



Office of Indigenous
Strategic Initiatives

UBC INDIGENOUS STRATEGIC PLAN

2020

Our Process



Executive Summary

INTRODUCTION

On September 14, 2020, UBC launched its Indigenous Strategic Plan (ISP), thereby becoming the first university in North America to commit to the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The ISP represents a university-wide response to UNDRIP and the National Inquiry into Missing and Murdered Indigenous Women and Girls' (MMIWG) Calls for Justice. It also represents the UBC Vancouver campus' response to the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action, following the UBC Okanagan, which released its Declaration of Truth and Reconciliation Commitments in September 2019.

The process that led to the ISP began in 2009, when UBC became the first university in Canada to commit to an Aboriginal Strategic Plan (ASP). After many years of effective implementation of the ASP, the need was identified for an update. This update process began in 2017 and led to a draft ISP in 2018. This draft was then built upon, during academic year 2019-2020, through in-depth community engagement with UBC students, faculty, staff (Indigenous and non-Indigenous) and Indigenous community partners. The outcome of this extensive process was the UBC 2020 ISP.

The ISP planning team was led by Dr. Sheryl Lightfoot, Senior Advisor to the President on Indigenous Affairs, and Dr. Margaret Moss, Director, First Nations House of Learning (FNHL). The ISP planning team also consisted of Ian Cull, Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs, Vicki George, former Assistant Director, FNHL, now Associate Director, Office of Indigenous Strategic Initiatives (OISI), and Alex Ash, Indigenous Strategic Planning Manager. The team was also supported by Castlemain Group, a leading Indigenous advisory company in Canada.

ABOUT THE INDIGENOUS STRATEGIC PLAN PROCESS

This document details the process that took place from fall 2019 to summer 2020 to produce the final UBC 2020 Indigenous Strategic Plan. The process involved two general phases. During phase one, the ISP team collected and analyzed the data; during phase two, the team held open houses to gather feedback on the plan and to help prioritize implementation steps. During both phases the team engaged with over 2,500 individuals and collected more than 15,000 individual ideas, opinions and comments.

In phase one, the team held a total of 12 in-person engagement sessions with a broad group of stakeholders across UBC Vancouver (UBCV), UBC Okanagan (UBCO), and Musqueam. The ISP builds on the campus and community engagement that led to UBCO's [Declaration of Truth and Reconciliation Commitments](#). From November to December 2019, an online survey was also open to all UBC students, faculty, staff, alumni and community partners. Finally, the ISP planning team held numerous individual interviews with Deans and Vice-Presidents to gather their input into the plan.

These data were then analyzed, ensuring the amplification and centering of ideas and comments from Indigenous respondents, to produce a draft ISP document.

In phase two, the planning team held four open house sessions – two on each campus – to provide the UBC community with the opportunity to engage with what was heard during phase one as well as the draft ISP document. These sessions also provided the opportunity for participants to prioritize the ISP actions which they thought should be implemented first.

Finally, multiple Faculties, units, leadership, the Board of Governors, the two Senates, the President's Advisory Committee on Indigenous Affairs and both Musqueam and the Okanagan Nation Education Committee (ONEC) were provided with the draft document for their review and comment. The draft was also posted online for general comment from the wider UBC community.

KEY FINDINGS

Ultimately, the ISP development process led to the eight goals and 43 actions found in the ISP. In addition to those goals and actions, the following are some general take-aways from the data, alongside quotes from respondents that speak to each theme.

High level of corroboration throughout the data

Even when responses were disaggregated along lines of identity and demographic, a high level of corroboration between groups was found. The impact of this finding is that the ISP can be seen as a clear, strong mandate for action throughout the UBC community.

Urgency, throughout the UBC community, to move towards meaningful reconciliation

"No one should leave university without coming into contact with these issues"

The UBC community (Indigenous and non-Indigenous) sees the ISP as a top priority, especially UBC leadership. There is a strong push for the university to move towards meaningful reconciliation and to lead the way in implementing Indigenous peoples' human rights in a post-secondary context.

Education and training are needed at all levels of the university

"Fund dedicated campus wide training on decolonization for all faculty and staff"

One of the most prominent trends in the data was the need for education and training at all levels of the university. This includes education for non-Indigenous leadership, students, faculty and staff, on Indigenous issues, culture, history and ways of knowing and how to implement this knowledge in their work. The effect of this education is observable in the data: we saw that an increase in knowledge of Indigenous issues is linked to an increase in perceived importance of the ISP.

Amplification of Indigenous people's voices

"Require curricula to be developed in consultation with Indigenous communities and to include Indigenous perspectives (e.g. an advisory board)"

Where identity data were collected, the proportion of Indigenous participants in the engagement process was well above that in the UBC general population. In fact, 10.7% of all survey respondents identified as Indigenous. These voices were amplified throughout the process and their responses were central to the final actions produced in the ISP.

Shifting the burden of work off Indigenous people's shoulders

"UBC needs to put an emphasis on creating culturally safe spaces through 1) faculty training, 2) resources for Indigenous, women, queer, 2SLGBTQQIA¹ speakers and faculty, and 3) applying expectations and frameworks across departments and faculties"

The data present a strong push to shift the burden of work of Indigenous engagement off the shoulders of Indigenous students, faculty and staff and to share it with non-Indigenous colleagues. For too long the burden has rested on Indigenous people to move decolonization forward and to dismantle systems of oppression, the UBC community has recognized that it is time for this to change.

¹ Two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

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Overview

ABOUT THE INDIGENOUS STRATEGIC PLAN

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 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 the Indigenous Strategic Plan was beginning to move forward, the National Inquiry into Missing and Murdered Indigenous Women and Girls delivered its final report, along with its 231 Calls for Justice, in early June 2019. In November 2019, British Columbia passed the Declaration on the Rights of Indigenous Peoples Act and, most recently, in June 2021, the federal UNDRIP Act received Royal Assent.

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 the ISP, 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.

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 UBCV 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 student, faculty and staff concerns should occur. Subsequent implementation reports were published in 2010, 2012 and 2014.

Under the guidance and leadership of the Indigenous Strategic Plan Implementation Committee (ISPIC) and the First Nations House of Learning (FNHL), 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, it became evident that engagement with Indigenous peoples no longer means only developing new programs. Meaningful reconciliation is now a collective responsibility of the entire UBC population: we all have a part to play in advancing the implementation of Indigenous peoples' human rights throughout 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, Dr. Lightfoot and Dr. Moss initiated further engagement across the UBC community to develop a clear plan of action for all Faculties and units at UBC.

In 2019/20, the ISP planning team set about to build upon the 2018 draft through in-depth engagements with the UBC community at UBCV and UBCO. In total, over 2,500 people were engaged with to produce the final UBC 2020 Indigenous Strategic Plan. The finalized ISP sets out eight goals and 43 actions the university will collectively take to advance our vision of UBC as a leading university globally in implementation of Indigenous peoples' human rights. UBC is the first university in North America to commit to the implementation of the United Nations Declaration on the Rights of Indigenous Peoples. The plan is now being put into action by Faculties and units across UBC to implement Indigenous peoples' human rights. It is also important to note that the ISP is a living documents and will be updated, as necessary, moving forward.

PURPOSE OF THIS DOCUMENT

The purpose of this document is to provide a comprehensive account of the engagement process – carried out from fall 2019 to summer 2020 – that ultimately led to the creation of the UBC 2020 Indigenous Strategic Plan. It also aims to provide an analysis of the outputs from this process. It starts by taking us through phase one of the engagement process: detailing the data collection methods followed by the analytical approach. It proceeds to provide an in-depth discussion of the outcomes of this first phase of engagement, including major trends and themes present in the data. Following that, it discusses the second phase of engagement – the open houses – and then details the prioritization outcomes formulated by the UBC community. Finally, it disaggregates the data along demographic lines to highlight the nature of responses from different demographic intersections, a step which ensured that Indigenous voices were amplified throughout the ISP.

ENGAGEMENT PROCESS TIMELINE



Phase One: Data Collection and Analysis

Throughout the in-person engagement sessions and the online survey, questions were structured around three key themes, central to UBC's overarching strategic plan: Research, Learning & Teaching and Service.

Research - This theme relates to 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 & Teaching – This theme deals with 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 peoples’ 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 – This theme encompasses the 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.

DATA COLLECTION

Phase one involved a variety of data collection methods, including in-person engagement sessions, an online survey and individual interviews. Each method, and its outcome, is described below.

I. UBC ENGAGEMENT SESSIONS

Engagement sessions were advertised up to two weeks in advance of the set date. Communications about the sessions went out through the main UBC communication channels on both UBCO and UBCV campuses (e.g., UBC Today and UBC Broadcast), over social media and in the form of posters placed at hubs around campus (UBCV only).

There were a total of eight in-person engagement sessions or workshops with Indigenous and non-Indigenous students, faculty and staff across both the UBCO and UBCV campuses. A total of 359 participants were engaged through these in-person sessions.

Engagement sessions	Number of participants
Indigenous students (UBCV)	25
Indigenous faculty and staff – session #1 (UBCV)	29
Indigenous faculty and staff – session #2 (UBCV)	44
All students (UBCV)	31
All faculty and staff (UBCV)	154
Students, faculty and staff townhall (UBCO)	51
Indigenous Caucus workshop (UBCO)	14
Leadership workshop (UBCO)	11

Table 1. Number of Engagement sessions and participants per session

Discussion format

The engagement sessions were structured similarly: participants were asked to take a seat at any of the open tables and a facilitator was placed at each table to guide the discussion and to take comprehensive notes.

There were three rounds of discussion at each table, one on each of the three key themes. Each discussion (20 minutes) was guided by two questions (approximately 10 minutes on each question) and followed by a final action-planning activity (5 minutes) where participants were asked to identify actions or bold steps UBC could take to advance the **ISP's vision and mission** in the context of each of the key themes. These actions and steps were recorded on Post-it notes and placed on one of three theme-specific rolling whiteboards. Following each session, participants were free to move around the room to view all of the action items shared in that session.

The engagement sessions had trauma-informed supports, which meant that counsellors were on stand-by in case any participants needed some grounding or support before, during or after the event.

Additional data collection methods

At each of the engagement sessions, the facilitators ran an online Mentimeter activity with close-ended responses and a word cloud.

A total of 1,726 individual ideas or comments were collected by facilitators during these sessions and a total of 835 individual action items were collected from participants.

See Appendix I for an example of the workbook used during the engagement sessions.

II. MUSQUEAM ENGAGEMENT SESSIONS

Two Musqueam engagement sessions, one with Musqueam staff members and the other with community members, each followed the same structure. A presentation on the vision and mission of the ISP was given and then three discussion questions were presented for a focus group discussion (approx. one hour) amongst all the participants. There were 20 participants in total across both sessions. Drs Lightfoot and Moss facilitated the discussion and a scribe took comprehensive notes. There was no action-planning item.

A total of 101 individual ideas and comments were collected from these sessions.



ISP Vision

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

ISP 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

Discussion format

The three discussion questions were different from any other engagement session as the aim was to focus on the unique relationship between UBC and Musqueam and how the ISP could help improve this relationship.

Discussion questions:

- What is most important to you about the relationship between UBC and Musqueam?
- How would you like to see Musqueam values, culture and interests better reflected:
 - On campus?
 - In UBC courses and programs?
 - In our research activities and initiatives?
- How would you like to be engaged about the ISP in the future?

A third engagement session took place with Musqueam later in the development process. The planning team led a Musqueam 101 class, where they presented the draft ISP and collected feedback from both the Musqueam and UBC community members present.

III. PRESIDENT'S LEADERSHIP FORUM

The President's Leadership Forum brought together 120 of UBC's senior administration, including VPs, associate VPs, deans and associate deans, to solicit their input on the ISP.

Discussion format

Discussions were structured as focus groups with between 6-8 people per table. The questions for this engagement session were structured slightly differently to other engagements in order to capitalize on the specific leadership experience of the participants.

A facilitator was at each table to capture general notes, however participants' individual outputs for each question were captured on Post-it notes. These Post-it notes formed the data outputs of the forum.

A total of 227 individual ideas and comments were collected from this session.

In the first round of questions, tables held a discussion for approximately 25 minutes on the following questions and then participants wrote their outputs on a Post-it note.

Discussion questions:

- What does Indigenous Engagement mean to you as a leader at UBC?
- What are the barriers to your engagement?

Outputs:

- Output 1: What are the commonalities you're hearing in this conversation?
- Output 2: Based on what you're hearing, what is your top barrier to Indigenous Engagement?

In the second round of questions, each table was randomly assigned one of the three key themes (Research, Learning & Teaching or Service) to focus on in their discussions (35 minutes); outputs were again written on Post-it notes.

Discussion questions:

- What “should” Indigenous Engagement look like from the lens of Research/Learning & Teaching/Service?
- How will we, as leaders, encourage more engagement from the lens of Research/Learning & Teaching/Service at the university?
- What do we need to make that happen?

Output:

- What is your top need to promote or further advance meaningful Indigenous Engagement in your portfolio?

IV. ONLINE SURVEY

The ISP planning team developed an eleven-question survey, featuring both closed- and open-answer questions to gauge opinions and input from the extended UBC community. A link to the survey was shared broadly across UBC channels, including UBC Broadcast, UBC Today, UBC Bulletin and the alumni newsletter, as well as other channels. The target audience for the survey was the extended UBC community, including students, faculty, staff, alumni and community partners. The survey was designed as convenience-based (“opt-in”) and all questions were optional. The survey was live for four weeks, from November 18 to December 12, 2019.

A total of 1,273 partial or complete responses were recorded, which provided 2,320 open-ended and 7,380 close-ended individual comments or opinions.

See Appendix II for more detail on the structure and content of the online survey.

V. INDIVIDUAL INTERVIEWS

Part of the data collection process involved individual interviews with over 16 of UBC’s senior leadership, including deans and vice-presidents from both the Okanagan and Vancouver campuses. The following Faculties and portfolios, inter alia, were included in these interviews: Law, Arts, Education, Forestry, Graduate and Postdoctoral Studies, Land and Food Systems, Pharmaceutical Sciences, Science, Medicine, Finance and Operations, External Relations, Research and Innovation, Students, Human Resources.

These interviews were semi-structured: participants were asked a standard set of questions to prompt discussion on Indigenous engagement but participants were allowed to digress and organic conversations stemmed from these digressions. The questions covered the participant’s knowledge, comfort and perceived importance of Indigenous engagement at UBC, as well as whether their portfolio had already started implementing Indigenous initiatives and what their biggest barriers to implementation were. Digressions were encouraged to allow discussion of the issues most important to the participant’s particular portfolio.

Over 100 individual ideas and comments were collected from these interviews.

ANALYSIS METHODOLOGY

Our analysis – both qualitative and quantitative – focused primarily on the open-ended responses from the engagement sessions and the survey. The responses were captured as either **general responses** or **action items** depending on the question to which they were responding and their method of capture.

General responses – Responses recorded to questions that did not ask for a specific action as a response.

During the engagement sessions, general responses were recorded by a facilitator during the group discussions. In the survey, all open-ended questions were categorized as general responses except for the final question which asked the participant to provide “the most important action”.

Action items – Responses which responded to a question that asked for a specific, implementable action.

During the engagement sessions, participants wrote action items on Post-it notes and placed them on whiteboards around the room. In the survey, responses to the final question, asking for “the most important action” were categorized as action items.

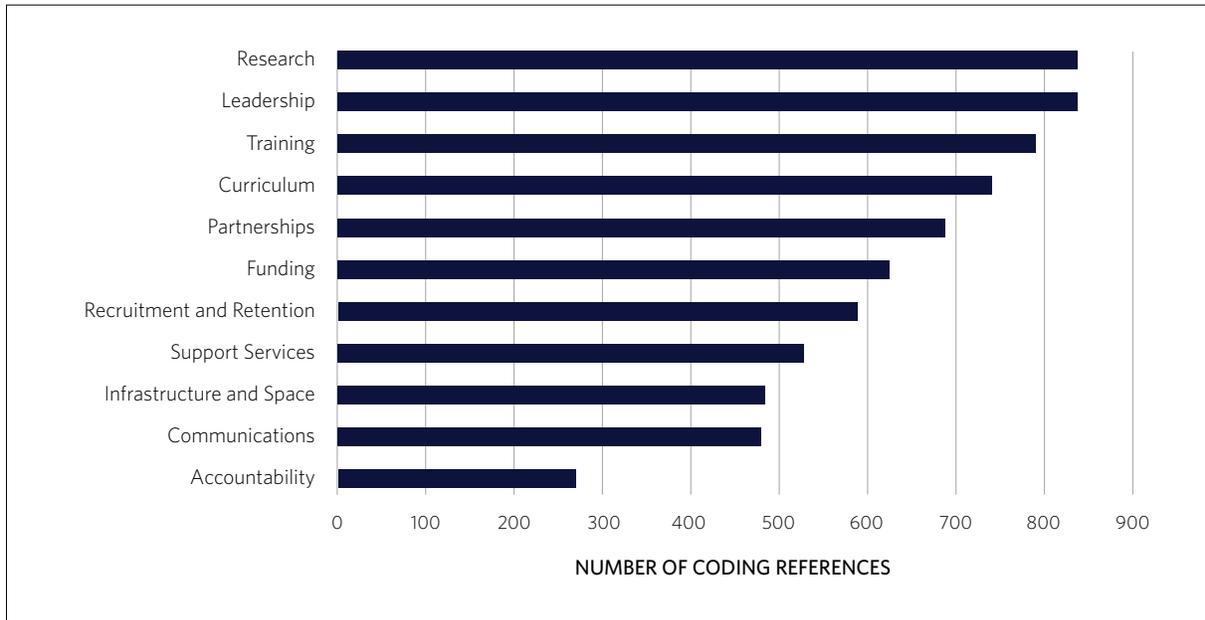
A mixed deductive and inductive approach was used to code the 5000+ open-ended responses from the multiple engagement sessions and online survey. The majority of coding baskets were defined deductively, using the themes from the 2018 Draft Indigenous Strategic Plan (Research; Curriculum; Student Services, Student Recruitment and Financial Aid; Recruitment and Support of Faculty and Staff; Community Relations and Partnerships; Leadership, Responsibility and Strategic Infrastructure; and Funding), the remainder were defined inductively after a trial run at coding a random sample of the raw engagement data. Ultimately, we settled on 11 high-level codes: codes that deal with more general thematic categories (Accountability; Communications; Curriculum; Funding; Infrastructure and Space; Leadership; Partnerships; Recruitment and Retention; Research; Support Services; and Training) and 13 descriptive or second-tier codes, which help to further define the high-level codes (2SLGBTQQIA; Advocacy; Bold Ideas; Community; Culture; Faculty; Planning; Recognition; Reference to other documents or institutions; Staff; Structural Change; Students; and Tenure).

All open-ended responses were read and assigned a high-level and a descriptive code. Some responses were assigned multiple codes, if multiple ideas were expressed. All vulgar or incomprehensible responses were given a code of N/A and were subsequently removed from the dataset.

Once the data were coded, we ran a matrix query in NVivo on the action items from our engagements. We started our analysis with the action items as these were the specific and actionable responses given by participants. The matrix query produced a “heatmap” of all the possible intersections of two distinct codes (NVivo only allows for the intersection of a maximum of two codes). Using this heatmap, we identified the coding intersections which returned the highest number of references (“hottest”).

Figure 1 provides an overview of some of the salient themes that participants highlighted during engagement sessions and in their survey responses. The top 100 words from the action item responses were captured in engagement sessions and the online survey. The larger the word the greater the number of times it was referenced in the responses. **Figure 2** goes on to provide the aggregated coding frequencies, for all high-level codes, for all responses (action item and general) from both in-person engagement sessions and the online survey. As we can see, 'Research' and 'Leadership', with 855 and 853 references³ respectively, are the most frequently used codes, while 'Accountability', with 265 references, appears the least.

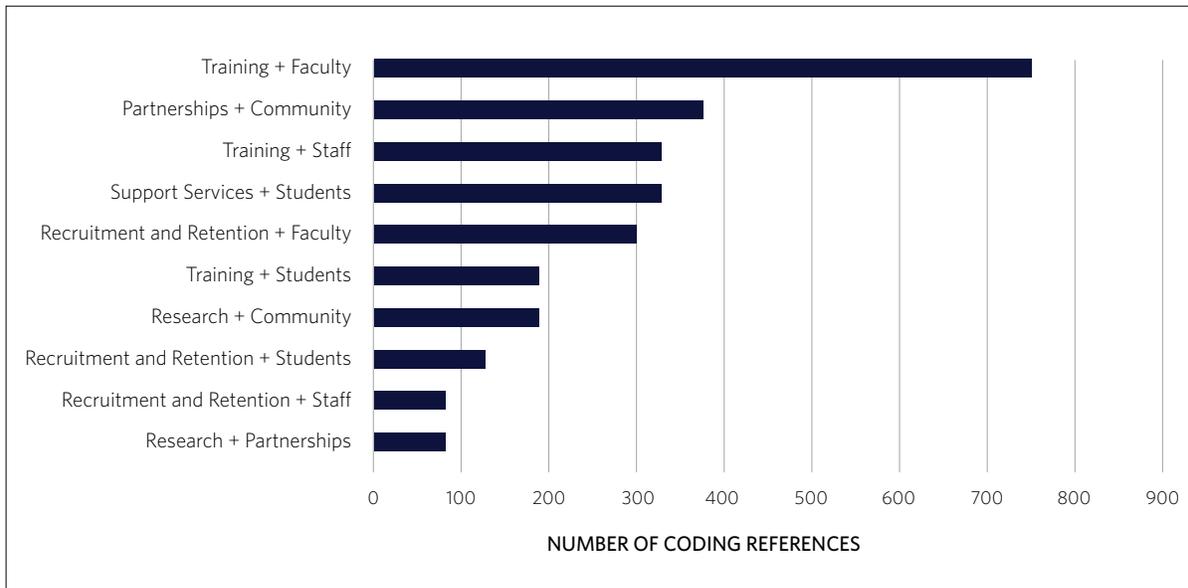
Figure 2. High-level coding frequencies



When we run a coding matrix with high-level codes along one axis and both the high-level and descriptive codes along the second axis we generate the coding intersections for all general and action item responses. This matrix produces intersections between high-level and high-level codes as well as high-level and descriptive codes. (We have omitted descriptive-on-descriptive coding intersections as these provide less informative results. For instance, the 'Faculty + Staff' intersection returns 461 coding references however these references are of little use unless we add in a high-level (thematic) code, e.g., 'Support Services'. The 'Faculty' and 'Staff' codes are helpful for further defining general themes.)

³ When we use the terms 'references' or 'coding references' we are denoting individual comments which carry a specific code. One comment might be coded at multiple codes and so will be included as a coding reference at multiple codes.

Figure 3. Most frequent coding intersections



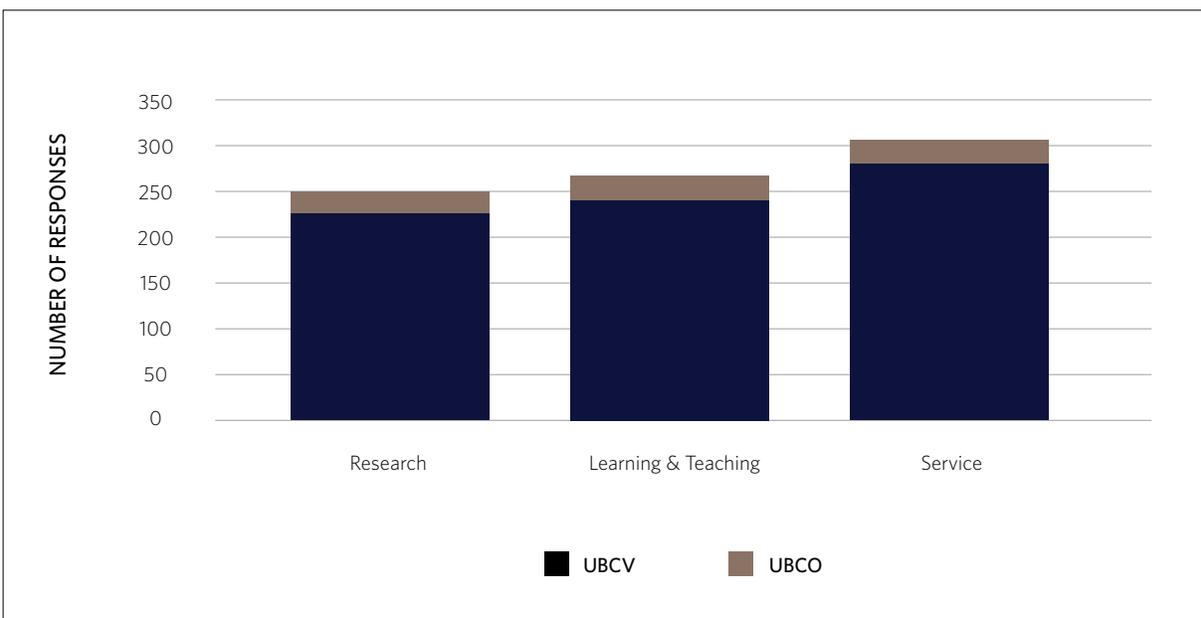
In **Figure 3** we can see the most frequent coding intersections from all responses, either high-level-on-descriptive or high-level-on-high-level. The intersection with the most coding references is 'Training + Faculty', with 353 individual comments coded.

