



INDIGENOUS STRATEGIC PLAN

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The 2009 Aboriginal Strategic Plan defined ten areas in which meaningful actions addressing Indigenous concerns should occur. The intent was not only to define these areas, but to give people and units across the university a way to locate their existing or intended work in a larger context. As implementation proceeded, considerable existing work was identified and stabilized, and significant new activity undertaken. Subsequent Implementation Reports (2010, 2012, 2014) documented these developments, identified challenges, and, based on an assessment of the changing landscape, suggested directions. Following the five-year report (2014), a series of less formal documents have continued to identify priorities in response to changing institutional and national environments.

Since 2009, significant developments have changed the national and international contexts. The publication of the Truth and Reconciliation Commission's (TRC's) Final Report and Calls to Action in 2015 brought national attention to Indigenous issues, identified specific areas for action, and provoked considerable self-reflection within higher education. Many initiatives already underway at UBC, including the plans to develop the Indian Residential School History and Dialogue Centre, spoke to specific TRC calls or advanced initiatives in areas not explicitly named in the Calls. To date, however, not all areas identified by the TRC have been adequately addressed, and there is certainly the need for further action.

Events on the international level, including the passage of the UN Declaration on the Rights of Indigenous Peoples (2007), its subsequent endorsement in principle by the government of Canada (2010), and movements towards implementation (2016), also have had profound effects, shifting the framework within which Indigenous rights in Canada are imagined and contested, and resulting in, among other things, shifts in language, with "Indigenous" now emerging as a preferred term.¹

At the university, after years of work in improving the responsiveness of student services, the active recruiting of Indigenous students has now been undertaken and is showing significant results. The proliferation, stabilization, and growth of Indigenous curricular and research initiatives now warrants thinking about their relationship in larger and more cohesive patterns. The growth of collaboration with Indigenous communities and organizations now means that the pattern of collaborations can be more clearly articulated and supported as leading university practices. The Indian Residential School History and Dialogue Centre is poised to become an additional hub for research, curricular support, public engagement, and collaborative dialogue.

¹ This shift in language does produce some ambiguities: in Canada, the term "Aboriginal" has the specificity of a legal definition, referring collectively to First Nations (or "Indians"), Métis, and Inuit people historically originating in what is now Canada, where "Indigenous" often has a wider, international reach. In this document, we have adopted the term "Indigenous," but use it primarily in the narrower use, where "Aboriginal" would have been used in the past. Wider international uses are explicitly identified in context.

The 2018 Indigenous Strategic Plan, while retaining the framework identified in its 2009 predecessor and continuing work it encompassed, identifies areas of need and opportunity in the contemporary landscape, both internal and external. As with the previous plan, it is fully informed by the acknowledgement of our university's location on unceded Indigenous territories, the role universities have played in Canada's colonial history, and the realization that, if we fail to develop and enact better ways of thinking about our processes and relations, we may simply continue to replicate the worst aspects of our past.

The Ten Areas Identified in the 2009 Aboriginal Strategic Plan.

1. Pre-university, Recruitment and Access Initiatives
2. Student Support and Retention
3. Curriculum and Public Programming
4. Faculty and Staff Recruitment and Support
5. Research
6. Study and Work Climate
7. Community Relations
8. Internal and External Communications
9. Development Initiatives
10. Administration, Evaluation and Resources

For the full text of the 2009 Aboriginal Strategic Plan and the 2010, 2012, and 2014 Implementation Reports, please see aboriginal.ubc.ca/strategic-plan.

NEW DIRECTIONS

In the years since the formulation of the 2009 plan, **collaborative and equal partnerships** have emerged as a defining feature of Indigenous engagement at the university. Though collaborative co-development has long characterized some very important curricular and research projects, more have been developed. Initiatives such as the Indigenous Research Support Initiative (at the Vancouver campus – V) and Institute for Community Engaged Research (at the Okanagan – O) have increasingly come to define approaches that reverse the predatory research and objectifying pedagogical practices of the past, and many other kinds of valuable relations have developed. The collaborative development of curricular projects between Indigenous Studies and the Enow'kin Centre on the Okanagan campus, and between First Nations and Indigenous Studies on the Vancouver campus and the Dechinta Centre for Research and Learning in the Northwest Territories are developing greater depth, and initiatives such as the development of cultural safety curricula on the Okanagan campus and the Indigenous Community Planning concentration in the School of Community and Regional Planning on the Vancouver campus have developed training for professionals deeply informed by community partners. Multi-institutional initiatives with provincial and community institutions such as that in Indigenous language fluency are now also taking shape. Innovative special projects, such as the Indigenous Summer Intensive on the Okanagan campus extend community engagement in new and vital ways. In addition, an increasing number of programs in which UBC students work and study in communities and in

contact with community members and knowledge holders are also working to redefine concepts of knowledge and professional competence in many fields.

Such developments are important because they increase capacity in communities to understand and assess the potential value of university research and education, and the capacity of university researchers and students to understand communities' knowledge, priorities, and practices. They establish the pathways through which the knowledge and expertise in communities can inform university practices and form part of reciprocal exchanges through which new knowledge may be co-created and applied to mutual advantage. The sharing of community knowledge—not through its uncontrolled disclosure, but through the mutually informing interactions between people from different knowledge systems who develop the capability to share and understand each others' views—fosters the development of community and university experts who can function respectfully and effectively across differences of culture, epistemology, and interests, and that is of significant benefit to many important social processes. While continuing and extending relationships that have been developing for years, such practices are also in alignment with the 2015 TRC Calls to Action and the 2007 UN Declaration on the Rights of Indigenous Peoples.

The 2009 plan was designed as a *framework* because it acknowledged that the actual work that would realize the plan occurred in Faculties and other units, and that a focus on a set of centrally-administered or articulated initiatives might well have had the perverse effect of directing attention and support away from much of that valuable work. Indeed, in the early days of that plan, many significant existing initiatives became visible that had previously not been widely known on campus. This document, while suggesting new opportunities and directions, is similarly intended to be an adjustment and update to that framework and to provide a refreshed context for the next stage of development.

In addition to this Indigenous Strategic Plan, the larger university *Inspire* strategic plan calls for the formation of a TRC Action Plan. The TRC Action Plan will call upon Faculties and other units to identify both the work they are already doing and the work they are committing to that addresses the letter and spirit of the TRC Calls to Action. Implementation of both the Indigenous Strategic Plan and the TRC Action Plan will be campus specific. Their responses on the Vancouver campus will be gathered and analyzed by the Office of the Provost and the First Nations House of Learning, published on UBC websites, and updated annually, ensuring not only visibility to the efforts of Faculties and other units, but accountability to commitment to action. Senior university administration from both campuses will also report annually upon progress to the Board of Governors. Such yearly updates will be followed at less frequent intervals (2-3 years) with a more extensive report on the Indigenous Strategic Plan, also shared with the Board, assessing longer-term trends and developments, and defining further directions.

RESEARCH

Since 2009, Indigenous research at the university has grown substantially across many fields. There is now even more reason to think about how such research initiatives form larger

patterns and provide the opportunity for more integrated, coordinated, and effective work. While valuable research continues through a wide range of methodologies, the establishment in 2014 of the Institute for Community Engaged Research (O) and in late 2016 of the Indigenous Research Support Initiative (V) provide focal points for thinking about collaborative research practices, identifying and tracking Indigenous research initiatives, and imagining their potential interactions. In specific, these initiatives provide locations for identifying and supporting collaborative community research partnerships, better defining collaborative research methods and providing training and support for researchers seeking to undertake them, and assisting communities in connecting to university research assets.

Indigenous communities are often working to address complex problems that extend across multiple areas of expertise and are not easily resolved by single-researcher processes. The offices provide a means for assembling, when possible, research teams that may more adequately address these problems, taking full advantage of disciplinary expertise, while constructing collaborations that overcome their compartmentalization. While more effectively addressing community needs, the formation of such teams has broader implications and is in line with advanced thinking across a range of research areas. A clear benefit is the training of experts who are accustomed to working collaboratively across institutional and disciplinary boundaries. They, in turn, increase the university's capacity to educate students in more collaborative approaches. Students with the ability to form multidisciplinary teams and think across boundaries take those skills and their value into their future careers.

