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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
We honour, celebrate and thank the xʷməθkʷəy ̓əm (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 xʷməθkʷəy ̓əm (Musqueam) people. The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The xʷməθkʷəy ̓əm 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 xʷməθkʷəy ̓əm and the Syilx peoples.

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 this 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.
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 people. Many aspects of cultural expression were also made illegal, including language and ceremony. These actions represented a conscious and deliberative 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.
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.
Creation of Ad Hoc Committee to guide Indigenous Strategic Planning process

In-person Engagements

1,200+

Engagement sessions with Musqueam Indian Band and the Okanagan Nation
Education Council

Workshops with UBCO leadership and Indigenous Caucus

President’s Group Leadership Forum

Open houses with UBCO and UBCV campus communities

Indigenous Strategic Planning Committee is engaged on 2016 draft

2017

16+

Individual Meetings with Deans and Executives

Responses

Online survey to UBCV & UBCO campus communities

1,273

Individual Ideas, Opinions and Comments

15,000+

UBC Indigenous Strategic Planning Process

1,273

15,000+

1,200+

16+

UBC Indigenous Strategic Plan
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 T’damsu (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 ancestors, 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.
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 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.

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

GOAL 2

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 open public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice.

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

I think the onus is on leadership to acknowledge and demonstrate respect for Indigenous partnerships.

—ISP Engagement Participant

Take a stronger stance in how we approach and advocate for more systematic change beyond just the UBC community.

—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 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.

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.

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

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 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.

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.
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.

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.

—I SP Engagement Participant

I would like to see support programs that specifically address Indigenous students’ issues from an Indigenous perspective.

—I SP Engagement Participant

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.

—I SP Engagement Participant
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
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.

Starting today

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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.
PAGE 1: Big picture: Residential School History and Dialogue Centre, UBC Vancouver, officially opened on April 9, 2018. Photo: Paul Joseph / UBC Brand & Marketing


PAGE 3: Reconciliation Pole, ʔəlqsən (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Haver Collective / UBC Brand & Marketing

PAGE 4: Reconciliation Pole, ʔəlqsən (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing

PAGE 5: Reconciliation Pole, ʔəlqsən (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Kevin Ward / UBC First Nations House of Learning

PAGE 6: Top picture: During the carving of Musqueam Post or šx̱néqə̓qən (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: Talq̓sən (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 Brand & Marketing

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 Gould, 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 / UBC

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

PAGE 11: Reconciliation Pole, ʔəlqsən (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Kevin Ward / UBC First Nations House of Learning

PAGE 12: Big picture: Reconciliation Pole, ʔəlqsən (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Haver Collective / UBC Brand & Marketing

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

PAGE 14: Big picture: šx̱néqə̓qən (double-headed serpent post), Brent Sparrow Jr., Musqueam, 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 šx̱néqə̓qən (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 17: Artist James Hart carving the Reconciliation Pole. Photo: Paul Joseph / UBC Brand & Marketing

PAGE 18: Reconciliation Pole, ʔəlqsən (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Haver Collective / UBC Brand & Marketing


PAGE 20: Musqueam Post or šx̱néqə̓qən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus in June 2020. Photo: Paul Joseph / UBC Brand & Marketing

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

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

PAGE 23: Ceremony, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning

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

PAGE 25: Okanagan Nation Alliance flag was permanently installed at UBC Okanagan on September 27, 2018. Photo: Don Erhardt / UBC


PAGE 27: Artistic rendering of the Reconciliation Pole. Photo: Paul Joseph / UBC Brand & Marketing

PAGE 28: X̱wii7xwa Library. UBC Vancouver. Photo: Jessica Woolman

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PAGE 30: Talq̓sən (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 qiyəplenxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver campus on March 20, 2012. Photo: Haver Collective / UBC Brand & Marketing

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


PAGE 35: Big picture: Reconciliation Pole, ʔəlqsən (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

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