ENGAGEMENT SESSIONS

UBC engagement sessions

835 action item responses were collected from the in-person engagement sessions at UBCV and UBCO. The action items were recorded on Post-it notes with three different colours: one pertaining to each of the engagement themes ('Research,' 'Learning & Teaching' and 'Service'). The theme of 'Service' recorded the most action item responses (see **Figure 4**).

Figure 4. UBC engagement sessions - action item responses by theme



The engagement themes were useful to guide data capture, allowing respondents to categorize their thoughts. However, the analysis of the responses was based on our own coding definitions rather than the prescribed engagement themes. This was largely due to the fact that the engagement themes are general and can be broken down into constituent parts, especially the themes of 'Learning & Teaching' and 'Service' which are very broad. That said, the engagement themes helped to provide context in some coding scenarios where the subject of the comment was not always clear.

With regards to the most frequently observed codes, **Figures 5-7** give an overview of the individual (high-level) codes and the most frequent intersections of two codes from the responses captured during the in-person engagement sessions. **Figure 5** shows the three most frequently used codes from the in-person engagement sessions were 'Training', 'Leadership' and 'Research'.

Figure 5. Coding frequencies from engagement session responses

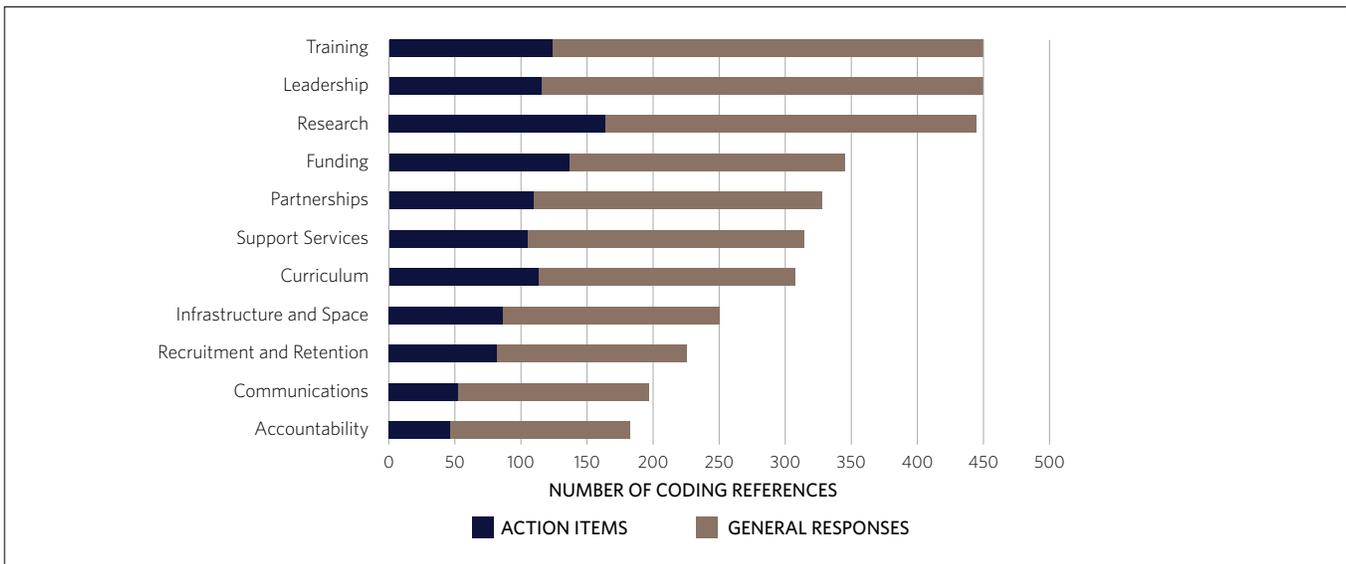
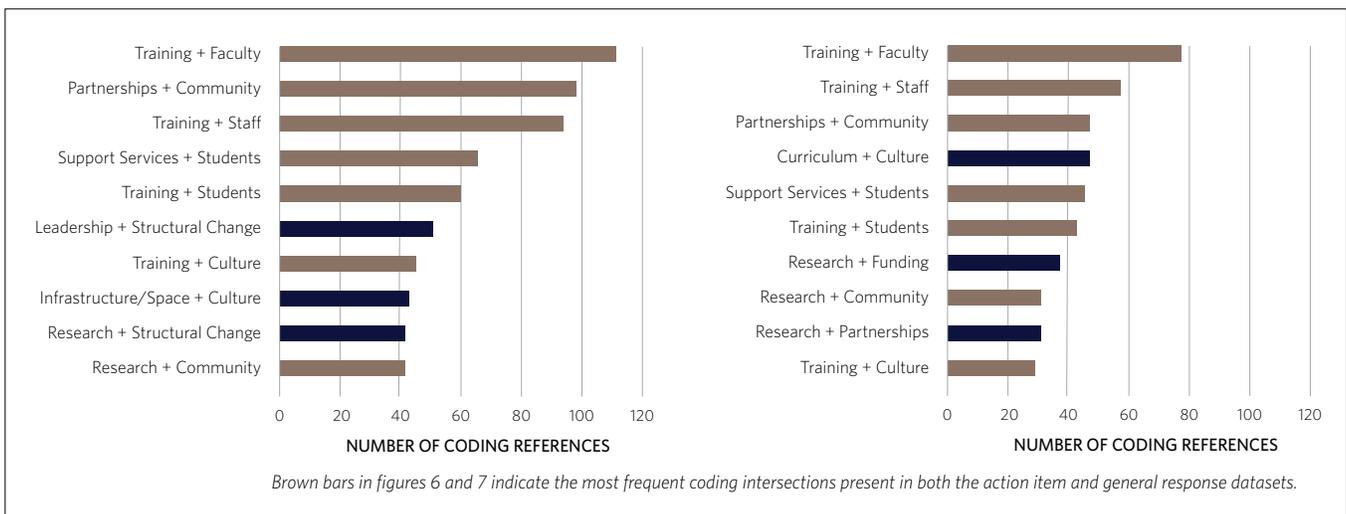


Figure 6. Most frequent coding intersections - engagement session general responses

Figure 7. Most frequent coding intersections - engagement session action items



As **Figures 6 and 7** show, seven of the 10 most frequent coding intersections are the same for both the general responses (facilitator notes from the focus group discussions) and the action item responses (the specific and actionable responses written by participants). This provides evidence to suggest that the subject themes discussed in the larger group settings translated into specific actions that individuals thought UBC should be taking to advance Indigenous peoples' human rights. In particular, 'Training + Faculty', 'Training + Staff' and 'Partnerships + Community' are featured as the three most frequently coded intersections in both datasets. Notable differences include the omission of 'Curriculum' from the most frequent intersections from the general responses and that **the general responses seem to focus more on structural change than the action item responses.**

Quotes

The following are a small selection of quotes from the most frequent action item coding intersections from the engagement sessions. For further quotes see Appendix III.

Training + Faculty

"UBC must take responsibility for the education of our educators in how to work respectfully and cooperatively with Indigenous people. UBC must take action in educating students, staff and faculty about MMIWG and 2SLGBTQIA"

"UBC needs to put an emphasis on creating culturally safe spaces through 1) faculty training, 2) resources for Indigenous, women, queer, 2SLGBTQIA, etc. speakers and faculty, and 3) applying expectations and frameworks across departments and faculties"

"Create a space for mutual learning to lessen authoritative violence"

Training + Staff

"Increase in Indigenous education opportunities for students, staff and faculty so that everyone is speaking the same language"

"Mandate a supplementary course of study for all staff, students and faculty in order that they have a basic/solid understanding of Indigenous cultural safety and the UNDRIP"

"Fund dedicated campus wide training on decolonization for all faculty and staff"

Partnerships + Community

"Better knowledge translation and communication so benefits of research go back to community"

"Make it easy for Indigenous communities to access resources at the University. A phone number, a person or multiple people and a website. Community visits akin to recruitment for students that lets community know that we want to share our resources and help connect them to others if that's what they would like."

"Explore new technologies/research with Indigenous community partners to see what could support better infrastructure for housing, sanitation, health and social security in communities"

Curriculum + Culture

"Indigenous students should feel supported (financially, emotionally, intellectually) to engage with Indigenous epistemologies, worldviews, etc. and not be made to feel they need to engage with western ways of doing and being"

"UBC should work to educate its community of the historic and ongoing violence against women, girls, 2SLGBTQQIA people from a perspective of strength. UBC has numerous requirements in programs, perhaps this should be one"

"Commit to a trauma-informed approach to teaching and learning to better achieve Indigenous inclusion (recognizing and accommodating impacts of colonial trauma)"

Support Services + Students

"Provide more scholarships on needs-based grants for Indigenous graduate students in programs such as engineering and science"

"Indigenous support more readily available for Indigenous students (i.e. Elder in residence, knowledge keeper in residence, matriarch circle)"

"Provide culturally appropriate health care and mental health support for the Indigenous students, staff and faculty"

Training + Students

"Education and clear guidelines provided to non-Indigenous students who want to be involved in research on Indigenous communities"

"Mandatory education Feb 14th week "teach in""

"Increase capacity and awareness of positionality, power, privilege (and histories behind them). Universally available, mandatory for all students. Offer in interdisciplinary cohorts. Offer in groups and similar learning levels."

Research + Funding

"Resource Indigenous oversight in funding and ethics. Multi-year funding projects that build in relational time. Ethics as community specific, community-defined (not research ethics board)"

"Apply FPIC⁴ + OCAP⁵ principles to all aspects of research (funding, ethics, publications, data collection, storage, stewardship/ownership)"

"Create institutional research funding (chairs, etc.) at multiple levels (grad, student, post doc, faculty) that "advances the understanding of reconciliation" including for Indigenous-led research"

⁴ FPIC - Free, Prior and Informed Consent

⁵ OCAP - Ownership, Control, Access and Possession

Research + Community

"Include info about impact of "research" on Indigenous people (past and present) in ethics training"

"Ensure all research is considering the impacts and implications for Indigenous people/communities. Understand the different unique perspective Indigenous people would bring to their research"

"Reinforce the importance of centering Indigenous community voices. Have an Indigenous research fund (\$ millions) to support Indigenous research, with well thought-out guidelines for eligibility and allocation"

"Promote research that is truly community-based with the community in control of ownership, and data, and money associated with research"

Research + Partnerships

"Research with Indigenous communities needs to do be collaborative and with the understanding that the research is ultimately owned by the communities and not by the university"

"Reconcile UBC research funding and assessment metrics to be consistent with and support partnership/ collaborative research - which takes longer to do well"

"Developing a system through which community groups involved with research at UBC are consulted on the impact these projects are having on their communities, what is needed, what is not working"

Training + Culture

"Basic level of cultural sensitivity training for everyone"

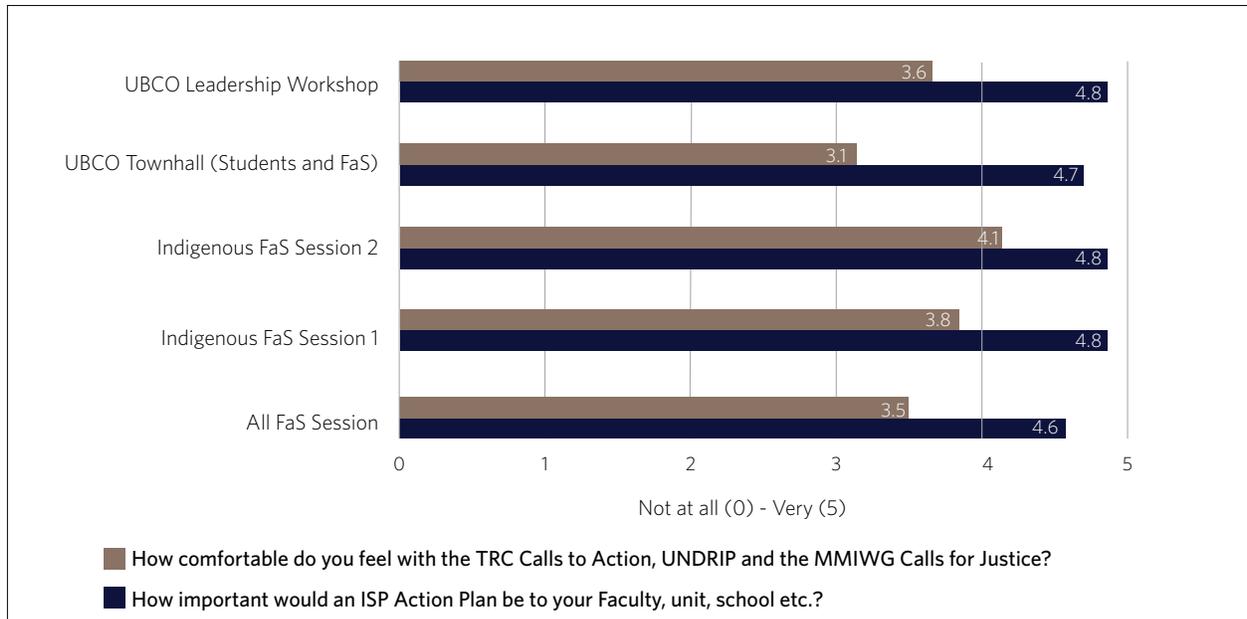
"Ensuring our policies, processes and protocols don't reinforce racism. This will include training for all faculty and staff."

"Ensuring spaces that are culturally-informed and safe for Indigenous students that diverts from the narrative of Indigenous people as wounded/in need of help. This can be done by 1) ensuring faculty are trained and aware of microaggressions and problems Indigenous students have said they've faced"

Mentimeter

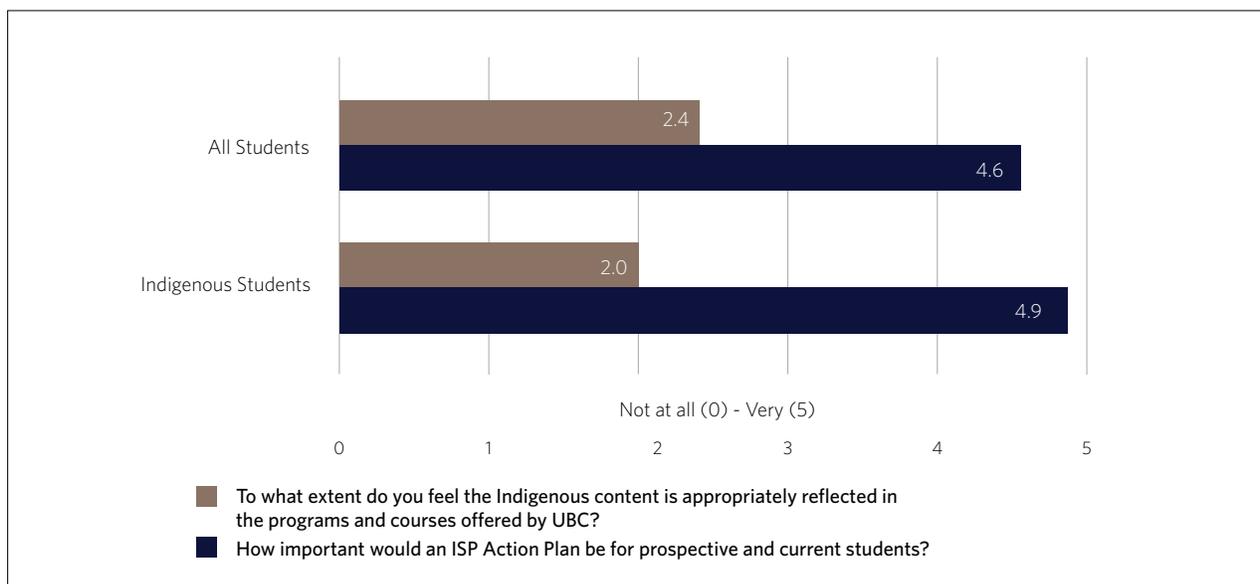
As part of the engagement sessions we ran a number of Mentimeter activities with the participants. Mentimeter is a virtual platform which allows for real-time, interactive input from participants during in-person events. In each of the eight sessions we used the same questions (with a few contextual differences for student vs. non-student populations) to gather the following set of both quantitative and qualitative responses. We asked two questions with a Likert scale response at the start of the session and then conducted a word cloud activity at the end of the session⁶.

Figure 8. Mentimeter results from faculty, staff and UBCO engagement sessions (weighted average)



Note: 'FaS' stands for 'faculty and staff'

Figure 9. Mentimeter results from student engagement sessions at UBCV (weighted average)



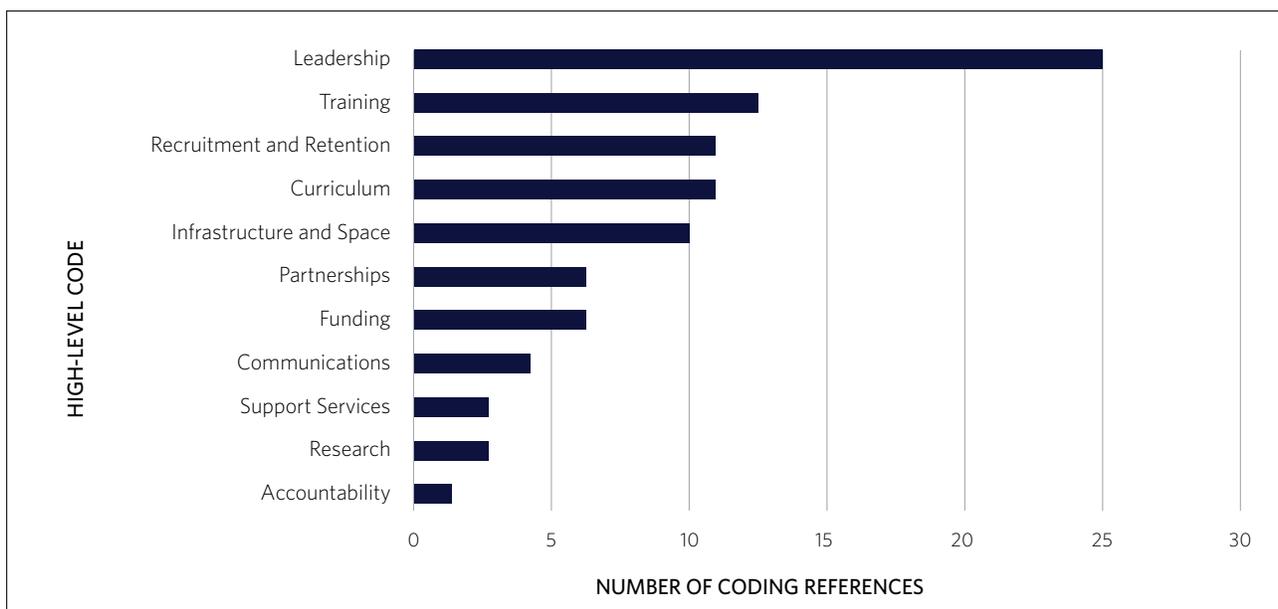
⁶ Unfortunately, we did not have time to run the word cloud activity for the Indigenous student engagement session nor the UBCO leadership workshop.

MUSQUEAM ENGAGEMENT SESSIONS

The following selection of quotes are anonymized and derive from both the Musqueam community and staff engagement sessions. The notes from these sessions were taken by a scribe during the discussions; the quotes are paraphrased. There was a total of 101 individual comments from the two sessions. The responses were used to truth-test the goals and actions that had already been drafted to make sure the plan was not omitting any themes important to Musqueam. For reference, **Figure 15** shows the major themes that were brought up during the engagement sessions.

For further quotes from Musqueam engagement sessions see Appendix IV.

Figure 15. High-level coding frequencies - Musqueam engagement sessions



Leadership

“Currently a disconnect between academic and operations at UBC. Work needed to get over this.”

“Including Elders and Chief and Council in collaborative decision-making”

“UBC to advocate for Indigenous rights externally- global impact: issue statements”

Training

“UBC students should respect and know about Musqueam culture”

“No one should leave university without coming into contact with these issues”

Recruitment and Retention

“Flexibility needed for students with different backgrounds and financial positions”

“Tuition – Musqueam students to attend for free.”

“Tell people on applications/acceptances that they’re coming to Musqueam/ONA territory”

Curriculum

"Need for more experiential learning, especially in first year. Helps with careers."

"The first-year experience is critical. Experiential learning is a key part to this transitional period. More needed than just academic theory."

"Indigenous in at least one course description in each program."

Infrastructure and Space

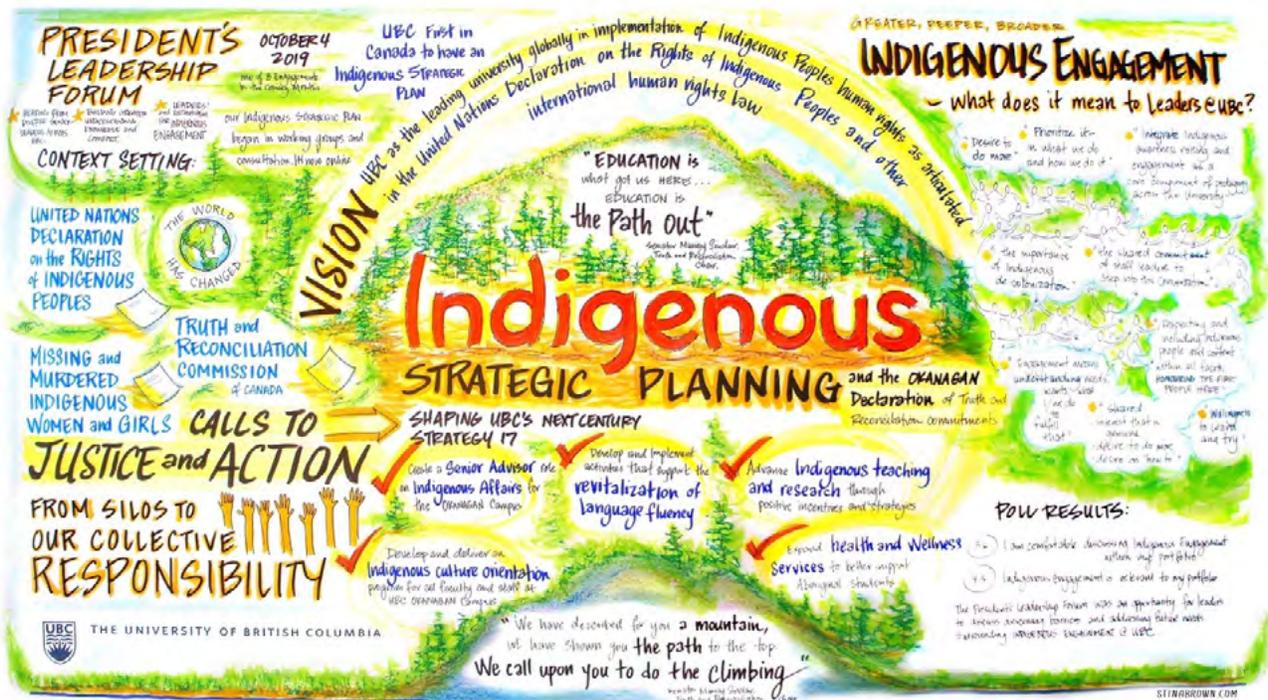
"Want to see greater Musqueam presence on UBC campus, greater physical presence. Wherever you go you should know whose territory you're on."

"Office space set aside for someone from Musqueam to be on campus"

LEADERSHIP FORUM

The President's Leadership Forum brought together 120 of UBC's senior administration to solicit their input on the ISP. During the table discussions an artist produced the following **Figure 16** as a summary of the most salient points made. She also used some of the anonymous written responses from the session.

Figure 16. Graphic produced from the President's Leadership Forum. Artist: Stina Brown.



ONLINE SURVEY

A total of 1,273 respondents completed or partially completed the online survey. Not all respondents answered the demographic questions. In fact, the sample size for all the demographic responses was 860.

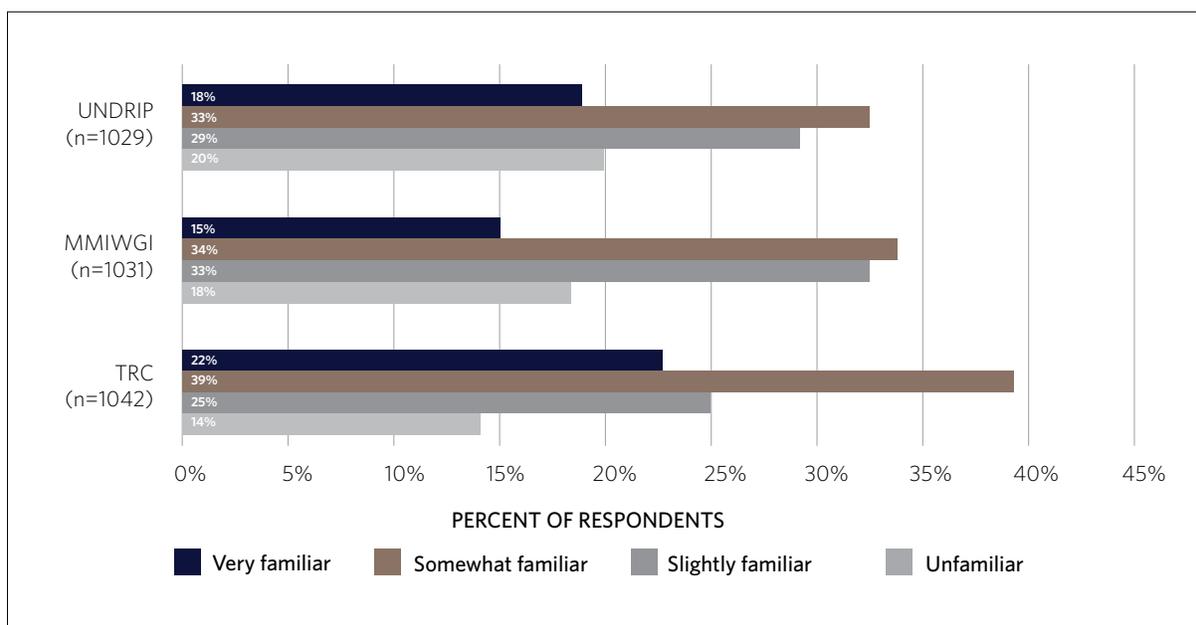
In total, we received 2,320 open-ended and 7,380 close-ended individual comments or opinions. The survey was designed as convenience-based (“opt-in”) and all questions were optional. The survey collected both quantitative and qualitative responses.

