UBC INDIGENOUS STRATEGIC PLAN

2020

CONTENTS

hay č xʷ q̓ ə, limləmt, Thank you 6

Message from President Ono 7

Truth before reconciliation 8

Looking back on our journey 10

A collective voice for the way forward 14

UBC Indigenous Strategic Planning process 16

Meaningful reconciliation at the centre 18

Our relationships 20

Vision, mission and values 21

Implementing Indigenous human rights 24

Transforming intent into action 26

Starting today 36

Planning team 37

Photo credits 38

"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

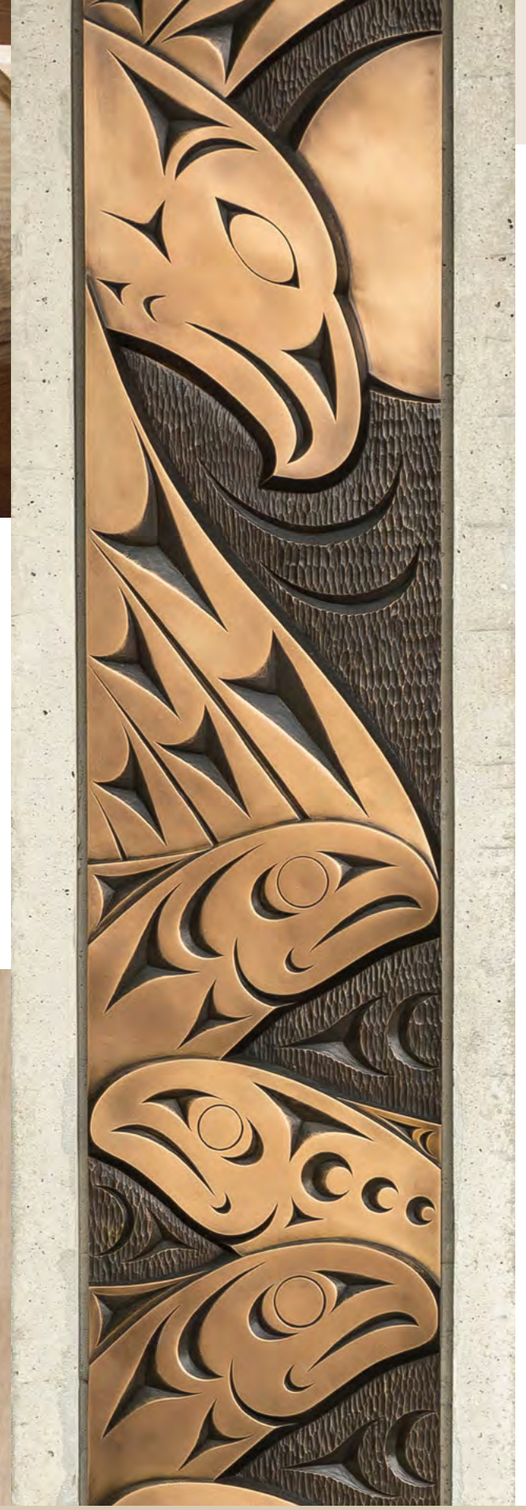
hay č xʷ q̓ ə, limləmt, Thank you

We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose territories the campuses of the University of British Columbia have 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.



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 positioned to generate and mobilize knowledge that can produce systemic change. We are 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.

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 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 can mean 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.

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.

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.

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.

1970s

- **1974** NITEP – Indigenous Teacher Education Program (Elementary years)
- **1975** Indigenous Legal Studies Program

1980s

- **1984** Ts"kel Program (Graduate Studies)
- **1987** First Nations House of Learning

