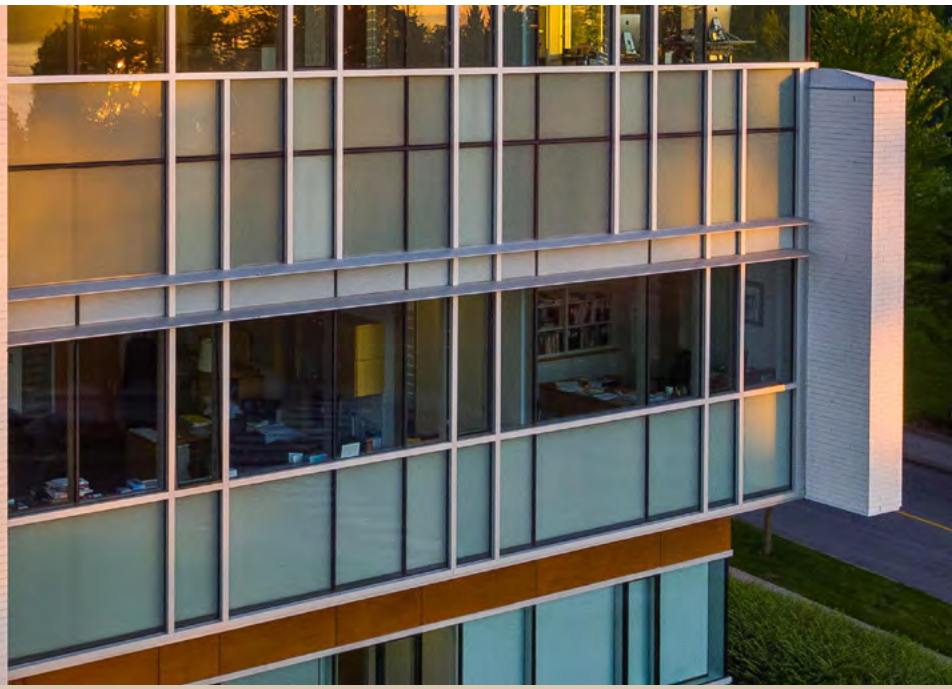
The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) people.

The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The xʷməθkʷəy̓əm and Syilx peoples have been 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 xʷməθkʷəy̓əm and the Syilx peoples.

DRAFT 2.0 - May 2020





Message from President Ono

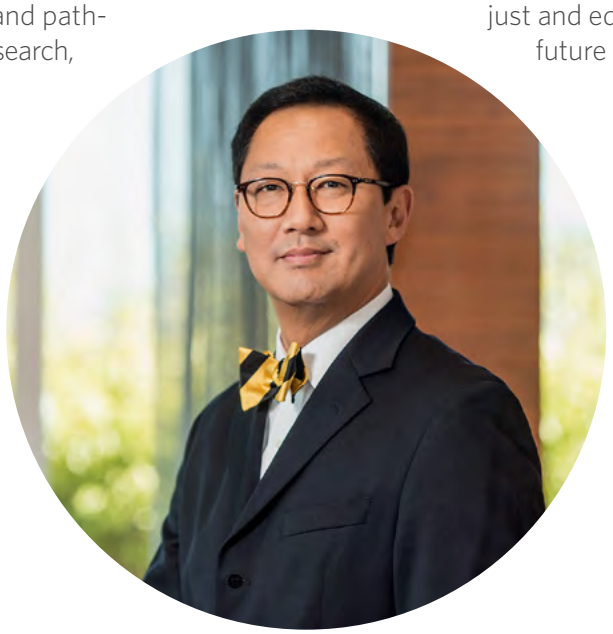
I am humbled to share with all UBC students, faculty, staff and partners the 2020 UBC Indigenous Strategic Plan (ISP). The purpose of the Plan is to guide UBC towards our goal of becoming a leading voice in the implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration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

The UN Declaration is part of a global societal agenda for the 21st 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 the University. 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 collective action for a more just and equitable future for all.



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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, the Indian Act heavily restricted Indigenous peoples' lives, and a reserve pass system was set in place to monitor movement of Indigenous people. Many aspects of cultural expression were also made illegal, including language and ceremony. 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, in many respects, 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

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agreements that followed World War II, university professors conducted research at 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, 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 Canada 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, economies and social structures, are excluded from life on campus, we deprive both Indigenous and non-Indigenous community members of broader understandings of what it 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 educational institutions. Nationally, the key drivers of this shift started with the Truth and Reconciliation Commission of Canada's (TRC) 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. Most recently, in November 2019, British Columbia passed the Declaration on the Rights of Indigenous Peoples Act.

In its final report, the Truth and Reconciliation Commission delivered a call to educational institutions at all levels to build student capacity for intercultural leadership with understanding, empathy, and mutual respect. It also calls on us all to implement the United Nations Declaration on the Rights of Indigenous Peoples. Provincial mandates now require universities in British Columbia to have response plans in place and report annually on their implementation progress. Through this Plan, our aim is to foster a more inclusive and respectful environment where the truth about our failings as an educational institution in the past serves as a continuous reminder of why the work ahead must be prioritized throughout the University.

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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.

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.

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UBC has been fortunate to be the academic home for many Indigenous people 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, they are limited in scope and, taken together, have not yet 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 British Columbia, in Canada and across the world.