Quantitative results

The first question in the survey was designed to gain an understanding of respondents’ familiarity with the guiding frameworks for the ISP, and, by extension, their general understanding of Indigenous issues. As **Figure 17** shows, a higher familiarity was reported with the Truth and Reconciliation Commission of Canada (TRC) than the other two frameworks. A total of 60.3% of respondents answered that they were very or somewhat familiar with the TRC as opposed to 50.8% and 48.7% with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Missing and Murdered Indigenous Women and Girls Inquiry (MMIWGI), respectively.

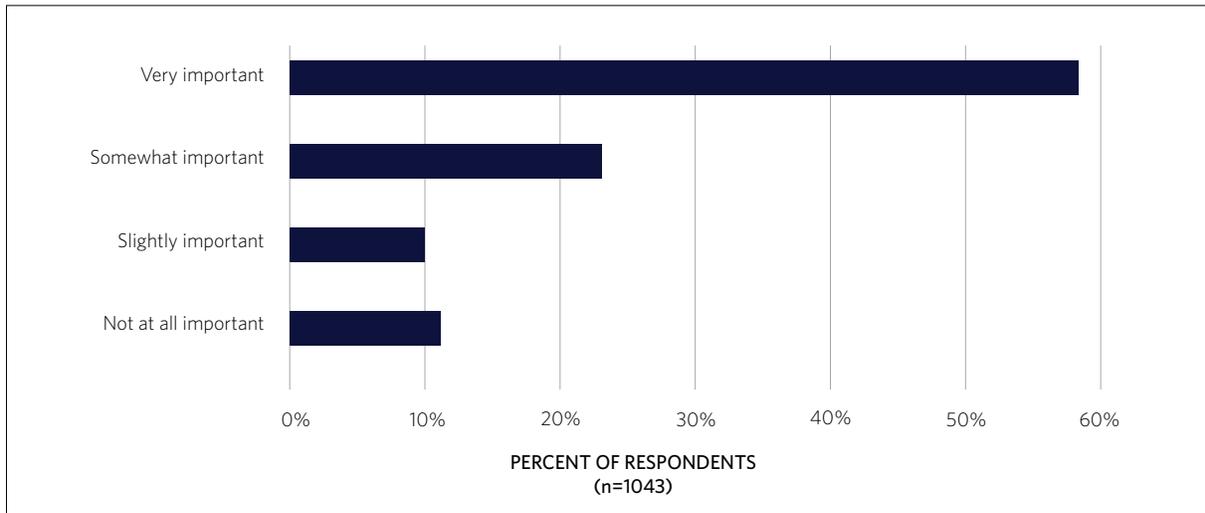
Promisingly, **Figure 18** shows that a large majority of respondents feel that the ISP would be important to their course, Faculty, school, unit or partnership with UBC. In fact, 79% of all respondents feel that the ISP would either be somewhat important or very important. That said, a not insubstantial minority of respondents, 10.8% to be exact, feel that the ISP would not be at all important.

Figure 17. How familiar are you with each of these frameworks?



UNDRIP - United Nations Declaration on the Rights of Indigenous Peoples
MMIWGI - Missing and Murdered Indigenous Women and Girls Inquiry
TRC - Truth and Reconciliation Commission of Canada

Figure 18. How important would an ISP Action Plan be for your courses, Faculty, school, unit or partnership with UBC?

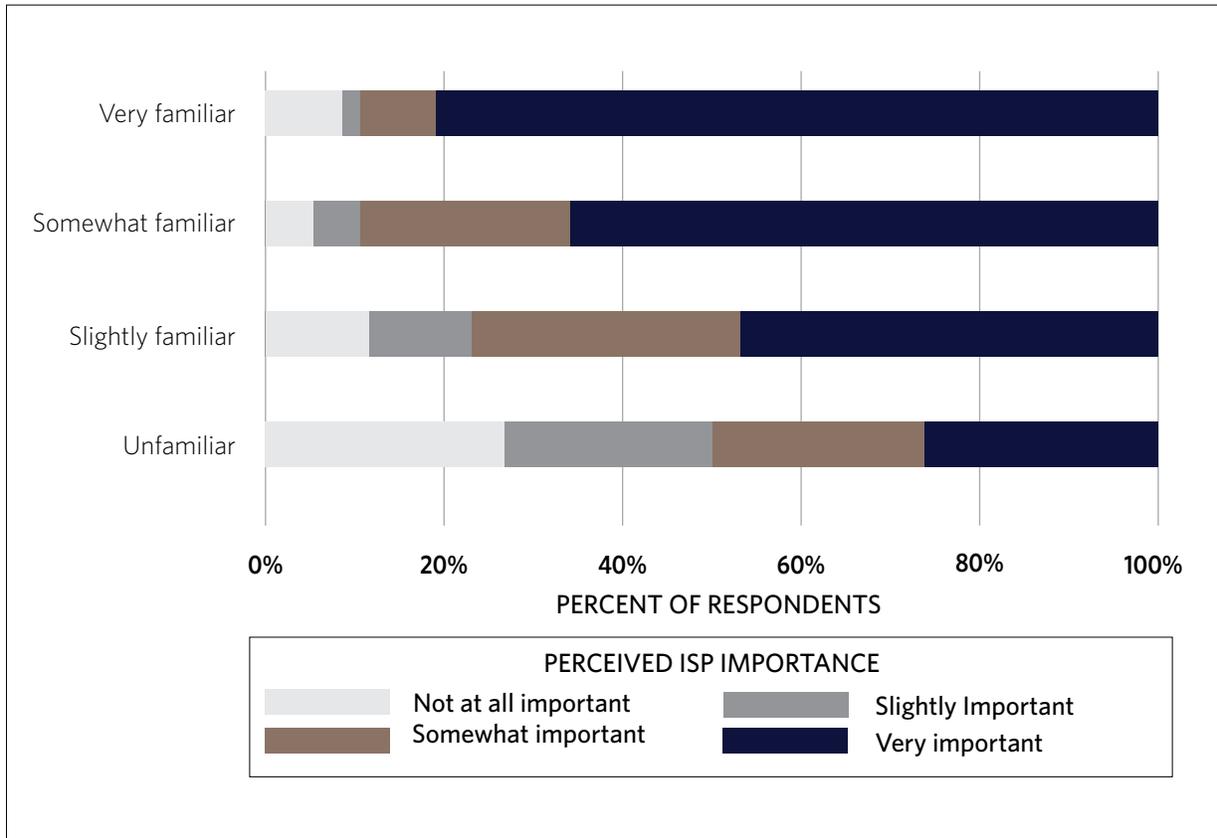


To go further, we looked at how one's recorded familiarity with Indigenous issues and one's perceived importance of the ISP were related. **Figure 19** takes an average of respondents' familiarity with the three frameworks as a proxy for knowledge of Indigenous issues and charts that against how important respondents feel the ISP would be to UBC⁷. As we can see, there is a positive correlation between familiarity with Indigenous issues and perceived importance of the ISP.

To be precise, of those respondents who are very familiar with Indigenous issues, 80.8% feel the ISP to be very important while just 7.8% feel it to be not at all important. Conversely, of those who are unfamiliar with Indigenous issues 25.0% feel the ISP to be very important while 29.2% feel it to be not at all important. These findings are important. They tell us that **further education of the UBC community on the issues that Indigenous people face and on the three ISP guiding frameworks could increase community support of the Indigenous Strategic Plan.**

⁷ The average familiarity variable was recoded from a continuous variable to an ordinal variable to allow for easier comparison. An average familiarity < 0.5 was recoded as a 0, 'unfamiliar'; >= 0.5 but < 1.5 was recoded as 1, 'slightly familiar'; >= 1.5 but < 2.5 was recoded as 2, 'somewhat familiar'; and >= 2.5 was recoded as 3, 'very familiar'.

Figure 19. Relationship between familiarity with Indigenous issues and perceived ISP importance



Figures 20-23 present the responses to the survey questions that asked respondents to comment on the current state of Indigenous engagement at UBC.

Figure 20. To what extent do you agree with the statement “UBC research initiatives promote an understanding of reconciliation locally, nationally or internationally?”

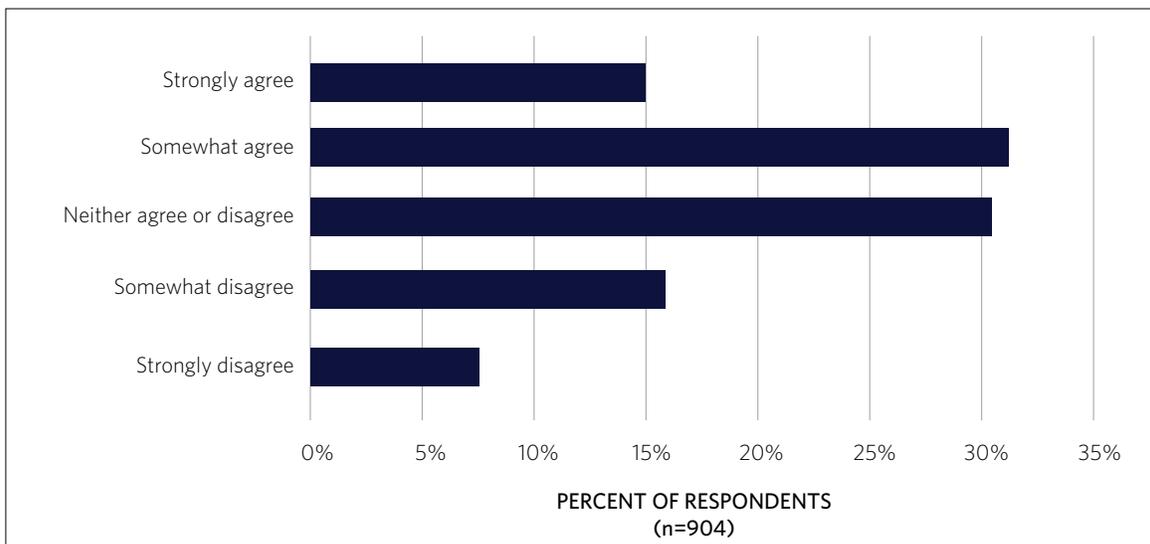


Figure 21. To what extent do you agree with the statement “Indigenous content is appropriately reflected in the programs and courses offered at UBC”?

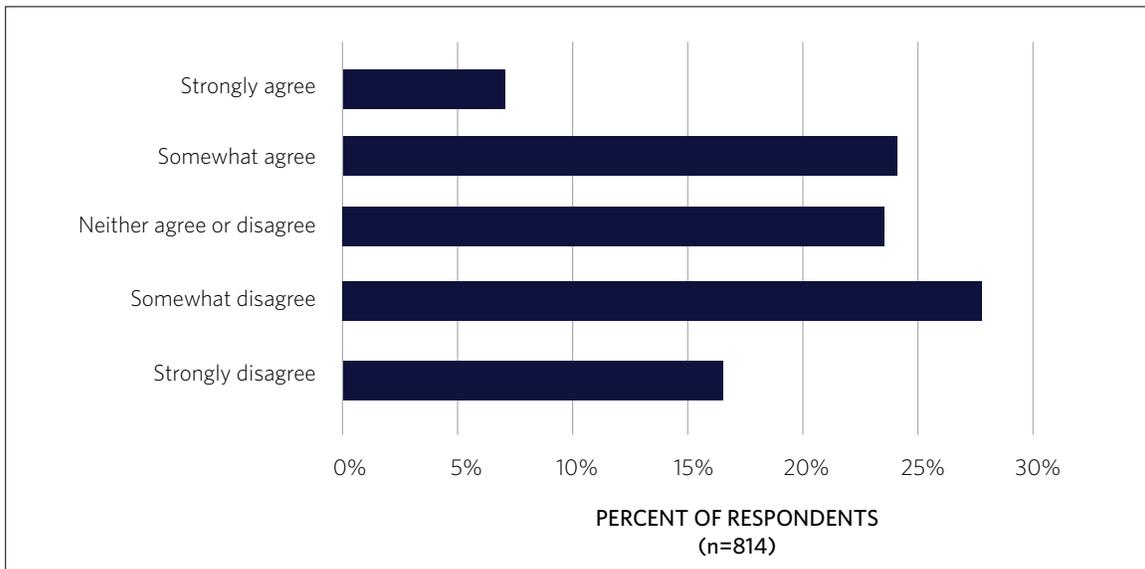
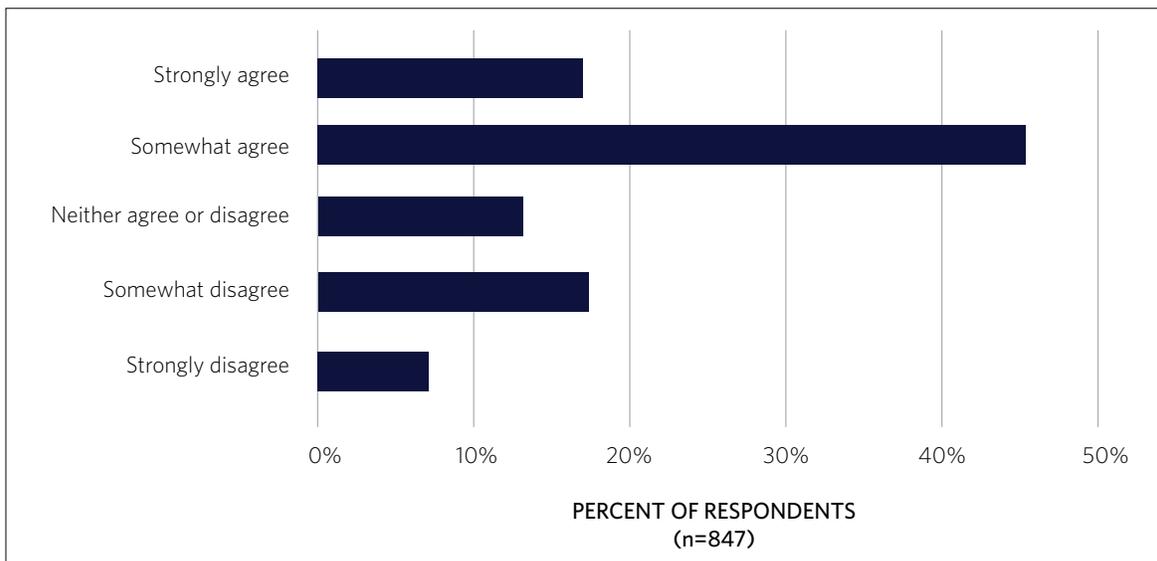


Figure 22. To what extent do you agree with the statement “An Indigenous presence can be seen and felt in our campus, buildings and spaces”?



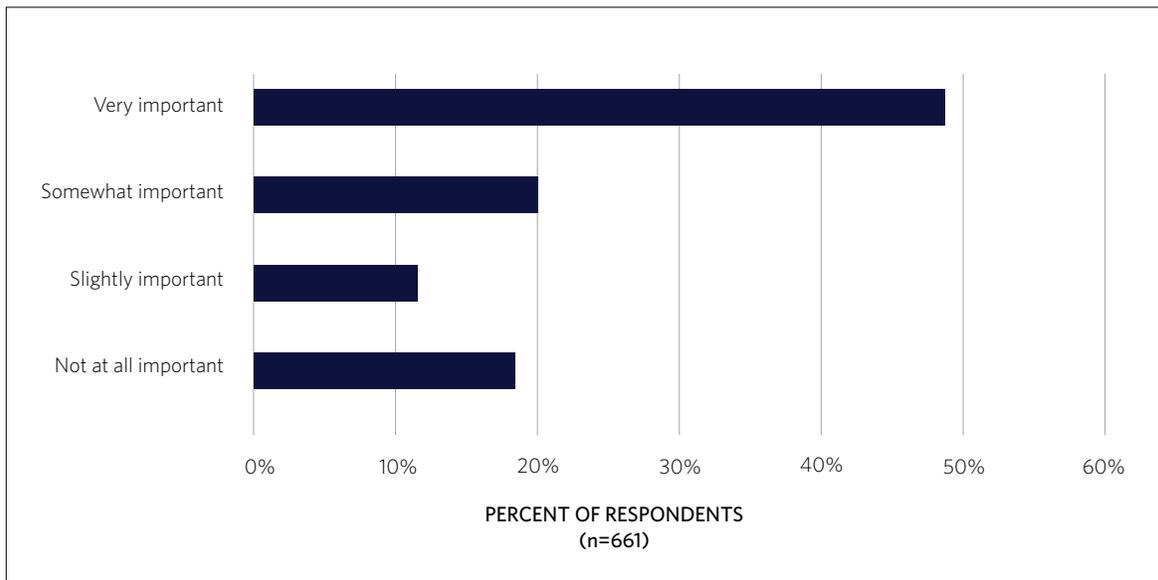
On a Likert scale of 1 to 5 (1 being ‘Strongly disagree’ and 5 ‘Strongly agree’), **Figure 20**, concerning research, has an average response of 3.3 (median = 3) with a standard deviation of 1.1. This confirms that there was a slightly above neutral response to this question. In fact, 46.1% of respondents somewhat agree or strongly agree that research initiatives at UBC promote an understanding of reconciliation locally, nationally or internationally while 23.3% somewhat disagree or strongly disagree; 30.6% neither agree not disagree.

Responses in **Figure 21**, concerning course content, have an average of 2.8 (median = 3) with a standard deviation of 1.2. If we look at the percentage of those who disagreed, we see that 44.7% of respondents somewhat disagree or strongly disagree that Indigenous content is appropriately reflected in the programs and courses offered at UBC compared with 31.4% of respondents who somewhat agree or strongly agree with the statement. 24% neither agree nor disagree.

Responses in **Figure 22**, concerning Indigenous presence on campus, have an average of 3.5 (median = 4) with a standard deviation of 1.2. Responses to this question have the strongest positive trend of the three, with 61.8% of respondents who somewhat agree or strongly agree that an Indigenous presence can be seen and felt in our campus buildings and spaces. 24.4% of respondents somewhat disagree or strongly disagree with the statement while just 13.9% neither agree nor disagree.

Figure 23 shows how important respondents feel the ISP would be for services accessed by students at UBC. 69.1% of respondents feel that the ISP would be somewhat or very important to services accessed.

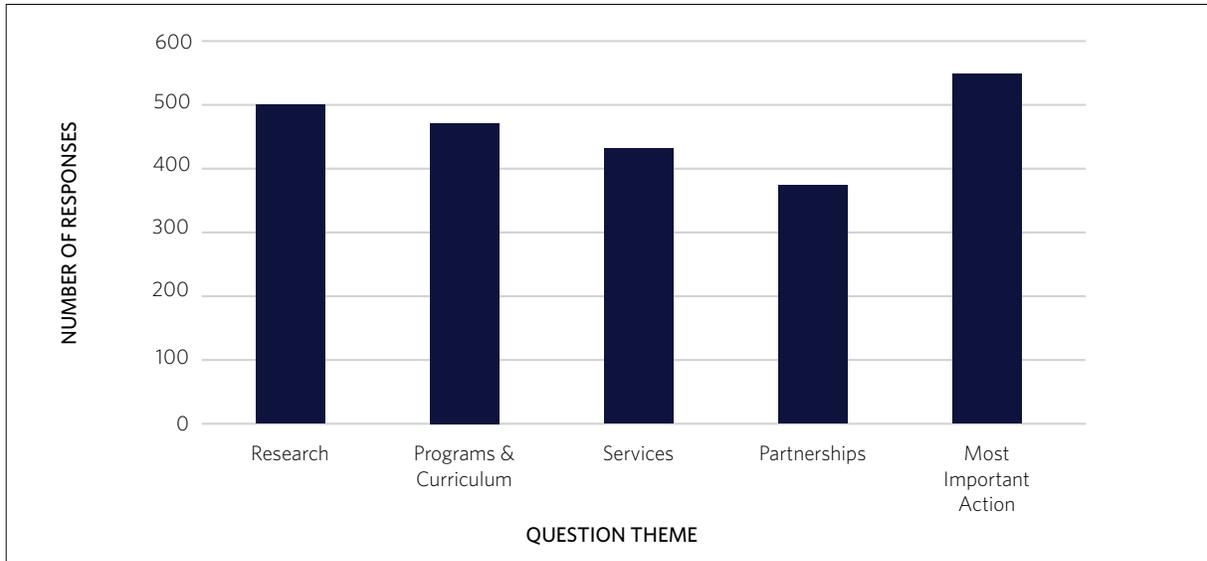
Figure 23. [For students] How important would an ISP Action Plan be for services you access from UBC?



Qualitative results

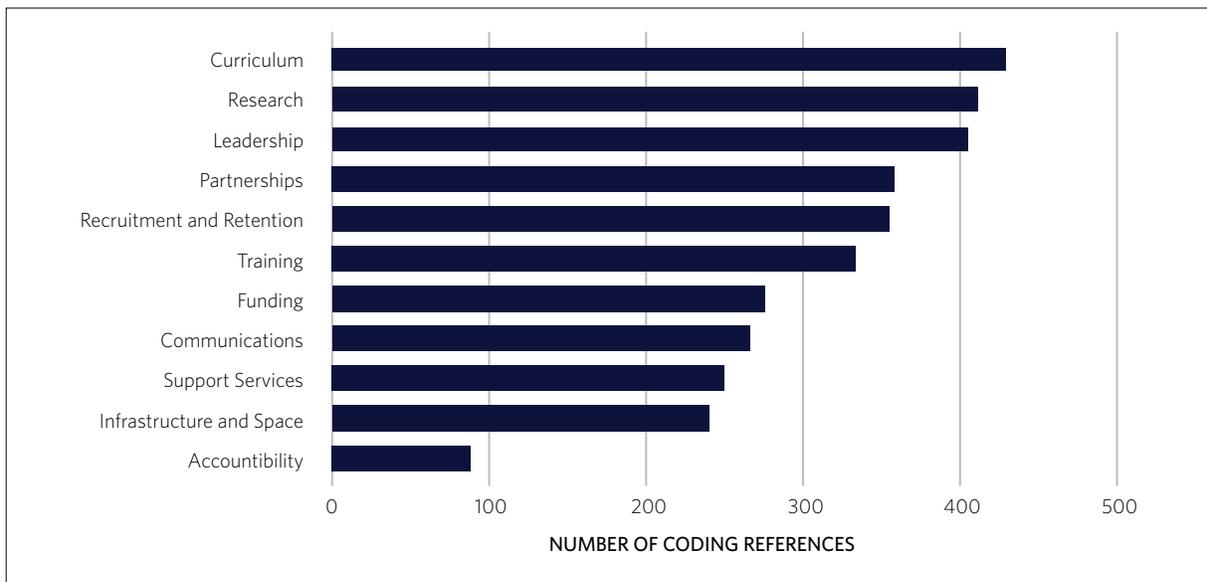
The survey had five open-ended questions; 2,320 open-ended responses were captured. **Figure 24** shows the number of responses provided to each of the five questions, the questions are presented (left to right) in the order that they were asked in the survey.

Figure 24. Open-ended survey responses by question



These qualitative results were then coded using the same coding baskets as the responses from the in-person engagement sessions. As **Figure 25** shows, the three most frequently used codes across all survey responses were 'Curriculum', 'Research' and 'Leadership'.