The ability of these initiatives to collect and document valuable collaborative and multi-disciplinary projects may also be of benefit in informing the work of funding agencies seeking to support Indigenous research and willing to consider the structure of their practices. At present, researchers report difficulty in describing such projects in ways that conform to existing funding guidelines. The result is that projects appear non-normative to research calls or must be distorted to conform to guidelines: in either case they are at a disadvantage in competitions and valuable work is inadequately supported. Defining evidence-based mechanisms, based on clearly defined bodies of successful work, would result in a system that is not only more equitable, but more efficient, productive, and responsive.

In the years since 2009, management of data has emerged, not only as a broader social imperative, but as an important aspect of Indigenous research and practice. Existing programs, such as the Indigitization initiative at the IK Barber Learning Centre on the Vancouver campus and the work of the Canada Research Chair in Okanagan Indigenous Knowledge, help to define systems that assist communities in digitizing and managing their data assets within the priorities, protocols, and knowledge systems of the communities themselves. Other programs, such as the Indian Residential School History and Dialogue Centre, are working to establish systems that address the formidable challenges of managing and increasing the functionality of large data sets drawn from multiple sources. Issues of data security, confidentiality, privacy, and transmission, as they are understood by those most affected by them, add to the complexity of such efforts, but their resolution produces tools of value for Indigenous communities and researchers and of use in many other areas.

The ethics of data use, from the TRC records, to community records documenting traditional ecological knowledge, to health records of Indigenous people and communities, requires ongoing consideration, dialogue, strategy, and technical sophistication. Addressing Indigenous data is a clear area of need and opportunity in which the university can and should take leadership.

Finally, in recent years there has been a growing concern to involve students, and especially undergraduate students, in research. While that has always been a focus for some Indigenous programs (e.g., First Nations and Indigenous Studies), it is also important that Indigenous students have opportunities to gain research experience across disciplines. The highly successful recent pilot Indigenous Research Mentorship Program provides an example of the kind of program that should be sustained.

Recommendations:

- Support the timely expansion of the Institute for Community Engaged Research and the Indigenous Research Support Office and other initiatives that identify, support, document, and expand collaborative practices with Indigenous communities and organizations.
- Form an Indigenous data research cluster collating and integrating work on data management practices, data security, and ethics as they relate to Indigenous records community systems and concerns, and national needs.
- Expand opportunities for Indigenous graduate and undergraduate students to gain research experience.

CURRICULUM

As defined above, there is a clear need to extend curriculum that prepares advanced students and researchers with the tools and understandings necessary to undertake collaborative projects with communities. By further defining successful collaborative research practices, Indigenous Research Support Office (V) and the Institute for Community Engaged Research (O) support existing research-directed curricula across many areas. That critical work for a research university, however, must necessarily be built on a more extensive and robust foundation. While progress has, and is being made at many levels of educational systems in developing curricula addressing Indigenous history, circumstances, and concerns, it is still in its infancy, and we are still addressing more than a century of suppression of information and public awareness in this area. It is crucial that we build the more robust infrastructure now that will provide the basis for our future awareness, relationships, and functionality as a society.

In lead programs such as Indigenous Studies on the Okanagan campus, and First Nations and Indigenous Studies, First Nations and Endangered Languages, and Indigenous Legal Studies on the Vancouver campus, ways of thinking are being developed that honour the knowledge, political, and social systems of Indigenous communities and think beyond the inherited thought processes of our colonial past. As more students will be entering university with

greater basic knowledge of Indigenous history, it is critical that their work is adequately supported and continues at an advanced and accelerated level, that the development of Indigenous-focused academic and professional programs continue, and that the cohort of Indigenous and other expert scholars be expanded to meet the growing demand for their skills and expanded areas of operation. It is equally critical that the expansion of capability be extended throughout the educational system through the teacher training programs and leadership of the Faculty of Education.

As noted above, many initiatives are now co-developing curricula with community partners and offering learning opportunities in community settings, and some, such as those developed in the Faculty of Forestry in conjunction with the Haida Education Society and the relationships with Dechinta and the En'owkin Centre, offer curricula jointly developed in community locations. Such initiatives are particularly valuable in providing the contexts and opportunities for community-based approaches to epistemology and pedagogy to be experienced and understood. It is also worth considering the development of learning spaces on campus, including outdoor spaces in addition to those at the UBC farm, that can better support those experiences and approaches.

In addition to the development of expert curricula, there is a corresponding need to develop curricula that prepares students across the university in many areas for other kinds of professional interactions with Indigenous people and communities, in areas such as the health disciplines, resource and financial industries, law, public policy, engineering, midwifery, and social services—areas in which Indigenous students are increasingly engaged, but Indigenous and expert faculty are as yet less available. It is equally important that all students have the opportunity to develop awareness and understanding of Indigenous topics that will support their informed engagement as citizens. UBC has a significant enrolment of international students. As some Faculties have already found, developing an understanding of Indigenous issues can be a signature part of international students' experience of UBC and, though local in its specificity, it can provide valuable ways of thinking about working with similar circumstances throughout the world. In recent years, introductions to the university's relations with and commitments to Indigenous communities have formed part of the orientation for both international and domestic students. Orientation programs provide an ongoing opportunity for strengthening awareness of these commitments.

In some areas, as the TRC identified, the development of core competencies is absolutely requisite, but in many others, there are clear benefits to expanded curricula as well—to Indigenous communities, in increasing social capacity to effectively address critical issues, and in the education of students who gain valuable job skills. There is also the need to assure that Indigenous students in all fields encounter curricula that is relevant, useful, and, above all, not still structured in the alienating colonial assumptions of past practice, and that faculty teaching in all areas become aware of the habits within their disciplines that replicate colonial thinking to the detriment of all students without their conscious intent. After decades of silence, it is critical that the university now not only fulfill its obligation to educate all students in these matters, but also provide the training to faculty and staff that will build their competence in addressing this moment of opportunity and responsibility.

Under the 2009 plan, attention was primarily directed at building the cohort of Indigenous and expert faculty and developing core curricula in Indigenous-focused programs. Following the publication of the TRC Final Report in 2015, many Canadian universities began to consider the ways in which knowledge of Indigenous history and contemporary circumstances could be extended to all students. Particularly on the Vancouver campus, with more than 50,000 students distributed across many specialist areas, the challenge of doing so is formidable, and, given the small number of expert faculty, the risks of injudicious deployment of inexperienced instruction are great. Many units, however, have begun developing and piloting approaches that are relevant to their areas, and units, such as the First Nations House of Learning and Indigenous Initiatives in the Centre for Teaching and Learning, have been tracking and assisting in those developments and informing others of the range of approaches they might consider. In this way, the university can work towards the goal of providing the opportunity for every student to develop a competence in understanding Indigenous issues at the advanced level expected of curricula at a leading research university. The set of leading practices already underway may be found in Appendix 3.

As noted above, the relative shortage of knowledgeable experts in what have long been suppressed and are now emerging fields of knowledge is a major constraint on widespread curricular development. There is clearly the need to expand the reach of expert and knowledgeable faculty. Approaches that take advantage of technology to assist other faculty while building their competence are important. Noteworthy initiatives such as the Faculty of Education's *Reconciliation Through Education* MOOC and the ambitious *UBC 23-24* online initiative of the Centre for Excellence in Indigenous Health in the Faculty of Medicine explore ways in which electronic communications can provide information, structure online approaches to curricula, and provide the basis for more advanced face-to-face interactions. The Indian Residential School History and Dialogue Centre, designed to support the exploration of critical aspects of Indigenous history and experience through structured interaction with large data sets of historical records, will also provide advanced approaches to thinking about information, interactivity, and the widespread dissemination of interactive approaches in support of this educational mission.