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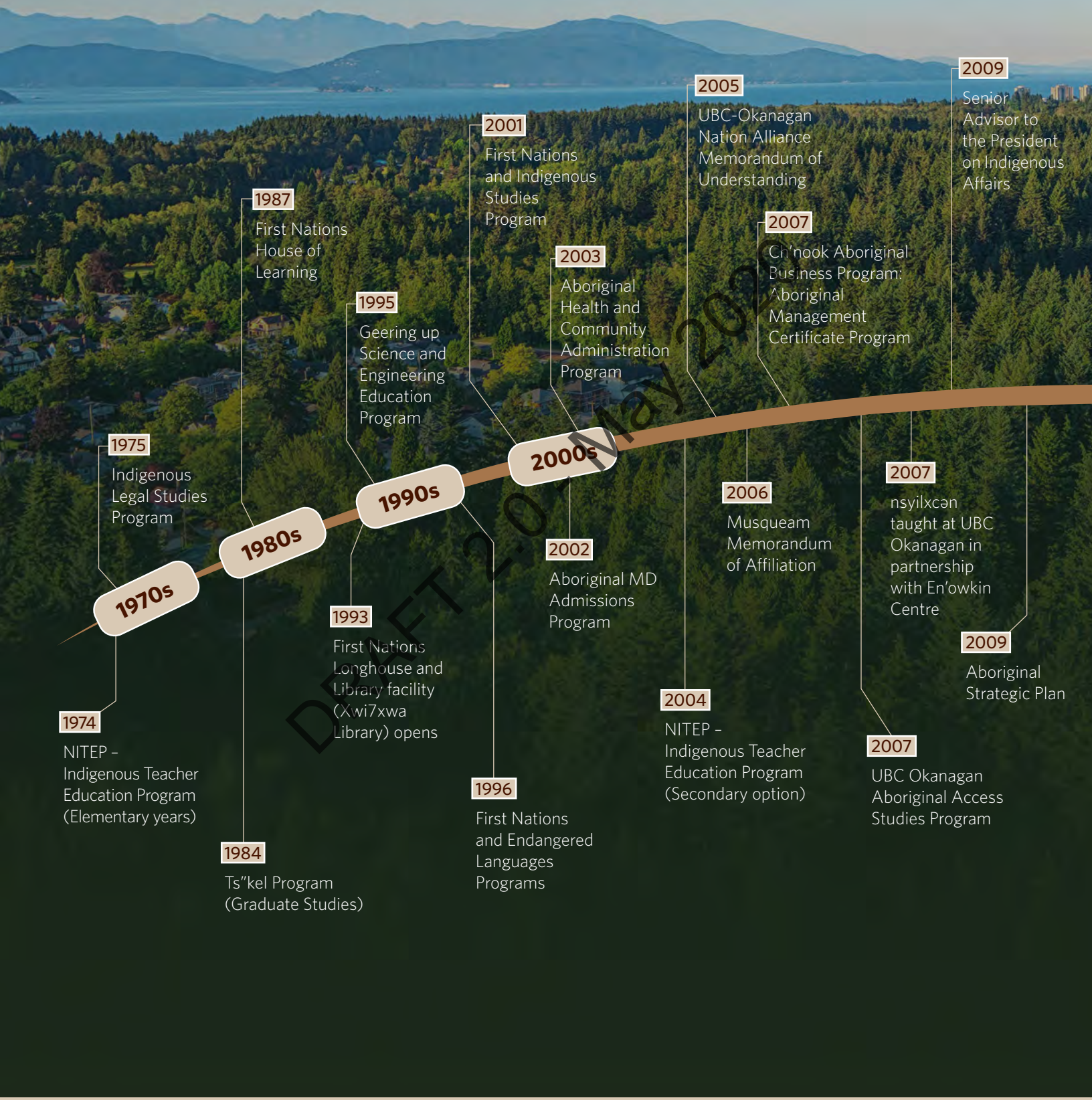
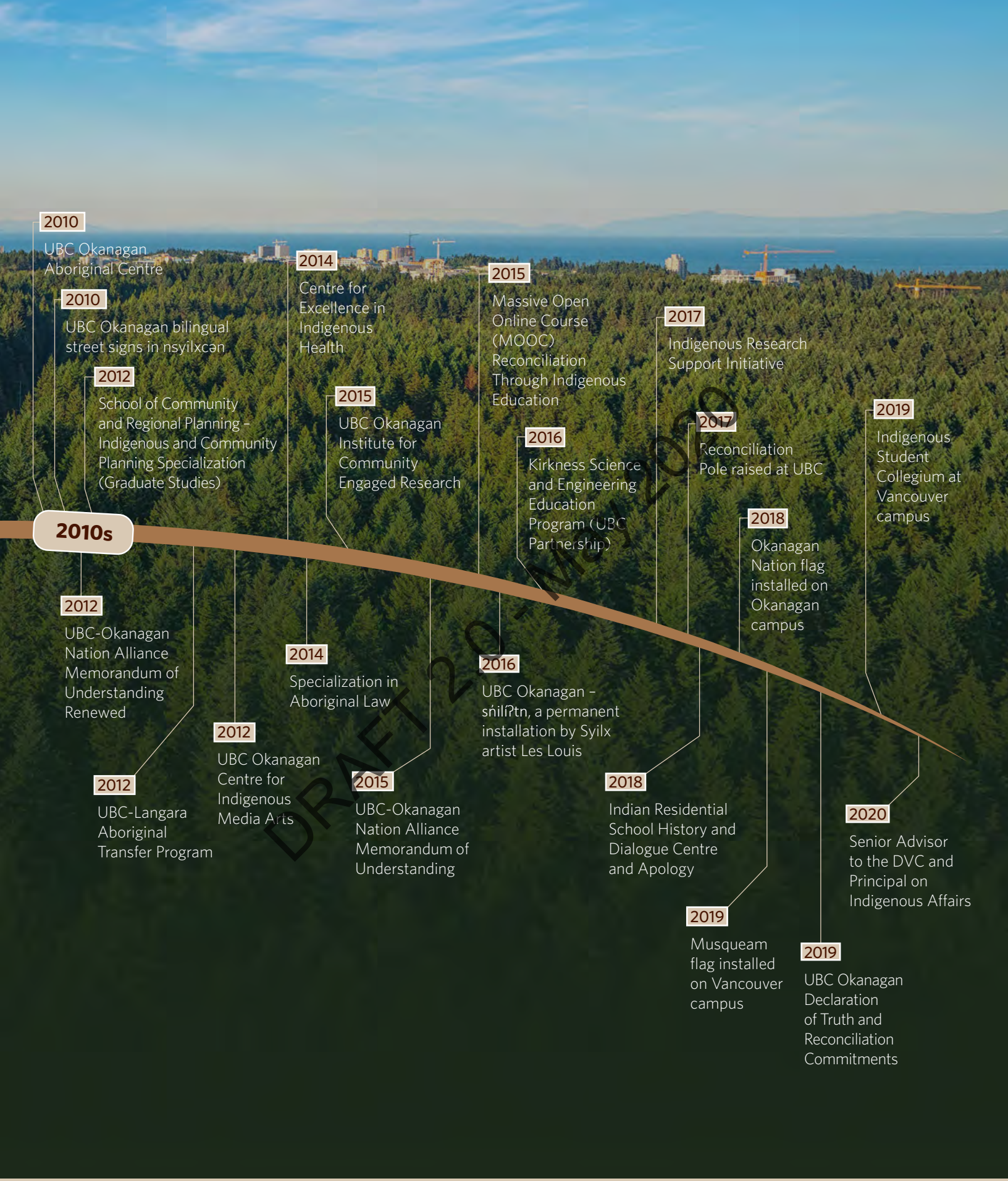
In the lead up to and following the implementation of the 2009 Plan, UBC took incremental steps to advance Indigenous engagement and inclusion.

The following is a list of many (but not all) of those steps.





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A collective voice for the way forward

The Indigenous Strategic Plan is the result of extensive engagement. The Okanagan campus, together with the Okanagan Nation, began this process with the development of a Declaration of Truth and Reconciliation Commitments and the implementation of 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 Declaration, Indigenous and non-Indigenous community members on the Vancouver and Okanagan campuses 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 Indigenous Strategic Plan, which resulted from these extensive engagements, forms UBC Vancouver's response to the Truth and Reconciliation Commission of Canada's Calls to Action.

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.

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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 2,500 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 collectively take to advance our vision.

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Workshops with UBCO leadership and Indigenous Caucus
Engagement sessions with UBCO and UBCV campus communities
1,200+
In-person Engagements
Engagement sessions with Musqueam Indian Band and the Okanagan Nation Education Council
President's Group Leadership Forum
Open houses with UBCO and UBCV campus communities
DRAFT 2.0 - MAY 2020
Indigenous Strategic Planning Committee is engaged on 2018 draft
2017
Creation of Ad Hoc Committee to guide Indigenous Strategic Planning process

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Individual Meetings with Deans and Executives
UBC Indigenous Strategic Planning Process
DRAFT 2.0 - May2020
1,273
Responses
Online Survey to UBCV & UBCO campus communities
SURVEY
15,000+
Inidividual Ideas, Opinions and Comments

Meaningful 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 jeweller 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.

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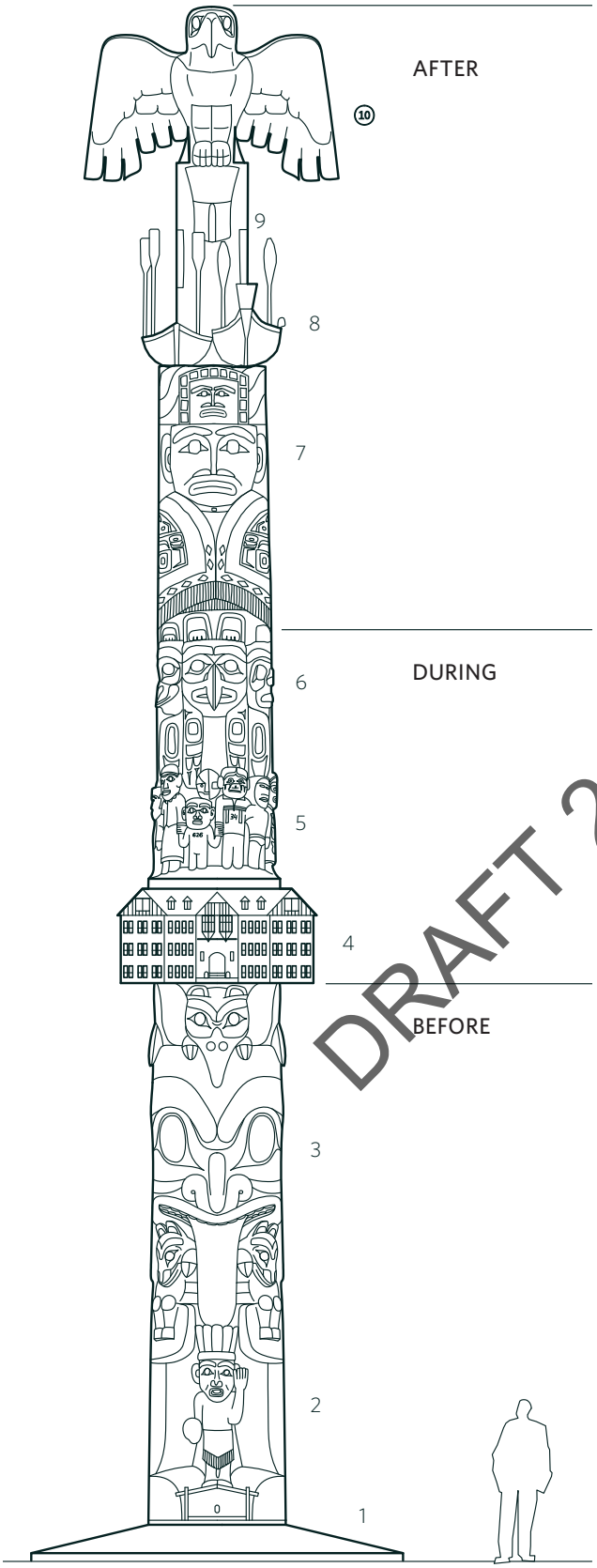
The Reconciliation Pole took a team of experienced carvers to complete over a number of months, led by Haida artist James Hart, with a small amount of carving by some members of the University community as a way of sharing ownership of the pole's message of reconciliation. The pole depicts First Nations, Inuit and Métis peoples' 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.



What Story Does Reconciliation Pole Tell?

Haida poles are read from bottom to top.

1 Surrounding the base of the pole are salmon symbolizing life and its cycles.

2 Between the legs of Bear Mother is sGaaga (Shaman) who stands on top of the Salmon House and enacts a ritual to ensure their return.