Figure 25. High-level coding frequencies - survey



Figures 26 and 27 show the most frequent coding intersections for both general responses (i.e., responses to the first four questions) and action item responses (i.e., responses to the question “Based on your experience, what is the most important action that UBC should take to demonstrate leadership locally, nationally and/or globally with respect to recognizing and respecting Indigenous Peoples’ human rights?”). As we can see from the graphs, seven of the top 10 intersections are

the same for both response groupings: once again, there is strong corroboration between themes surfaced in the general comments and the specific actions respondents want UBC to take. It is interesting to note however the three action item intersections not present in the general response intersections: 'Funding + Students'; 'Leadership + Structural Change'; and 'Leadership + Advocacy'. When respondents were asked to provide what they feel to be the most important action UBC should take, **a greater emphasis was placed on leadership's role than in the general responses.**

Figure 26. Most frequent coding intersections - survey general responses

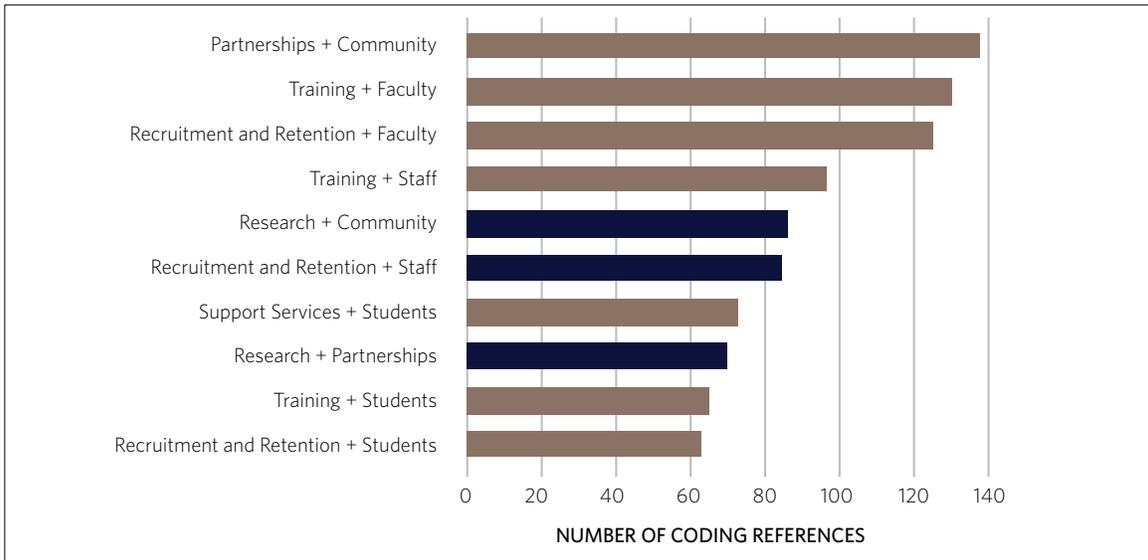
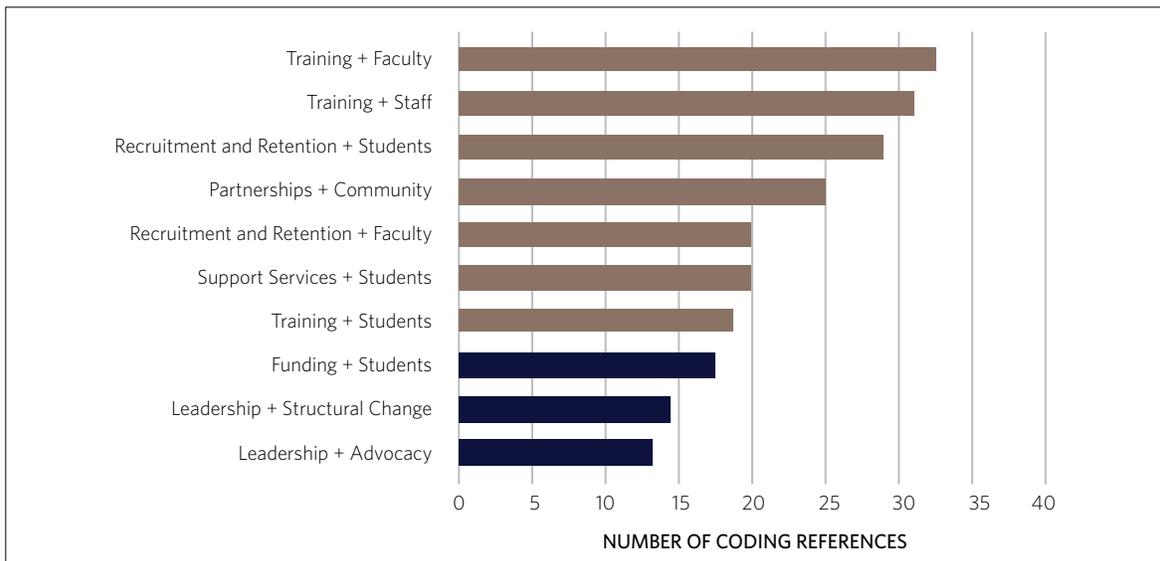


Figure 27. Most frequent coding intersections - survey action items



Brown bars in **Figures 26 and 27** indicate the most frequent coding intersections shared by both the general response and action item datasets from the survey.

Quotes

The following are a selection of quotes from the most frequent action item coding intersections from the survey.

See Appendix V for a larger selection of quotes from the online survey.

Training + Faculty

“Ensure that all staff, faculty and students have an extremely high degree of literacy when it comes to Indigenous issues.”

“We need to acknowledge that Indigenizing UBC must not be on the backs of the small numbers of Indigenous faculty members and students. We must all Indigenize UBC and the institution must provide access to cultural training for everyone.”

Training + Staff

“A mandatory Indigenous history course for all students, staff and faculty.”

“Educate. I feel every new staff member should go through training that includes Indigenous Peoples’ human rights.”

“Ensure that all UBC students and employees have a fundamental understanding of the territories we learn and work on and shift the responsibility onto each of us to learn and seek awareness of Indigenous histories and experiences. Build into our job descriptions, expectations and promotion/advancement processes criteria that reflects that UBC is making this a priority.”

Recruitment and Retention + Students

“Recruit more Indigenous students and fund them as needed.”

“Stronger strategies in every Faculty to engage Indigenous children in school and promote the expectation that they will be welcomed at UBC.”

“Full-ride merit scholarships for talented Indigenous undergraduate students, the same with graduate students (the 4Y grad fellowships are insufficient for a full program). Then after Indigenous people have PhDs in the relevant disciplines, hire them on as faculty.”

Partnerships + Community

“We need to evaluate our internal policies for meaningful engagement with Indigenous communities (honoraria, research ethics policies and data governance, research record management, etc.) and commit to implementing these as an institution.”

“Create opportunities to learn from Indigenous leaders and community members who are already making these changes happen in their communities and influencing local, provincial, and national governments and organizations. The wisdom and experience already exists, and we need to recognize this and seek their help in working towards a more inclusive and engaged future for our university community (and by this I mean all of us).”

Recruitment and Retention + Faculty

"Hire more faculty from Indigenous nations even if they don't come with whatever road to educational success that we have traditionally seen as valuable."

"The hiring of Indigenous scholars needs to be a priority."

"HIRE MORE Indigenous FACULTY!"

Support Services + Students

"Stop using Indigenous art, ceremony, and people as way to promote UBC being diverse and start actually funding and supporting Indigenous students, researchers, and professors. Make the campus safe for Indigenous bodies."

"Ensure Indigenous students have adequate supports once they are admitted in their respectful programs. We often think it is just getting them through the door but that often comes with a lot of racism, trauma, and isolation. They need help excelling through the door."

"Support all Indigenous students pursuing graduate and professional programs, mentor all Indigenous undergraduate students and incoming students. A rising tide lifts all boats."

Training + Students

"Begin in first year--even if students aren't studying these topics, it should be included in the language and process in which we conduct our studies at UBC. Students should begin to learn about the Universities history and the land it occupies in their later years--this should be at the forefront."

"Worldview flexibility (teaching this to students and faculty)"

"Implement mandatory courses and training on the declaration\Promote the development of mandatory courses for graduate and undergraduate students."

Funding + Students

"Allocate funding, services and support to cultivate talented Indigenous students in order to increase educational attainment and increase access to human inquiry and scholarship."

"Free tuition for Indigenous students."

"Money would be really useful here in making sure there are appropriate levels of Indigenous faculty, graduate students (future Indigenous faculty), and undergraduates who feel welcome, supported, and able to cope with their studies in a colonial institution."

Leadership + Structural Change

"Land back."

"Go deeper. Deconstruct the colonial environments/leadership/structures that still perpetuate oppression (even under the guise of "inclusion"). Do differently."

"Recognition of the role that UBC has historically played in perpetuating a school system that caused systemic harms and framed the BC educational environment as an instrument of colonialism."

Leadership + Advocacy

“Applying UNDRIP and supporting provincial and federal governments to do the same.”

“In cooperation with other universities, take a stand to call on governments to honour their constitutional obligations to respect Indigenous land rights and treaty rights, in both policy and legislation.”

“Leaders at the top need to show that they are actively working towards reconciliation by showing their presence at Indigenizing activities/workshops/events and encourage other staff/faculty to do the same. There are many staff/faculty who do not because it’s not the norm of their department. Leadership is not only talking about the importance of reconciliation but actively showing others the right way to act.”

Phase Two: Open Houses

Four in-person open house sessions were held for the UBC community: two at UBCO and two at UBCV. The total number of participants across these four sessions was 294.

Table 2. Open houses and number of participants attending

Session	Number of participants
UBCO Open House 1	35
UBCO Open House 2	47
UBCV Open House 1	101
UBCV Open House 2	111

During the open houses, information was disseminated about the ISP process, including how the data were collected and analyzed and how the draft plan was produced. A selection of the quantitative and qualitative research results was also shared. This information was presented at various stations. Participants were free to roam between these stations to read the posters and interact with the ISP video and a selection of recorded stories from Indigenous faculty and staff about their experiences as students.

In addition to these information stations, the open houses had an input station where students, faculty and staff were able to prioritize their top eight actions in the ISP draft. Each goal, and its corresponding actions, was printed onto a large poster-board. Participants were given eight stickers (different colours for students, faculty and staff) and were then free to place these stickers on the actions which they thought should be implemented first.

The following pages provide some images of the open houses as well as some visualizations of the primary take-aways from the prioritizations.



Table 3. ISP goal priorities

Rank	Both campuses	Vancouver	Okanagan
1st	3. Moving research forward (303 votes)	3. Moving research forward (228 votes)	4. Indigenizing our curriculum (81 votes)
2nd	4. Indigenizing our curriculum (300)	7. Providing tools for success (joint 2nd) (226)	8. Creating a holistic system of support (76)
3rd	6. Recruiting Indigenous people (295)	6. Recruiting Indigenous people (joint 2nd) (226)	3. Moving research forward (75)

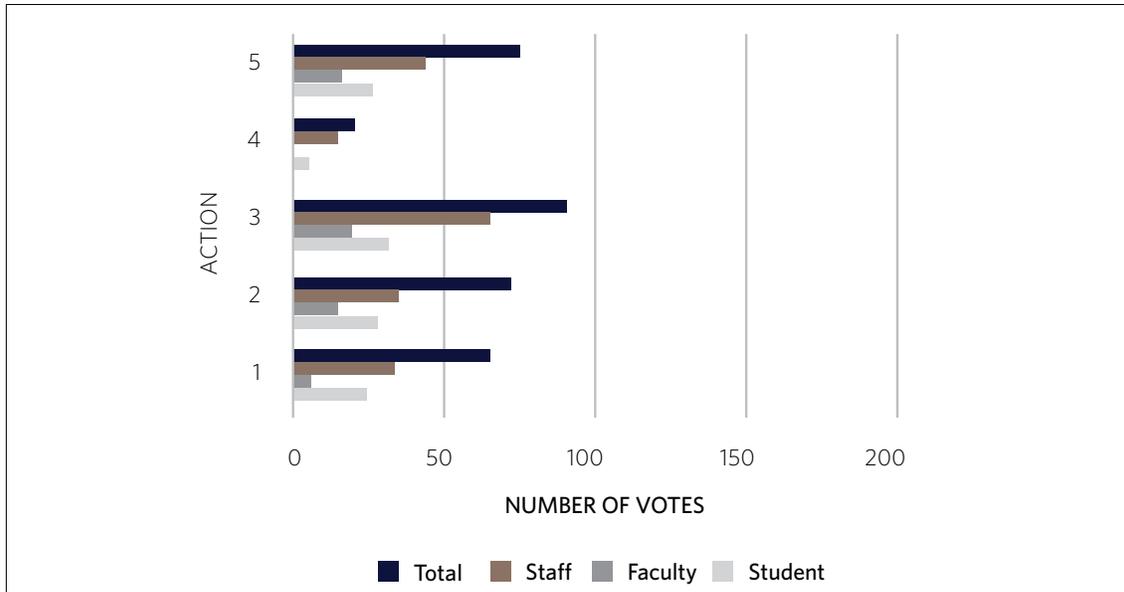
Table 4. ISP action priorities

Rank	Both campuses	Vancouver	Okanagan
1st	8. Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice. (180)	8. Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice. (129)	8. Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice. (51)
2nd	34. Develop and deliver mandatory Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis. (121.5)	34. Develop and deliver mandatory Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis. (83.5)	34. Develop and deliver mandatory Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis. (38)

Rank	Both campuses	Vancouver	Okanagan
3rd	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. (107)	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. (82)	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. (33)
4th	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. (102.5)	3. Align UBC's operating budget to provide meaningful and flexible allocations and resources for each goal identified in this Plan. (Joint 4th) (72)	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. (32)
5th	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. (101.5)	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. (Joint 4th) (72)	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. (31.5)

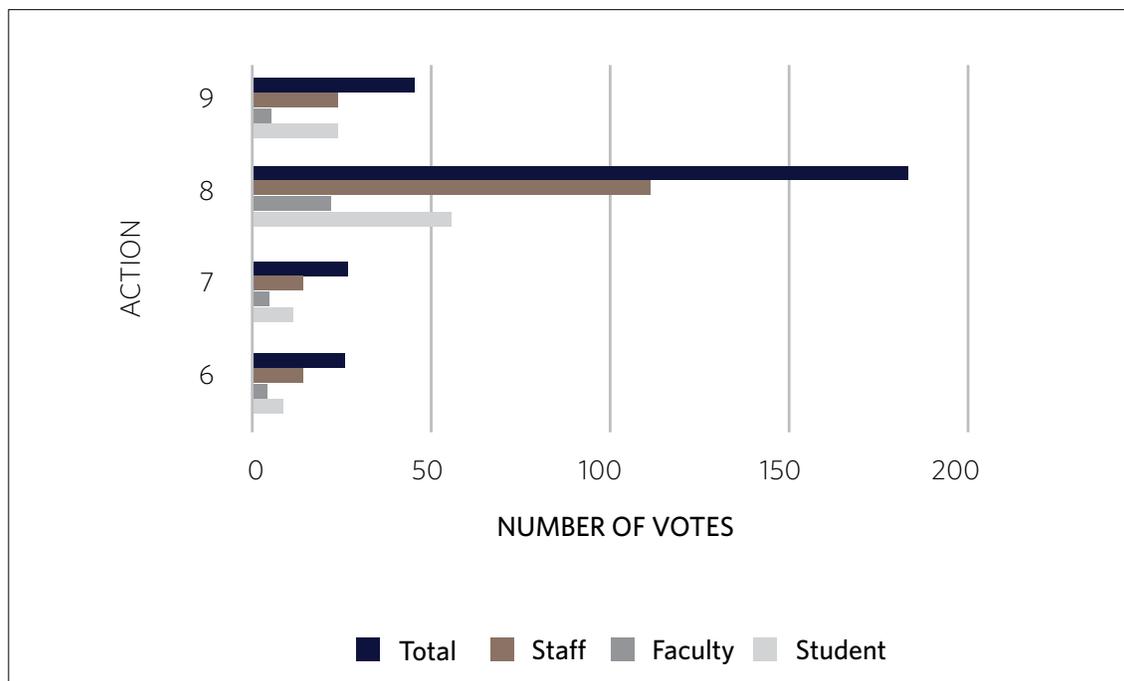
Figures 28-35 provide the aggregate number of votes that each action received across all four of the open house sessions. Each chart shows the total number of votes each action received as well as the disaggregated scores for students, faculty and staff.

Figure 28: Priorities for Goal 1: Leading at all levels



In **Figure 28**, we see that for goal 1: *Leading at all levels*, there was a relatively consistent voting pattern across actions, apart from 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*, which received considerably fewer votes.

Figure 29: Priorities for Goal 2: Advocating for the truth



In **Figure 29**, goal 2: *Advocating for the truth*, 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*, received by far the most votes, 180 to be exact.

Figure 30: Priorities for Goal 3: Moving research forward

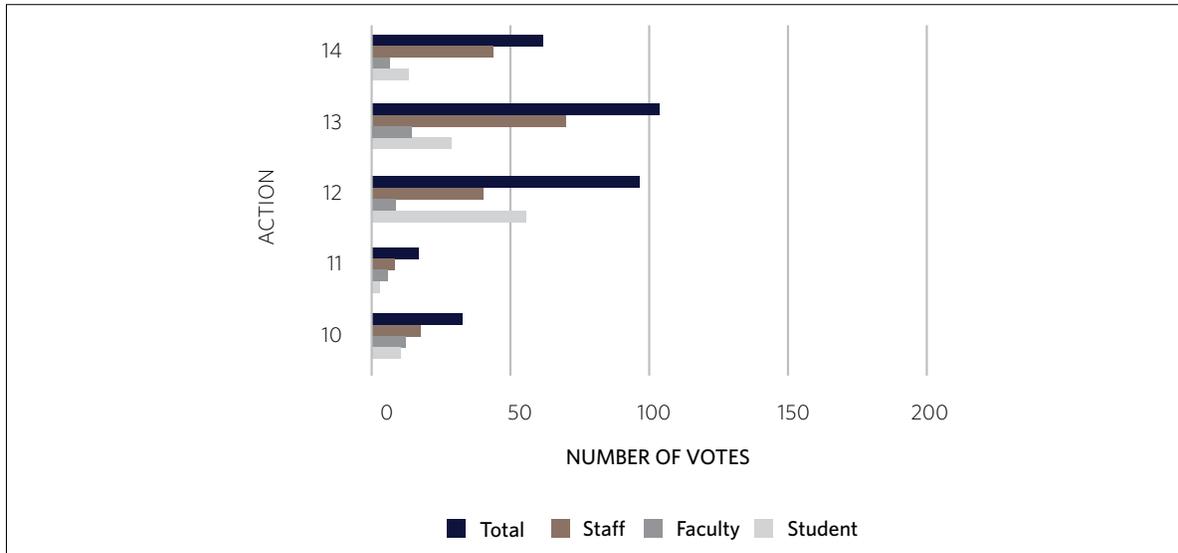
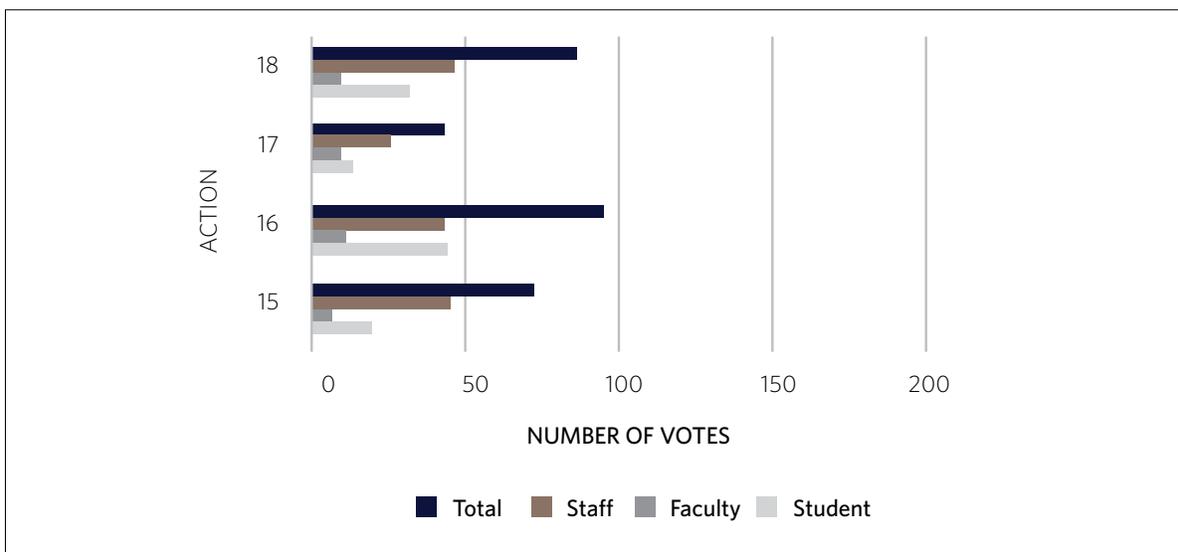


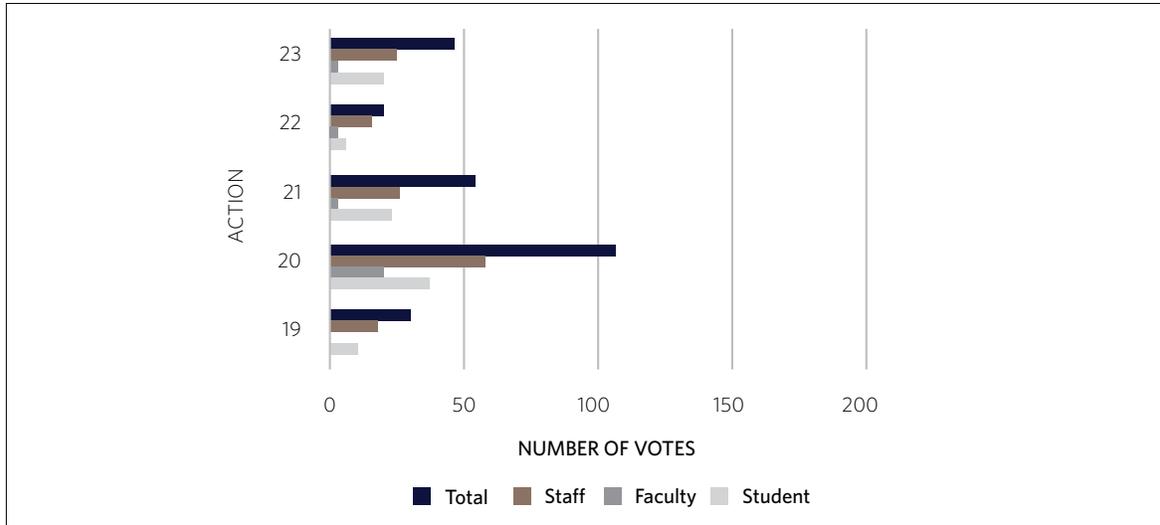
Figure 30, goal 3: *Moving research forward*, shows that action 12, *Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages*, and action 13, *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*, received a similar number of votes, 97 and 101.5, respectively.

Figure 31: Priorities for Goal 4: Indigenizing our curriculum



In **Figure 31**, goal 4: *Indigenizing our curriculum*, we see that there was a relatively consistent voting pattern across three of the four actions, while action 17, *Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum*, received considerably fewer votes.

Figure 32: Priorities for Goal 5: Enriching our spaces



In **Figure 32**, goal 5: *Enriching our spaces*, 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*, received a far greater number of votes than the other actions.

Figure 33: Priorities for Goal 6: Recruiting Indigenous people

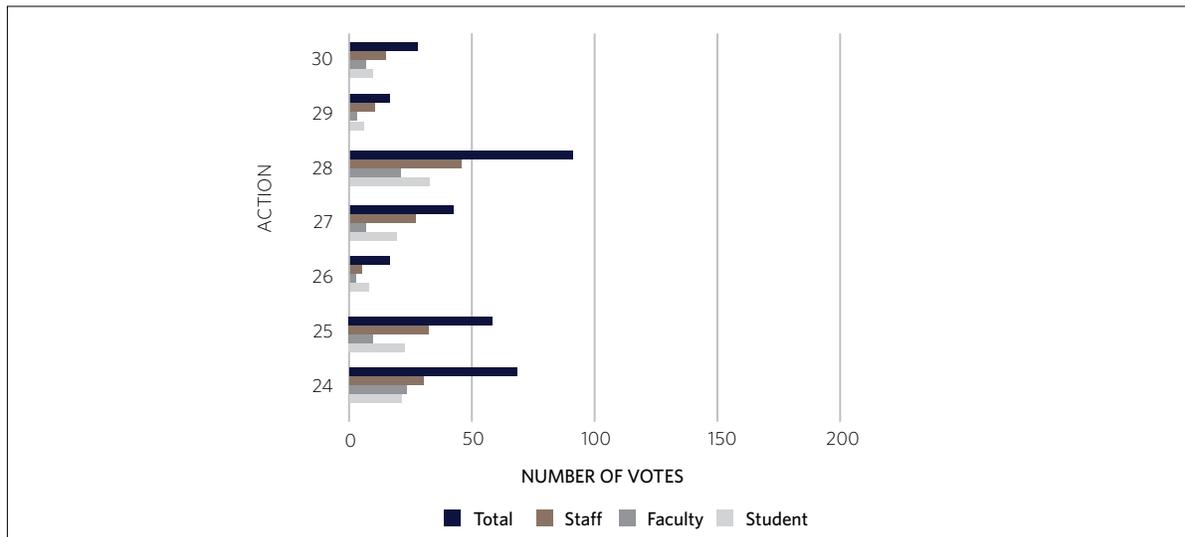


Figure 33, goal 6: *Recruiting Indigenous people*, shows action 28, *Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing*, as the clear leader (with 87 votes) but with action 25, *Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses*, and 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, following relatively close behind, with 56.25 and 63 votes, respectively.