Work in many fields suggests that potentially contentious discussions of difficult social issues can benefit from face-to-face interactions. The consequence of locating unskilled practitioners as experts in classrooms are well-known and almost always counter-productive. The Indigenous Initiatives unit in the Centre for Teaching, Learning, and Technology was established more than ten years ago on the Vancouver campus to address this situation by assisting instructors in developing the skills to respond productively to contentious classroom discussions. Occasioned by a leading student project documenting the adverse effects of such discussions when not adequately addressed, this unit and its associated faculty experts have provided extensive training to a growing number of faculty, not in becoming subject area experts, but in better developing improved methods for approaching contentious topics for which they have had little preparation.

The functioning of this unit is one key to a potentially valuable curricular approach—one that positions instructors not as subject area experts, but as co-investigators with students of an

area in which we have clearly been struggling as a society to overcome our inherited social deficit. By taking as a basis for discussion, for instance, the materials made available at the Indian Residential School History and Dialogue Centre on the history of the residential schools and the experiences of students within them, students and instructors may begin to pool their observations about some critical themes in Canadian history and experience and co-construct interpretations that can be highly satisfying, in part because, as in other areas of advanced investigation, they are always a process and never complete. Such approaches may also then support the consideration of questions in which their instructors *do* have expertise—the significance of what students have begun to learn for their futures in their chosen fields of study. This approach recognizes that a full or complete understanding of Indigenous issues is not possible in a short time or at this point in the development of our social discourse on this important matter, but that the initiation of thinking about it can be a valuable aspect of their personal and professional lives.

As UBC responds to the TRC Calls To Action, it is vital that the tracking of initiatives across the university to develop Indigenous curricula persist, that leading practices and approaches are made available to others considering the development of curricula in their areas, and that resources supporting curricular expansion in this area be available through the core funding mechanisms of units across campuses, and that Faculties and units are accountable for their address of this area.

Recommendations:

- Strengthen and expand Indigenous-focused curricula in existing programs, and the development of additional initiatives to open new curricular areas.
- Create additional faculty positions in key Indigenous areas.
- Expand the capacity of the Indigenous Initiatives unit in the Centre for Teaching, Learning, and Technology, working with faculty subject area experts, to assist, coordinate, and track efforts within Faculties and programs across the university to develop relevant curricula on Indigenous issues, and to assist in strategic planning.
- Support efforts, through CTLT and in Faculties and units, to build professional competence for instructors in working with Indigenous topics, and in managing the often-contentious classroom discussions that can arise from them, or the reluctance of students to enter into discussions of them at all.
- Through the First Nations House of Learning, CTLT, and the Provost's Office, and dean's offices in each Faculty, track the progress of curricular development across the university as part of the accountability structure for unit performance.
- Take advantage of the Indigenous materials in campus orientation programs for incoming students as an opportunity to introduce the curricular discussion.
- Through the Faculty of Education and venues such as the Indian Residential School History and Dialogue Centre, support the training and development of teachers throughout the K-12 system in developing competence and innovative approaches to the introduction and expansion of Indigenous materials in their curricula.
- In concert with research initiatives in developing approaches to Indigenous data, continue to explore, through lead initiatives such as the Indian Residential School

History and Dialogue Centre and other Faculty-based initiatives, the potential of digital technology to support education in this area.

STUDENT SERVICES, STUDENT RECRUITMENT, AND FINANCIAL AID

Under the 2009 plan, significant progress has been made on both campuses in the provision of expert services to Indigenous students, and expert staff on both campuses monitor the complex range of service delivery constantly to identify problems as they arise. Particularly on the Vancouver campus, where student services personnel address the needs of more than 50,000 students and systems are complex, the importance of maintaining this system of monitoring and addressing structural issues is critical and depends upon the active involvement of administrators at the highest levels.

In recent years, changes affecting student experiences have progressed to the point where active recruiting is now in progress and having significant results. These results have been possible in part because deliberate training has increased the competence of all relevant staff in Indigenous student recruiting and information on Indigenous programs and services is integrated into every presentation. The benefits of broad training of all staff in recruitment are clear, and indicate the potential value of equally deliberate training extended across all student services areas, and, indeed across the university more generally.

On both campuses, considerable attention has been given to the development of multiple paths for entry (the Aboriginal Access Studies Program on the Okanagan campus, the UBC-Langara Aboriginal Transfer Program on the Vancouver campus). The further development of these and other programs and others addressing the aspirations of both adult and K-12 learners must remain a priority.

UBC has a core commitment to student wellness, and programs that address the specific concerns of Indigenous students are central to fulfilling this commitment. Programs that build community and share expertise among students also contribute to student resilience must also be continued, though it is worth noting that Indigenous student gathering places now exist at many more places across campuses than was previously the case. The institutional environment more generally is an important contributor to both wellness and resiliency. The inclusion of indications of Indigenous presence in both indoor and outdoor campus design is an important element of success. While many excellent examples may be found on our campuses, ongoing design and redesign processes offer new opportunities.

The inclusion of more Indigenous students also means the growth of a substantial number of Indigenous alumnae/i. There is now both the opportunity and need to maintain contact with Indigenous alumnae/l and provide information about campus events and developments, and offer opportunities for involvement.

Although major commitments, both institutional and philanthropic, towards financial aid for Indigenous students have improved circumstances considerably, it is still the case that Indigenous students report higher levels of financial stress than their peers. The need to

identify further resources for Indigenous students, both undergraduate and graduate, must remain a priority, especially for the Blue and Gold development campaign.

Recommendations:

- On the Vancouver campus, in concert with the VP Students, Registrar, and First Nations House of Learning, strengthen the system of monitoring and addressing critical issues in student services to assure they remain responsive to Indigenous student needs and new circumstances as they arise, and that systemic solutions to identified problems are clearly defined.
- Maintain and expand active recruitment programs, both to inform Indigenous students of the opportunities available to them at UBC and to indicate the university's interest to K-12 educators and administrators.
- Assure that outreach programs and multiple pathways to entry are maintained and expanded. On the Vancouver campus, develop Aboriginal admissions plans and policies in all Faculties and work towards further extension of the UBC-Langara Aboriginal Transfer Program to more faculties.
- Assure that campus wellness programs and other student services units meet the needs of Indigenous students by expanding the number of expert personnel identifying and addressing barriers to services.
- Further develop opportunities for indicating Indigenous presence on campus, and include in the design and construction of new buildings and remodelling of existing structures, awareness of Indigenous presence.
- Develop specialized programs based on work integrated learning and career mentorship for Indigenous graduate and undergraduate students.
- Develop the systems capability for identifying Indigenous alumnae/I and investigate the possibilities of forming an Indigenous alumni organization.
- Expand financial support for Indigenous students at both the undergraduate and graduate levels.

RECRUITMENT AND SUPPORT OF FACULTY AND STAFF

The strength of Indigenous programs and initiatives across the university depends upon the recruitment and retention of Indigenous and other expert faculty and staff. Under the 2009 plan, the recruitment of faculty in particular proceeded through a set of flexible initiatives and arrangements designed to enable and promote the hiring of highly qualified faculty when unit circumstances and the availability of qualified candidates made successful recruitment possible. That system should continue, and more generic incentive initiatives, which often produce adverse results, avoided. With programs now established in leading positions in Indigenous areas, the flexibility to attract senior scholars is now particularly critical to develop and maintain.

In recent years, some forward-thinking units, faced with the possibility of recruiting Indigenous faculty, have undertaken preparatory measures to improve the unit's ability to respond well to new arrivals. In doing so, they have recognized that good intentions are

unlikely to compensate for lack of information and understanding, and that preparation and discussion before a faculty member is under discussion or arriving is likely to be far more productive than leaving things to chance. Such discussions are critical: some very desirable Indigenous candidates may come from circumstances with little social capital and be, for instance, the first in their family to have an advanced degree. Coming from a social history in which members of their group have often been stigmatized as less intelligent or capable, they may be very reluctant to seek advice if they perceive a department culture to be insensitive or hostile, with the result that the kind of routine mentoring through which professional knowledge is shared with new colleagues will be effectively denied them, often with serious career consequences. Programs that assist units in anticipating issues can substantially contribute to success, and failure to undertake them can seriously compromise a new colleague's career if problems arise.