1990s

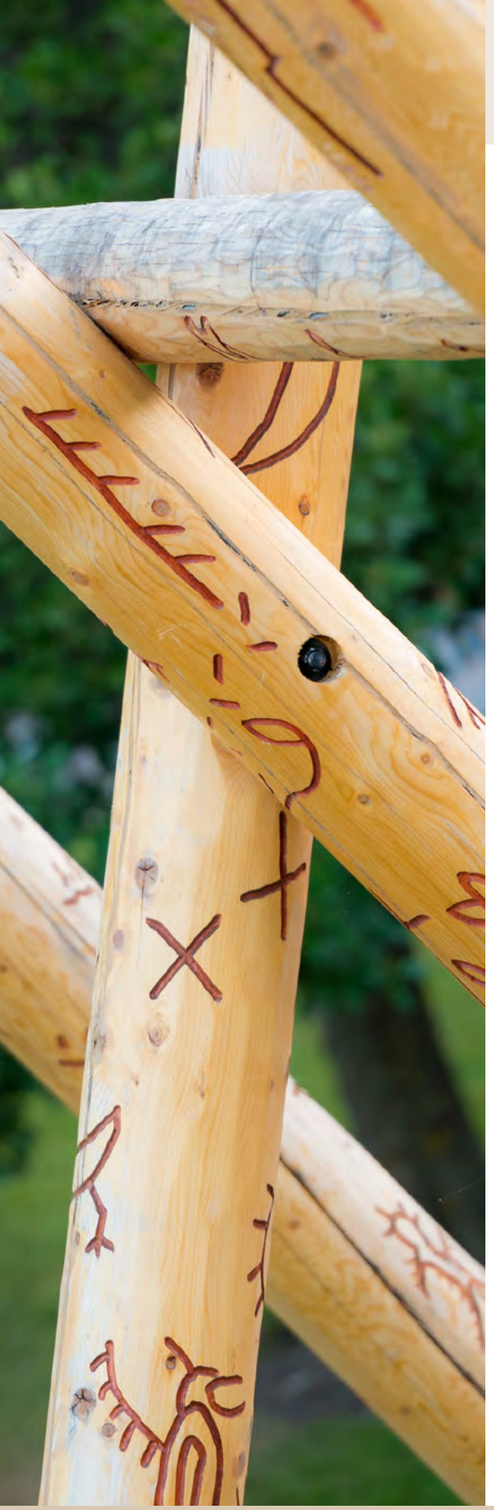
- **1993** First Nations Longhouse and Library facility (Xwi7xwa Library) opens
- **1995** Geering up Science and Engineering Education Program
- **1996** First Nations and Endangered Languages Program

2000s

- **2001** First Nations and Indigenous Studies Program
- **2002** Aboriginal MD Admissions Program
- **2003** Aboriginal Health and Community Administration Program
- **2004** NITEP – Indigenous Teacher Education Program (Secondary option)
- **2005** UBC-Okanagan Nation Alliance Memorandum of Understanding
- **2006** Musqueam Memorandum of Affiliation
- **2007** Ch'nook Aboriginal Business Program: Aboriginal Management Certificate Program
- **2007** nsyilxcən taught at UBC Okanagan in partnership with En'owkin Centre
- **2007** UBC Okanagan Aboriginal Access Studies Program
- **2009** Senior Advisor to the President on Indigenous Affairs
- **2009** Aboriginal Strategic Plan
- **2010** Indigenous Initiatives at the Centre for Teaching, Learning and Technology

2010s

- **2010** UBC Okanagan Aboriginal Centre
- **2010** UBC Okanagan bilingual street signs in nsyilxcən
- **2012** In partnership with Musqueam, School of Community and Regional Planning – Indigenous and Community Planning Specialization (Graduate Studies)
- **2012** UBC-Okanagan Nation Alliance Memorandum of Understanding Renewed
- **2012** UBC-Langara Aboriginal Transfer Program
- **2012** UBC Okanagan Centre for Indigenous Media Arts
- **2014** Specialization in Aboriginal Law
- **2014** Centre for Excellence in Indigenous Health
- **2015** UBC Okanagan Institute for Community Engaged Research
- **2015** UBC-Okanagan Nation Alliance Memorandum of Understanding
- **2015** Massive Open Online Course (MOOC) Reconciliation Through Indigenous Education
- **2016** UBC Okanagan – sn̓ilʔtn, a permanent installation by Syilx artist Les Louis
- **2016** Kirkness Science and Engineering Education Program (UBC Partnership)
- **2016** Musqueam Post or sʔiːɬqəy̓ qeqən, by Brent Sparrow, installed on Vancouver campus
- **2017** Indigenous Research Support Initiative
- **2017** Reconciliation Pole raised at UBC
- **2018** Okanagan Nation flag installed on Okanagan campus
- **2018** Bilingual street signs in hən̓q̓əmin̓əm̓
- **2018** Indian Residential School History and Dialogue Centre and Apology
- **2019** Musqueam flag installed on Vancouver campus
- **2019** Indigenous Student Collegium at Vancouver campus
- **2019** UBC Okanagan Declaration of Truth and Reconciliation Commitments
- **2020** Senior Advisor to the DVC and Principal on Indigenous Affairs



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.