3 Bear Mother holds her twin cubs, Raven looks out from between Bear Mother's Ears.

4 A Canadian Indian residential school house, a government-instituted system designed to assimilate and destroy all Indigenous cultures across Canada.

5 The children holding and supporting one another are wearing their school uniforms and numbers by which each child was identified. Their feet are not depicted as they were not grounded during those times.

6 Four Spirit Figures: killer whale (water), bear (land), eagle (air) and Thunderbird (the supernatural). They symbolize the ancestries, environment, worldly realms and the cultures that each child came from.

7 The mother, father and their children symbolize the family unit and are dressed in traditional high-ranking attire symbolizing revitalization and strength of today.

8 Above the family is the canoe and longboat shown travelling forward—side by side. The canoe represents the First Nations and governances across Canada. The longboat represents Canada's governances and Canadian people. This symbolism respectfully honours differences, but most importantly displays us travelling forward together side by side.

9 Four Coppers, coloured to represent the peoples of the world, symbolize and celebrate cultural diversity.

⑩ Eagle represents power, togetherness, determination and speaks to a sustainable direction forward.

The 668,000+ copper nails covering areas of the pole are in remembrance of the many children who died at Canada's Indian residential schools — each nail commemorates one child.

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Our relationships

UBC has a complex network of relationships with and obligations to Indigenous peoples locally and globally. The diagram below is provided as a starting point for understanding this network of relationships. It is crucial that UBC recognizes and attends to each and every one of our relationships within this network in purposeful and meaningful ways.

Our nearest relationships and responsibilities are with our host nations of Musqueam and the Okanagan Nation Alliance with whom we have deepening and formalized relationships as expressed through a Memorandum of Affiliation (with Musqueam) and a Memorandum of Understanding (with the ONA).

Working outward from our Okanagan and Vancouver campuses, UBC has relationships with and responsibilities to Indigenous nations and peoples in the lower mainland/Fraser Valley and Okanagan Valley.

We also have relationships with Indigenous nations in other parts of the province. UBC facilities are located on the territories of a number of Indigenous nations in BC and we strive to build meaningful partnerships everywhere we are hosted. Many of our Indigenous students, faculty and staff are proud citizens and ambassadors of these nations.

Next, we have relationships with trans-boundary nations whose governments are based in the United States, representing yet another set of relationships and responsibilities that we as a university community must nurture.

Then, there are Indigenous peoples across Canada including First Nations, Inuit and Métis peoples, all of whom hold inherent and protected rights within Canada's constitutional framework. UBC has yet another set of obligations and responsibilities to all Indigenous nations and peoples of Canada.

Finally, as emerging international leaders in the advancement of Indigenous human rights, this Plan creates opportunities for UBC to continue to build relationships with Indigenous peoples across the globe.

DRAFT 2.0 - May 2020

Like 'Aboriginal', the term 'Indigenous' refers to First Nations, Inuit and Métis people, either collectively or separately. It is the preferred term in international usage, e.g. the United Nations Declaration on the Rights of Indigenous Peoples, and is increasingly being chosen over 'Aboriginal' both formally and informally in 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.

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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 Indigenous peoples and the University as a whole.

The Indigenous Strategic Plan is also committed to upholding the value of academic freedom in the context of Indigenous human rights. UBC's Strategic Plan 2018-2028 defines academic freedom as "a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure."

ACTION PLAN

"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

DRAFT 2.0 - May 2020

Implementing Indigenous human rights

The Indigenous Strategic Plan provides thoughtful guidance for action and a framework for reconciliation in a post-secondary context. In post-TRC Canada, we are morally and ethically compelled to implement these global human rights standards. Pursuing reconciliation is a collective university responsibility, a thread that runs through all areas of the University. The following section is designed to guide and enable Faculties and others to follow through on the University's commitment to meaningful reconciliation. It is intended not as a portfolio in itself but rather, as a guide to help Faculties, units and portfolios develop their own plans for implementation, considering their unique contexts and capabilities. In short, it is an enabling document. In implementing Indigenous human rights as a university community, we build an environment in which students, faculty and staff will share intercultural understanding, empathy, and mutual respect for the rights of all peoples.

Goals

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.

2

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

3

Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

4

Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

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5

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

6

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

7

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

8

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

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> "I think the onus is on leadership to acknowledge and demonstrate respect for Indigenous partnerships."
>
> —*ISP Engagement Participant*

Transforming intent into action

The following section provides a guiding framework of actions for Faculties, programs and operational units to develop their own plans for implementation.

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.

Action 1

Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.

Action 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.

Action 3

Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this Plan.

Action 4

Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this Plan in Faculty and operational plans.

Action 5

Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.

DRAFT 2.0 - May 2020

> **Take a stronger stance in how we approach and advocate for more systematic change beyond just the UBC community.**
>
> *— ISP Engagement Participant*

GOAL 2

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

DRAFT 2.0 - May 2020

Action 6

Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.

Action 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 on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.

Action 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's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Action 9

Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQQIA people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

> **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*

GOAL 3

Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

DRAFT 2.0 - May 2020

Action 10

Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.

Action 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.

Action 12

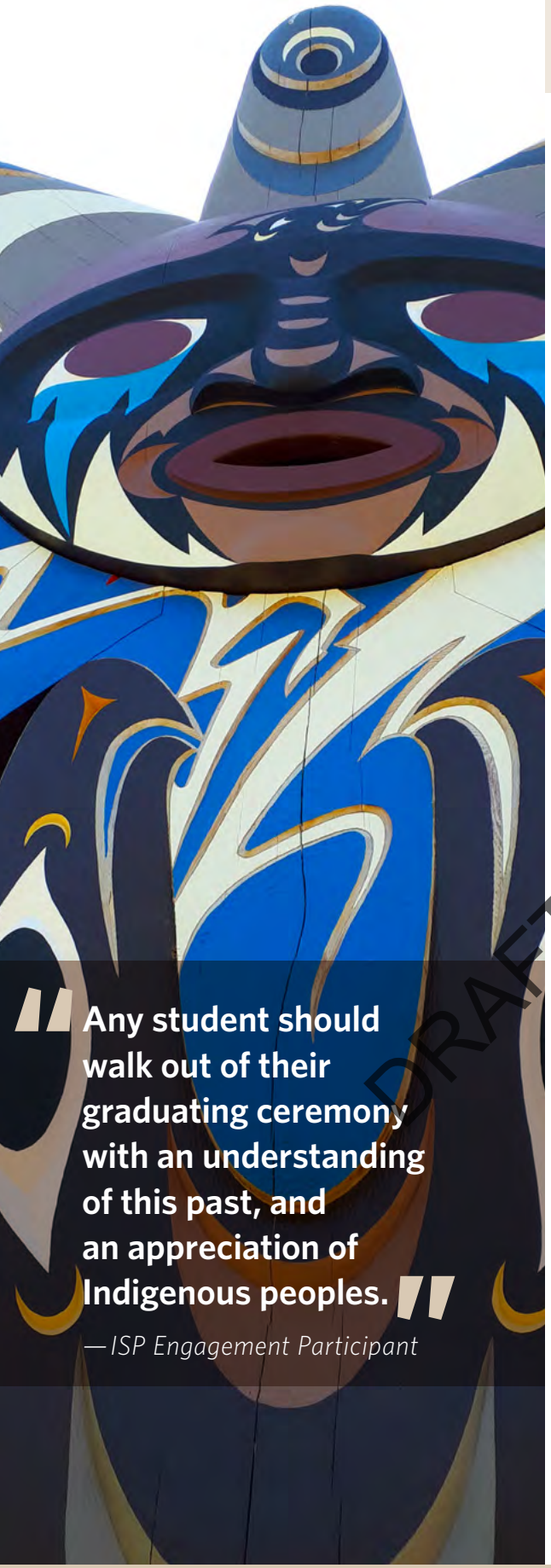
Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

Action 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.

Action 14

Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.



> **Any student should walk out of their graduating ceremony with an understanding of this past, and an appreciation of Indigenous peoples.**
>
> *— ISP Engagement Participant*

GOAL 4

Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

DRAFT 2.0 - May 2020

Action 15

Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.