More generally, the ability of all faculty to contribute to an environment in which Indigenous colleagues and students and members of other traditionally underrepresented groups flourish should also be considered. It is not enough in recruiting to note the university's commitment to equitable hiring processes in position advertisements: the ability to work well in a multicultural environment should at minimum be considered a desirable competence for all hiring, and, in many positions, the ability to address Indigenous issues should also be considered a desirable, if not required competence. Such competencies, or the willingness to acquire them, are also requisite at administrative leadership levels if the university is to progress in these areas.

Many faculty, administrators, and staff come to UBC, whether from Canada or from other parts of the world, with little or no functional knowledge of Indigenous issues, and specifically those at play in BC. If the university is to develop a more informed and aware culture regarding these issues, it is vital that orientation programs, such as new faculty orientation or the Administrative Leadership Development Program not only include a basic introduction to Indigenous issues and the university's address of them, but opportunities to follow up, share best practices, commit to reporting, and develop a deeper understanding. Similar programs should be developed for incoming and existing staff, and particularly those in contact with Indigenous faculty and students. Investment in such programs is not only highly beneficial, but economical and efficient, since the time and energy required to address problems is significantly higher than that of the training that would have prevented them. Hiring initiatives designed to increase the participation of Indigenous people in the UBC workforce should also be undertaken, and venues for Indigenous staff from across the university to network should be developed.

Recommendations:

- Extend and develop flexible plans to improve the university's capacity to attract and retain research-level Indigenous and other expert faculty and staff, including those at more advanced career levels, and support their career advancement.

- Through FNHL, CTLT, and the Provost's Office, develop a program for departments that supports preparatory discussion of relevant issues in advance of Indigenous hiring.
- Integrate competence in working with Indigenous students and colleagues and addressing relevant Indigenous concerns into all university job descriptions.
- Develop hiring strategies, orientation programs, and other measures that to assure that all faculty and staff are aware of the university's commitment to work with Indigenous people and have the information, training, and support to contribute to the success of that commitment. Establish programs, through partnerships between CTLT and Human Resources and others, that provide relevant and continuing training for existing staff in all units.
- Develop a plan to increase the participation and advancement of Indigenous people throughout the UBC workforce.

COMMUNITY RELATIONS & PARTNERSHIPS

Throughout this document, the importance of collaborative development in many areas, notably in research, curricular development, and public programming, has been emphasized. There are, in addition, many ways in which UBC faculty, staff, and students interact with communities and organizations on a daily basis. While it may be very difficult at any one time to track all such interactions, collocating them and making them visible, in part to foster potential interactions among them and in part to suggest models for additional interactions, is now imperative.

It is also imperative to assess current interactions for the degree of collaboration and reciprocity they involve, and for the ways in which they support community work—or impose inequitable burdens on partners. Collaborative decision-making and equity in engagements are key aspects of the university's commitments to the TRC Calls to Action, and to effective alignment with the UN Declaration on the Rights of Indigenous Peoples.

Recommendations:

- Through the collaboration of Community Engagement in the VP External Relations portfolio and the First Nations House of Learning, track, collocate, and make visible community engagement initiatives across campus, particularly those that lie outside of research and curricular development initiatives.
- Through this same partnership, extend support to units across campus seeking to develop partnerships with Indigenous communities and organizations.

LEADERSHIP, RESPONSIBILITY, & STRATEGIC INFRASTRUCTURE

One of the most successful aspects of the 2009 plan, particularly on the large and complex Vancouver campus, was the development of expert staff who monitor activities and define strategic approaches in key areas, identifying problems that impede developments and progress, and identifying opportunities to extend and accelerate work, and, indeed, aspects

of their work are noted in the areas already discussed. Two examples resulting from early work in the 2009 plan are the creation of the position of Associate Director for Strategic Aboriginal Enrolment Initiatives in Enrolment Services and the creation of the position of Strategist for Indigenous Initiatives in the Centre for Teaching, Learning, and Technology, both operating primarily on the Vancouver campus. Others have followed, but because these two are established initiatives, they have had the time to evince another problem—the challenges of success.

As these units have accomplished their goals, the demand for their services has increased and has often taxed their ability to respond, or to continue and maintain their strategic functions in the face of ever-expanding daily demands. An important aspect of strategic planning and resource allocation must be to account for such developments, and plan for the regular evaluation and expansion of successful initiatives as warranted, as long as they continue to extend their strategic value. It is also important to recognize that the costs of expansion and success are also felt by community partners: as the success of collaborative efforts increase, the costs of engagement for community partners, who are often already struggling to meet their immediate needs, must be considered and funding strategies for more equitable address of labour demands developed.

Particularly on the Vancouver campus, the reach of strategic planning for Indigenous initiatives now extends far beyond the First Nations House of Learning, and it is critical that the functions of staff embedded in other units be fully understood: their function is not to assume all responsibility for Indigenous programs, any more than that is the function of the First Nations House of Learning or of Aboriginal Programs & Services on the Okanagan campus. Rather, their function is to gather information, monitor systems, and identify problems, opportunities and strategies. It is then the work of others, with the resources and authority to implement them in their areas of responsibility. Drifting or defaulting from this system of shared responsibility will forestall future progress on new initiatives and compromise systems already working well.

One of the most successful initiatives of the 2009 plan was the formation of a monthly table comprised of the VP Students, Registrar, Associate Director, Strategic Aboriginal Enrolment Initiatives, and Director and staff of the First Nations House of Learning. This team was able to identify structural issues in student support, and, because it included those with authority to direct change, resolve them. Many longstanding and seemingly intractable problems have been resolved by this group. Issues in other areas, such as curriculum, may require the construction of similar tables.

More generally, the strategic functions defined above can only be fully effective if there is systemic engagement and accountability in leadership. Since 2009, there has been strong and highly productive involvement from senior leadership, the executive, and deans. Given the demands on senior leadership, it is understandable that not all of the leadership has had the time or opportunity to become more fully informed on Indigenous issues or the university's many engagements. It has also been the case that in many Faculties and some other units, leaders have not always known the extent of efforts in their own areas or always developed clearly defined and integrated strategies for Indigenous initiatives. It is critical that

within each faculty and administrative unit, a clear understanding of an Indigenous strategy and clear lines of reporting and responsibility be defined. It is also critical that leadership commit to a program through which they become better informed, more aware, and more conversant in Indigenous issues. Experience since the 2009 plan began has indicated that there are often moments at which changes or opportunities that have been difficult to address suddenly become more possible. Significant advances can be made if the opportunity is not missed, but preparation and awareness are the keys.

Reporting on Indigenous initiatives must be a Faculty and unit-level responsibility, but the gathering of information by individual units, or by the Offices of the Provosts on both campuses, in itself is not enough: self-reporting must also be verified for its accuracy and for its congruence with the experiences of involved Indigenous people, reporting style and depth harmonized across units in university-level reports, and analysis of its placement in larger strategic planning undertaken. On the Vancouver campus, those functions fall to the First Nations House of Learning and others.

Recommendations:

- With the university executive and deans, strengthen the system of strategic planning and monitoring that will advance Indigenous initiatives across the university, recognizing that, while strategic analysis may fall to designated staff, responsibilities for address and implementation are more generally shared with unit leadership and operational staff.
- Strengthen designated planning and development units (e.g., Indigenous initiatives units in CTLT and Enrolment Services) to assure that their growth keeps pace with the rate of their successes, and that their ability to maintain their strategic functions is not eroded by the demand for their services.
- Assign within Faculties and other units, clear responsibility for maintaining a unit strategy and tracking implementation. Gathering, analysis, and publication of information for university-level reports on the Vancouver campus falls jointly to Academic Affairs and the First Nations House of Learning.
- Commit to a meaningful program in which senior leadership increase their understanding and capacity for addressing Indigenous issues, and commit to learning about and sharing best practices among their reports or reporting units.
- Develop programs that increase the awareness and capacity of all faculty and staff to understand Indigenous history, culture, and cultural safety concerns, and work productively with Indigenous students, colleagues, and communities.