Figure 34: Priorities for Goal 7: Providing tools for success

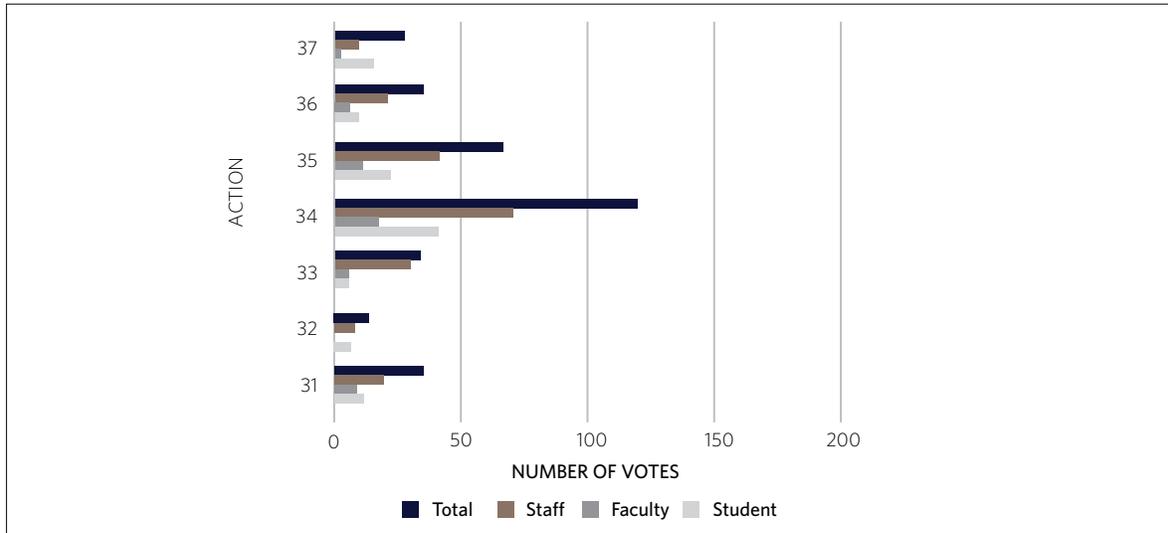
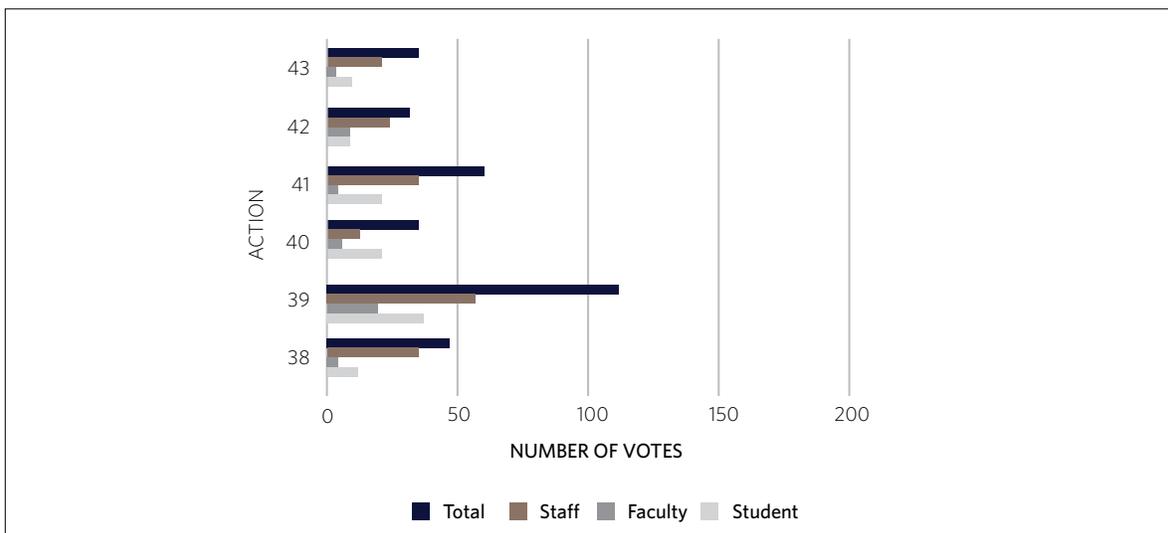


Figure 34, goal 7: *Providing tools for success*, shows action 34, *Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis*, as having an obviously greater number of votes than the other actions, 121.5 to be exact.

Figure 35: Priorities for Goal 8: Creating a holistic system of support



Finally, in **Figure 35**, goal 8: *Creating a holistic system of support*, we see a relatively even spread of votes across all actions (from 24.5 votes to 55 votes) bar 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*, which has far more votes (107) than the others.

About the Respondents

DEMOGRAPHIC DESCRIPTIONS

The first part of this section provides visualizations of the demographic breakdowns of the respondents to the online survey. Not all respondents answered the demographic questions. In fact, the sample size for all the demographic responses was 860⁸. Demographic data, beyond whether participants self-identified as Indigenous and whether they were a student or a faculty and staff member, were not collected for the in-person engagement sessions in order to maintain participant anonymity. We do not go into the demographic data for the in-person sessions.

Figure 36. Do you identify yourself as an Indigenous person?

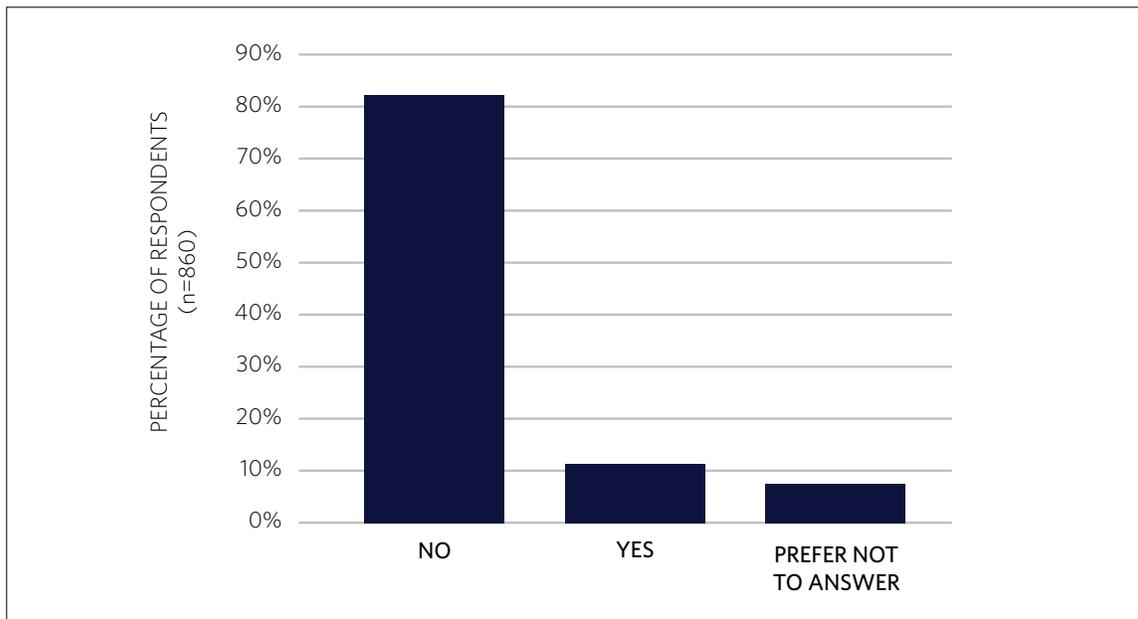
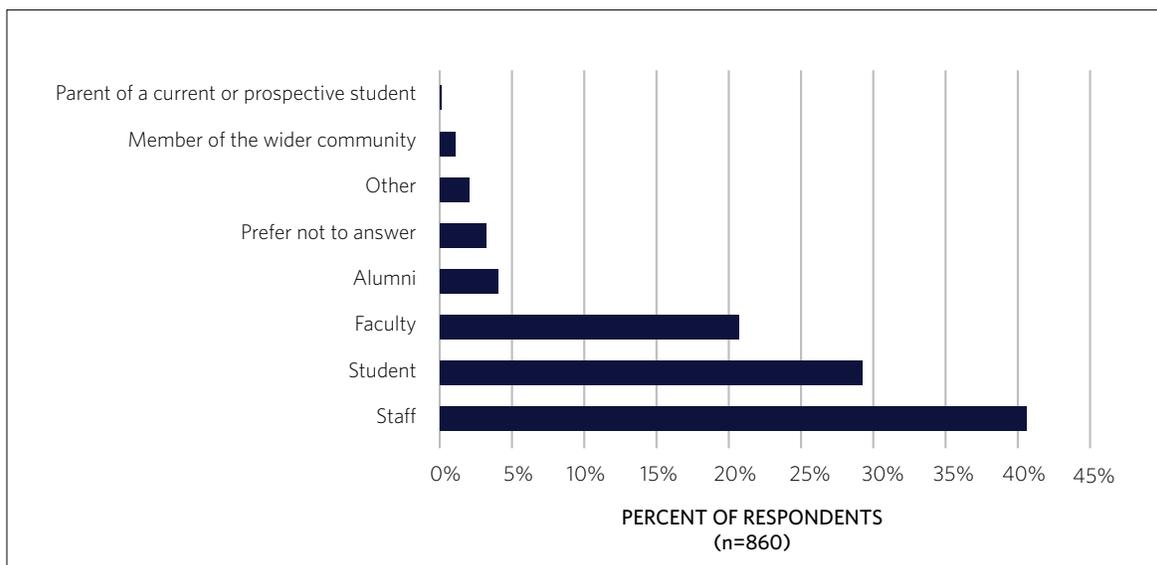


Figure 37. What is your primary relationship with the University of British Columbia?



⁸ Except for one question, see Figure 42.

Figure 38. Relationship to UBC by Indigenous self-identification

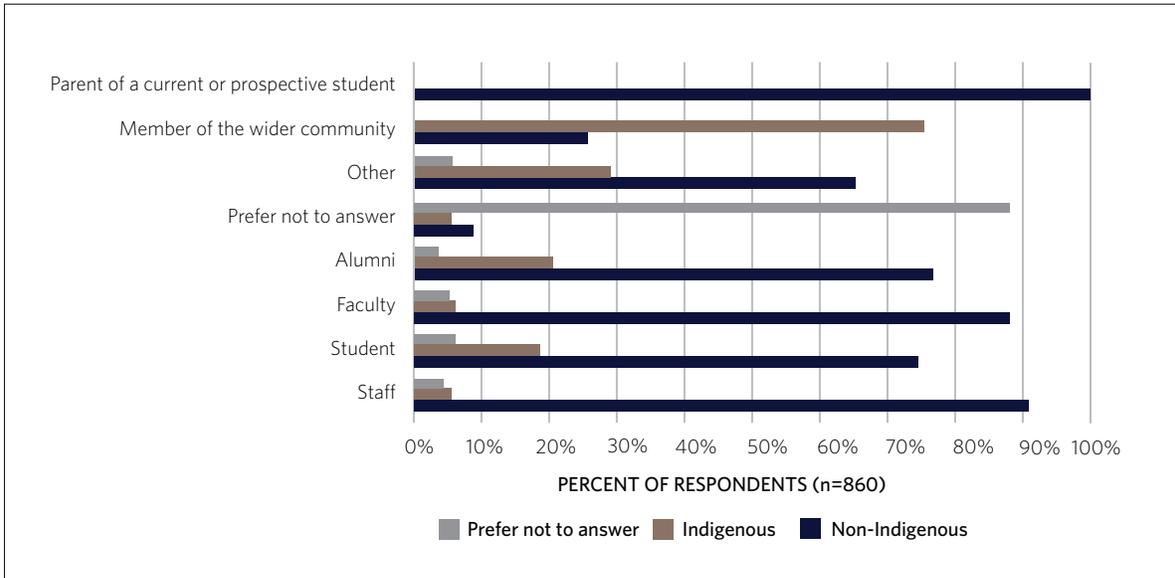


Figure 39. Do you identify as a woman, man or non-binary person?

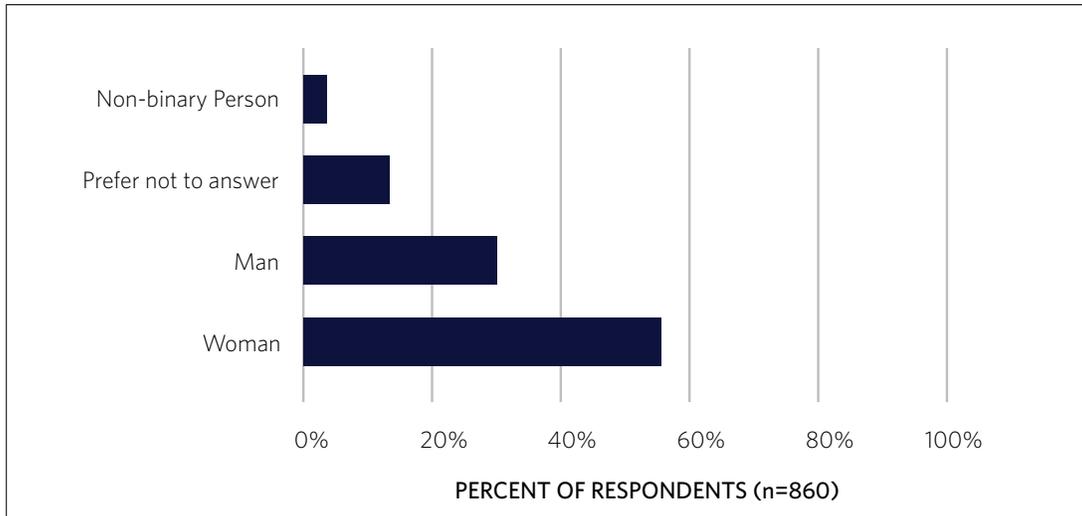


Figure 40. Do you identify as a person who is two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex or asexual?

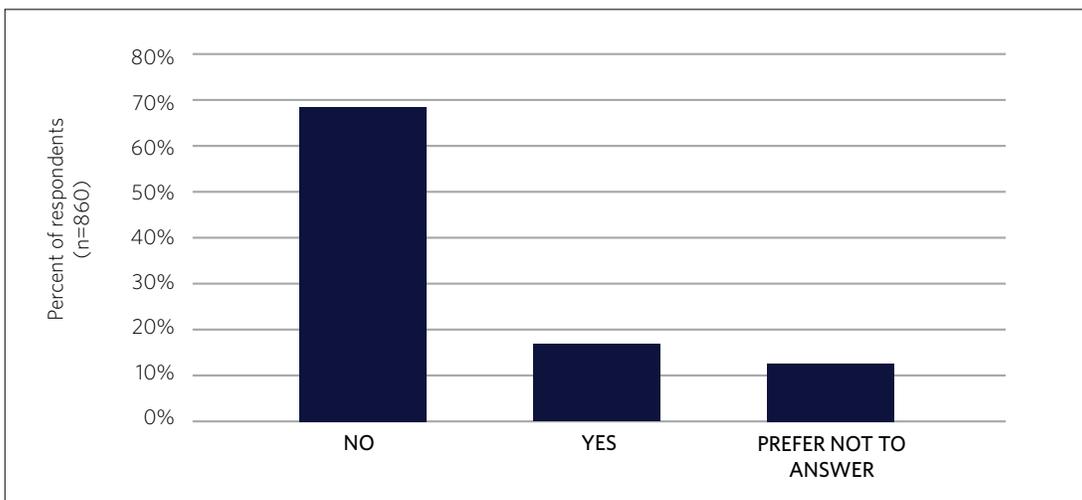


Figure 41. With which campus do you affiliate or are most familiar?

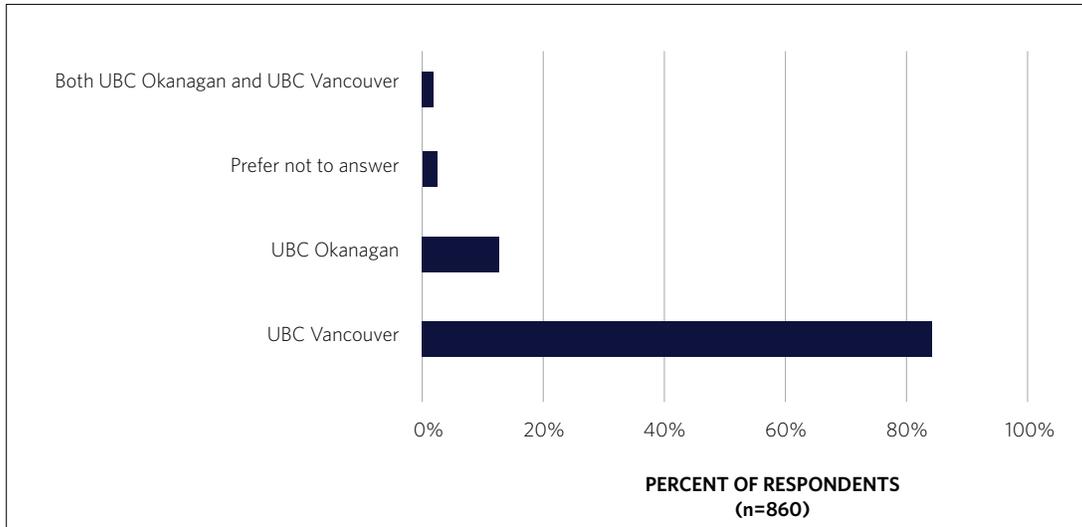
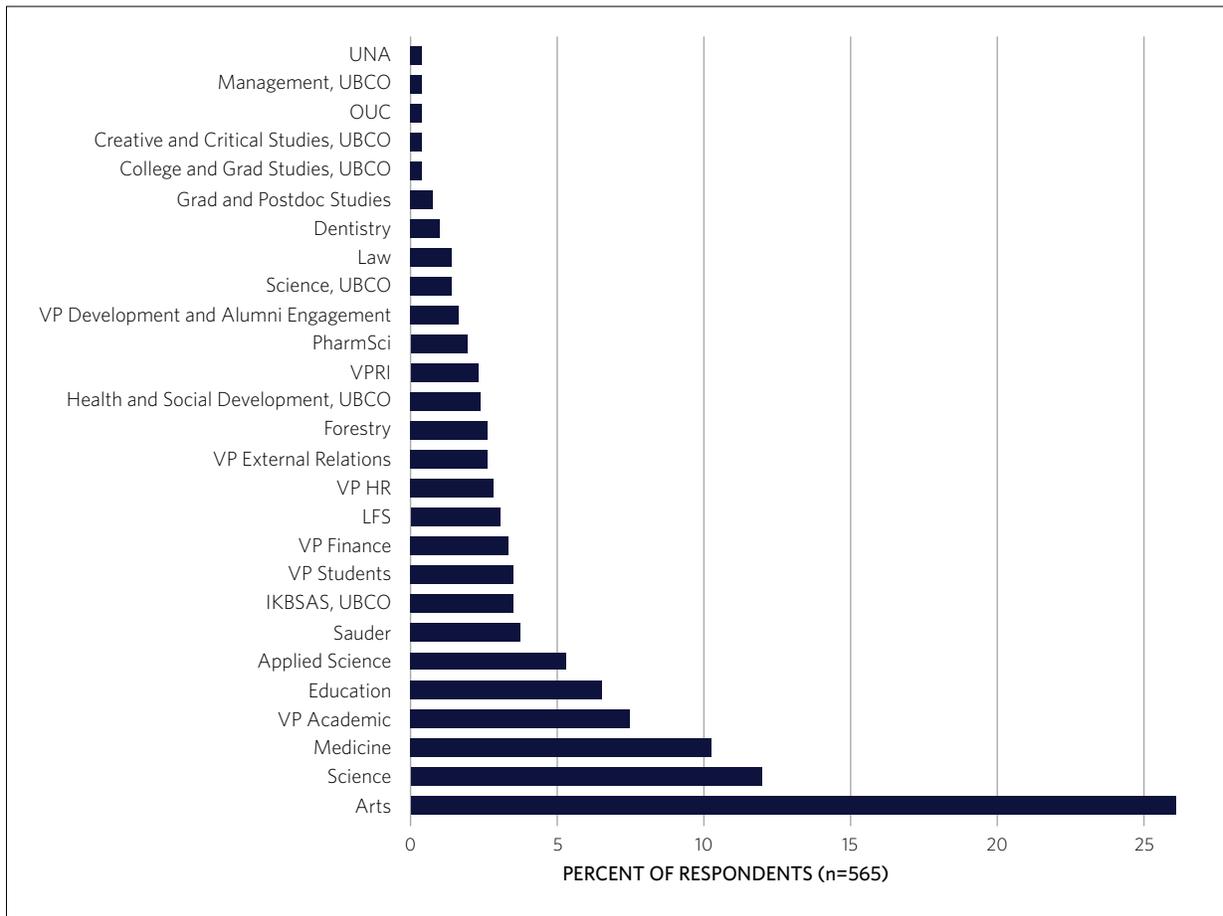


Figure 42. What Faculty and/or Department do you primarily teach, learn and/or work in?



Abbreviations:

UNA: University Neighbourhoods Association

VP: Vice-President

PharmSci: Pharmaceutical Sciences

LFS: Land and Food Systems

Sauder: Sauder School of Business

OUC: Office of the University Counsel

VPRI: Vice-President Research and Innovation

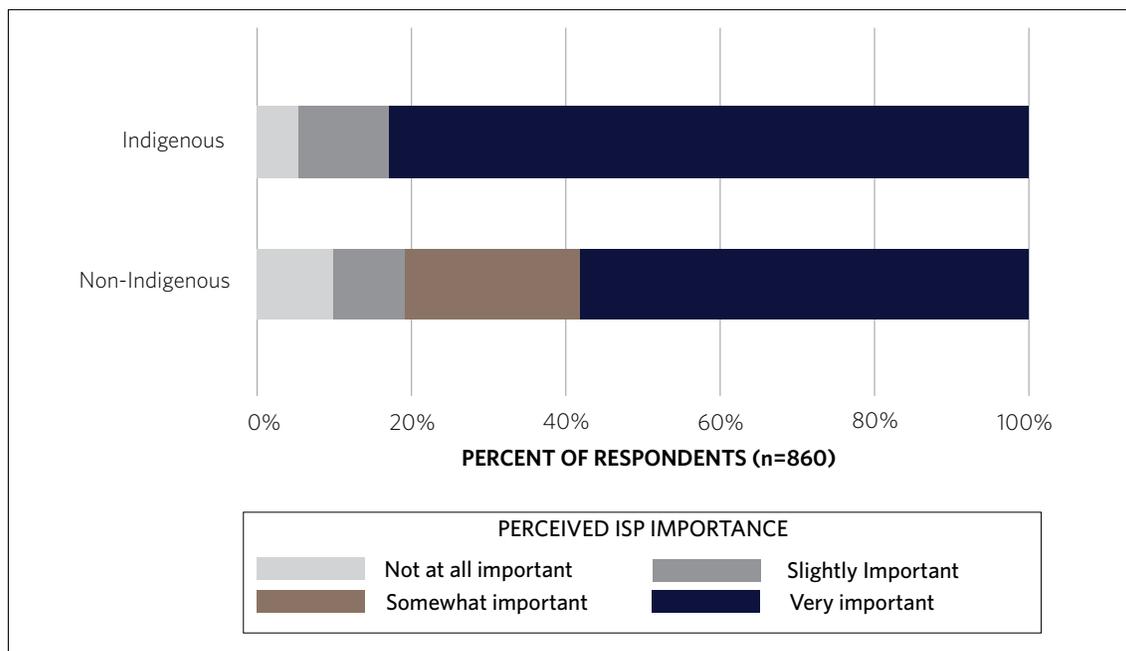
VP HR: Vice-President Human Resources

IKBSAS: Irving K. Barber School of Arts and Sciences

WHAT WE HEARD FROM DIFFERENT DEMOGRAPHICS

This second part of this section will draw out some of the quantitative and qualitative responses from specific demographic intersections. Ensuring minority voices were heard was an essential element of our process. We did this as part of the truth-testing phase of the analysis to ensure that the goals and actions we had drafted were responding to the needs of all Indigenous members of the UBC community.

Figure 43. Relationship between Indigenous self-identification and perceived ISP importance.



As **Figure 43** shows, Indigenous respondents were more likely to perceive the ISP as very important. Concretely, 83.3% of Indigenous respondents selected 'Very important' in response to the question 'How important would an ISP Action Plan be for your courses, Faculty, school, unit or partnership with UBC?', compared with just 57.4% of non-Indigenous respondents.

In **Figure 44**, we see that Indigenous respondents were more likely to respond negatively to the statement that 'UBC research initiatives promote an understanding of reconciliation locally, nationally, or internationally' than non-Indigenous respondents. In fact, 41.6% of Indigenous respondents somewhat or strongly disagree with the statement, whereas this number was just 21.1% for non-Indigenous respondents. That said, overall more Indigenous respondents agreed with this statement (42.7%) than disagreed.

This trend of a greater number of Indigenous respondents disagreeing with statements about the state of Indigenous engagement at UBC compared to non-Indigenous respondents, can further be seen in **Figures 45 and 46**, which target curriculum and an Indigenous presence on campus, respectively. In **Figure 45**, 65.5% of Indigenous respondents either somewhat or strongly disagree with the statement that 'Indigenous content is appropriately reflected in the programs and courses offered at UBC'; while just 42.3% of non-Indigenous respondents disagreed. In **Figure 46**, 41.4% of Indigenous respondents disagreed, either somewhat or strongly, with the statement that 'An Indigenous presence can be seen and felt in our campus buildings and spaces', while 22.4% of non-Indigenous respondents disagreed. Once again, however, more Indigenous respondents agreed with this statement (43.7%) than disagreed.

Additionally, from **Figures 44-46**, we can conclude that all respondents (Indigenous and non-Indigenous) were more likely to respond negatively to the question concerning the prevalence of Indigenous curriculum content than those questions concerning Indigenous research initiatives at UBC and an Indigenous presence on campus.