Action 16

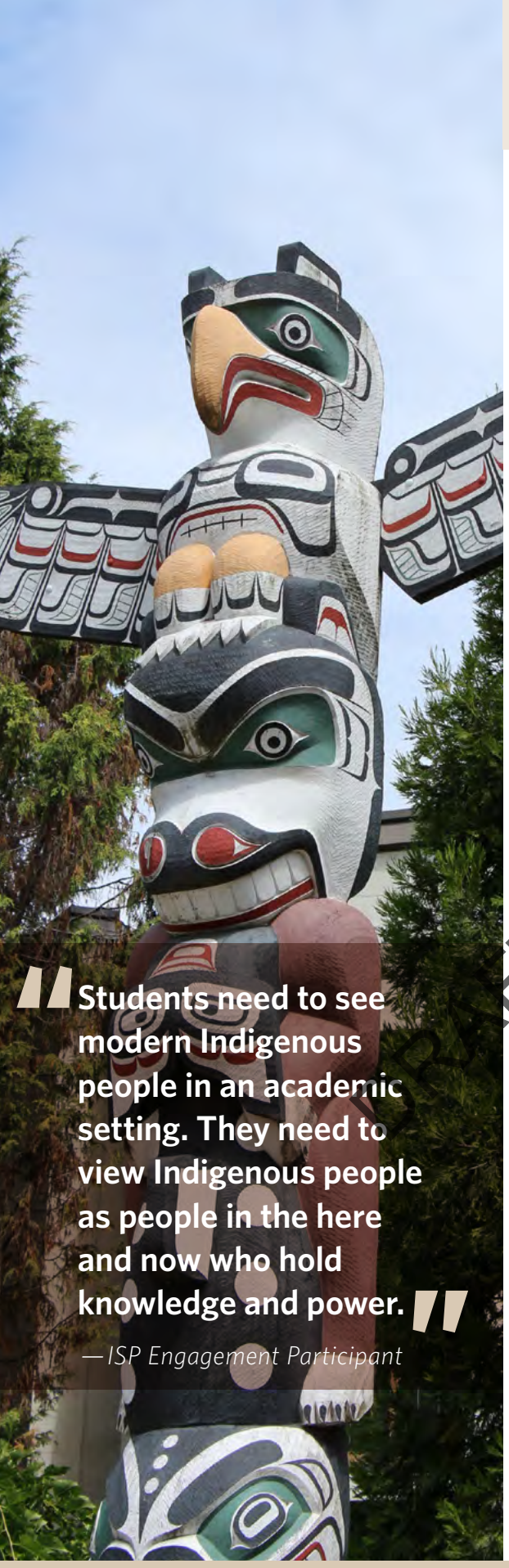
Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.

Action 17

Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.

Action 18

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



> **"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*

GOAL 5

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

DRAFT 2.0 - May 2020

Action 19

Engage with Musqueam, the Okanagan Nation and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.

Action 20

Establish a cultural expert program that brings Musqueam, Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.

Action 21

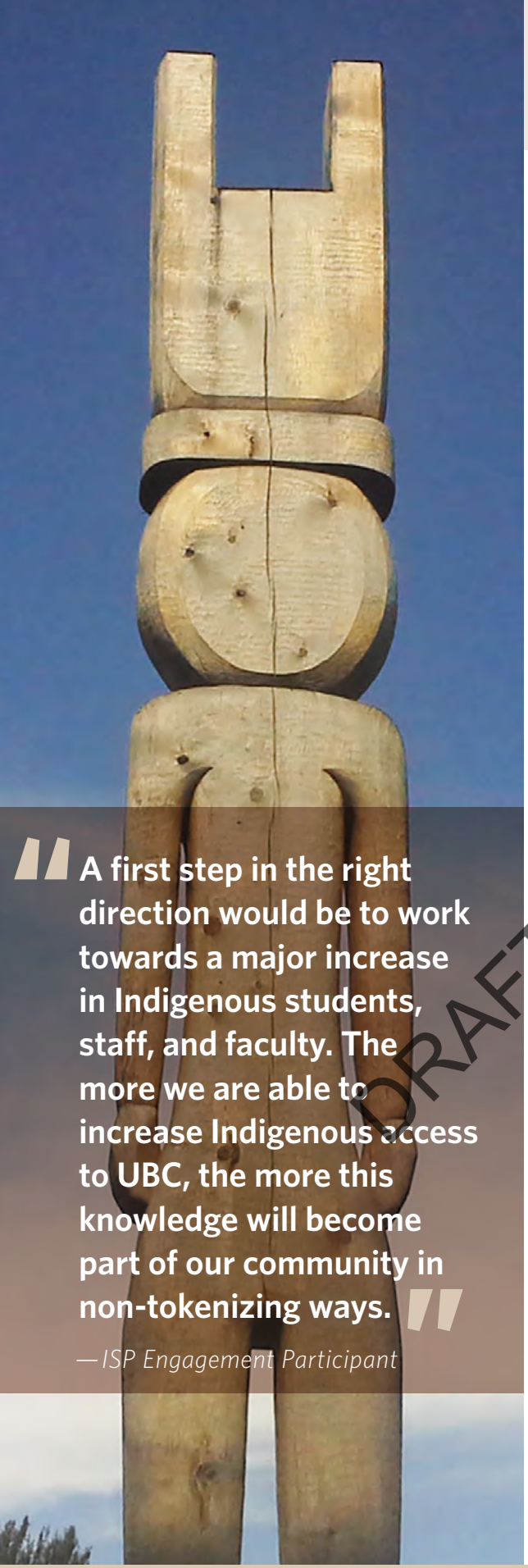
Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

Action 22

Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.

Action 23

Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.



> **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*

GOAL 6

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

DRAFT 2.0 - May 2020

Action 24

Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations.

Action 25

Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.

Action 26

Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.

Action 27

Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions.

Action 28

Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.

Action 29

Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.

Action 30

Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.

> **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*

GOAL 7

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

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Action 31

Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.

Action 32

Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.

Action 33

Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.

Action 34

Develop and deliver 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.

Action 35

Identify Indigenous faculty and staff mentors who volunteer to be available, 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.

Action 36

Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.

Action 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.

> **"I would like to see support programs that specifically address Indigenous students' issues from an Indigenous perspective."**
>
> *— ISP Engagement Participant*

GOAL 8

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

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Action 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.

Action 39

Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.

Action 40

Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.

Action 41

Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.

Action 42

Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs.

Action 43

Expand upon UBC's discrimination and harassment policies to clarify and uphold UBC's zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.

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"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

DRAFT 2: 7 May 2020

Starting today

With a new standard of excellence in the promotion of Indigenous peoples' human rights set out in this Plan, the work of implementation committees 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 committees 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.

DRAFT 2.0 - May 2020

Planning team

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Director of the First Nations House of Learning, Associate Professor in the Faculty of Applied Science, School of Nursing

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Castlemain

Castlemain Group

Castlemain is a leading Indigenous advisory company in Canada and worked alongside our team to engage the UBC community and its partners in the development of the UBC Indigenous Strategic Plan

Photo credits

COVER/BACK: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 2/3: Reconciliation Pole Raising Ceremony, April 1, 2017, UBC Vancouver. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 4/5: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC*

PAGE 6: Top picture: UBC Okanagan Mace, Sheldon Louis, Okanagan Indian Band. The artwork of the three symbolic spirit icons was given to UBC's Okanagan campus in 2005 by the Okanagan Nation elders. *Photo: Darren Hull / UBC*
Bottom picture: The House Post of qiyəplenəxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on March 20, 2012. *Photo: Hover Collective / UBC Brand & Marketing*

PAGE 7: Big picture: Haida Park at MOA, various artists, UBC Vancouver. *Photo: Hover Collective / UBC Brand & Marketing*
Circle picture: Professor Santa Ono, UBC President and Vice-Chancellor. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 8: Big picture: Residential School History and Dialogue Centre, UBC Vancouver, officially opened on April 9, 2018. *Photo: Paul Joseph / UBC*
Circle picture: Signing the UBCO TRC Declaration of Commitments. From left, Ian Foulds, Aboriginal Advisory Committee co-chair, Ian Cull, Senior Advisor to the DVC on Indigenous Affairs, Eric Mitchell, Cultural Safety Educator and adjunct professor in the Faculty of Creative and Critical Studies, Deborah Buszard, UBC Deputy Vice-Chancellor and Principal, and Santa Ono, UBC President and Vice-Chancellor. *Photo: Don Erhardt*

PAGE 9: UBC President Santa Ono and Chief Wayne Sparrow, Musqueam Indian Band, together at the Reconciliation Pole raising ceremony. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 10/11: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 12/13: Point Grey Peninsula, Vancouver *Photo: Martin Dee / UBC Brand & Marketing*

PAGE 14: Big picture: sníl̓ʔtn, a permanent installation, Les Louis, Lower Similkameen Band, Okanagan Nation Alliance, installed at UBC Okanagan on September 27, 2016. *Photo: Don Erhardt / UBC*
Circle picture: Okanagan Nation Alliance flag was permanently installed at UBC Okanagan on September 27, 2018. *Photo: Don Erhardt / UBC*

PAGE 15: Big picture: Musqueam Post or sʔiːɬqəy̓ qeqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on April 6, 2016. *Photo: Hover Collective / UBC Brand & Marketing*
Circle picture: Musqueam Indian Band flag was permanently installed at UBC Vancouver on February 25, 2019. *Photo: Paul Joseph / UBC*

PAGE 16: Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. *Photo: Martin Dee / UBC First Nations House of Learning*

PAGE 18: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver Campus. *Photo: Hover Collective / UBC Brand & Marketing*

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PAGE 21: Okanagan Valley. *Photo: Hover Collective / UBC Brand & Marketing*

PAGE 22/23: Blessing the Reconciliation Pole at its raising ceremony. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 24/25: Ginaawaan, Darin Swanson, Haida Hereditary Chief, at the Reconciliation Pole raising ceremony. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 26: UBC First Nations Longhouse. UBC Vancouver. *Photo: Don Erhardt / UBC First Nations House of Learning*