FUNDING

The 2009 plan was based on the principle that Indigenous initiatives should be supported by core unit funding. The record of “special initiative” and “seed money” funding for Indigenous and minority initiatives across North America is one of spectacular and routine failure—of promising initiatives that consume entire careers, only to vanish as an imperative passes or funds constrict. The design of the 2009 plan as a framework in which units locate their

existing valuable work and develop new initiatives, integrated into their core funding models, should continue as the way in which future initiatives are developed and sustained, and the determination of unit funding envelopes should take the university's Indigenous strategy into account. The costs of movements towards co-development and reciprocal partnership with communities must also be addressed, and a university engagement policy developed that is responsive to these developments and opportunities and addresses the costs involved. The integration of Indigenous initiatives into core unit funding was a major principle and commitment of the 2009 plan and must be of this one: it is the most sustainable and least distorting practice. Targeted funding, where considered, must be very carefully assessed for the actual consequences of the incentive structures it creates and its potential to distort the functionality of the whole system.

Recommendation:

- Develop and embed in unit reviews and funding mechanisms the capability to identify, acknowledge, and account for integrated unit commitments to this plan, not necessarily through segregating their costs, but by identifying the scope and strategy for their support and the degree to which they are embedded in core commitments and not reliant on contingent or external funding.
- Develop a community engagement plan that realistically assesses the costs of collaborative projects and the multiple ways in which those costs can be effectively addressed.
- Assure that commitments to financial and human resources keep pace with developments and demand.

APPENDIX I

INSTITUTIONAL SNAPSHOT

Lists such as those included below here by no means capture all of the significant activity at the university, but are intended to give a ready sense of major developments and trajectories.

A. Programs | Concentrations | Faculty Initiatives

Vancouver

1. Faculty of Applied Science
 - School of Community and Regional Planning – Indigenous and Community Planning Specialization (Graduate Studies)
2. Faculty of Arts
 - SLAIS (iSchool) First Nations Concentration (Graduate Studies)
 - Institute for Critical Indigenous Studies
 - Institute for Critical Indigenous Studies
 - First Nations and Endangered Languages Program
 - First Nations and Indigenous Studies Program
3. 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)
4. Faculty of Forestry
 - Specialization in Community and Aboriginal Forestry
5. Peter A. Allard School of Law
 - Indigenous Legal Studies Program
 - Indigenous Community Legal Clinic
 - Specialization in Aboriginal Law
6. Faculty of Medicine
 - Aboriginal MD Admissions Program
 - Aboriginal Residency Program
 - Centre for Excellence in Indigenous Health
7. UBC Sauder School of Business
 - Ch’nook Aboriginal Business Programs: Aboriginal Management Certificate Program
8. Extended Learning
 - Aboriginal Health and Community Administration Program
 - Certificate in Indigenous Public Health

Okanagan

1. Irving K. Barber School of Arts and Sciences
 - Indigenous Studies (Undergraduate)
 - Interdisciplinary Graduate Program (MA, PhD) in Indigenous Studies

B. Centres | Institutes | Initiatives

Vancouver

1. Centre for Excellence in Indigenous Health
2. Centre for International Indigenous Legal Studies
3. Indian Residential School History and Dialogue Centre
4. Indigenous Research Support Initiative
5. Institute for Critical Indigenous Studies

Okanagan

1. Centre for Indigenous Media Arts

C. Dedicated Enrolment & Financial Aid Initiatives

Vancouver

1. 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 the Master of Public Health offered by School of Population and Public Health
2. Peter A. Allard School, 20 seats reserved for Aboriginal students
3. Indigenous-specific awards: Major Entrance Scholarships, Musqueam Scholarship, Centennial Scholar Entrance Award; Indigenous Graduate Scholarships; named awards in programs and Faculties

Okanagan

1. Indigenous-specific awards: Major Entrance Scholarships; other scholarships, fellowships, prizes, and awards

D. Pathways to UBC

Vancouver

- The UBC-Langara Aboriginal Transfer Program provides First Nations, Métis, 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, Kinesiology (school)

Okanagan

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

E. 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, Vancouver)
- Indigenous Legal Studies Program (Law)

Okanagan

- Aboriginal Programs and Services (full campus, Okanagan)
- Aboriginal Undergraduate Student Research Mentorship (cross-faculty)

F. 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; 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, Departments, Schools: Aboriginal student advisors, associate directors and/or coordinators for student support initiatives

Okanagan

- Aboriginal Programs and Services: Director; Aboriginal Student Advisors; Aboriginal Program Administrator

G. Outreach Programs

Vancouver

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

Okanagan

- Indigenous Summer Scholars Camp
- Indigenous Summer Leadership Camp

H. Affiliations

Vancouver

- UBC- Musqueam Memorandum of Affiliation

Okanagan

- UBC-Okanagan Nation Alliance Memorandum of Understanding

On both campuses, numerous curricular, research, and service agreements with Indigenous communities and organizations

[Statistical information follows on next page]

I. Statistical Snapshot (2017/18)

1. Aboriginal Student Enrolment (excludes International)¹

	UBC Vancouver	UBC Okanagan
Diploma & Certificate	22	1
Baccalaureate	662	434
Post-Baccalaureate Degree	197	4
Non-Degree	40	54
Undergraduate Total	921	493
Master's Degree	165	28
Doctoral Degree	73	8
Graduate Total	238	36
Resident Total	32	-
Total	1191	529
Institutional Total	1720	

¹UBC 2017/18 Annual Report on Enrolment

2. Indigenous Faculty²

	UBC Vancouver	UBC Okanagan
Tenure Track	25	7
Adjunct	2	-
Total	27	7
Institutional Total	34	

²UBC 2015/16 Annual Report

3. Courses with Aboriginal Content³

	UBC Vancouver	UBC Okanagan
Full Course	71	49
Language	19	-
Significant Content	47	9
Total	137	58
Institutional Total	195	

³UBC 2017/18 Annual Report (draft)

APPENDIX II

INDIGENOUS RESEARCH SUPPORT INITIATIVE

For many years, university research has followed an extractive model, with detrimental impacts on Indigenous communities, operating in circumstances of unequal power and without regard for community concerns, needs or interests.

Research developed and conducted in collaboration with Indigenous communities that addresses community concerns, however, can produce more equitable research that not only contributes to community autonomy, strength and resiliency, but results in more productive and effective inquiry.

TRC Call to Action #65 charges governments and institutions “to establish a national research program with multi-year funding to advance the understanding of reconciliation.” One of the most important ways in which research initiatives can “advance understanding of reconciliation” is to directly address both systemic imbalances of power and assumptions about knowledge and agency that have structured research practices of the past.

The **Indigenous Research Support Initiative** on the Vancouver campus, located in the Vice-President, Research & Innovation portfolio, and the **Institute for Community Engaged Research** on the Okanagan campus, are based on the premise that more effective research and greater mutual understanding can be developed from identifying, developing, and supporting research practices that proceed from respectful relations between researchers and Indigenous communities.

While these initiatives are not restrictive of the practices of university researchers in working with Indigenous communities, The Indigenous Research Support Initiative, like the Institute for Community Engaged Research, is designed to bring attention to newer approaches to research that are more likely to address community needs and priorities in ways that respect community interests and autonomy. Its description is included in this Appendix to the Indigenous Strategic Plan not only to identify it as a major Indigenous initiative, but to suggest as well a major trajectory in the future of Indigenous research methodologies and relations that it will reflect and help to define.

Intent

The Intent of the Initiative is to provide professional research support and services to Indigenous communities and university researchers to undertake collaborative projects based on community-led interests, reciprocal relationships, and principles of mutual accountability.

The Initiative is committed to:

- Enabling collaborative partnerships by identifying and supporting collaborative research with Indigenous communities and creating opportunities for dialogue and open exchanges of views
- Developing and supporting better practices of engagement, building university and community capacity to undertake collaborative projects, and co-creating principles and

effective practices of engagement that advance the transformation of research practices at institutional, regional and national levels

- Supporting excellence in research and the development of emerging projects and research clusters among Indigenous communities, university researchers, and other partners

Initiative Strategies

To ensure that the work of the IRSI is reflective of the needs and processes of the Indigenous communities, the Initiative takes direction from an Advisory Committee comprised of individuals from Indigenous communities and faculty and staff from UBC. The set of initial strategies noted below will undoubtedly develop and change over time with experience and the assessment and advice of researchers, partners, and the Advisory Committee.