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.

UBC Indigenous Strategic Planning Process
16+
Individual Meetings with Deans and Executives
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
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
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.

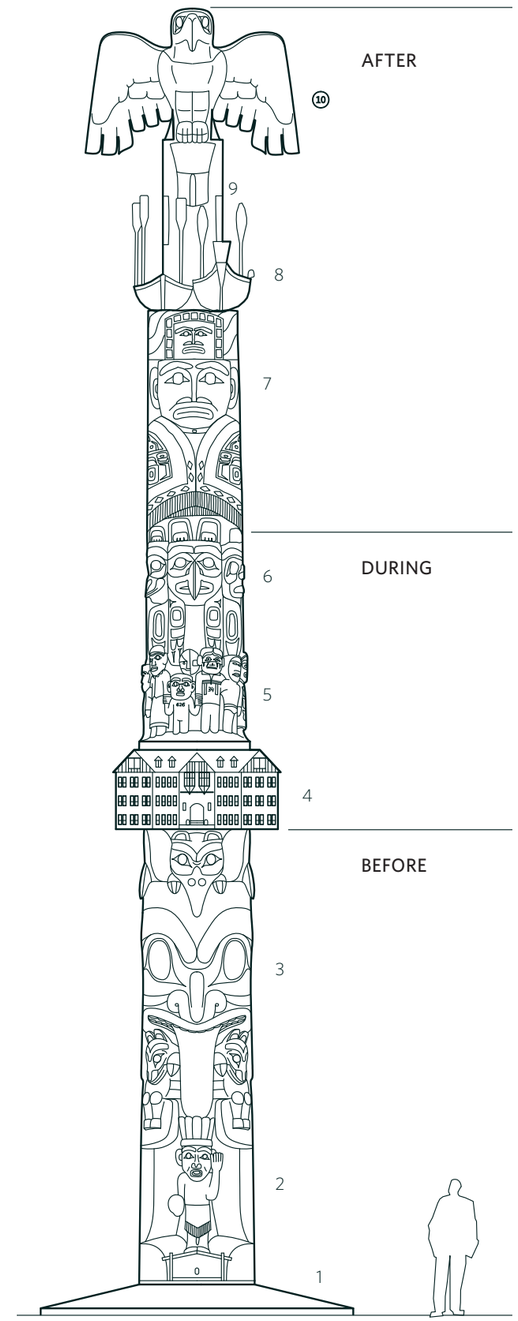
About the Artist – Born in 1952 at Masset, BC, Haida Gwaii, master carver 7idansuu (Edenshaw), James Hart, has been carving his whole life. He is also a skilled jeweller and print maker and is considered a pioneer among Northwest Coast artists in the use of bronze casting. Hart has replicated traditional 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.

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 celebrating their culture and implementing their rights.

With the consent 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 from their specific locations.



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.

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).

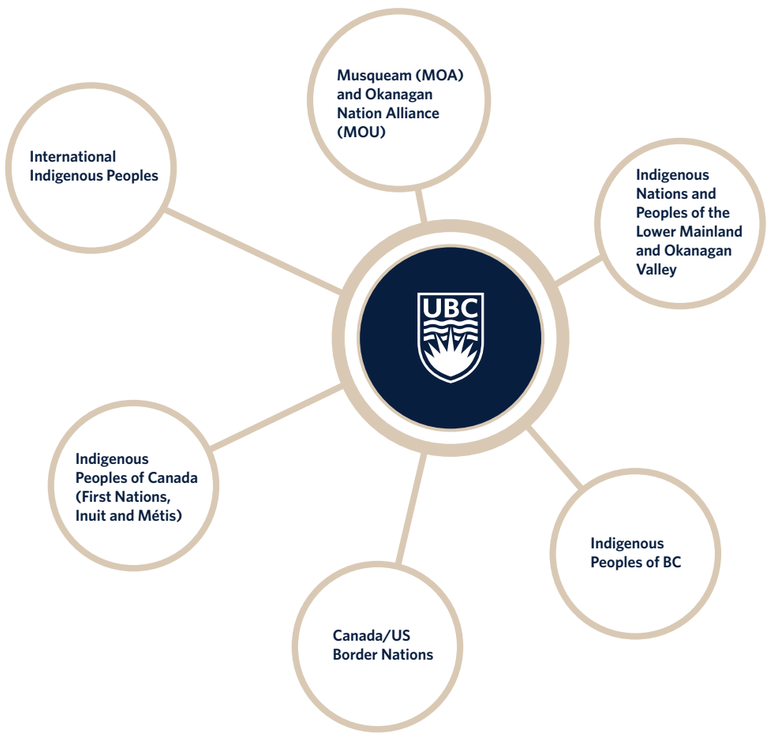
Working outward from our Okanagan and Vancouver campuses, UBC has relationships with and responsibilities to Indigenous nations and peoples in the lower mainland/Fraser Valley and Okanagan Valley.