PAGE 27: Artist James Hart carving the Reconciliation Pole. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 28: Haida Park at MOA, various artists, UBC Vancouver. *Photo: Hover Collective / UBC Brand & Marketing*

PAGE 29: Thunder, Thomas Cannell, Musqueam, installed at UBC Vancouver in September 2009. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 30: Victory Through Honour, Ellen Neel, Kwakwaka'wak, installed at UBC Vancouver on October 30, 1948. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 31: The House Post of qiyəplenəxʷ (Capilano) [rear view], Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on March 20, 2012. *Photo: Kevin Ward / UBC First Nations House of Learning*

PAGE 32: Ceiling ornaments at the Residential School History and Dialogue Centre, UBC Vancouver. *Photo: Paul Joseph / UBC*

PAGE 33: Man and Raven Housepost, Stan Bevan, Tahltan-Tlingit-Tsimshian, and Ken McNeil, Tahltan-Tlingit-Nisga'a, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. *Photo: Martin Dee / UBC First Nations House of Learning*

PAGE 34/35: Indigenous Graduation Celebration, UBC First Nations Longhouse, 2015. *Photo: Don Erhardt / UBC First Nations House of Learning*

PAGE 36: **Big picture:** Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver. *Photo: Paul Joseph / UBC Brand & Marketing*
Circle picture: Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. *Photo: Martin Dee / UBC First Nations House of Learning*

DRAFT 2.0 – May 2020

DRAFT 2.0 - May 2020

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Indigenous Strategic Plan: Sample Performance Measurement Framework

As directed by the UBC Indigenous Strategic Plan, the following presents a framework for measuring progress towards our goals, including both qualitative and quantitative performance measures. This Framework is a sample, it is designed to provide guidance to Faculties and operational units when measuring progress towards the Indigenous Strategic Plan's goals. The outputs, outcomes and performance measures provided are suggestive and are intended neither as prescriptive nor exhaustive. Final outputs, outcomes and performance measures are for each Faculty and operational unit to define as they implement the Plan.

Acronyms:

ISP Indigenous Strategic Plan • **MMIWG** Missing and Murdered Indigenous Women and Girls Inquiry • **TRC** Truth and Reconciliation Commission

UNDRIP United Nations Declaration on the Rights of Indigenous Peoples • **2SLGBTQQIA** Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
43 Actions	The products or services produced when an action is taken.	The intended short- or long-term effects of an action's outputs. The consequences from an action that we actually value.	Quantitative or qualitative factors or variables that provide a simple and reliable means to measure achievement, to reflect the changes connected to an action.
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.			
1. Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.	• Individual leadership positions/ governing bodies accountable for achieving ISP goals at multiple levels of the University	Leadership/governance structure ensures Indigenous engagement is a priority across University Faculties/units.	• Increase in ISP accountabilities added to job descriptions and performance evaluations
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.	• Faculty/operational strategic plans with Indigenous engagement and the advancement of Indigenous peoples' human rights as focus areas with specific, actionable commitments	All Faculties/operational units have meaningfully committed to implementing initiatives to advance the human rights (as per UNDRIP) of their respective Indigenous students, faculty, staff and partners.	• Increase in the number of Faculties/units that have Indigenous engagement and the advancement of Indigenous peoples' human rights as distinct focus areas of their strategic plans • Within each Faculty/unit, there is a positive perception among Indigenous students, faculty and staff that the commitments made in the strategic plan are meaningful

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
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.			
3. Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this plan.	▪ Dollars allocated to Indigenous initiatives in each Faculty/unit	All Faculties/units have allocated meaningful funds to achieve each of the goals in this plan.	▪ Increase in the proportion of budget allocated to Indigenous initiatives within every Faculty/unit ▪ Portion of budget allocated from year to year to align with changing/shifting annual priorities identified by ISP implementation committees and bodies in consultation with UBC Board and executive team ▪ Extent to which deans and Faculty heads feel that they have sufficient resources and the flexibility to allocate resources to advance the Indigenous engagement priorities in their strategic plans
4. Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this plan in Faculty and operational plans.	▪ Faculty programs and initiatives (to be established through annual planning processes and aligned to budgets)	Senior administrators and faculty members are motivated to support their Faculty's or unit's achievement of goals and objectives that advance Indigenous people's human rights.	▪ Increase in the number of support programs that exist, for senior administrators and faculty members, across UBC Faculties and units ▪ Increase in number of senior administrators and faculty members who feel motivated and supported to advance the goals and objectives of the ISP in Faculty and operational plans
5. Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.	▪ Collaborative system/process that identifies areas of inconsistency regarding the University Act and lobbies government for change	University Act amended to be consistent with the principles of UNDRIP, the TRC, the MMIWG and the BC Declaration on the Rights of Indigenous Peoples Act.	▪ Creation of collaborative system/process that identifies areas of inconsistency regarding the University Act and lobbies government for change

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 2: Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.			
6. Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.	▪ Public report on UBC's participation in the implementation of Crown colonial policies	A study about UBC's participation in the implementation of past Crown colonial policies is completed, including recommendations moving forward to ensure that UBC's role is aligned with UNDRIP, the TRC and the MMIWG.	▪ Participation of all Faculties and operational units across both campuses in the institution-wide study ▪ Public report on study findings published with actionable recommendations for the University through ISP guidance structures
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 on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.	▪ Communications strategies from University communicators	Every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.	▪ In collaboration with Indigenous partners, Faculties and operational units have developed communications strategies and tools in place for raising awareness of their current and prospective students, faculty, staff members and partners on the unceded status of the lands on which UBC facilities are situated
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's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.	▪ Free and publicly accessible: - Educational tools - Events - Resources	UBC is recognized as global leader in providing information to those interested in learning about the local and global implementation of Indigenous peoples' human rights.	▪ Increase number of free and publicly accessible educational tools, events and resources provided ▪ Increase in number of (virtual) visits to UBC educational tools; events; resources ▪ UBC tools, resources and Indigenous rights experts are sought after globally ▪ Participants report increased understanding of Indigenous human rights issues and root causes
9. Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQQIA people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.	▪ Advisory group ▪ Public dialogue sessions	Public dialogue sessions result in a deeper understanding among event participants regarding human and Indigenous rights violations and abuses of Indigenous women, girls and 2SLGBTQQIA people and their root causes.	▪ Advisory group established and funded ▪ Number of dialogue events held across the University ▪ Number of participants in dialogues held ▪ Increase in number of students, faculty and staff who report to feel knowledgeable about the issues surrounding the MMIWG Inquiry

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 3: Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.			
10. Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.	▪ Catalyzing grants and fellowships ▪ Specialized grants development team to support research that is reciprocal and led by Indigenous communities	More external research grants are applied for and awarded for research that is co-developed with and led by Indigenous communities locally and globally. More scholarships and fellowships are awarded that target research that is co-developed with and led by Indigenous communities locally and globally.	▪ Increase in research dollars awarded to catalyze research that is co-developed with and led by Indigenous communities locally and globally ▪ Increase in number of catalyzing research grants and fellowships available for Indigenous community-based research ▪ Increase in number of awarded scholarships and fellowships targeted at reciprocal Indigenous community-led research ▪ Increase in number of co-developed research projects applying for grants ▪ Increase in number of co-developed research projects awarded grants ▪ Increase in number of grants awarded to research projects which advance community priorities
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.	▪ Research Chair positions ▪ Strategies to recruit, retain and support Indigenous scholars ▪ Nominations of Indigenous scholars for national and international awards and prizes	The profile of Indigenous peoples' human rights, knowledge systems and ways of knowing is raised by UBC researchers locally, nationally and around the world.	▪ Increase in number of both internally and externally funded Research Chair positions allocated ▪ Increase in number of faculty whose research applies Indigenous ways of knowing and/or advances the implementation of Indigenous peoples' human rights locally, nationally and around the world ▪ Increase in number of national and international awards and prizes ▪ Increase number of media 'hits' on the work of Indigenous scholarship ▪ Increase in citation counts, international invitations, research collaboration invitations, and research grants awarded to scholars who specialize in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights ▪ Increased participation in national and international expert advisory committees and councils

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 3: Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.			
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.	▪ Programs that afford students opportunities to become global leaders (e.g., research assistantships; work learn positions; events; conferences; awards; mentorships)	More students are moving into careers/ graduate studies that support the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts, and Indigenous languages.	▪ Increase in number of students recruited to UBC specifically for its focus on Indigenous research ▪ Increase in graduate school enrolments of Indigenous students and students working on Indigenous research ▪ Increase in the number of the following (for example) offered in areas of Indigenous research: – Research assistantships – Work learn positions – Events – Conferences – Awards – Mentorships ▪ Increase in number of graduates moving into careers/ graduate studies that support 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.	▪ Research protocols; formalized process for producing community-specific ethical research guidelines ▪ Training materials and modules on protocols, data governance and ethical guidelines ▪ Specialized Indigenous research protocol position within University-Industry Liaison Office	Students and Faculties approach research opportunities with communities in a respectful and formalized manner; communities feel respected.	▪ UBC research ethics process amended to include section on Indigenous impacts including considerations of free, prior and informed consent and ownership, control, access and possession of Indigenous data ▪ Increase in participation rates of students, faculty and staff in training and education with respect to protocols, data governance and ethical guidelines ▪ Increase in number of Indigenous communities, involved in research, with which formal research guidelines have been established ▪ Extent to which research proposals are evaluated on the basis of community-specific research guidelines ▪ Indigenous communities/people involved in research with UBC feel respected and valued