Strategy: Collaborative Clusters

Research questions rarely present themselves to communities in isolation, and meaningful address of them often involves the engagement of a range of coordinated expertise. A major aim of the IRSI is to address this reality through the formation of coordinated multi-disciplinary research teams, and to

- Assist in the development of interdisciplinary research clusters through networking and connecting researchers and Indigenous communities
- Promote the development of innovative research methodologies that are integrative and interdisciplinary

Strategy: Research Support

Collaborative Indigenous research is an emerging field with a rapidly developing array of practices and that are, as yet, less familiar in many disciplines and inadequately addressed in many existing support structures. There is considerable advantage in developing supports and services for Indigenous communities and UBC researchers engaging in ethical and collaborative research relationships and projects, and in

- Co-developing principles of engagement, processes, tools/templates and protocols to enable effective engagement with Indigenous communities
- Facilitating the development of Indigenous research data management practices adhering to OCAP™ principles
- Developing a research information repository and communication portal that assists communities and researchers access resources, information, publications, reports
- Developing an Indigenous research leadership cohort of scholars that provides mentorship, mutual support and professional development opportunities

Strategy: Knowledge Exchange

One difficulty facing both communities seeking research assistance and researchers is making connections in an emerging landscape, with each others, and with other partners and funding agencies. The initiative will

- Support researchers and Indigenous communities in connecting with external ‘receptor’-partners to implement research outcomes for social and economic impact
- Assist in finding resources to support the development of partnerships
- Create opportunities for knowledge exchange, dialogue and discussion

Strategy: Research Culture

To materially affect university research culture, it is necessary to identify examples of successful inclusive, positive and respectful research practices that can help to define approaches to research that strengthen research relationships with Indigenous communities. The Institute will

- Co-develop training programs with Indigenous community partners for researchers and graduate students entering or wishing to enter collaborative relationships
- Promote the adoption of evolving “better practices” grounded in appropriate approaches to working respectfully with Indigenous communities
- Create a safe and supportive environment where Indigenous communities and researchers can have difficult conversations

APPENDIX III

CURRICULAR INITIATIVES

INTRODUCTION

The development of both expert and general curricula addressing Indigenous concerns has been one of the ten identified areas in the 2009 Aboriginal Strategic Plan. More recently, in the wake of the Calls To Action included in the Final Report of the Truth and Reconciliation Commission of Canada (2015), many Canadian universities have also been considering ways of increasing all Canadian students' awareness of Indigenous history and core issues.

There are some approaches to these issues in which UBC already has considerable experience—centres of expertise where knowledge, ideas and practices in which Indigenous community values are integrated within the core curriculum. There are also a number of emerging approaches that utilize a variety of learning technologies in order to support the growing demand for accurate and accessible information that supports engagement with Indigenous histories, perspectives and contemporary contexts.

Finally, there is parallel research at UBC that continues to identify the effects of classroom conversations about Indigenous and other socially contentious issues at UBC that do not go well. This research, begun in 2007, has been valuable in documenting incidents and developing a more critical understanding of the effects of classroom and campus climate on student learning. This research indicates that instructors at UBC are still negotiating ways to create curriculum in which students feel both supported and challenged and instructors feel equipped and have the resources within their departments and Faculties to undertake more challenging content.

This Appendix is intended to give an overview of some of the more prominent existing and emerging models and practices for expanding, extending, and embedding functional curricula addressing Indigenous concerns at UBC. While not exhaustive, it does define some major trends and proven and emerging strategies, and will be supplemented as the more coordinated approach to curricular development called for in this plan is developed, and as the development of curricula progresses. The preparation of this report has been guided by the following set of concerns:

Guiding Questions

What kinds of Indigenous curriculum is currently in place or being developed, and in what form (face-to-face, blended and online)?

What strategies have currently been developed and tested (courses, units, supplements, etc.)? What has each been designed to do, and how have they worked? What needs have they addressed?

Support Structures (Particularly for mandatory curricula)

Particularly for mandatory curricula, what kinds of support structures have been, or should be developed within Faculties and departments for faculty and students?

How are faculty prepared and supported in contending with the conflicts that arise in discussion of contentious social issues, especially in required courses where some students may be hostile to the content or requirement?

Resources

Though many curricular approaches seek to embed content within frameworks that are specific to disciplines and concentrations, some basic information is common to many approaches.

What resources currently exist that provide concise and accurate information on core topics that students, instructors and others have identified as fundamental to engaging with Indigenous content?

What further resources might be developed, and how might they best be structured to support students and instructors?

What potential exists for the productive deployment of technology?

Comparators

Particularly following the publication of the TRC *Final Report* and *Calls to Action*, many universities have begun thinking about the inclusion of Indigenous content.

How are other post-secondary institutions within and outside Canada addressing these issues?

What practices developed elsewhere may be valuable here, either as strategies to adopt, or cautions to avoid?

Based on a preliminary review of existing curriculum and approaches the following have been identified as models for further consideration and support. The information in their descriptions has at least in part been provided by the originating units. Below, these are organized into the following categories:

Emerging Modular Approaches: modules that supplement traditional curricula in a particular area, often through the use of technologically-mediated instruction

Faculty-Based Curricular and Professional Development Initiatives: programs at the Faculty level designed to build instructional capacity and materials for class inclusion

Land-Based Initiatives: curricular developments, often in partnership with Indigenous communities or organizations, through which students learn in a community setting

Expert Curricula: programs or concentrations designed specifically to address Indigenous concerns in depth and leading towards the development of a level of expertise

Mandatory Curriculum: some faculties and programs now require students to take specific courses or modules addressing Indigenous concerns

The examples given here are not exhaustive of approaches currently undertaken at UBC, but are designed to identify a range of options for units wishing to develop approaches of their own, and these will be followed as they are implemented with assessments as to their efficacy and limitations in meeting the needs in their areas.

EMERGING MODULAR APPROACHES

Many disciplines aimed at a variety of professions have not typically included curricula addressing Indigenous concerns, but are now developing curricula based on some emerging models. Often, these approaches emphasize course modules or supplements rather than entire courses. Many of these emerging approaches have reported success both in student interaction and learning through the integration of new content in embedded disciplinary and professional practices. The value in approaching curriculum in these ways is that students are guided into the experience through a familiar lens or system of their disciplines, whether that is health, law, forestry, education, or a discipline in humanities or social sciences, and they are asked to think critically about their areas through their re-examination in light of the legacy of colonialism.

These emerging approaches share a common thread in providing opportunities for students to reflect on a personal and professional level on practices currently embedded in existing curricula while being guided by Indigenous experts, experts in their fields, and community members, and identifying historical and existing systems that have shaped their own understanding of their professions and their overall understanding of history and contemporary realities of Indigenous peoples in Canada.

Such emerging approaches serve as a supplement to existing curricula and also as an accessible entry point for pathways into more concise and critical understanding of key issues. In addition to new content creation, these courses and modules typically draw on

existing web based and video resources that have been developed in consultation and partnership with Indigenous communities and campus partners and made more generally available. This approach draws on the strengths and momentum of work being undertaken elsewhere and acknowledges the network of expertise that exists on and off of campus. In addition, the work within these approaches continues to be guided by Indigenous advisories through which the perspectives, approaches themselves, and objectives are constantly evaluated for relevance and value to the communities with which students will interact in the future.

The lasting effects of these emerging approaches has yet to be determined, but the early assessment of them suggests that they are valuable and innovative, and may be integral in developing sustainable and thoughtful approaches to curriculum more broadly.