Figure 44. Relationship between Indigenous self-identification and whether respondents agree that UBC research initiatives promote an understanding of reconciliation locally, nationally, or internationally

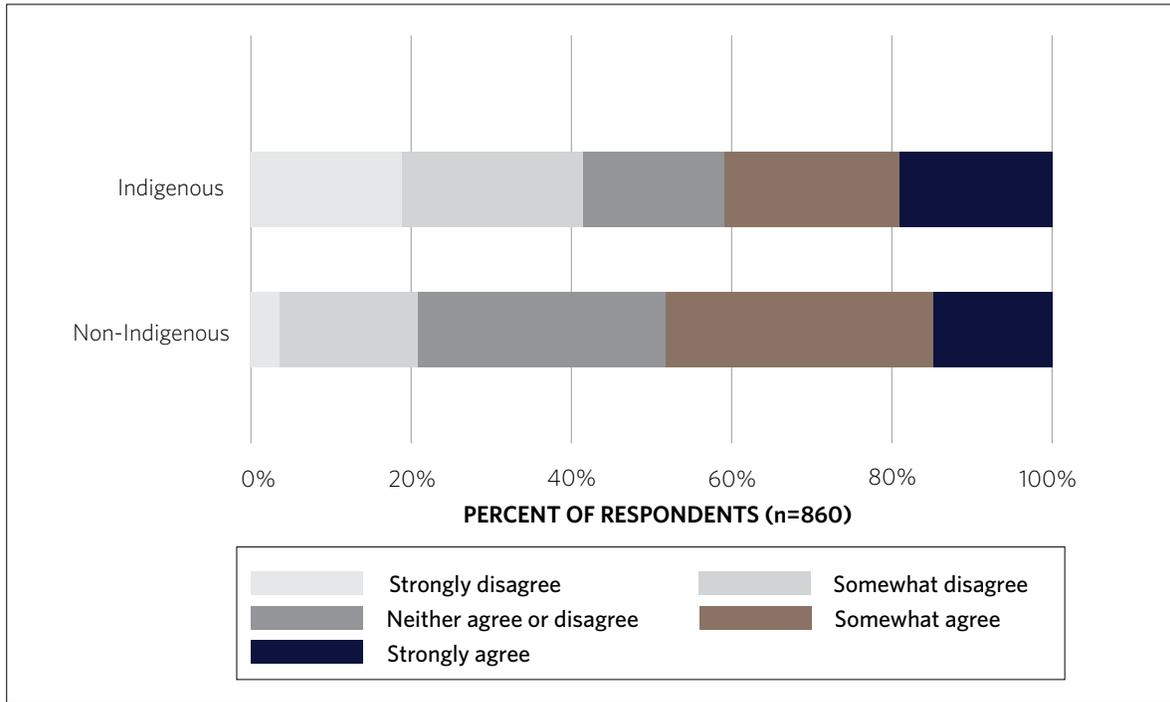


Figure 45. Relationship between Indigenous self-identification and whether respondents agree that Indigenous content is appropriately reflected in the programs and courses offered at UBC

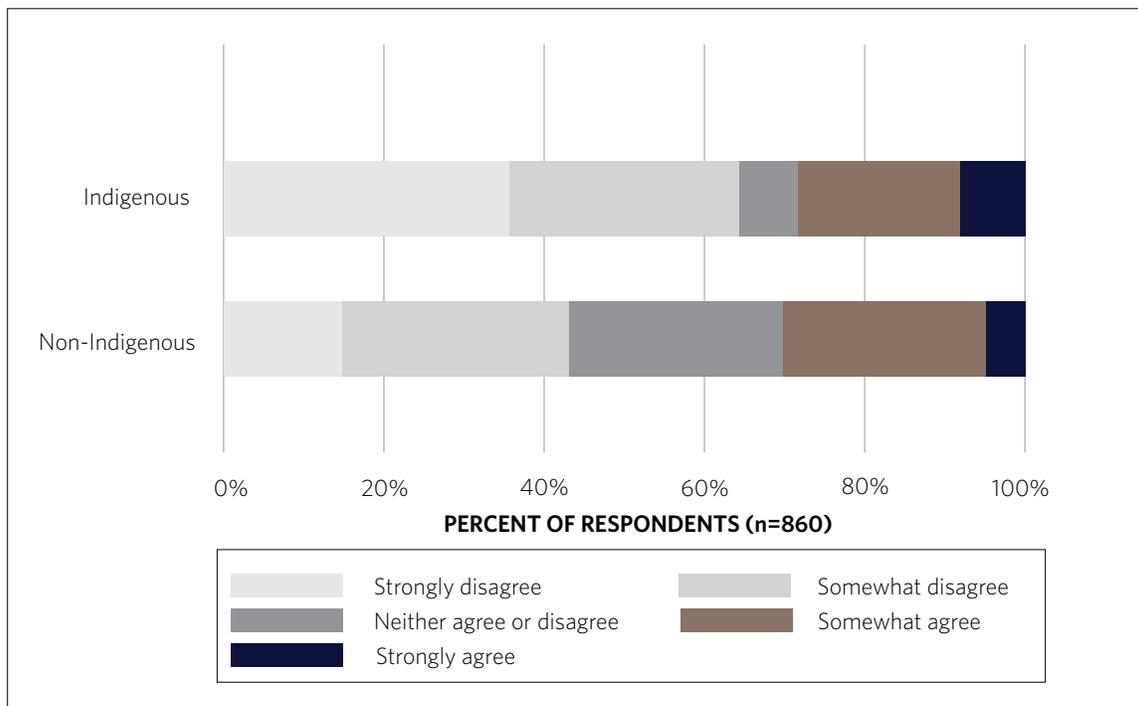
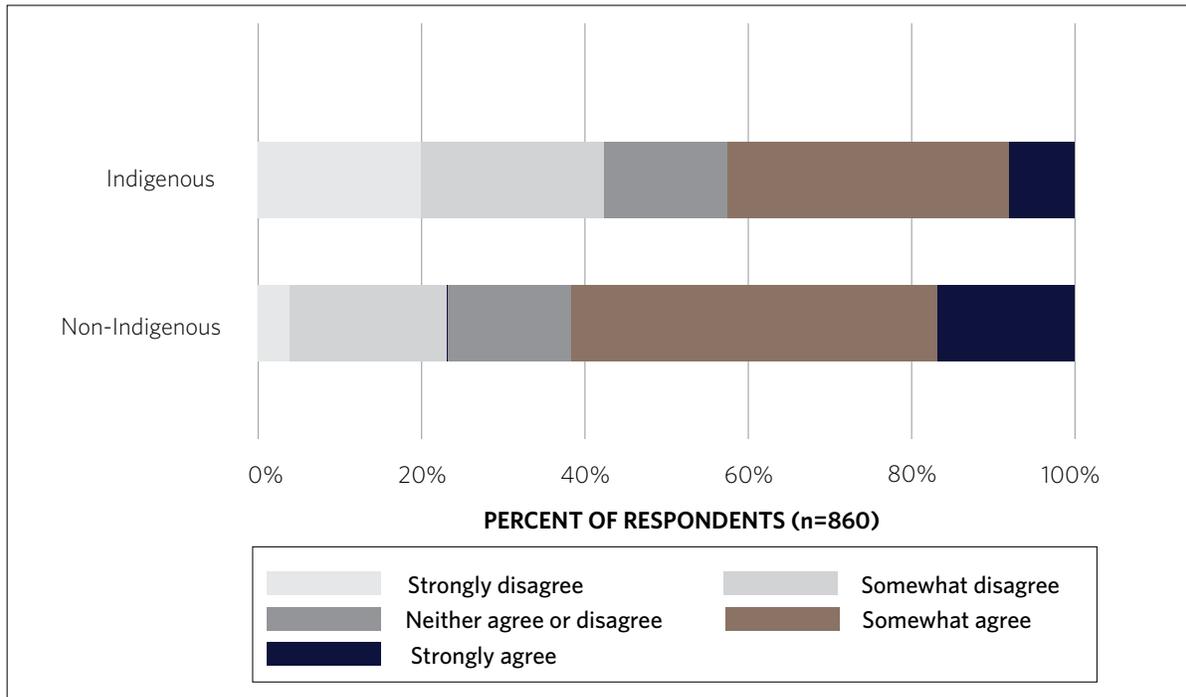
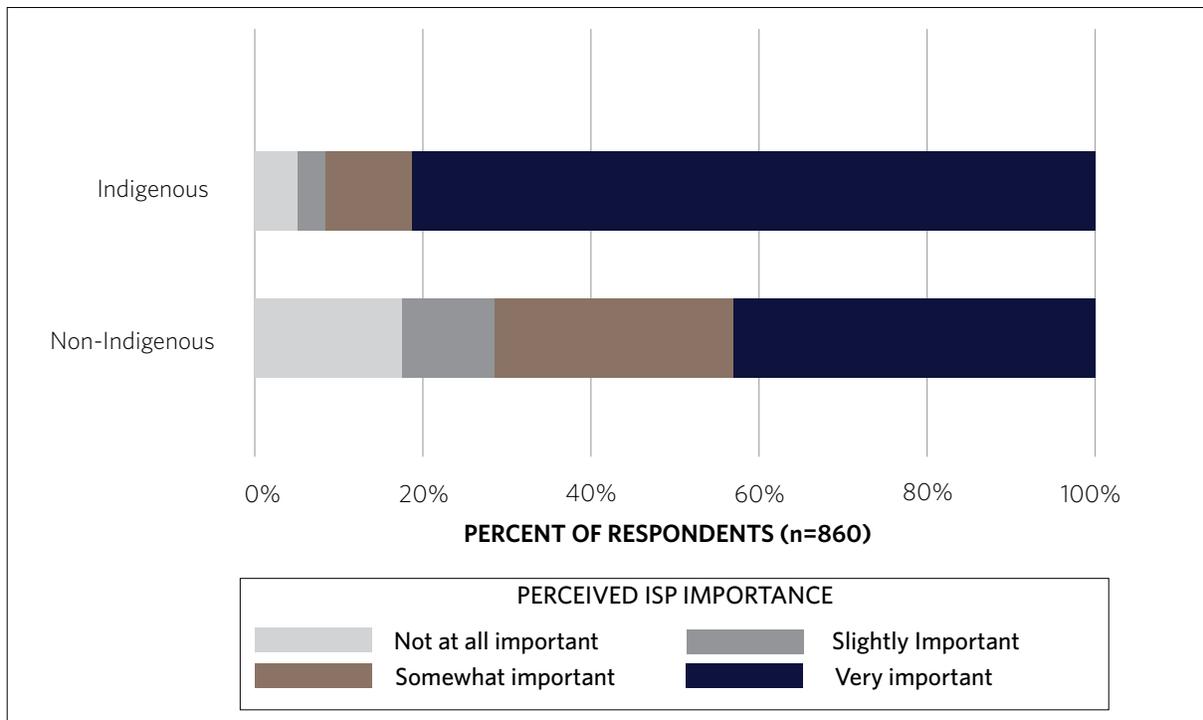


Figure 46. Relationship between Indigenous self-identification and whether respondents agree that an Indigenous presence can be seen and felt in our campus buildings and spaces



Finally, as **Figure 47** shows, 81.5% of Indigenous respondents felt that the ISP would be very important for services they access at UBC, while just 46.4% of non-Indigenous respondents thought it would be very important.

Figure 47. Relationship between Indigenous self-identification and perceived importance of ISP for services accessed at UBC

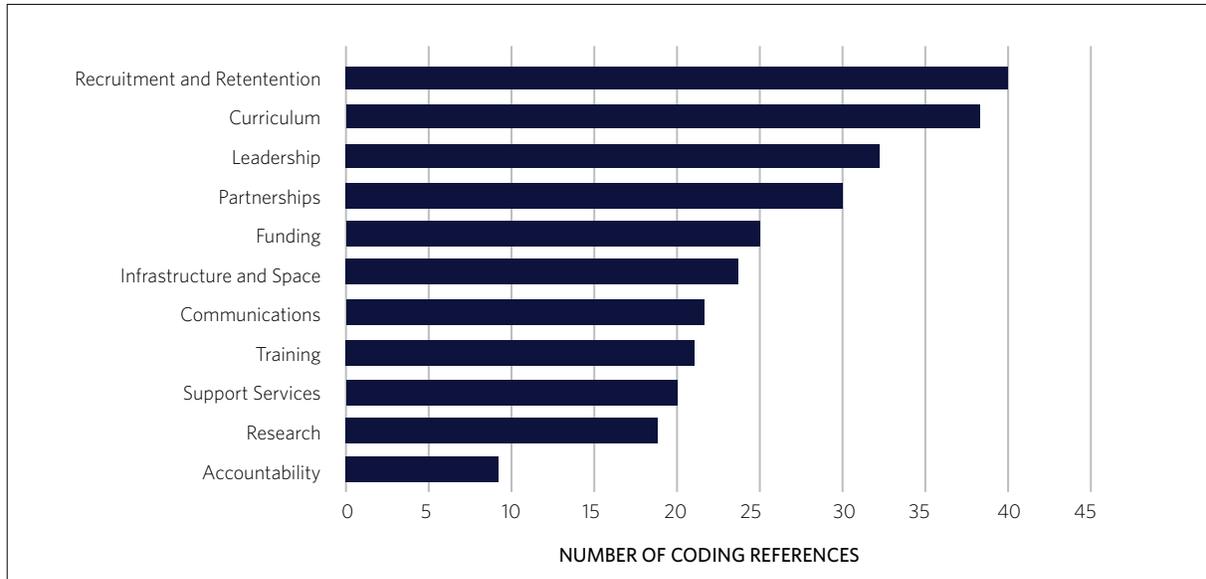


The following sub-sections provide summaries of the high-level coding frequencies as well as a selection of qualitative responses for the top three codes for Indigenous students, Indigenous faculty, Indigenous staff and Indigenous people who identify as 2SLGBTQQIA⁹. This further disaggregation of responses allowed us to pinpoint exactly what each group wanted to see in the ISP and to ensure we had included these elements in the draft ISP goals and actions.

For more quotes from these intersections, see Appendix VI.

Indigenous students

Figure 48. Indigenous student responses – coding frequencies



On the subject of 'Recruitment and Retention', Indigenous students said:

"The most important action would be hiring Indigenous faculty in all social science and humanities fields. Since there are so few qualified candidates, UBC needs to step up to the plate to train people for these positions, requiring a 10- or 15-year vision."

"Full-ride merit scholarships for talented Indigenous undergraduate students, the same with graduate students (the 4Y grad fellowships are insufficient for a full program). Then after Indigenous people have PhDs in the relevant disciplines, hire them on as faculty."

On the subject of 'Curriculum', Indigenous students said:

"There should be a much greater effort put into incorporating Indigenous content into all class and subject matter, since it is often very relevant but often brushed over or ignored completely. Moreover, genuine effort should be taken in this endeavor since often it seems like Indigenous peoples are relevant in the conversation, but that is all that is said. It is not enough to acknowledge it."

"University-wide curriculum change to include Indigenous content"

⁹ Indigenous 2SLGBTQQIA respondents have been clustered here to provide for stronger analysis due to small sample size.

“Inclusion of Indigenous knowledge, ways of knowing, and experiences could be integrated into all classes, not just the artsy ones. This knowledge should be reflective of Indigenous scholarship as well, not just the trauma/addictions/residential school parts. These are important but it’s obvious to see it has become a theme at UBC to discuss Indigenous culture/people on a surface level that’s only putting us in the past or in a ‘defective’ stance.”

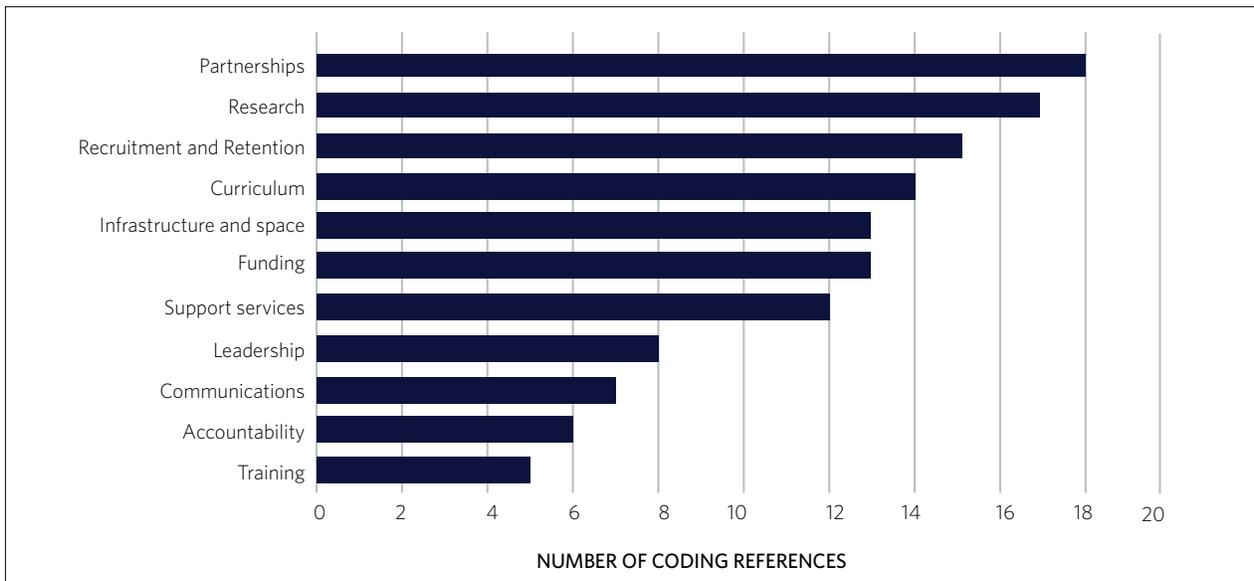
On the subject of ‘Leadership’, Indigenous students said:

“You are given the opportunity to enlighten students who may not know whose land they are on, what Indigeneity means, what being a settler means. Use this power and become a place of true reconciliation and change (with Indigenous peoples at the front, of course).”

“Take a public stand on key issues that impact Aboriginal peoples in consultation with leadership and aboriginal government. Get input from aboriginal community and nations on the key issues that impact the aboriginal people.”

Indigenous faculty

Figure 48. Indigenous student responses – coding frequencies



On the subject of ‘Partnerships’, Indigenous faculty said:

“With the recognition that there are Indigenous populations not only here in BC but also in multiple other places around the world, like Latin America for example. It would be very important to establish connections with the local and world Indigenous populations more explicitly in curriculum, research, activities and events at UBC.”

“Partnerships have to build from ongoing and long-term collaborations; where that’s not happening, reaching out to communities to see what THEY would want from such a partnership--if anything--would be an important start.”

“This must be done carefully in close consultation with Indigenous organizations and communities so that it does not impose burdens, but is productive for both organizations and communities and students and faculty.”

On the subject of 'Research', Indigenous faculty said:

"UBC should make it mandatory for all involved in research with Indigenous communities/individuals/ Nations and/or groups to take OCAP."

"UBCO lacks initiatives, resources, and demonstrated action in Indigenous research beyond Syilx and Okanagan focused Syilx and interior Salish Studies. While this is a crucial area of development, UBCO lacks vision, leadership, capacity and demonstrated interest in promoting and advancing non-Syilx Indigenous research. Non-Syilx Indigenous populations, issues, concepts, theories, methodologies, and partnerships are vital for building an international and global research dynamic. UBCO's limited vision (and/or relationship building constraints with other Indigenous major projects) imposed by a narrow scope of Indigenous research is a drawback. The plurality of worldviews, ways of knowing, and experiences of Indigenous researchers at UBCO is overshadowed by the current approach. This undercuts research expansion into other areas by way of under development and restricted opportunities to develop and sustain non-Syilx focused projects, partnerships, and impacts. UBCV support is required."

On the subject of 'Recruitment and Retention', Indigenous faculty said:

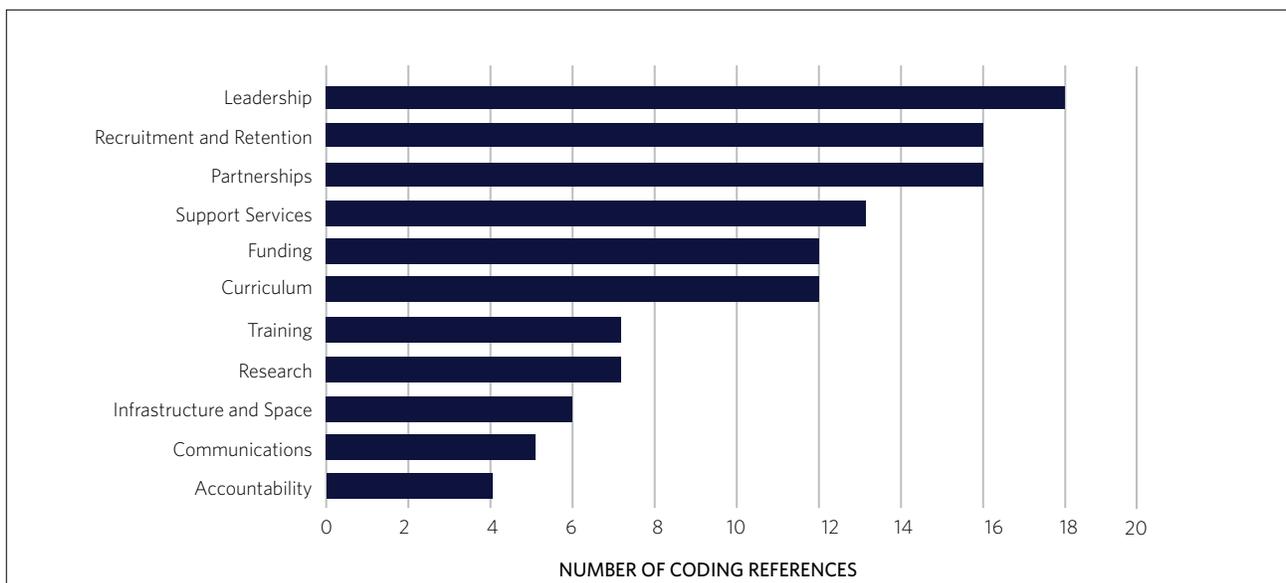
"We have to have a generational commitment to lifelong Indigenous scholarship, not just working to poach Indigenous scholars from other institutions then working them into exhaustion so they feel they have to go elsewhere to have a meaningful and healthy scholarly life."

"Ensure Indigenous students have adequate supports once they are admitted in their respectful programs. We often think it is just getting them through the door but that often comes with a lot of racism, trauma, and isolation. They need help excelling through the door."

"Significantly increase the strategic hiring and training of Indigenous peoples horizontally and vertically across the campus. Re-train current staff employees in each of the 3 mechanisms TRC, UNDRIP, MMIWG, utilizing UBC Indigenous experts; and make it required of faculty and students by incentivizing the training."

Indigenous staff

Figure 50. Indigenous staff responses – coding frequencies



On the subject of 'Leadership', Indigenous staff said:

"Make sure all departments have an established network of Indigenous scholars, Elders and educators to advise on all Indigenous matters."

"Lead by example and return the land to Musqueam. Work out an agreement and start paying Musqueam rent for the use of the land."

"There needs to be Indigenous leaders in position as knowledge keepers on campus. There needs to be more opportunity to recognize local Indigenous Elders as scholars in cultural knowledge, teachings, and leadership."

On the subject of 'Recruitment and Retention', Indigenous staff said:

"Employ Indigenous faculty and staff in key positions."

"Provide more opportunities for Indigenous youth to readily access post-secondary educations. Provide more funding, scholarships, and easier navigation for Indigenous youth (and adults) interested in attending UBC."

"By having more Indigenous people on campus in all facets of UBC."

On the subject of 'Partnerships', Indigenous staff said:

"There needs to be enhanced learning around the rights of Indigenous people living in BC more generally, including First Nations in our regions, as well as the rights of Metis, Inuit, and non-status people. This would hopefully have the effect of expanding partnerships within our regions and beyond."

"For students specifically: the Indigenous student experience doesn't necessarily mirror the "normal" standard student experience. Pathways and partnerships with Indigenous communities and other educational institutions could help support all the ways in which Indigenous students find their way to UBC, and find success once they are here."