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.



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 presents 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 anticipate that as the Plan is implemented that a gradual shift will take place in UBC's culture creating an environment where respect for Indigenous rights is woven into the daily life of the University. For students, faculty and staff this will mean an environment in which they feel valued, respected and in which they will have every opportunity to thrive.

Vision

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

Mission

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

Values

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

As this Plan is implemented, we will continue to emphasize these values of excellence, integrity, respect and accountability as we ensure that this Plan works to advance Indigenous human rights throughout the University.

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*

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.
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.

> **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

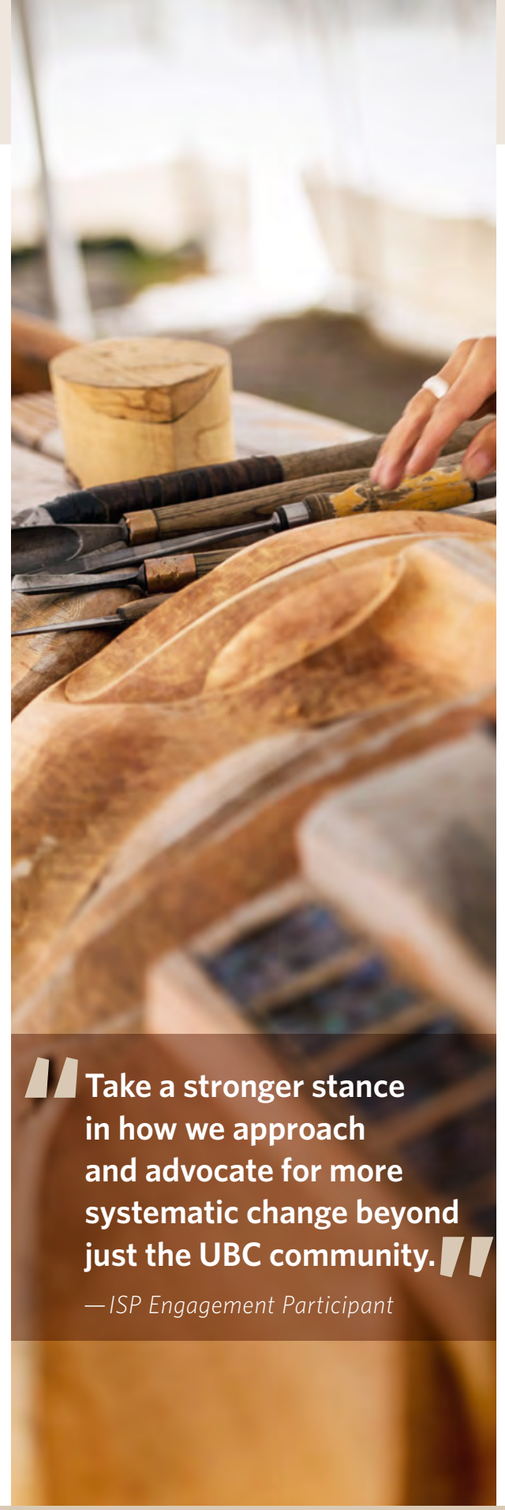
Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this Plan.

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.



> **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.

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.

*two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

> 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.