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 3: Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.			
14. Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.	▪ Formal, time-efficient process for compensating Indigenous people(s) engaged in research ▪ Budget allocation for compensation for Indigenous peoples who are engaged in research	Indigenous peoples are recognized for the significant value their participation adds to the research process and its outcomes.	▪ Creation of formalized and time-efficient compensation process across the University ▪ Integration of financial guidelines for working with Indigenous communities into finance, education and training modules ▪ Reduction in time taken to pay Indigenous research participants ▪ Incorporation of budget line item, in Faculty/unit budgets, for compensation of Indigenous people who are engaged in research ▪ Indigenous communities/people involved in research with UBC feel respected and valued
GOAL 4: Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.			
15. Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.	▪ University-wide, Faculty-led curriculum reviews with recommendations report	Course requirements and syllabi are diversified through the integration of Indigenous histories, experiences, worldviews and knowledge systems. Faculties are compliant with the Truth and Reconciliation Commission's Calls to Action.	▪ Curriculum review in-progress/complete ▪ Increase, in each Faculty, in the number of courses that reflect Indigenous histories, experiences, worldviews and knowledge systems ▪ Increase in number of Faculties/programs that are working towards compliance with the TRC Calls to Action
16. Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which appropriately explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.	▪ New/adapted courses	Students leave UBC with a greater understanding of the intersection of Indigenous issues and their field of study.	▪ Increase in number of academic programs with at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty ▪ Increase in students who, on graduation, report a greater understanding of how Indigenous issues intersect with their field of study

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 4: Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.			
17. Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.	▪ Budget allocation for compensation to Indigenous partners who support the Indigenization of curriculum ▪ Formal, time-efficient process for compensating Indigenous people(s) engaged in Indigenization of curriculum	Indigenous people are recognized for their valuable support and knowledge in Indigenizing the curriculum.	▪ Incorporation of budget line item, in Faculty/unit budgets, for equitable compensation of Indigenous partners who support Indigenization of curriculum ▪ Reduction in time taken to pay Indigenous partners involved in curriculum reviews ▪ Indigenous communities/people involved in curriculum review feel respected and valued ▪ Increase in number of those Indigenous people involved in Indigenization of the curriculum who are financially compensated
18. Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus.	▪ Accredited post-secondary Indigenous knowledge programs created in collaboration with community partners	Communities have access to accredited, relevant post-secondary Indigenous knowledge programs. Students, faculty and staff have access to community-relevant, accredited post-secondary Indigenous knowledge programs.	▪ Matching demand from Indigenous communities for accredited post-secondary Indigenous knowledge programs offered in community and on campus
GOAL 5: Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.			
19. Engage with Musqueam, the Okanagan Nation, and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.	▪ Engagement with Musqueam, the Okanagan Nation, and other Indigenous perspectives, as appropriate, on the design and development of artwork; architecture and renovations	The engagement process results in Musqueam, the Okanagan Nation, and other Indigenous host nations feeling represented in the design and development of UBC facilities and landscapes and that UBC facilities reflect Indigenous cultures.	▪ Musqueam, the Okanagan Nation, and other Indigenous host nations feel adequately engaged in the design and development of UBC facilities ▪ The extent to which host nations' cultures are reflected in the design of UBC facilities
20. Establish a cultural expert program that brings Musqueam, the Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.	▪ Cultural expert programs ▪ Physical space(s) on campus for cultural experts to work	Indigenous cultural experts/knowledge holders have access to a formal process through which they can work, teach and promote their expertise at UBC on an honoraria basis.	▪ Development of cultural expert program ▪ Increase in number of Indigenous cultural experts/ knowledge holders who work, teach and promote their expertise on UBC campuses ▪ Increase in number of dedicated spaces for experts

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 5: Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.			
21. Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.	▪ Dedicated spaces for Indigenous cultural practice and celebration	Students, faculty and staff feel comfortable, supported and safe to practice and celebrate their cultures.	▪ Increase in number of dedicated spaces for Indigenous cultural practice and celebration ▪ Extent to which Indigenous students, faculty and staff are satisfied with the services available to them/feel comfortable, safe and well at UBC
22. Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.	▪ A review process with host nations to produce map of all culturally significant places across UBC campuses and facilities and their generational connections to Indigenous peoples; plaques; artistic installations; information signs	The generational connections of Indigenous peoples to culturally significant places across UBC campuses are publicly recognized; Indigenous peoples with connections to the land on which UBC campuses sit see these connections visibly represented.	▪ Review of culturally significant spaces on campus completed ▪ Increase in Request for Proposals for Indigenous art installations ▪ Increase in number of plaques, signs or installations dedicated ▪ Indigenous peoples with connections to the land on which UBC campuses sit feel satisfied with the visibility of these connections
23. Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.	▪ Procurement policy review ▪ Indigenous Procurement strategy ▪ Indigenous businesses and vendors providing services on campus	Indigenous businesses and vendors are prioritized as providers of goods and services to UBC.	▪ Indigenous procurement strategy and corresponding policies developed ▪ UBC has implemented an Indigenous procurement strategy ▪ Increase in number of Indigenous businesses/vendors with which UBC has procurement contracts
GOAL 6: Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.			
24. Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations.	▪ Broadened tenure, promotion and merit review criteria	Service in Indigenous-specific areas by Indigenous faculty and staff, that goes above and beyond expectations, is better recognized in tenure review process, promotion and merit. Incorporation of Indigenous knowledge into teaching and curriculum development is better recognized in tenure review process, promotion and merit. Indigenous knowledge/research is better recognized in tenure review process, promotion and merit.	▪ Creation of committee to review and change tenure, promotion and merit guidelines ▪ Increase in number of Indigenous individuals who receive tenure, promotion and merit

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 6: Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.			
25. Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.	▪ Indigenous recruitment strategy for increasing Indigenous faculty and staff numbers ▪ Indigenous recruitment, retention and advancement policies and practices ▪ Indigenous hires	UBC has a robust Indigenous workforce and continues to hire, promote and retain Indigenous faculty and staff.	▪ Increase in number of UBC staff who self-identify as Indigenous ▪ Increase in number of UBC faculty who self-identify as Indigenous ▪ Increase in number of Indigenous hires ▪ Increase rate of retention among Indigenous faculty members ▪ Increase in number of Indigenous faculty and staff in leadership positions ▪ Increase in number of Indigenous staff/faculty who earn raises in a specific period vs. the general UBC employee population ▪ Increase in number of Indigenous staff members who are promoted
26. Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.	▪ Co-developed hiring programs ▪ Apprenticeships; employment opportunities	Members of Musqueam, the Okanagan Nation and other Indigenous communities see/experience UBC as a reliable source of employment and training.	▪ Increase in number of Musqueam, ONA and other Indigenous community members who are employed by UBC ▪ Increase in number of Musqueam, ONA members and other Indigenous community who are in apprenticeships at UBC ▪ Creation of Indigenous recruitment Community Liaisons
27. Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions.	▪ Key competency review and definition ▪ Altered job descriptions	All faculty and staff at UBC are aware of Indigenous issues and have some knowledge/competence in working with Indigenous students/colleagues.	▪ Increase in number of new faculty/staff that have Indigenous competence (or similar) in their job description. ▪ Increase in number of current faculty/staff that have Indigenous competence (or similar) in their job description ▪ Extent to which faculty and staff feel confident in integrating new knowledges in their work with Indigenous students and colleagues ▪ Indigenous students, faculty and staff feel safe, respected and valued

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 6: Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.			
28. Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.	▪ Needs-based funding made available to Indigenous students for tuition and housing; child-care services for Indigenous students	Indigenous students have access to sufficient funding for tuition. Indigenous students have access to child-care services. Indigenous students have access to affordable housing. Indigenous students feel financially secure while studying at UBC.	▪ Increase in number of dollars made available to Indigenous students to meet needs for: – Tuition – Housing ▪ Increase in quality affordable housing options, including family housing, to meet needs of Indigenous students ▪ Increase in number of child-care spaces allocated to Indigenous students to meet needs
29. Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.	▪ Needs-based child-care services; affordable housing	Indigenous faculty and staff have access to child-care services and affordable housing.	▪ Increase in number of child-care spaces allocated to Indigenous faculty and staff to meet needs ▪ Increase in affordable housing options available for Indigenous faculty and staff to meet needs
30. Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.	▪ Matching Musqueam and the Okanagan Nation's desires for tuition assistance	Musqueam and Okanagan Nation's desires for tuition assistance are met. More Musqueam and Okanagan Nation students attend UBC.	▪ Musqueam and the Okanagan Nation desires for tuition assistance are met ▪ Increase in the number of Musqueam and Okanagan Nation students applying to UBC ▪ Increase in the number of Musqueam and Okanagan Nation students attending UBC
GOAL 7: Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.			
31. Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.	▪ Research information repository; communication portal	A central online location, created in collaboration with Indigenous partners, where students, faculty, staff, communities and researchers can find all the information they need with regards to Indigenous issues and knowledge and can get research help through a communication portal.	▪ Creation of research repository/communication portal ▪ Increase in number of resources accessible through the portal ▪ Increase in number of portal visits per month/ year/quarter ▪ Increase in number of portal shares per month/ year/quarter ▪ Extent to which users find the portal useful and easily navigable