Example 1. Broadly designed curricula for use across a sector:

UBC 2324 Indigenous Cultural Safety (ICS) Interdisciplinary Learning Experience

Developed by Carrie Anne Vanderhoop for the Centre for Excellence in Indigenous Health, in partnership with UBC Health, this program has finished the delivery of the first Quartile of the *UBC 23-24 Indigenous Cultural Safety (ICS) Interdisciplinary Learning Experience*.

The *UBC 23-24 Indigenous Cultural Safety (ICS) Interdisciplinary Learning Experience* is intended to prepare the next generation of health care professionals to provide quality culturally safe care to Indigenous people. It is a foundational opportunity for students to learn about Indigenous cultural safety and cultural humility, to hear from Indigenous people through videos and in-person workshops, to learn about Indigenous history and the legacy of colonization in Canada, and to learn more about Indigenous peoples' health and relationship with Canada's healthcare system.

The content, organization, and design were developed in consultation with an advisory committee composed of members of the Faculty of Medicine and the Health Science programs, the First Nations Health Authority, Indigenous community members, and others. The modules include a wealth of resources for student self-directed learning. To date, students have completed Quartile One, which includes the online introduction, Module One and the in-person ICS Cultural Humility and Allyship workshop. There are three more online modules that will be released to students next term and a final in-person workshop.

A major part of the first quartile of this curriculum is intended to move away from narratives that pathologize Indigenous health challenges and examine, instead, the structures and systems and the students' own positionality within them to better understand and how individuals either perpetuate the marginalization of Indigenous people or act as allies and agents of change toward equity in healthcare. The work of students includes considerable self-reflection and involves students in important and sometimes uncomfortable conversations. These vital conversations are intentionally centered on students' own culture, beliefs and values as individuals, and racism and discrimination they may encode, rather than focusing on Indigenous people and their cultures.

A common response from students learning about these issues is to want to have answers to reflexive questions: “What can I do?” “How do we fix it?” These are, however, complex issues and there is no single answer, formula, or script that can be provided for these future healthcare professionals to use to provide culturally safe care and contribute to improved health outcomes for Indigenous people. The intention of this approach and initiative is rather to more broadly educate students about the processes that have produced contemporary Canada and through which Canada’s colonial past continues to affect Indigenous people, with the intention that that understanding will provide the basis for more informed future actions in providing culturally safe care for all individuals as their work and experience in their professions progress.

The UBC 2324 project provides learners with the opportunity to engage with a broad range of materials. Whether they are learning for the first time or have had extensive education and experience in this area, students will gain understanding and knowledge based on the level of effort they invest during the process and through the wealth of stories and expertise that is generously shared within the modules.

Example 2. Non-credit participatory models of engagement ***Reconciliation Through Indigenous Education***

Developed by a team led by faculty member Jan Hare, *Reconciliation Through Indigenous Education* is directed primarily to professionals in education at every level and offers learners a flexible and facilitated online space to explore their ideas, listen to Indigenous Elders and educational leaders and draw on existing culturally relevant learning resources. This 6-week non-credit course is offered through the EdX online learning platform and is currently supported by UBC. The interactive learning environment within this course is supported through modeling of approaches by Indigenous educators, online facilitation by program instructors and peer assessment from those enrolled in the course that allows learners to test out their ideas in a supportive environment and receive feedback from their peers.

The focus of the course mirrors other emerging approaches outlined in this appendix in that it guides learners through a series of modules that will ask them to think critically and reflect on existing and historical systems and structures that have affected Indigenous communities and the education systems they have been part of and contributed to. The course threads through concepts, questions, and critical conversations about reconciliation and supports learners with the intent of providing participants with a more thorough and grounded understanding of what this means and their participation within it moving forward. The modules also support learners to have a more nuanced understanding of reconciliation by identifying necessary changes required to the structures, ideologies and pedagogies within existing educational settings.

The objectives of the modules are to support learners to explore personal and professional histories and assumptions that have informed existing relationships with Indigenous peoples and engage with Indigenous perspectives and world-views that support and contextualize understandings and practices that are embedded within Indigenous education. After completing the course learners will be positioned to being to develop strategies that they

can bring into their own professional and personal contexts.

Similar to other models identified this offering supports current UBC students but also extends to staff, administrators and others who work externally to UBC. The flexibility of enrolment enables those who are seeking out accessible and accurate information in the form of a guided course without the limitations of cost and enrolment at UBC. This model supports the information seeking needs of many who are part of the broader community of learners and could contribute to a broader societal understanding in this area more broadly.

For further information about Reconciliation Through Indigenous Education please see: www.edx.org/course/reconciliation-through-indigenous-education

Example 3: Certificate Program ***Faculty of Law Cultural Competency Series***

The Faculty of Law has initiated a number of curricular initiatives in support of Indigenous initiatives and creating a better climate at the Law school for discussions of Indigenous perspectives. This fall (2017) a cultural competency series was offered that provided students with an experiential learning opportunity and the ethics requirement for their degree allowing students to connect with Indigenous community members and draw on cross cultural learning opportunities as part of their degree.

This model of curriculum supports students to critically examine issues that are part of their profession but not often embedded in the core curriculum, identifying, for example, the prevalence of Euro-centric approaches and legal structures; what decolonization means for the legal landscape. It offers an opportunity for students to analyze and synthesize issues from their own perspectives as they explore these concepts. Like other models described here, this learning environment supports students to reflect on their personal and professional identities and practices and develop skills that are integral to new directions, initiatives, and policies within the profession.

This certificate program also requires students to commit to the opening and closing field trips, an Indigenous Awareness Retreat and visit to the Squamish Lil'wat Cultural Centre, and to complete six modules, including one that is self-directed. Participation in a module includes attending a core experience and the corresponding Talking Circle. The Talking Circle component of each experiential learning module offers students the opportunity to read, discuss, and reflect on the initial experience through both a traditional Indigenous talking circle and a journaling component, in order to theorize about their experiences and put into practice skills based cultural competencies.

For more information about the cultural competency certificate, visit www.allard.ubc.ca/indigenous-legal-studies-program/cultural-competency-certificate

FACULTY BASED CURRICULUM SUPPORT AND PROFESSIONAL DEVELOPMENT INITIATIVES

Example: Faculty-Level Initiative

Faculty of Forestry Curricular Development Initiatives

Within Faculties new efforts have been made to create curriculum and professional development repositories to provide resources for instructors and students that address and support key Indigenous issues that are emerging within the professional fields within which they are working. These resources draw on the expertise of those currently working in the field as well as in the classroom and are attuned to the emerging discussions within and in partnership with Indigenous communities. Work in the Faculty of Forestry is one example, and others include programs in Nursing and other areas, in addition to the more concentrated programs and concentrations already identified in the iSchool, Allard School of Law, and School of Community and Regional Planning.

In the **Faculty of Forestry**, a new curriculum and teaching initiative, led by a team of faculty-professionals, researchers, and students, is developing a series modules and professional development materials for instructors to use in existing classes. These modules would focus on areas now increasingly recognized as significant within this profession, such as Indigenous-settler relations, Aboriginal land title, and consultation with First Nation communities. The development of these modules will streamline the process of embedding discussions of these topics in existing Forestry curricula and classrooms.

The larger process of curriculum and resources development within Forestry has operated through the establishment of a curriculum working group. The committee meets monthly to develop curriculum implementation plans, including a speaker series, online courses and a repository of Aboriginal curriculum resources. The committee has recruited an undergraduate Aboriginal forestry student to include the student perspective in its efforts.

The Faculty's commitment to Aboriginal engagement within its Strategic Plan is to assure that

- 1) Faculty of Forestry curricula and research accurately represent and include Aboriginal cultures, histories, and systems of knowledge, and are relevant to Aboriginal communities and their needs and concerns.
- 2) Students are knowledgeable about the rights of Aboriginal people, and develop consultation/negotiation/dispute resolution skills and leadership abilities.

LAND BASED COMMUNITY PROGRAMS

Example 1: Collaborative Relation with a Land-Based Institution

Dechinta Community and Land-Based Research Semester

The *Dechinta Community and Land-Based Research Semester* is a unique partnership between First Nations and Indigenous Studies (FNIS) at UBC (Vancouver) and the Dechinta Centre for Research and Learning, located on the traditional and unceded territory of the Yellowknives Dene First Nation (YKDFN), Denendeh. Dechinta is a northern-led initiative delivering land-based, university credited educational experiences led by northern leaders, experts, elders and professors to engage northern and southern youth in a transformative curricula based on the cutting-edge needs of Canada's North.

