



UBC INDIGENOUS STRATEGIC PLAN

2020

Self-Assessment Tool



Office of Indigenous
Strategic Initiatives

INTRO & CONTEXT

The Indigenous Strategic Plan (ISP) is UBC's response to the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's Calls to Action, and the Missing and Murdered Indigenous Women and Girls Inquiry's Calls for Justice. It is an action plan which will meaningfully advance the human rights of all Indigenous people and Peoples connected to the university.

The ISP sets out eight goals and forty-three actions the university will collectively take to advance our vision of becoming a leading university globally in the implementation of Indigenous peoples' human rights.

What is this Toolkit?

This toolkit has been developed to support the practical implementation of ISP goals and actions. A critical aspect of meaningful reconciliation is that the work of advancing Indigenous human rights is taken on collectively, by both Indigenous and non-Indigenous peoples. For far too long, the burden of education and action against anti-Indigenous racism at UBC has fallen to Indigenous students, faculty, and staff. We recognize the significant emotional labour this has demanded and want to intentionally move forward on a path of mutual accountability between Indigenous and non-Indigenous students, faculty, staff, and leadership to implement the Plan's goals and actions.

The journey towards meaningful reconciliation is not easy. At times it may be uncomfortable and it will take prolonged commitment. As such, leaders need the proper tools and resources to support impactful action. This toolkit has been specifically developed to support decision-makers in the following ways:

1. **Enabling education and respectful dialogue** within your unit on the purpose of the ISP and why advancing Indigenous human rights is a priority at UBC;
2. **Identifying the goals and actions** that align with your unit's mandate; and
3. **Providing you with tools and suggestions on how to take action** and track progress on ISP goals and actions that align with your unit's mandate.

What should I know about undergoing meaningful reconciliation?

- It is not easily accomplished. It can be **deeply uncomfortable** to confront our own privilege and take action to address inequity.
- It takes **commitment, consistency, time**, and continued resources and funding.
- It requires confronting colonial Canadian narratives through **learning** about systemic racism and assimilation policies that sought to rid Canada of "the Indian problem" and how these policies have impacted, and continue to impact, Indigenous communities and people.

- It demands that we learn how to **identify and mitigate our conscious and unconscious biases** and leverage our privilege to take action where we have influence.
- It requires deconstructing colonialism and **learning more about Indigenous peoples, cultures, and perspectives** and creating space for them in day to day interactions and processes within educational and institutional settings.

Pre-workshop resources

To prepare for your engagement with the toolkit and the ensuing discussions, please read the following documents. They are reports and legislation that are foundational to developing an understanding of reconciliation in Canada. They have been developed as a result of national commissions and inquiries that spanned years and included court cases, hearings, testimonies, and emotional labour on the part of Indigenous survivors and their families.

The ISP and this toolkit are intentionally aligned with these documents. The time you invest in grounding yourself with this material is important and will allow you to engage with the tools in a meaningful way:

- **Truth and Reconciliation Commission of Canada Final Report & 94 Calls to Action:**
<http://www.trc.ca/about-us/trc-findings.html>
- **The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP):**
<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>
- **Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls:**
<https://www.mmiwg-ffada.ca/final-report/>

Additionally, UBC has a number of resources to help you create a thoughtful space for these discussions:

- **What I Learned In Class Today – A resource for educators:**
<https://intheclasse.arts.ubc.ca/>
- **Glossary of Terms Resource:**
<http://indigenousfoundations.web.arts.ubc.ca/glossary/>
- **UBC Indigenous Peoples Language Guide:**
http://assets.brand.ubc.ca/downloads/ubc_indigenous_peoples_language_guide.pdf



What terms do I use?

Like 'Aboriginal', the term 'Indigenous' refers to First Nations, Inuit and Métis people, either collectively or separately.

It is the preferred term in international usages, e.g., the United Nations Declaration on the Rights of Indigenous Peoples, and is increasingly being chosen over 'Aboriginal' both formally and informally in Canada.