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

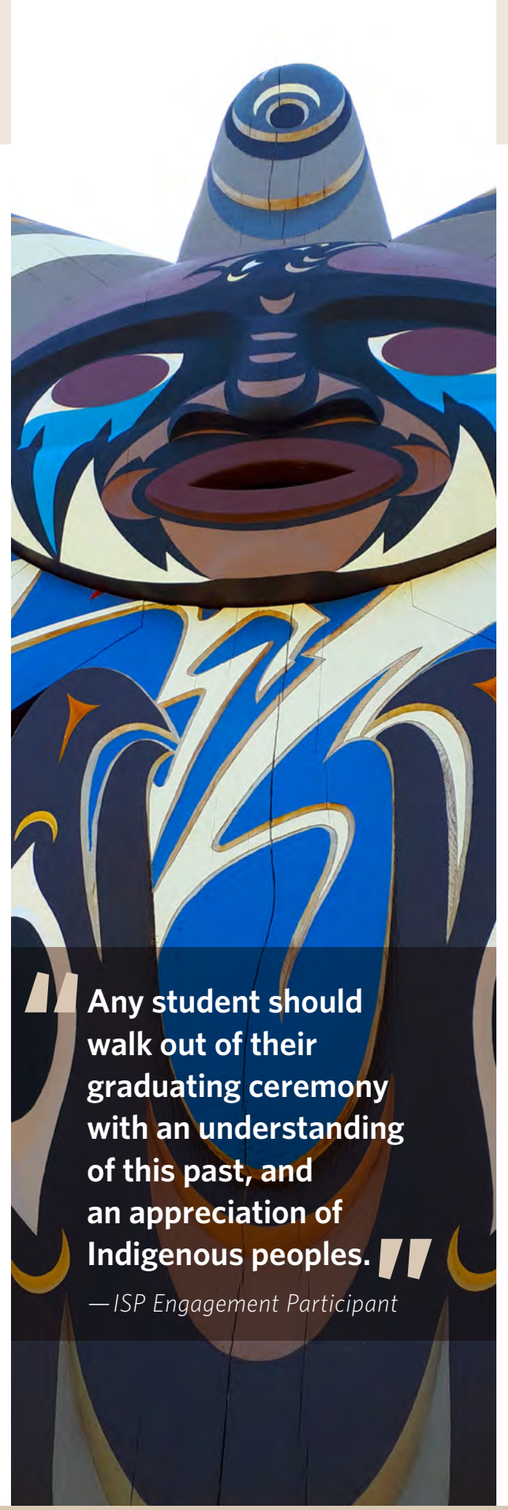
Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

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.

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.

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.

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.

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.

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.

> **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*

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.

Planning team

Ian Cull

Anishinaabe, Dokis First Nation

Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs

Sheryl Lightfoot, PhD

Lake Superior Band of Ojibwe, Keweenaw Bay

Senior Advisor to the President on Indigenous Affairs, Canada Research Chair of Global Indigenous Rights and Politics, Associate Professor, Political Science, Public Policy and Indigenous Studies

Margaret P. Moss, PhD, JD, RN, FAAN

Enrollee of the Three Affiliated Tribes of North Dakota (Hidatsa/Dakota)

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

Vicki George, CLA, BA

Wet'suwet'en Nation

Assistant Director, First Nations House of Learning

Castlemain

Alex Ash, MPPGA

Indigenous Strategic Planning Manager

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: During the carving of Musqueam Post or sʔiːɬqəy̓ qeqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on April 6, 2016. *Photo: Reese Muntean*
Bottom 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*

PAGE 7: Big picture: ʔəlqsən (Point Grey), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. *Photo: Paul Joseph / 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: 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 9: 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 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: sn̓ilʔtn, a permanent installation, Les Louis, Lower Similkameen Band, Okanagan Nation Alliance, installed at UBC Okanagan campus 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 campus on April 6, 2016. *Photo: Reese Muntean*
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. *Photo: Hover Collective / UBC Brand & Marketing*

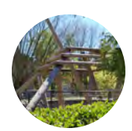
PAGE 21: Okanagan Valley. *Photo: Hover Collective / UBC Brand & Marketing*

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

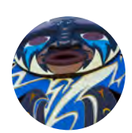
PAGE 24/25: Ginaawaan, Darin Swanson, Haida Hereditary Chief, at the Reconciliation Pole raising ceremony. *Photo: Paul Joseph / UBC Brand & Marketing*

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: Xwi7xwa Library. UBC Vancouver. *Photo: Jessica Woolman*



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

PAGE 30: ʔəlqsən (Point Grey), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. *Photo: Paul Joseph / UBC Brand & Marketing*

PAGE 31: The House Post of qiyəplenəxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on March 20, 2012. *Photo: Hover Collective / UBC Brand & Marketing*

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*

Copyright © 1994-2020 The University of British Columbia. All rights reserved.

This copy is made solely for personal use. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, may be an infringement of copyright if done without securing the permission of the University of British Columbia. To obtain such permission, please contact the First Nations House of Learning.

THE UNIVERSITY OF BRITISH COLUMBIA