Indigenous + 2SLGBTQIA

Figure 51. Indigenous self-identification by identification as two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex or asexual

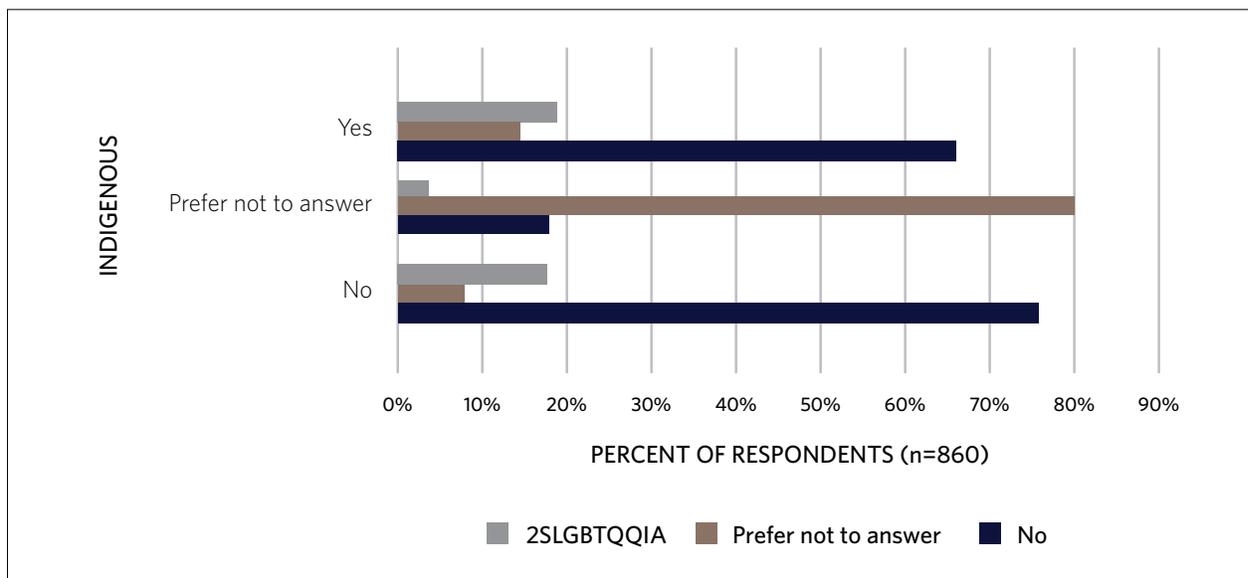
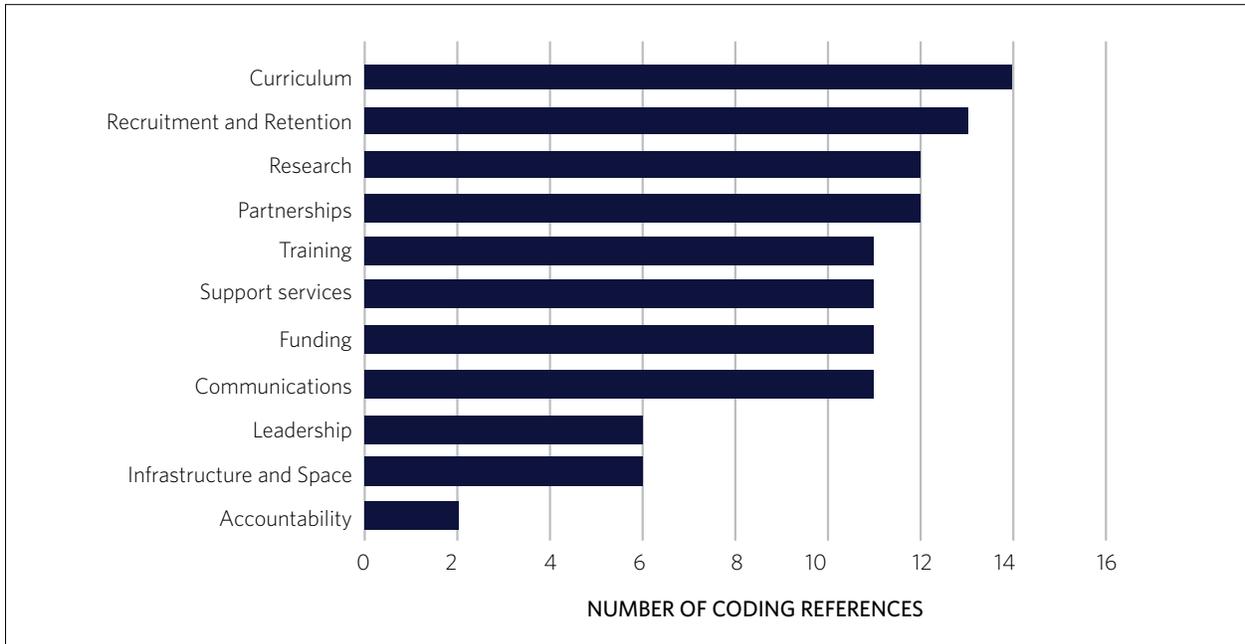


Figure 52. Indigenous 2SLGBTQIA responses - coding frequencies



On the subject of 'Curriculum', Indigenous 2SLGBTQIA people said:

"Curriculum implementation and research support for projects that address the history of and the current plight of the Indigenous populations locally and globally."

"Developing courses that are exclusively about or that are at least more inclusive of Indigenous worldviews, cosmology, histories, policies, and traditions."

"Inclusion (in student body, faculty and staff hiring, curriculum enhancement and research support) is practical and fundamental in recognizing and respecting Indigenous rights, and in learning what matters to Indigenous communities not in isolation but in daily interactions within general communities, and in implementing policies that guarantee Indigenous civil and human rights."

On the subject of 'Recruitment and Retention', Indigenous 2SLGBTQIA people said:

"Another way to ensure this is to hire faculty and staff who are not racists. I know this is tricky, and it cannot be guaranteed, but making sure that the respectful environment policies are in place, and that there are fair hiring practices, is one way to improve the hierarchical conditions at UBC."

"Hire more Indigenous staff and faculty."

"Support and hire more Indigenous scholars. Some Elders don't feel really included in the decision making."

On the subject of 'Research', Indigenous 2SLGBTQIA people said:

"By ensuring that Indigenous peoples, communities, and Nations' data sovereignty is protected and respected within all research undertaken in relationships with Indigenous peoples, communities, and Nations."

"Support more international researchers that are trying to bring to light the idea of reconciliation to emulate the work and progress that Canada has accomplished. We need global action."

"In the immediate, UBC could implement an investment in Indigenous students and faculty, and the surrounding Indigenous communities. I do not mean Indigenous research, as this can be conducted by non-Indigenous peoples. I mean actually supporting Indigenous students and researchers to conduct research at a high level of excellence."

On the subject of 'Partnerships', Indigenous 2SLGBTQIA people said:

"UBC could support local communities in events and gatherings. Partnering with local groups in land-based healing through the UBC Garden, for example. These activities are occurring, but on shoestring budgets that aren't operationally supported by the university."

"With the recognition that there are Indigenous populations not only here in BC but also in multiple other places around the world, like Latin America for example. It would be very important to establish connections with the local and world Indigenous populations more explicitly in curriculum, research, activities and events at UBC."

"We need and want strong partnerships with Indigenous communities, but what this often means is that woefully under-prepared scholars make excessive demands without reciprocity or relationship with communities, many of whom are not able to accommodate that influx of time- and energy-demanding interest."

Next page:

Appendix I: Engagement Session Workbook

Workbook used in engagement sessions from October 2019 to January 2020.

UBC Indigenous Strategic Plan

**Engagement Workbook for Facilitators
and Participants**



THE UNIVERSITY OF BRITISH COLUMBIA

Welcome to the UBC Indigenous Strategic Plan (ISP) engagement sessions!

The Indigenous Strategic Plan is intended to articulate UBC's response to the Truth and Reconciliation Commission'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. The purpose of the engagement session is to engage with all members of the UBC community about the plan's goals and objectives, and to invite ideas from across the Vancouver campus about what **BOLD STEPS** UBC can take to advance our vision and mission and reflect them in a final ISP.

Acronyms

ISP – Indigenous Strategic Plan

MMIWG – Missing and Murdered Indigenous Women and Girls Inquiry

TRC – Truth and Reconciliation Commission

UNDRIP – United Nations Declaration on the Rights of Indigenous Peoples

2SLGBTQIA – Two-Spirited, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual

Vision

UBC as the leading university globally in 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.

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.

This workbook was developed as a guide for facilitators and participants to engage in dialogue together about the Plan. It is organized along overarching themes expressed across the seven plan areas and 34 actions identified in the 2018 Plan. The themes are:

- 1. Research:** This theme centres around 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.
- 2. Learning & Teaching:** This theme centres around 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. It also relates to 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.
- 3. Service:** This theme centres on 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 Indigenous communities locally, nationally and internationally.

How did we get here?

Since 2009, UBC has been working to define what path the university should take on its reconciliation journey. Developing the first Aboriginal Strategic Plan in 2008/09 started with a working group who, after consultation and revisions, put together a comprehensive framework that defined 10 areas in which meaningful actions to address Indigenous concerns could occur. Subsequent implementation reports were published in 2010, 2012, and 2014.

While undertaking this work, a tremendous national and global shift in the recognition of Indigenous peoples' rights created a new set of expectations for educational institutions. Nationally, the key drivers of this shift included the conclusion of the Truth and Reconciliation Commission's work and the publication of the 94 Calls to Action in 2015, followed by Canada's full endorsement, without qualifications, of the United Nations Declaration on the Rights of Indigenous peoples in 2016.

Spearheaded by the Aboriginal Strategic Plan Implementation Committee and the First Nations House of Learning, work to update the Aboriginal Strategic Plan to address the new global and national context began in late 2017. To develop a renewed Indigenous

Strategic Plan, the Implementation Committee engaged with several cross-campus working groups and more broadly with the campus community through on-line discussion forums which closed in June 2018. The 2018 Plan, while retaining the framework identified by its 2009 predecessor, identifies key areas of need and opportunity in a new global and national context.

Meanwhile, the National Inquiry for Missing and Murdered Indigenous Women and Girls was underway and delivered its final report in early June 2019. This process to finalize the UBC Action Plan, therefore, will now also address those Calls for Justice that UBC must and will address through the finalized Plan.

In June 2019, the UBC Board of Governors endorsed, in principle, the vision and mission statements identified in the ISP.

In September 2019, the UBC Okanagan campus introduced their Declaration of Truth and Reconciliation Commitments. In Vancouver, additional engagement throughout the UBC community is being undertaken to support the development of a single Indigenous Strategic Plan for all of UBC, inclusive of the UBC Okanagan TRC Action Plan and a Vancouver campus TRC Action Plan.





How to use this workbook

All participants will be invited to join a discussion table, where they will have the opportunity to provide feedback on each of the four overarching themes of the ISP to one of UBC's facilitators. This workbook will be used by both facilitators and participants to guide the dialogue at each discussion table.

Format for Table Discussions

Each table will have 25 minutes to discuss the questions outlined in this workbook for each overarching theme in the ISP. After the first 20 minutes of discussion, participants will also be asked to identify action items or bold steps UBC can take to advance its mission and vision in the context of each overarching theme. These steps should be written on "sticky notes" provided and posted on the Longhouse wall or whiteboards.

Role of Facilitators

Facilitators will ensure all table participants have an opportunity to share their feedback during the discussion and to take notes on large flipchart paper so that the feedback can be collated and reflected in the finalized ISP. Facilitators will use the questions outlined in this workbook to help guide the dialogue at the discussion tables.

Role of Participants

Participants are encouraged to use this workbook to help formulate thoughts, write notes, and contemplate proposed actions for the finalized ISP.

What Actions has UBC Already Taken? Institutional Snapshot

UBC has taken significant initiative over the years to advance Indigenous engagement and inclusion. The following is a list of many (but not all) of those initiatives.

Programs/Concentrations/Faculty Initiatives – Vancouver

Faculty of Applied Science

- School of Community and Regional Planning – Indigenous and Community Planning Specialization (Graduate Studies)

Faculty of Arts

- SLAIS (iSchool) First Nations Concentration (Graduate Studies)
- Institute for Critical Indigenous Studies
- First Nations and Endangered Languages Program
- First Nations and Indigenous Studies Program

Faculty of Education

- Indigenous Teacher Education Program
- Ts[’]kel Program (Graduate Studies)
- MOOC Reconciliation Through Indigenous Education
- Med in Educational Administration & Leadership (partnership with NVIT)

Faculty of Forestry

- Specialization in Community and Aboriginal Forestry

Peter A. Allard School of Law

- Indigenous Legal Studies Program
- Indigenous Community Legal Clinic
- Specialization in Aboriginal Law

Faculty of Medicine

- Aboriginal MD Admissions Program
- Aboriginal Residency Program
- Indigenous Public Health Training Institutes

UBC Sauder School of Business

- Ch’nook Aboriginal Business Programs: Aboriginal Management Certificate Program

Extended Learning

- Aboriginal Health and Community Administration Program

Programs/Concentrations/Faculty Initiatives – Okanagan

Irving K. Barber School of Arts and Sciences

- Indigenous Studies (Undergraduate)
- Interdisciplinary Graduate Program (MA, PhD) in Indigenous Studies

Centres/Institutes/Initiatives - Vancouver

- Centre for Excellence in Indigenous Health
- Centre for International Indigenous Legal Studies
- Indian Residential School History and Dialogue Centre
- Indigenous Research Support Initiative
- Institute for Critical Indigenous Studies

Centres/Institutes/Initiatives - Okanagan

- Centre for Indigenous Media Arts

Dedicated Enrolment and Financial Aid Initiatives

Faculty of Medicine

- 5% of seats are held annually for qualified Indigenous students under the Indigenous MD Admissions Program
- Two seats are held annually for Aboriginal students for the Master of Health program, offered by the School of Population and Public Health

Peter A. Allard School

- 20 seats reserved for Aboriginal students

Indigenous-specific awards: Major Entrance Scholarships, Musqueam Scholarship, Centennial Scholar Entrance Award; Indigenous Graduate Scholarships; named awards in programs and Faculties

Pathways to UBC – Vancouver

- The UBC-Langara Aboriginal Transfer Program provides First Nations, Metis, and Inuit students with a pathway to earning a degree at UBC in the following faculties: Applied Science, Arts, Business, Forestry, Land and Food Systems, Science and Kinesiology (school)

Pathways to UBC – Okanagan

- Aboriginal Access Studies is an entrance program that prepares and transitions Indigenous learners into degree programs at UBC

Dedicated Student Supports – Vancouver

- Aboriginal Forestry Initiative
- Aboriginal Students Affairs (Arts)
- Aboriginal MD Admissions Program (Medicine)
- Aboriginal Undergraduate Student Research Mentorship (cross-faculty)
- First Nations House of Learning (full campus)
- Indigenous Legal Studies Program (Law)
- Science & Land and Food Systems Indigenous Student Initiative

Support Staff – Vancouver

- Centre for Excellence in Indigenous Health: Directors, program staff
- Centre for Teaching, Learning and Technology: Strategist, Indigenous Initiatives
- Enrolment Services: Associate Director, Strategic Aboriginal Enrolment Initiatives; Recruiter Advisor, Aboriginal Students; Associate Recruiter Advisor, Aboriginal Students
- First Nations House of Learning: Director; Associate Director; Assistant Director, Programming; Research and Communications Officer
- Indian Residential School History and Dialogue Centre: Director; Associate Director, Data and Curation
- Indigenous Research Support Initiative: Director; Community Liaison
- Faculties, Department, Schools: Aboriginal student advisors, associate directors and/or coordinators for student support initiatives
- Senior Advisor to the President on Indigenous Affairs

Support Staff – Okanagan

- Aboriginal Programs and Services: Direct; Aboriginal student Advisors; Aboriginal Program Administrator

Outreach Programs – Vancouver

- Bridge Through Sport (Musqueam)
- CEDAR Summer Camp
- Geering up Science and Engineering Education Program
- Kirkness Science and Engineering Education Program
- Native Youth Program
- Physics & Astronomy Outreach Program
- Summer Science Program

Outreach Programs – Okanagan

- Physics & Astronomy Outreach Program
- Summer Science Program

Affiliations – Vancouver

- UBC – Musqueam Memorandum of Affiliation

Affiliations – Okanagan

- UBC – Okanagan Nation Alliance Memorandum of Understanding

Discussion Guide - Theme #1 Research

This theme centres around 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.

Discussion Question #1: What role should the finalized ISP Action Plan play in your courses, faculty, unit, school, etc. with respect to research?

Discussion Question #2: TRC Call to Action #65 mandates governments and institutions “to establish a national research program with multi-year funding to advance the understanding of reconciliation.” From where you sit, how can UBC be a leader in advancing the understanding of reconciliation through research?

Actions: Based on what you’re hearing, what is the most important action UBC can take to demonstrate leadership locally, nationally and/or globally with respect to research? You can use the space below to brainstorm. When your ideas have crystalized, please use the **GREEN** sticky notes to write the action down.





Discussion Guide - Theme #2 Learning & Teaching

This theme centres around 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. It also relates to 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.

Discussion Question #1: What role should the finalized ISP Action Plan play in your courses, faculty, unit, school, etc. with respect to learning and teaching?

Discussion Question #2: The MMIWG Call for Justice #11.1 mandates post-secondary institutions to “educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices.”

From where you sit, what role should UBC play, in working with our Indigenous partners, to develop curriculum, deliver programs and educate everyone inside and outside of UBC campuses about the issues faced by Indigenous women, girls, 2SLGBTQQIA people and the root causes of those issues?

Actions: Based on what you’re hearing, what is the most important action UBC can take to demonstrate leadership locally, nationally and/or globally with respect to learning and teaching? You can use the space below to brainstorm. When your ideas have crystalized, please use the **BLUE** sticky notes to write the action down.

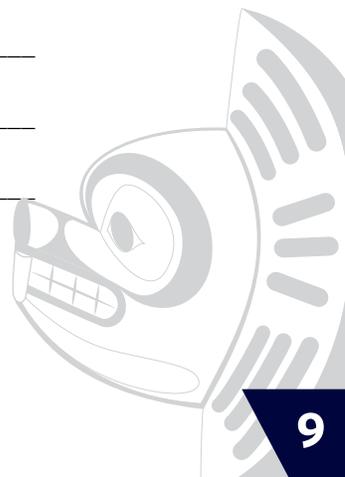
Discussion Guide - Theme #3 Service

This theme centres on 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 Indigenous communities locally, nationally and internationally.

Discussion Question #1: What role should the finalized ISP Action Plan play in your courses, faculty, unit, school, etc. with respect to service?

Discussion Question #2: UNDRIP Article 21 states, “Indigenous people have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security”. From where you sit, how can UBC services for Indigenous students, faculty and Nations be enhanced to fully implement this article within and beyond UBC campuses?

Actions: Based on what you’re hearing, what is the most important action UBC can take to demonstrate leadership locally, nationally and/or globally with respect to service? You can use the space below to brainstorm. When your ideas have crystalized, please use the **RED** sticky notes to write the action down.



Looking for more Resources? Check out the:

- **Draft UBC Indigenous Strategic Plan**
<https://aboriginal.ubc.ca/indigenous-strategic-plan/>
- **UBC Aboriginal Portal:** <https://aboriginal.ubc.ca/>
- **UBC Indigenous Foundations:** <https://indigenousfoundations.arts.ubc.ca/home/>
- **United Nations Declaration on the Rights of Indigenous Peoples:**
<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>
- **Truth and Reconciliation Commission of Canada: Calls to Action:**
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
- **Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (Executive Summary):**
https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf
- **Pulling Together: A Guide for Indigenization of Post-Secondary Institutions (Leaders and Administrators):**
<https://opentextbc.ca/indigenizationleadersadministrators/>

**Want to provide us with more feedback?
Send us an email! **

Alex Ash, Strategic Planning Manager alex.ash@ubc.ca



THE UNIVERSITY OF BRITISH COLUMBIA

Appendix II: Online Survey

The survey was structured as follows:

The following are foundational frameworks that guide UBC in implementing Indigenous Peoples' human rights:

- The Truth and Reconciliation Commission's (TRC) 94 Calls to Action;
- The Missing and Murdered Indigenous Women and Girls Inquiry's (MMIWGI) 231 Calls for Justice; and
- The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

How familiar are you with each of these frameworks?

- TRC (Unfamiliar | Slightly familiar | Somewhat familiar | Very familiar)
- MMIWGI (Unfamiliar | Slightly familiar | Somewhat familiar | Very familiar)
- UNDRIP (Unfamiliar | Slightly familiar | Somewhat familiar | Very familiar)

How important would an ISP Action Plan be for your courses, Faculty, school, unit or partnership with UBC? (Very important | Somewhat important | Slightly important | Not at all important)

To what extent do you agree with the statement "UBC research initiatives promote an understanding of reconciliation locally, nationally, or internationally"? (Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree | N/A)

In general, how can UBC better support research initiatives that are inclusive of Indigenous worldviews, ways of knowing and experiences? (Open-ended)

To what extent do you agree with the statement "Indigenous content is appropriately reflected in the programs and courses offered at UBC"? (Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree | N/A)

In general, how can UBC better support the development of programs and curriculum that are inclusive of Indigenous worldviews, ways of knowing and experiences? (Open-ended)

[For students] How important would an ISP Action Plan be for services you access from UBC? (Very important | Somewhat important | Slightly important | Not at all important)

To what extent do you agree with the statement "An Indigenous presence can be seen and felt in our campus buildings and spaces"? (Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree | N/A)

From your perspective, how can UBC services for students, Faculty and staff be enhanced to promote Indigenous inclusion? (Open-ended)

From your perspective, how can partnerships with Indigenous communities be enhanced to recognize and respect Indigenous Peoples' human rights? (Open-ended)

Based on your experience, what is the most important action that UBC should take to demonstrate leadership locally, nationally and/or globally with respect to recognizing and respecting Indigenous Peoples' human rights? (Open-ended)

Appendix III: Further Quotes from the UBC Engagement Sessions

The following are a selection of quotes from the most frequent action item coding intersections from the engagement sessions.

Training + Faculty

"Training to prepare the faculty of UBC to take on the responsibility of informing all at UBC. It is not the sole responsibility of Indigenous students and faculty to do so."

"Mandate all staff/faculty to undergo basic cultural competency and education training"

"Cultural awareness training for all staff + faculty"

"Mandatory orientation to staff/faculty/ students on ISP that emphasizes why"

"Every student and staff/faculty should know not just that they are on the territory of the Musqueam but understand the responsibility of being here"

"UBC must take responsibility for the education of our educators in how to work respectfully and cooperatively with Indigenous people. UBC must take action in educating students, staff and faculty about MMIWG and 2SLGBTQIA"

"UBC needs to put an emphasis on creating culturally safe spaces through 1) faculty training, 2) resources for Indigenous, women, queer, 2SLGBTQIA, etc. speakers and faculty, and 3) applying expectations and frameworks across departments and faculties"

"Create a space for mutual learning to lessen authoritative violence"

"Build awareness in how Indigenous elements can be built into existing teaching and learning"

"Cultural safety training. Initial and ongoing training for leadership, faculty, administrators, admissions, frontline, all new hires, students"

Training + Staff

"Increase in Indigenous education opportunities for students, staff and faculty so that everyone is speaking the same language"

"Mandate a supplementary course of study for all staff, students and faculty in order that they have a basic/solid understanding of Indigenous cultural safety and the UNDRIP"

"Fund dedicated campus wide training on decolonization for all faculty and staff"

"Orientation/onboarding "certificate" online course for new staff that covers at least basics of UNDRIP, calls to action and calls for justice"

"More education around local context/relationship with Okanagan Nation, especially for faculty/staff orientation"

"Have all faculty/staff trained in cultural safety so they can help provide support for students going into community"

Partnerships + Community

"Better knowledge translation and communication so benefits of research go back to community"

"Make it easy for Indigenous communities to access resources at the University. A phone number, a person"

or multiple people and a website. Community visits akin to recruitment for students that lets community know that we want to share our resources and help connect them to others if that's what they would like."

"Listen to communities and take the time necessary to build relationships and collaborations. Be willing to put resources towards initiatives"

"Partner with Indigenous communities/leaders to develop community engagement strategies"

"Partner with nations to bring satellite programs to community for service learning, practicums and research to take place. There must be options in small rural communities."

"Explore new technologies/research with Indigenous community partners to see what could support better infrastructure for housing, sanitation, health and social security in communities"

"Job creation in the Indigenous community to make sure people can have career paths (co-op programs and partnerships between UBC and high schools, elementary schools)"

"Require curricula to be developed in consultation with Indigenous communities and to include Indigenous perspectives (e.g. an advisory board)"

"Not putting onus on Indigenous community"

"Place importance on Indigenous community engagement/ relationship building in the context of funding/ granting for grad students, postdocs, researchers, etc. Importance is usually centered on publications, etc. Indigenous Advisory Board for ethics applications and guidelines"

Curriculum + Culture

"Flagging system for racist course material"

"All programs need to have a course, or part of a course, on settler colonialism and how it impacts Indigenous peoples"

"Indigenous students should feel supported (financially, emotionally, intellectually) to engage with Indigenous epistemologies, worldviews, etc. and not be made to feel they need to engage with western ways of doing and being"

"Make changes to curriculum to bring in Indigenous content"

"UBC should work to educate its community of the historic and ongoing violence against women, girls, 2SLGBTQQIA people from a perspective of strength. UBC has numerous requirements in programs, perhaps this should be one"

"Commit to a trauma-informed approach to teaching and learning to better achieve Indigenous inclusion (recognizing and accommodating impacts of colonial trauma)"

"Everyone (students, staff, faculty and the public) needs to learn about the historical context of Indigenous people, continued structural and systemic racism and intersectionality"

"Collaborate with school boards and post-secondary partners to leverage existing work of how to promote Indigenous worldviews in curriculum and work accordingly with our faculty to do the same"

Support Services + Students

"Provide more scholarships on needs-based grants for Indigenous graduate students in programs such as engineering and science"

"Provide subsidized housing for Indigenous students for on or off-campus"

"Indigenous support more readily available for Indigenous students (i.e. Elder in residence, knowledge keeper in residence, matriarch circle)"

"Increase student retention initiatives --> cohort models with extra academic/social/emotional/financial supports in place"

"Provide culturally appropriate health care and mental health support for the Indigenous students, staff and faculty"

"Better recognize traditionally invisible/devalued forms of service AKA mentoring/support (emotional + otherwise) provided by Indigenous faculty and staff to Indigenous students"

"Offering transition supports from undergrad to graduate to faculty. Mentorship."

Training + Students

"Education and clear guidelines provided to non-Indigenous students who want to be involved in research on Indigenous communities"

"Workshops for all incoming faculty, staff, and students"

"Mandatory education Feb 14th week "teach in""

"Require faculty and student training on equity and inclusion that includes an assignment that contextualizes the learning to the student's context"

"Create online free materials including courses that give access to best practices and learning materials to all"

"Mandating education for all students, faculty, and staff at UBC on the history and modern context of Indigenous experience (could be built in to pre-existing courses)"

"Increase capacity and awareness of positionality, power, privilege (and histories behind them). Universally available, mandatory for all students. Offer in interdisciplinary cohorts. Offer in groups and similar learning levels."