Implementing the Indigenous Strategic Plan

ISP IMPLEMENTATION TOOLKIT: STEPS TO ACTION



* Units are encouraged to self-facilitate this toolkit. However, please contact the Office of Indigenous Strategic Initiatives (OISI) for guidance at any stage of this process if required at oisi.admin@ubc.ca

Goal of Self-Assessment Tool

The goal of the Self-Assessment Tool is to provide **all units** with the opportunity to reflect and discuss their role at UBC within the context of Indigenous engagement. Completing this tool will help to situate your unit in relation to the Indigenous Strategic Plan's goals and actions and will help answer questions such as:

- What are we currently doing as a unit to advance the goals and actions of the ISP?
- What can we be doing more of?
- What are we doing that we can change?
- What can we start doing?

The tool is not meant as a test and there is no final grade. Rather, the rating scale will allow each unit to understand where their strengths lie and where they have room to improve. Ultimately, the Self-Assessment Tool will help units to start conversations around these important topics, identify what their next steps could be in implementing the ISP, and lead into Step 3 of the toolkit: the Intent to Action Tool.

Considerations

- This tool is for everyone irrespective of where you are in your Indigenous engagement journey. Whether you are just starting out and want to know how to begin thinking about some of these issues or whether you are already aligning your work with the ISP, this tool provides an opportunity to take a step back, slow down, and understand the 'why' in this work before taking action.
- The first four areas of the tool are for everyone (administrative units, faculties, staff, and student groups), the fifth section is for academic units.
- There is no prescribed way to complete this tool. It can be used to start the conversation around Indigenous engagement, to gauge different levels of comfort and understanding within a unit, or it can be used as a reporting tool.
- This is not intended as a one-off activity. We encourage you and your unit to keep track of the results and revisit the tool to monitor your progress from year to year.
- We have provided some related ISP actions to each of the statements below, these are intended to provide next steps for your unit to consider as you implement the ISP.

How to use this tool

Consider the size and composition of your unit (see definition in 'Situating Ourselves' in coming section) when deciding how to use this tool. For planning purposes, it might be easier to approach this tool with a smaller planning group (approx. 15 people), including decision-makers and those who have on-the-ground knowledge about what is going on in the unit in this area.



Centering Indigenous Voices in Your Process

Taking an Indigenous human rights-based approach in this work means building strong, mutually respectful and reciprocal relationships with Indigenous people and ensuring that their voices are centered and amplified throughout your unit's planning process.

As such, it is vital to include in this process those who are already doing the work of Indigenous engagement.

Before you begin, ask yourselves whether you have an Indigenous Engagement Committee (or similar) as part of your unit? Are there other Indigenous students, faculty or staff who are **willing and able** to join this planning group?

If so, they should be involved in this process from the beginning.

- 🕒 The key objective for this tool is to create space for rich conversation around these statements. This means there is no set amount of time that this process will take and a number of sessions may be needed to go through this tool and ensure everyone has a chance to participate.

Here are some options for how you can interact with the Self-Assessment Tool.

Option 1:

- Ask each member of your group to individually complete the tool. This will take approximately 60-90 minutes.
- Then get together as a group and discuss your results, comparing your ratings as well as your rationales for each statement.

Option 2:

- Complete the tool collectively as a group. Completing the tool collectively allows for discussion on each statement and an opportunity for consensus building.

Choosing the right facilitator

Your unit will need someone to facilitate the group discussions for either of these options. A facilitator should be designated well in advance of the dialogue so that they have ample time to review this tool and the pre-workshop resources.

It is important to identify a facilitator that has both competency and experience in facilitating difficult conversations, as well as a basic knowledge of colonial legacies and Indigenous issues. A facilitator should be able to, actively and intentionally, facilitate safe space and diffuse conflict or tension that may arise due to the subject-matter of these conversations.

If you are unsure or unable to identify an appropriate facilitator within your group, consider reaching out to a different individual (e.g., outside of your department or another third-party organization) to guide and facilitate your group.