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 7: Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.			
32. Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.	▪ Online database	Those looking for an Indigenous program, initiative or course at UBC can find it easily online.	▪ Database created and housed in appropriate location ▪ Increase in number of Indigenous programs, initiatives, and courses at UBC which are catalogued in the comprehensive online database ▪ Increase in number of database visits
33. Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.	▪ Creation of professional development program for faculty and staff. ▪ Integrate defined competencies into employee professional development and capacity building experiences	All faculty and staff have the capacity to foster safe and inclusive classrooms and workplaces.	▪ Creation of a professional development program ▪ Increase in number of faculty and staff who have gone through the professional development program ▪ Diversity of offerings of Indigenous-focused professional development experiences
34. Develop and deliver 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.	▪ Training modules	All faculty and staff possess a solid knowledge-base concerning Indigenous history and issues.	▪ Creation of Indigenous history and issues training modules ▪ Increase in number of faculty and staff who have taken the training at least once
35. Identify Indigenous faculty and staff mentors who volunteer to be available, 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.	▪ Program to identify volunteers and then provide funding allocation/ relevant professional recognition for professional advisory services	Indigenous faculty and staff who volunteer feel equitably recognized and valued for the services they provide to the University outside of their usual job description.	▪ Creation of a professional advisory volunteer and recognition framework ▪ Extent to which Indigenous faculty and staff feel recognized and valued for the extra services they provide
36. Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.	▪ Structures and mechanisms that can be responsive, in local contexts, to support partnership functions (e.g. offices or communication portal)	Relationships with Indigenous communities are strengthened because of accessible and formalized routes through which they can contact UBC and partner with the University on initiatives that advance their unique goals and interests.	▪ Development of strategy, process, platform and communication plan for community engagement and awareness of this new function ▪ Increase in number of Indigenous communities contacting UBC to form a partnership ▪ Increase in number of community-driven partnerships between UBC and Indigenous communities ▪ Extent to which communities report that their interactions with the University are coordinated, streamlined and responsive to their needs

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 7: Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.			
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.	▪ International advocacy group created ▪ Sustained resources to lead and participate in the network ▪ Global strategy	An international network of post-secondary institutions and Indigenous peoples which advocates for the advancement of Indigenous peoples' human rights in research and curriculum. UBC maintains its support of the network.	▪ An advocacy group has been formally created ▪ Advocacy group has stated goals, plans and strategies ▪ People, time, money dedicated to leading and participating in the network
GOAL 8: Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.			
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.	▪ Policy and practice review ▪ Recommendations	All university policies and operational practices support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.	▪ Review in progress/complete (with recommendations) ▪ Monitor the number of recommendations enacted by each Faculty/unit
39. Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.	▪ Time spent building relationships with educational providers ▪ Multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies ▪ Multi-pathway approach for transitioning Indigenous students from undergraduate studies to graduate studies.	Indigenous students have multiple options to help the transition from K-12 or college to undergraduate studies and from undergraduate to graduate studies. More Indigenous students are pursuing undergraduate and graduate studies.	▪ Strategy/framework developed regarding multi-pathway approach ▪ Number of Indigenous students referred and enrolled in undergraduate studies due to the multi-pathway approach ▪ Number of Indigenous students referred and enrolled in graduate studies due to the multi-pathway approach ▪ Referral vs enrollment vs graduation rate
40. Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.	▪ Formal transition support services ▪ More comprehensive and holistic support network for students based on community engagement	UBC transition support services offered to Musqueam, Okanagan Nation and other Indigenous host nations' students meet their needs.	▪ Review of support services in progress ▪ Increase in the number of Musqueam, Okanagan Nation and other Indigenous host nations' students using the services ▪ Extent to which students from host nations are satisfied with the transition support services

Actions/Interventions	Outputs	Outcome	Performance Measure/Indicator
GOAL 8: Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.			
41. Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.	▪ Culturally sensitive and informed trauma, violence and other counselling or cultural support services	Indigenous students, faculty and staff have multiple options, and feel supported, if in need of counselling or cultural support services.	▪ Increase in number of counselling and cultural support services to meet needs of Indigenous students, faculty and staff ▪ Increase in number of requests to see a counsellor that resulted in a meeting ▪ Extent to which Indigenous students, faculty and staff are satisfied with the services available to them/feel comfortable, safe and well at UBC
42. Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs.	▪ Reviews ▪ Recommendations ▪ Regular wellness report	Indigenous students, faculty and staff feel comfortable, safe, and well at UBC.	▪ Extent to which Indigenous students, faculty and staff are satisfied with the services available to them/feel comfortable, safe and well at UBC ▪ Increase in number of Indigenous first-year undergraduate students who enrol for second year of study ▪ Increase in number of Indigenous students who would recommend UBC ▪ If recommendations are proposed, number of recommendations implemented
43. Expand upon UBC's discrimination and harassment policies to clarify and uphold UBC's zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.	▪ Reviewed and expanded relevant discrimination, harassment, and bullying policies to ensure UBC upholds zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members in all areas of the University ▪ Actions taken against those in violation of the policies	Indigenous students, faculty, staff, and community members feel safe, respected and valued at/in partnership with UBC.	▪ Number of policies reviewed ▪ Number of relevant policies amended ▪ Extent to which Indigenous students, faculty, staff, and community partners feel safe, respected and valued

University of British Columbia
Indigenous Strategic Plan - Action Plan
Implementation Plan

Oversight and guidance

We plan to rely on a network of advisory committees and decision-making bodies. Most of these committees are pre-existing, with some currently in the process of being refreshed and reformulated to respond to the needs of the new Indigenous Strategic Plan (ISP.) In addition, several new committee structures will be needed to support ISP implementation. These new committees follow the basic design of the committees established for the university strategic plan implementation process but will be adapted for ISP purposes.

There are currently four advisory committees across both campuses. Each campus has both pre-existing internal and external advisory committees.

At the Okanagan campus, the existing committees were revisited during the TRC Commitments planning process (2018-19) and will remain in place, under their current composition and existing terms of reference. They are:

1) **Indigenous Advisory Committee (IAC)**
    - The IAC is an advisory group to the Deputy Vice-Chancellor and Principal to provide advice and recommendations to support Aboriginal/Indigenous engagement and support activities at UBC Okanagan. The committee is responsible for providing guidance on the implementation of commitments to the Truth and Reconciliation Commission Calls to Action. The committee will also advise on other emerging Indigenous priorities and initiatives.
    - Meets approximately 6 times per year.
    - Staff, faculty and students comprise membership, not to exceed 14 members.
    - Senior Advisor to the President on Indigenous Affairs sits as a member of this committee in order to enhance communication and cross-campus relationships.

2) **UBC Okanagan Campus and Okanagan College Aboriginal Education Council (AEC)**
    - The AEC is an external advisory council to provide both UBC-O and Okanagan College with advice, recommendations, and guidance to enhance the participation and status of Indigenous students at both institutions.
    - Meets quarterly.
    - Membership consists of nominees from each band or Aboriginal organization.
    - Co-chairs from UBC-O and OC are non-voting members of the Council, chair the meetings and look after administrative duties of the Council.

On the Vancouver campus, the two pre-existing committees are operating under 10-year-old+ terms of reference and outdated composition. Both are currently in the process of restructuring and updating—a process which will be completed during 2020. They are:

1) **The President's Advisory Committee on Indigenous Affairs (PAC)**
    - The PAC is an external advisory body intended to provide community perspectives on UBC-V's progress in the development of its Indigenous programs and initiatives and its engagement with Indigenous people and communities.
    - Currently operating under a Terms of Reference document dated 2010, to be updated summer 2020.

2) **Indigenous Strategic Plan Implementation Committee (ISPIC)**
    - ISPIC was established in 2009 and intended to devise and monitor implementation strategies and advise administration on the allocation of resources. Terms of reference have not been updated since 2009.
    - Provides advice to the UBC-V Provost and VP Academic on implementation of the ISP.
    - Co-chaired by the Director, First Nations House of Learning and the Vice-Provost and Associate Vice-President, Academic Affairs.
    - Senior Advisor to the President on Indigenous Affairs sits as a member of this committee. Senior Advisor to the DVC and Principal on Indigenous Affairs to be added as a sitting member of this committee in order to enhance communication and cross-campus relationships.
    - Terms of reference will be updated in summer 2020.