Research + Funding

"Indigenous Research Fellowships"

"Resource Indigenous oversight in funding and ethics. Multi-year funding projects that build in relational time. Ethics as community specific, community-defined (not research ethics board)"

"Provide specific funding for Indigenous community research initiatives"

"Apply FPIC + OCAP principles to all aspects of research (funding, ethics, publications, data collection, storage, stewardship/ownership)"

"That research for Indigenous peoples is done by Indigenous peoples in a collaborative and respectful way. UBC needs to formally support the funding of Indigenous research at UBC with core funding for IRSI [Indigenous Research Support Initiative]"

"Create institutional research funding (chairs, etc.) at multiple levels (grad, student, post doc, faculty) that "advances the understanding of reconciliation" including for Indigenous-led research"

"Support with money. For example, if a community wants to improve sanitation. They need community engagement, environmental and engineering support. They can contact UBC and be supported in getting researchers, people and funds for their projects."

"Establish a research chair position on MMIWGI"

Research + Community

“Include info about impact of “research” on Indigenous people (past and present) in ethics training”

“Ensure all research is considering the impacts and implications for Indigenous people/communities. Understand the different unique perspective Indigenous people would bring to their research”

“Reinforce the importance of centering Indigenous community voices. Have an Indigenous research fund (\$ millions) to support Indigenous research, with well thought-out guidelines for eligibility and allocation”

“Promote research that is truly community-based with the community in control of ownership, and data, and money associated with research”

“Formal recognition of community research impact in ARTP¹⁰ process”

“Communicate research opportunities that are responsive or can be guided by communities”

“Re-examine the existing research and ethics framework to be less colonial and less limiting for engaging with Indigenous communities (i.e. Vulnerable persons need to be part of the conversation too)”

“A UBC institute needs to be created to defend, protect, and to primarily be a resource to support community-based Indigenous Peoples to know their rights, to articulate their rights in their research on their own terms, and also if they choose to build research relationships with UBC researchers”

Research + Partnerships

“Research with Indigenous communities needs to do be collaborative and with the understanding that the research is ultimately owned by the communities and not by the university”

“Sponsor/facilitate collaborative research conference annually (show commitment)”

“Reconcile UBC research funding and assessment metrics to be consistent with and support partnership/ collaborative research - which takes longer to do well”

“Developing a system through which community groups involved with research at UBC are consulted on the impact these projects are having on their communities, what is needed, what is not working”

“Establish strong research partnerships and relationships”

“Greater relevant opportunities for Indigenous people to lead and engage research”

Training + Culture

“Basic level of cultural sensitivity training for everyone”

“Ensuring our policies, processes and protocols don’t reinforce racism. This will include training for all faculty and staff.”

“Ensuring spaces that are culturally-informed and safe for Indigenous students that diverts from the narrative of Indigenous people as wounded/in need of help. This can be done by 1) ensuring faculty are trained and aware of microaggressions and problems Indigenous students have said they’ve faced”

“Offer Pro-D with certification or credential in teaching and learning with cultural safety for Indigenous students”

“Learning and instruction support (consultants) for Indigenization of courses and curriculum”

“Recognize /mandate intercultural safety training (gained appreciation for differences)”

¹⁰ ARTP: appointment, retention, tenure and promotion

Appendix IV: Further Quotes from Musqueam Engagement Session

Leadership

"Currently a disconnect between academic and operations at UBC. Work needed to get over this."

"Make it easier for UBC to engage and interact with Musqueam. Takes a long time- bureaucracy"

"Central office at UBC for things to filter through that can be speedy if needed"

"Including Elders and Chief and Council"

"UBC to advocate for Indigenous rights externally- global impact, issue statements"

Training

"UBC students should respect and know about Musqueam culture"

"No one should leave university without coming into contact with these issues"

"The beginning of teaching is having someone with you"

Recruitment and Retention

"Bridging program for Musqueam students, support needed to help keep them at UBC"

"Flexibility needed for students with different backgrounds and financial positions"

"Tuition - Musqueam students to attend for free."

"Tell people on applications/acceptances that they're coming to Musqueam/ONA territory"

"HR - need for a reciprocal arrangement for Musqueam to work at UBC"

Curriculum

"Need for more experiential learning, especially in first year. Helps with careers."

"FNIS [First Nations and Indigenous Studies] needs baseline knowledge/stepping stones to high level critical stuff- basic history."

"The first-year experience is critical. Experiential learning is a key part to this transitional period. More needed than just academic theory."

"Indigenous in at least one course description in each program."

"An approachable space for students to come to, to allow different methods of teaching."

Infrastructure and Space

"Need for more social and emotional support for students, spaces for traditions"

"Zero rent for Musqueam students"

"Want to see greater Musqueam presence on UBC campus, greater physical presence. Wherever you go you should know whose territory you're on."

"Office set aside for someone from Musqueam to be on campus"

Appendix V: Further Quotes from the Online Survey

Training + Faculty

"Ensure that all staff, faculty and students have an extremely high degree of literacy when it comes to Indigenous issues."

"Ensuring that UBC is a safe (racism and discrimination free) place. One way to ensure this is to educate students, faculty and staff."

"Provide education modules to all faculty staff (similar to the privacy, bullying & harassment prevention etc) as part of their training/orientation and have existing staff catch up and complete it as well."

"We need to acknowledge that Indigenizing UBC must not be on the backs of the small numbers of Indigenous faculty members and students. We must all Indigenize UBC and the institution must provide access to cultural training for everyone."

"Immediately educate faculty about how their actions reinforce the colonial agenda."

Training + Staff

"A mandatory Indigenous history course for all students, staff and faculty."

"Mandatory programming for all UBC staff, students and faculty as part of on-boarding/orientation. Staff had to complete the anti-bullying certificate a few years ago. Part of ending bullying and privilege is recognizing who has privilege and that as people with privilege, it is all our responsibility to act in ways that are inclusive of others, otherwise we are perpetuating inequity. [...] in order to work and be on these lands, we must all agree this is true, and take opportunities to learn and demonstrate a collective growth mindset."

"Educate. I feel every new staff member should go through training that includes Indigenous Peoples' human rights."

"Stating these values up front when new faculty & staff are onboarded, much like we do for students at Imagine when they are oriented to the UBC community."

"Ensure that all UBC students and employees have a fundamental understanding of the territories we learn and work on and shift the responsibility onto each of us to learn and seek awareness of Indigenous histories and experiences. Build into our job descriptions, expectations and promotion/advancement processes criteria that reflects that UBC is making this a priority."

Recruitment and Retention + Students

"Recruit more Indigenous students and fund them as needed."

"Taking the lead on actively attracting Indigenous students out of high schools in BC and nationwide."

"Stronger strategies in every faculty to engage Indigenous children in school and promote the expectation that they will be welcomed at UBC."

"Full-ride merit scholarships for talented Indigenous undergraduate students, the same with graduate students (the 4Y grad fellowships are insufficient for a full program). Then after Indigenous people have PhDs in the relevant disciplines, hire them on as faculty."

"Supporting Indigenous students' education by providing pathways to UBC."

Partnerships + Community

"Have more partnerships and contact with local and remote BC Indigenous bands in order to work towards how they want to improve living conditions, work opportunities, or address their other concerns."

"Demonstrate that we can follow our Indigenous Strategic Plan and continue to establish meaningful relationships with Indigenous communities."

"We need to evaluate our internal policies for meaningful engagement with Indigenous communities (honoraria, research ethics policies and data governance, research record management, etc.) - commit to implementing these as an institution."

"I think UBC needs to work locally on its partnership with Musqueam."

"Create opportunities to learn from Indigenous leaders and community members who are already making these changes happen in their communities and influencing local, provincial, and national governments and organizations. The wisdom and experience already exists, and we need to recognize this and seek their help in working towards a more inclusive and engaged future for our university community (and by this I mean all of us)."

Recruitment and Retention + Faculty

"Hire more faculty from Indigenous nations even if they don't come with whatever road to educational success that we have traditionally seen as valuable."

"Create a hiring program to increase the number of Indigenous faculty and staff at UBC. This program should be designed to be patient in the sense that finding faculty in many areas involves searching for and recruiting very rare people; this may take several years per position."

"The hiring of Indigenous scholars needs to be a priority."

"The job ads need to specifically include preference for Indigenous candidates so that white men don't win out by default. Faculty hires need to be from diverse Nations: Inuit, Algonquian, Dene, Salish, Wakashan; BC local and Canada-wide. The goal should be at least one Indigenous faculty member in every single social sciences and humanities department in 20 years. Ideally half of these should be from BC, the other half from the rest of Canada. That would be real leadership."

"HIRE MORE Indigenous FACULTY!"

Support Services + Students

"Stop using Indigenous art, ceremony, and people as way to promote UBC being diverse and start actually funding and supporting Indigenous students, researchers, and professors. Make the campus safe for Indigenous bodies."

"Support Indigenous students who would like to study at UBC."

"I think extra support should be given to Indigenous students who are coming to UBC from northern or rural communities (i.e. with housing, travels, other support systems, etc.)"

"Ensure Indigenous students have adequate supports once they are admitted in their respectful programs. We often think it is just getting them through the door but that often comes with a lot of racism, trauma, and isolation. They need help excelling through the door."

"Support all Indigenous students pursuing graduate and professional programs, mentor all Indigenous undergraduate students and incoming students. A rising tide lifts all boats."

Training + Students

"Begin in first year--even if students aren't studying these topics, it should be included in the language and process in which we conduct our studies at UBC. Students should begin to learn about the University's history and the land it occupies in their later years--this should be at the forefront."

"Worldview flexibility (teaching this to students and faculty)"

"Offer more learning opportunities to its faculty, staff, and students across campus for Indigenous knowledge, awareness and understanding. Various shape or forms of opportunities, from podcast to webinar to reading materials to fit everyone's preference and have a bigger reach. Communicate about those learning opportunities in Faculties' e-newsletter and posters at key locations."

"Implement mandatory courses and training on the declaration\Promote the development of mandatory courses for graduate and undergraduate students."

"Provide more program support to students, staff, and faculty to provide the space and time for mentored and meaningful reflection and action on these issues. The pathway from ignorance to action to relationship can't be completed in a 3-hour workshop."

Funding + Students

"More Indigenous students at UBC: A call for Indigenous students to apply to UBC, strong scholarship & financial aid program - possibly waiving tuition?"

"Allocate funding, services and support to cultivate talented Indigenous students in order to increase educational attainment and increase access to human inquiry and scholarship."

"Free tuition for Indigenous students."

"Funding for Indigenous students."

"Money would be really useful here in making sure there are appropriate levels of Indigenous faculty, graduate students (future Indigenous faculty), and undergraduates who feel welcome, supported, and able to cope with their studies in a colonial institution."

Leadership + Structural Change

"UBC-V is on the traditional, ancestral, unceded territory of the Musqueam people. Giving its campus back to the Musqueam First Nation would be an important step in demonstrating leadership, respect and recognition for Indigenous rights."

"Land back."

"Go deeper. Deconstruct the colonial environments/leadership/structures that still perpetuate oppression (even under the guise of "inclusion"). Do differently."

"Recognition of the role that UBC has historically played in perpetuating a school system that caused systemic harms and framed the BC educational environment as an instrument of colonialism."

"The most important action that UBC should take to demonstrate leadership locally, nationally and/or globally with respect to recognizing and respecting Indigenous Peoples' human rights is to immediately arrest Canadian colonial practices and policies, create policies and practices, in meaningful partnership with Indigenous stakeholders, that foster Indigenous self-determination, self-governance, and cultural safety for Indigenous peoples who choose to engage with the UBC institution and/or UBC community."

Leadership + Advocacy

“Applying UNDRIP and supporting provincial and federal governments to do the same.”

“In cooperation with other universities, take a stand to call on governments to honour their constitutional obligations to respect Indigenous land rights and treaty rights, in both policy and legislation.”

“Advocate strongly for speedier treaty negotiations and for recognition in the Charter”

“We’ve made progress but need to move more quickly to clean up the entire “UBC house” by ensuring that UBC as an institution has formally acknowledged and addressed all its past injustices directly to ALL the Indigenous peoples it has affected. In particular, UBC’s “ownership” of traditional, ancestral and unceded Lands (ALL lands that are part of UBC, not just the main campuses); also past lack of consultation, past lack of free and informed consent, etc.. This is an essential first step toward reconciliation, and UBC should show leadership.”

“Leaders at the top need to show that they are actively working towards reconciliation by showing their presence at Indigenizing activities/workshops/events and encourage other staff/faculty to do the same. There are many staff/faculty who do not because it’s not the norm of their department. Leadership is not only talking about the importance of reconciliation but actively showing others the right way to act.”

Appendix VI: Further Quotes from Various Intersections of Indigenous Survey Respondents

Indigenous students

On the subject of 'Recruitment and Retention', Indigenous students said:

"UBC should make greater efforts to having more Indigenous representation amongst its faculty and research leads."

"The most important action would be hiring Indigenous faculty in all social science and humanities fields. Since there are so few qualified candidates, UBC needs to step up to the plate to train people for these positions, requiring a 10- or 15-year vision."

"Full-ride merit scholarships for talented Indigenous undergraduate students, the same with graduate students (the 4Y grad fellowships are insufficient for a full program). Then after Indigenous people have PhDs in the relevant disciplines, hire them on as faculty."

"Hire and appropriately compensate Indigenous Knowledge keepers to teach"

"Increase opportunities for Indigenous students to gain a UBC education by providing tuition waivers for all Indigenous students at every level."

On the subject of 'Curriculum', Indigenous students said:

"There should be a much greater effort put into incorporating Indigenous content into all class and subject matter, since it is often very relevant but often brushed over or ignored completely. Moreover, genuine effort should be taken in this endeavor since often it seems like Indigenous peoples are relevant in the conversation, but that is all that is said. It is not enough to acknowledge it."

"University-wide curriculum change to include Indigenous content"

"By tying partnerships into courses and content delivered so students can build relationships and gain respect for these communities."

"Respect the teachers and communities wishes when it comes to content. If you have a teacher you are asking pay them university teacher salaries and then some because they have to learn Western knowledge plus their community's knowledge."

"Inclusion of Indigenous knowledge, ways of knowing, and experiences could be integrated into all classes, not just the artsy ones. This knowledge should be reflective of Indigenous scholarship as well, not just the trauma/addictions/residential school parts. These are important but it's obvious to see it has become a theme at UBC to discuss Indigenous culture/people on a surface level that's only putting us in the past or in a 'defective' stance."

On the subject of 'Leadership', Indigenous students said:

"You are given the opportunity to enlighten students who may not know whose land they are on, what Indigeneity means, what being a settler means. Use this power and become a place of true reconciliation and change (with Indigenous peoples at the front, of course)."

"Internally I know that Indigenous students, researchers, community members and so on are still doing way too much of the groundwork for way too little recognition. Do better."

"Implement UNDRIP and TRC and MMIWG legislation and calls to action as fully as possible to uplift"

students and recognize *xʷməθkʷəy̓əm*, not only in words where it is convenient and trendy but in concrete actions, across the entire institution of UBC.”

“Bring more Indigenous people aboard in places of power to govern program direction.”

“Take a public stand on key issues that impact Aboriginal peoples in consultation with leadership and aboriginal government. Get input from aboriginal community and nations on the key issues that impact the aboriginal people.”

Indigenous faculty

On the subject of ‘Partnerships’, Indigenous faculty said:

“UBC could support local communities in events and gatherings. Partnering with local groups in land-based healing through the UBC Garden, for example. These activities are occurring, but on shoestring budgets that aren’t operationally supported by the university.”

“With the recognition that there are Indigenous populations not only here in BC but also in multiple other places around the world, like Latin America for example. It would be very important to establish connections with the local and world Indigenous populations more explicitly in curriculum, research, activities and events at UBC.”

“Partnerships have to build from ongoing and long-term collaborations; where that’s not happening, reaching out to communities to see what THEY would want from such a partnership--if anything--would be an important start.”

“Currently, UBC partnerships with Indigenous peoples, communities, and Nations do not meaningfully recognize or respect Indigenous peoples’ human rights. Deep and meaningful consultations with Indigenous peoples, communities, and Nations, in particular and specifically Musqueam, as well as Indigenous faculty, staff, and students, are necessary about how UBC can begin to meaningfully recognize and respect Indigenous peoples’ human rights and what commitments UBC needs to make over the next 10 years to establish and then continue to enhance recognition and respect for Indigenous peoples’ human rights. An official and meaningful commitment to UNDRIP, the TRC Calls to Actions, and the MMIWG Calls for Justice is necessary for UBC to move forward in this work.”

“This must be done carefully in close consultation with Indigenous organizations and communities so that it does not impose burdens, but is productive for both organizations and communities and students and faculty.”

On the subject of ‘Research’, Indigenous faculty said:

“UBC should make it mandatory for all involved in research with Indigenous communities/individuals/Nations and/or groups to take OCAP.”

“Reform BREB [Behavioural Research Ethics Board] structure and governance to be inclusive of more Indigenous people and communities.”

“UBCO lacks initiatives, resources, and demonstrated action in Indigenous research beyond Syilx and Okanagan focused Syilx and interior Salish Studies. While this is a crucial area of development, UBCO lacks vision, leadership, capacity and demonstrated interest in promoting and advancing non-Syilx Indigenous research. Non-Syilx Indigenous populations, issues, concepts, theories, methodologies, and partnerships are vital for building an international and global research dynamic. UBCO’s limited vision (and/or relationship

building constraints with other Indigenous major projects) imposed by a narrow scope of Indigenous research is a drawback. The plurality of worldviews, ways of knowing, and experiences of Indigenous researchers at UBCO is overshadowed by the current approach.

This undercuts research expansion into other areas by way of under development and restricted opportunities to develop and sustain non-Syilx focused projects, partnerships, and impacts. UBCV support is required."

"All Indigenous research, teaching, learning and service deserves recognition. Find out what's broken, and if it's reparable. If not, commit to doing restorative justice within. The saying goes: "nothing about us without us". Find out what this means internally to UBC Indigenous knowledge-able persons. Prepare for difficult dialogues. Prepare to be confronted and challenged out of comfort zones. Address the harms within, and solutions offered but suppressed by powerful interest groups. Address Indigenous-on-Indigenous violence within. Listen and learn about how people survive UBC and often without support from leadership. These stories will offer tools for growth in other dimensions."

"Truly support through funding Indigenous initiatives that are community-led, -driven, -based, that are in collaboration with UBC faculty and researchers, especially Indigenous faculty and researchers."

On the subject of 'Recruitment and Retention', Indigenous faculty said:

"We need to hire more Indigenous faculty, recruit more Indigenous students, and provide more effective mentorship to Indigenous faculty and students."

"There could be even more resources and places of support, but especially there could be an increase in the Indigenous presence in student acceptance, scholarships, faculty and staff hiring, and research support for Indigenous populations (locally and globally, always addressing Indigenous populations from around the globe)."

"We have to have a generational commitment to lifelong Indigenous scholarship, not just working to poach Indigenous scholars from other institutions then working them into exhaustion so they feel they have to go elsewhere to have a meaningful and healthy scholarly life."

"Ensure Indigenous students have adequate supports once they are admitted in their respectful programs. We often think it is just getting them through the door but that often comes with a lot of racism, trauma, and isolation. They need help excelling through the door."

"Significantly increase the strategic hiring and training of Indigenous peoples horizontally and vertically across the campus. Re-train current staff employees in each of the 3 mechanisms TRC, UNDRIP, MMIW, utilizing UBC Indigenous experts; and make it required of faculty and students by incentivizing the training."

Indigenous staff

On the subject of 'Leadership', Indigenous staff said:

"Make sure all departments have an established network of Indigenous scholars, Elders and educators to advise on all Indigenous matters."

"I think in order to support development of programs and curriculum, there needs to be more engagement from senior leadership. Why didn't UBC plan/communicate something about Orange Shirt Day? There was a brief mention of opportunities to drop by the IRSHDC but nothing from UBC generally. There are ways that UBC as an institution can give voice to and shed light on histories that have been forgotten or silenced rather than relying on units to work in silos to bring things forward. Have seats for an Indigenous person on committees and boards."

"Highlight how UBC is responding to the TRC Calls to Action, UNDRIP, and MMIWG Calls to Justice in real and meaningful ways. Provide examples and steps outlining how faculty, staff, and students can engage in this work safely and respectfully."

"Lead by example and return the land to Musqueam. Work out an agreement and start paying Musqueam rent for the use of the land."

"There needs to be Indigenous leaders in position as knowledge keepers on campus. There needs to be more opportunity to recognize local Indigenous Elders as scholars in cultural knowledge, teachings, and leadership."

On the subject of 'Recruitment and Retention', Indigenous staff said:

"Employing Indigenous faculty and staff in key positions."

"Provide more opportunities for Indigenous youth to readily access post-secondary educations. Provide more funding, scholarships, and easier navigation for Indigenous youth (and adults) interested in attending UBC."

"By having more Indigenous people on campus in all facets of UBC."

"Hire Indigenous people and create a safe environment for them to work in."

"Promote hiring within Aboriginal Communities/How can we prepare successful Aboriginal Candidates?"

On the subject of 'Partnerships', Indigenous staff said:

"There needs to be enhanced learning around the rights of Indigenous people living in BC more generally, including First Nations in our regions, as well as the rights of Metis, Inuit, and non-status people. This would hopefully have the effect of expanding partnerships within our regions and beyond."

"For students specifically: the Indigenous student experience doesn't necessarily mirror the "normal" standard student experience. Pathways and partnerships with Indigenous communities and other educational institutions could help support all the ways in which Indigenous students find their way to UBC, and find success once they are here."

"Make UBC a more welcoming and inclusive place. STRENGTHEN the relationship with Musqueam to show that UBC is in 'real' partnership with the original people/s upon which UBC Vancouver campus is situated. This will allow good relationships with other Indigenous people/s to flow once they see and feel that UBC actually cares about its relationship with the Musqueam people/s."

"ALL Indigenous peoples (UN Declaration on the Rights of Indigenous Peoples). Work with Elders from local and international communities as it builds the relationship for learning, engaging and empowering each other. It's uplifting to the peoples."

"Work in partnership with First Nations Organizations."

Indigenous + 2SLGBTQQA

On the subject of 'Curriculum', Indigenous 2SLGBTQQA people said:

"Curriculum implementation and research support for projects that address the history of and the current plight of the Indigenous populations locally and globally."

"Developing courses that are exclusively about or that are at least more inclusive of Indigenous worldviews, cosmology, histories, policies, and traditions."

"Inclusion (in student body, faculty and staff hiring, curriculum enhancement and research support) is practical and fundamental in recognizing and respecting Indigenous rights, and in learning what matters to Indigenous communities not in isolation but in daily interactions within general communities, and in implementing policies that guarantee Indigenous civil and human rights."

"Have more courses about Indigenous studies and history and make them mandatory."

"Include more local elders and knowledge holders in the education process at the university. These people are highly respected teachers and should be given their appropriate place within academy teaching Indigenous values, culture, and epistemology."

On the subject of 'Recruitment and Retention', Indigenous 2SLGBTQIA people said:

"Another way to ensure this is to hire faculty and staff who are not racists. I know this is tricky, and it cannot be guaranteed, but making sure that the respectful environment policies are in place, and that there are fair hiring practices, is one way to improve the hierarchical conditions at UBC."

"Hire more Indigenous staff and faculty."

"Support and hire more Indigenous scholars. Some Elders don't feel really included in the decision making."

"There needs to be more elders present within our university."

"UBC needs to ensure the inclusion of Indigenous students at ALL levels of the academy. Personally, coming from [...] UBC Okanagan, there is no Indigenous representation or understanding of Indigenous worldviews. The department has exclusively European-descended faculty members with no understanding of how to be inclusive of Indigenous peoples, our cultures, or our associated worldviews. This leads to an extremely competitive and hostile environment for minorities. This has become the norm for university settings, and if UBC Okanagan is serious about confronting these issues, they would take immediate measures to ensure the inclusion of Indigenous peoples in their academy."

On the subject of 'Research', Indigenous 2SLGBTQIA people said:

"By ensuring that Indigenous peoples, communities, and Nations' data sovereignty is protected and respected within all research undertaken in relationships with Indigenous peoples, communities, and Nations."

"Support more international researchers that are trying to bring to light the idea of reconciliation to emulate the work and progress that Canada has accomplished. We need global action."

"Funding for Indigenous education and research."

"In the immediate, UBC could implement an investment in Indigenous students and faculty, and the surrounding Indigenous communities. I do not mean Indigenous research, as this can be conducted by non-Indigenous peoples. I mean actually supporting Indigenous students and researchers to conduct research at a high level of excellence."

"Include more Indigenous people."

On the subject of 'Partnerships', Indigenous 2SLGBTQIA people said:

"UBC could support local communities in events and gatherings. Partnering with local groups in land-based healing through the UBC Garden, for example. These activities are occurring, but on shoestring budgets that aren't operationally supported by the university."

"With the recognition that there are Indigenous populations not only here in BC but also in multiple other places around the world, like Latin America for example. It would be very important to establish connections with the local and world Indigenous populations more explicitly in curriculum, research, activities and events at UBC."

"Partnerships have to build from ongoing and long-term collaborations; where that's not happening, reaching out to communities to see what THEY would want from such a partnership--if anything--would be an important start."

"By building relationships with Indigenous peoples, communities, and Nations in meaningful ways, which also requires real commitments to supporting Indigenous faculty and staff at UBC in doing the work of meaningfully establishing relationships with Indigenous people, communities, and Nations."

"We need and want strong partnerships with Indigenous communities, but what this often means is that woefully under-prepared scholars make excessive demands without reciprocity or relationship with communities, many of whom are not able to accommodate that influx of time- and energy-demanding interest."