Facilitation tips

1. Prepare your participants

- Share the pre-workshop materials (see above) with participants well in advance for people to read and reflect on the material. Ensure that each participant has read the Indigenous Strategic Plan in full (not only the goals and action steps).



Reciprocal Relationships

When developing new and existing relationships consider moving in a way that will not increase the burden on Indigenous colleagues or partners who are already leading this work.

The ISP promotes a collective approach to implementation, with both Indigenous and non-Indigenous people working together to advance Indigenous peoples' human rights.

- Set up expectations for participants by informing them of the session format, time they should be dedicating for pre-workshop preparation, and how workshop participation will work.

2. Create safety

- Be mindful of each speaker's time. Every member of the group should have a roughly equal amount of time to share, not feeling rushed and also not monopolizing the discussion.
- The key here is encouraging deep dialogue rather than completing the tool in a given time.
- Allow for, and encourage, differing opinions. This assessment may bring up challenging and difficult emotions, which is expected. Differing opinions are part of healthy conversation, and important to meaningful dialogue and growth.
- Acknowledge the importance of practicing self-care. Intentionally communicate this to participants and build time into your agenda for breaks or walks. Ensure that participants know that they can step away from the conversation at any time, if they feel triggered.
- Communicate the opportunity to access health counselling supports or resources for participants who may be triggered by the dialogue. These can be found at the following links:
 - For Indigenous students: <https://indigenous.ubc.ca/students/current-students/student-resources/counselling/>
 - For all students: <https://students.ubc.ca/health/counselling-services>
 - For faculty and staff: <https://hr.ubc.ca/health-and-wellbeing/mental-health/staff-and-faculty-mental-health-resources>
 - Mental Health Resources for Diverse Communities guide: <https://hr.ubc.ca/sites/default/files/documents/Resources%20-%20Intersectionality%20and%20Mental%20Health.pdf>



Remember...

We are all at different levels in our learning journey and you will not be judged if there are parts of the Self-Assessment Tool where you rate yourself as “not yet engaged in this area of work”.

This tool is designed to start a conversation, one of many others to come, about how your unit can position yourselves within the work of implementing the UBC ISP.

3. Consider power dynamics

- The intention of the session is to consider where you are at as a unit, not as individuals, and establish a common understanding of your strengths and highlight opportunities for improvement. Given this intention, it is important that you, as a facilitator, are conscious of potential power dynamics within the group of participants that can affect people's ability to speak up or be heard as part of the session.

- In your preparation to facilitate, take a moment to think about the internal dynamics of your group. Who leads the group? Consider direct reporting lines and organizational chart positioning amongst members. Who has seniority, job security or other privilege? Is everyone able to speak their mind and share their opinion freely and without fear? Based on the responses to the above questions, consider structuring your session differently to mitigate power dynamics that could lead to a less meaningful and fruitful dialogue.

How to use the rating scale

This tool is intended to facilitate dialogue. The intention is to consider where you are at collectively as a unit and establish a common understanding of your strengths and highlight opportunities for improvement.

Once you have completed the assessment, review your answers for the competencies you rated. If you find that you have selected “not at all” or “working on this” a lot, those areas may be highlighting an opportunity for your unit’s growth and can provide the basis for some calls to action. If you have selected “integrated into our plans or priorities” or “yes, we are there” many times, that’s great, you now have the important work ahead of maintaining your momentum and continuing to lead by example at UBC.

RATING	DESCRIPTION
(N) No not at all / Don’t know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

This tool was adapted from: Cull, I., Hancock, R.L.A., McKeown, S., Pidgeon, M. & Vedan, A. (2018). *Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors*. Victoria, BC: BCcampus. Retrieved from <https://opentextbc.ca/indigenizationfrontlineworkers/> and licensed under [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

UNDERSTANDING

This section relates to your unit’s understanding of the importance of acknowledging Indigenous peoples and place, the systemic challenges for Indigenous peoples with respect to education, and how your unit, in its role at UBC, can break down these barriers.