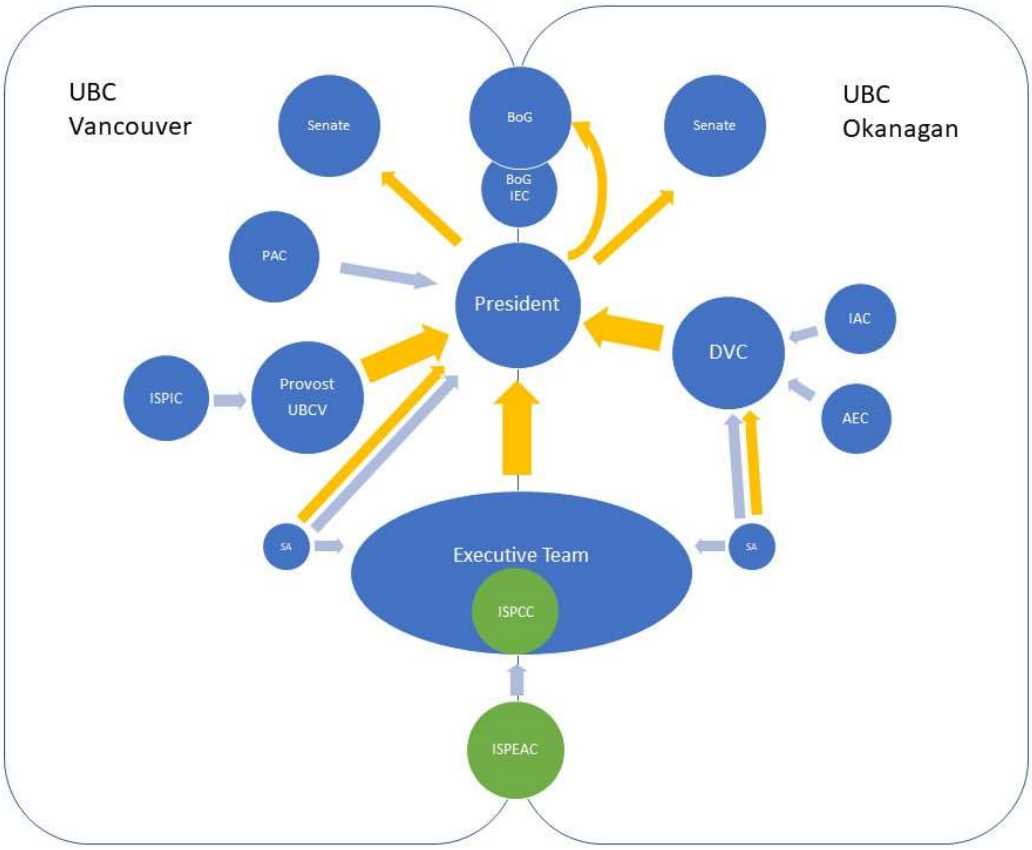
Following the lead of the university's strategic plan implementation process, two new university-wide committees will be established specifically focused on ISP implementation. They are:

1) **Indigenous Strategic Plan Executive Advisory Committee (ISPEAC)**
    - This will be a new implementation advisory committee analogous to the Strategic Plan Implementation Advisory Committee (SPIAC) which will provide advice to the Executive Team and to the ISP Coordinating Committee on the processes, priorities and approaches to implement the ISP.
    - Membership will be comprised of senior Indigenous and non-Indigenous faculty and staff from both campuses. There will also be seats for Indigenous graduate and undergraduate students and alumni representatives. This committee must remain majority Indigenous.
    - Chair to rotate between Senior Advisors from each campus.
    - Terms of Reference and membership to be defined as part of ISP implementation.

2) **Indigenous Strategic Plan Coordinating Committee (ISPCC)**
    - This will be a decision-making body that operates as a working group of the Executive Team. It is analogous to the university's Strategic Plan Coordinating Committee. It will be comprised of:
        i. President and Vice-Chancellor

ii. Provost and Vice-President Academic, Vancouver
iii. Provost and Vice-President Academic, Okanagan
iv. Vice-President Students
v. Associate Vice-President Students, Okanagan
vi. Vice-President Research and Innovation
vii. Vice-Principal, Research, Okanagan
viii. Vice-President External Relations
ix. Executive Director, President's Office
x. Senior Advisor to the President on Indigenous Affairs
xi. Senior Advisor to the DVC and Principal on Indigenous Affairs
xii. New staff position to support ISP implementation committees (appropriate rank TBD)

- ISPCC will meet as often as needed to make necessary decisions and coordinate implementation.
- ISPCC will help coordinate implementation across portfolios and provide assistance to portfolios in goal setting and reporting.
- ISPCC will also assist the Executive Team in reporting to the Board of Governors' Indigenous Engagement Committee and the two Senates.



DRAFT ISP Oversight and Guidance

Legend
Advisory to
Accountable to
New bodies

Acronym	Definition
AEC	Aboriginal Education Council
BoG	Board of Governors
BoG IEC	BoG Indigenous Engagement Committee
DVC	Deputy Vice-Chancellor and Principal
IAC	Indigenous Advisory Committee
ISPCC	ISP Coordinating Committee
ISPEAC	ISP Executive Advisory Committee
ISPIC	ISP Implementation Committee
PAC	President's Advisory Committee
SA	Office of the Senior Advisor

Leadership

The Senior Advisor to the President on Indigenous Affairs and the ***Senior Advisor to the Deputy Vice Chancellor and Principal on Indigenous Affairs*** together provide vision, leadership and diplomacy in advancing the University's overall strategic plan in relation to Indigenous Affairs. These individuals play a pivotal role in establishing consistent, open channels of communication with faculty, staff and students, Indigenous communities, the senior leadership of the university, and various associates involved in Indigenous programming and initiatives. The Senior Advisors are expected to inspire, support and guide the UBC community to meet even higher expectations related to Indigenous affairs.

The Senior Advisor to the President on Indigenous Affairs reports to and works in close collaboration with the President and Vice-Chancellor, as well as working closely with all members of the university Executive team and the Senior Advisor to the Deputy Vice Chancellor and Principal on Indigenous Affairs. The Senior Advisor to the President is involved in examining issues of Indigenous presence in consultation and decision-making at UBC, and will participate in the mechanisms and structures that encourage effective and inclusive consideration of Indigenous perspectives in UBC governance and education standards.

The Senior Advisor's Office on the Vancouver campus will be comprised of:

- The Advisor
- 1 M&P position to support ISP implementation
- Administrative support in particular to support the work of the Advisory Committees, relations with the Board of Governors and the Okanagan campus.

The Senior Advisor to the Deputy Vice Chancellor and Principal on Indigenous Affairs reports to the Deputy Vice Chancellor and Principal and also works closely with all members of the Okanagan campus Executive team, as well as with the Senior Advisor to the President and Vice Chancellor on Indigenous Affairs on university wide matters.

The Senior Advisor's Office on the Okanagan campus will likely be comprised of:

- The Advisor
- 1 M&P position (in time)
- Administrative support in particular to support the work of the Advisory Committees, relations with the Board of Governors and the Vancouver campus.

The Director, First Nations House of Learning manages staff, programming, operations and the First Nations Longhouse building itself. The Director reports to the Provost and VP Academic, and co-leads development of the Indigenous Strategic Plan. The Director advises on Indigenous issues as asked by the wider UBC community. FNHL Programming serves UBC and beyond with the following: Indigenous Collegium is in partnership with the UBC Collegia program; student-facing supports through Student Engagement Staff, offer tutoring, counseling, weekly student

lunches and activities; communicates through a Communications and Research Officer; and maintains a direct connection to the Musqueam community through the FNHL-based 'Bridge through Sport' Program. Frequent events in the Longhouse are hosted and welcomed by staff from all over. The Director chairs the ISPIC noted above. And finally, the Director, along with the University Librarian is over the Xwi7xwa Library and Head connected to the FNHL.

Budgetary

The Vancouver campus has built into future budget room for approximately $2M p.a. in expenditures in support of ISP implementation. This is comparable in amount to what is devoted to monies made available in the university strategic plan implementation for implementation expenses.

The Okanagan campus has built in future budget room of approximately $2.5M p.a. in expenditures in support of ISP implementation.

We anticipate there will be open calls for proposals on certain topics to be determined, and funding needed for specific projects, to be determined. As with the university plan implementation, metrics will be developed.

The 2021/22 budget process will ensure the alignment of proposed Indigenous initiatives with ISP strategies and priorities.

Staffing

An M&P position, reporting to the Senior Advisor to the President on Indigenous Affairs, will be initially required to resource the two new ISP implementation committees which span both campuses and support the Executive Team. This new position to support ISP implementation will be hired and officed primarily on the Vancouver campus but will remain in regular communication with and coordination with the Okanagan campus.

We will develop a future staffing plan to build out the capacity for longer-term implementation.

Communication

We plan to build out content on a suitable website about implementation activities and accomplishments. Included in the Institutional Accountability Report will be key metrics, just as for the university strategic plan.