RATING	DESCRIPTION
(N) No not at all / Don’t know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

1. Our unit is able to formally acknowledge the territories in which UBC’s campuses are situated.
 *Related ISP actions:* **7**

Not at all/Don’t know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

2. Our unit demonstrates a desire to learn about Indigenous cultures and Indigenous ways of knowing and being, including the distinctness of Indigenous Peoples in BC and Canada.
 *Related ISP actions:* **2 8 34 31**

Not at all/Don’t know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

UNDERSTANDING

3. We understand that the university has complex, formalized, and evolving relationships with local Indigenous Nations and we are continuously seeking clarity about these relationships before we take action.

 *Related ISP actions: located throughout the ISP*

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

4. We provide opportunities for students, faculty and staff to build awareness and knowledge on the realities, histories, cultures, and knowledges of Indigenous people in Canada.

 *Related ISP actions: 32 33 34*

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

5. We have and are able to identify the services and resources available to Indigenous students, faculty and staff relevant to our unit.

 *Related ISP actions: 32 25 28 29 21 12 31*

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

UNDERSTANDING

6. We demonstrate awareness of, and responsiveness to, challenges and systemic barriers faced by Indigenous students, faculty and staff in our unit.

 *Related ISP actions: located throughout the ISP* **42** **38**

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

7. We understand that the Indigenous Strategic Plan is a response to Canada's historic and continued colonial oppression and that the Plan moves beyond equity, diversity and inclusion to acknowledge Indigenous peoples' distinctive histories, experiences, and lived realities associated with and impacted by colonialism.

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

8. We are committed to furthering our unit's understanding of the continued history of colonialism, including the residential school system and its ongoing impact on Indigenous peoples, specifically in the sphere of higher education.

 *Related ISP actions:* **6** **7** **9** **34** **37**

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

PEOPLE

This section deals with hiring and recruiting practices as well as the way your unit supports Indigenous students, faculty, and staff with specific practices and policies.

RATING	DESCRIPTION
(N) No not at all / Don't know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

1. Our unit actively values, develops, and implements specific strategies to recruit and retain Indigenous students, faculty, and staff.

 *Related ISP actions:* 24 25 39 40 26 30

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable

Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

2. We recognize and fairly compensate Indigenous faculty and staff who contribute, develop, or deliver Indigenous content and/or tools for fostering culturally safe classrooms and workplaces, for work performed over and above their usual duties.

 *Related ISP actions:* 35

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable

Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

PEOPLE

3. Our faculty and staff engage in learning and professional development in the areas of Indigenous peoples' human rights.

 Related ISP actions: 33 27 34 15 8

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

4. We have culturally relevant resources and support (e.g., mentorship, professional and leadership development opportunities) available to Indigenous faculty and staff as they progress in their careers.

 Related ISP actions: 25

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

5. Indigenous faculty and staff are proportionally represented in leadership and management positions as compared with their overall numbers in the unit.

 Related ISP actions: 25 24

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

PEOPLE

6. We have integrated competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into our job descriptions.

 *Related ISP actions:* 27

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

CULTURE AND SYSTEMS

This section relates to structures, processes, cultural features, and group norms that create an environment for meaningful change and progress around Indigenous engagement at the university and with its partners.

RATING	DESCRIPTION
(N) No not at all / Don't know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

1. We prioritize welcoming and respectful learning and working environments in our unit through the implementation of programs, services, support mechanisms, and spaces dedicated to Indigenous students, faculty and staff.

 *Related ISP actions:* 21 20 32 42 43 38 41 25

Not at all/Don't know	Working on it	Integrated into our plans/priorities	Yes, we are there	Not applicable

Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

2. We are able to identify and discuss biases and stereotypes about Indigenous peoples when they present themselves in our work.

 *Related ISP actions:* 27 33 34

Not at all/Don't know	Working on it	Integrated into our plans/priorities	Yes, we are there	Not applicable

Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

CULTURE AND SYSTEMS

3. Our unit actively participates in policy and practice change that seeks to counter colonialism and systemic barriers and that aligns with Indigenous strategic priorities.

 *Related ISP actions:* 1 2 3 38 42 43

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

4. We develop fiscal plans and policies that ensure Indigenous programs, students, faculty, staff, and concerns are adequately and continually supported.

 *Related ISP actions:* 3 42

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

5. There is clear accountability within our unit for our actions as they relate to Indigenous engagement.

 *Related ISP actions: located throughout the ISP*

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

CULTURE AND SYSTEMS

6. We are organized to effectively advance our ISP implementation objectives.

 Related ISP actions: **1** **2** **3** **4**

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

RELATIONSHIPS AND PARTNERS

This section relates to respectful communication skills with students, faculty, staff, and community partners through meaningful engagement and informed action. It also relates to your unit's network of partners which help to implement Indigenous human rights as well as any procurement policies you may have.

RATING	DESCRIPTION
(N) No not at all / Don't know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

1. We welcome the leadership of Elders, cultural experts, and Indigenous knowledge holders by creating space for them to work, teach, and promote their expertise in our unit.

 *Related ISP actions:* 20

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

2. We actively seek opportunities to foster reciprocal relationships with Indigenous communities on and off our campuses.

 *Related ISP actions:* 36 20 19 22 18 10 5 21 26

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

RELATIONSHIPS AND PARTNERS

3. We respect that each community will have a unique process for making decisions about participating or partnering in a project and that the process may require adjustments of our timelines and expectations.

 *Related ISP actions:* 36 19 20 23 13 14

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

4. Our unit meaningfully engages with and considers priorities raised by Indigenous students, faculty, staff, and community members when developing unit operations and practices.

 *Related ISP actions:* 42 12

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

5. We strategically prioritize the procurement of goods and services from Indigenous businesses and vendors.

 *Related ISP actions:* 23

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

RELATIONSHIPS AND PARTNERS

6. We work with other units across UBC to collaborate on Indigenous-focused projects, programs, and initiatives.

 *Related ISP actions: located throughout the ISP*

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

7. We raise awareness among our partners and stakeholders of our institutional commitments to, and the importance of investing in, sustainable initiatives that advance post-secondary opportunities for Indigenous learners.

 *Related ISP actions: 18 5 37*

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

TEACHING, LEARNING AND RESEARCH

This section is for academic units, it covers areas such as ethical research practice, Indigenous curriculum development, and recognition of Indigenous excellence in academia.

RATING	DESCRIPTION
(N) No not at all / Don't know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

1. We support and hold each other accountable in creating welcoming and inclusive learning environments.

 Related ISP actions: **27** **33** **34**

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable

Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

2. We actively promote Indigenous curricula for all students through responsive programming, orientations, and instruction.

 Related ISP actions: **15** **16** **17** **18**

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable

Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

TEACHING, LEARNING AND RESEARCH

3. We formally recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development, research, and service in our criteria for tenure, promotion, and merit for faculty and staff.

 Related ISP actions: 24

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

4. We partner with Indigenous communities to develop post-secondary Indigenous knowledge programs.

 Related ISP actions: 18

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

5. Our unit supports research that is co-developed, prioritized, and led by Indigenous communities.

 Related ISP actions: 10 11

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

TEACHING, LEARNING AND RESEARCH

6. Our unit follows community-led research protocols and ethical guidelines to ensure students and faculty are approaching research opportunities with communities in a respectful and formalized manner.

 *Related ISP actions:* 13 14

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

7. We recognize and compensate, in a timely and equitable manner, Indigenous people who are engaged in research and/or who support the Indigenization of curriculum.

 *Related ISP actions:* 14 17

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*

8. We support research opportunities for students in the areas of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts, and/or Indigenous languages.

 *Related ISP actions:* 12

Not at all/Don't know	Working on it	Integrated into our plans/ priorities	Yes, we are there	Not applicable
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Reflections on what our unit is doing in this area: *What are you thinking of when giving this rating? Why do you feel that this score reflects work that has been done? Is this item something your unit can work on? Are there disagreements in scores?*