UBC students studying at Dechinta for a semester must complete 15 course credits in Indigenous Land-Based Studies, a curriculum that integrates leading-edge academic course instruction with land-based learning such as fishing, gathering medicine, and storytelling, according to Dene knowledge and tradition.

All courses are co-led by a small team of academic and community faculty, including cultural experts, Dene Elders, and professors from academic institutions, including those from FNIS. The courses offer a combination of Indigenous land-based pedagogies and research methodologies, and academic literature, lectures, and discussion focused on some of the most pressing issues facing Indigenous peoples in northern Canada. The approach taken within this model is guided by the belief that Indigenous knowledge and practices of self-determination are central to current scholarly questions regarding our relationships to the land and one another.

As a collaborative land-based initiative, the semester will support a new generation of students, researchers, and community leaders by providing practical learning experiences based in Dene epistemologies and enhanced through the highest level of scholarly instruction by faculty. As part of this program students will:

- Gain an understanding of cultural, social, political and economic dynamics in Dene and other Indigenous communities in the North
- Learn political and social strategies that promote decolonization and cultural self-empowerment on the land
- Be introduced to Dene land-based practices and the forms of critical knowledge associated with these practices.
- Gain an understanding of the centrality of land to Dene identity, governance, economic development, and self-determination.
- Learn introductory skills associated with boat safety, firearms safety, fish net preparation and setting, cleaning and drying fish, and medicinal plant use.

Students who complete this semester will receive 15 credits of upper level coursework that may be included in the FNIS major and minor program requirements. In addition to the credits received, students will gain invaluable experience working with community experts and learning from pedagogies that are grounded within the contexts and places where they will be studying.

For more information about this program, see fnis.arts.ubc.ca/current-students/courses/core-courses/

Example 2: Co-developed Curricula Taught in Community

Faculty of Forestry, Haida Gwaii Semesters

This program offers UBC students a community-based experiential learning semester programs on Haida Gwaii—the Haida Gwaii Semesters (HGS), an immersive opportunity for students to learn first hand about the complex social, cultural, political, ecological and economic issues facing communities. This program is an intensive 14-week semester that enables students to receive UBC credits upon successful completion. The HGS have been running since 2010 and offers a breath of focus areas for students to choose from including Natural Resource Science, Natural Resource Studies and Reconciliation Studies.

This program brings together UBC students and faculty; Haida youth, elders, community members; industry workers; and provincial, federal and Haida government officials, to develop an interdisciplinary culturally-appropriate undergraduate program based on Haida Gwaii with a community-based experiential learning pedagogy.

As part of this curriculum and overall experience students are presented a culturally appropriate curriculum, and faculty and other professionals and local experts who teach within this program come with expertise in a variety of areas including expertise and knowledge of Haida Gwaii, the history of Aboriginal peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. The curriculum is structured into thematic blocks where students direct their focus to one topic area at a time to gain a deeper understanding of the issues associated within this area.

The overall learning experience offered through the structure of this program allows students to gain a more nuanced understanding of the professional contexts they will be working within when they graduate from UBC. The opportunity for hands-on learning guided by multiple voices, and expertise around some of the complex issues within the professional field today provides students with an opportunity to think critically.

To learn more about the HGS and current curricular offerings: hghes.ca/haida-gwaii-semester/

EXPERT CURRICULA

This section highlights programmatic areas where Indigenous curriculum, approaches and methodologies are centred and grounded within the broader curriculum. These centres of

expert knowledge continue to guide the UBC teaching and learning community in ways to thoughtfully, critically and respectfully engage with these issues, and are typically based in ongoing relations with Indigenous communities. Faculty and others who work within these centres are often called upon for broader service work both within UBC and external communities. Those embedded within these centres have continued to provide support and guidance for others at UBC who may be starting to build their own approaches toward shifts in the existing curricular offerings.

In the midst of new initiatives and momentum to support curricular changes at UBC and UBCO it is important to identify and recognize this work and those who have led and continue to guide it. This section features some of these centres of expertise and leadership:

Example 1: Dedicated and Degree Granting Programs

Institute for Critical Indigenous Studies (CIS)

The Institute for Critical Indigenous Studies (CIS) is an interdisciplinary research and curricular unit for Indigenous critical theory and politics, arts research, and applied social practice within the humanities and social sciences at UBC. It is comprised of two programs, First Nations and Indigenous Studies (FNIS) and First Nations and Endangered Languages (FNEL). In addition to providing institutional support for undergraduate and graduate education and a home for visiting scholars in the field and Indigenous artists, CIS fosters ethical research practices and meaningful partnerships with communities that further the social and political health, capacity, and self-determination of Indigenous peoples locally and globally.

First Nations and Indigenous Studies (FNIS)

First Nations and Indigenous Studies was founded in 2001 to provide students with an understanding of the histories, contemporary realities, and political concerns of Indigenous peoples in Canada and beyond. As an interdisciplinary undergraduate Program within the Faculty of Arts, it reflects the belief that deep understanding and ethical engagement are central to the wellbeing of resurgent Indigenous communities and foundational to more respectful Indigenous-settler relations. Students are provided extensive experience with Indigenous political theory and politics, aesthetics, literature, and contemporary social concerns, in the classroom and on a first-hand basis.

“Where theory meets practice” is the keystone principle of the Program, which combines rigorous critical scholarship with ethical community engagement. Coursework and classroom discussions develop students’ critical perspectives, theoretical frameworks, and practical skills. In their final year, students participate in the 400-level [Research Practicum](#) that allows students to apply their problem-solving skills to the needs and priorities of Indigenous communities. Students are partnered with an Indigenous organization to design and implement a project based upon the organization’s needs. Through this partnership, students make meaningful contributions to their partner organizations, transform knowledge gained in the classroom into lived experience, and the organization receives the final research product to assist in their own work.

While there are no easy answers or quick fixes to the contemporary challenges facing Indigenous peoples, by being attentive to our lived relationships and their political, social, and intellectual contexts, good scholarship can make a positive difference in the world. This conviction has fueled the growth of First Nations and Indigenous Studies at UBC, which saw its first convocation in the spring of 2004. It will continue to support us as we expand our undergraduate course offerings and explore graduate courses and advanced research opportunities within the area of Critical Indigenous Studies.

To learn more about FNIS, see: fnis.arts.ubc.ca

First Nations and Endangered Languages Program (FNEL)

The First Nations and Endangered Languages Program (formerly known as the First Nations Languages Program) was initiated in 1996 as part of UBC's commitment to community-based collaboration with First Nations peoples, in recognition of the profound importance of First Nations languages and the rich cultural traditions they represent.

FNEL is dedicated to the documentation, conservation and revitalization of endangered Indigenous languages through the development and dissemination of ethical research protocols and community-responsive scholarship, culturally attentive teaching practices and research methods, and meaningful partnerships with Indigenous communities. Students and scholars in the FNEL program engage in consultative and participatory research collaborations focused on Indigenous language and culture in ways that are informed by respectful dialogue and community protocols.

The FNEL program offers courses at all levels in methodologies and technologies for endangered language documentation, conservation, and revitalization along with university-level classes in Aboriginal and Indigenous languages. Students in this program graduate with contextually-rich and ethically-situated training in language reclamation and revival.

To learn more about FNEL see: <https://fnel.arts.ubc.ca>

Example 2: Coordinated Faculty-Wide Initiatives

Faculty of Education—Programs Coordinated by the Office of Indigenous Education

The Office of Indigenous Education in the Faculty of Education at UBC is committed to advancing Indigenous education priorities across the faculty, university, and within local, national, and international communities. Within the Faculty of Education there are multiple centers of expertise where curriculum, policy changes, research and support for future Indigenous educators are developed.

This Indigenous Education cohort is open to all teacher candidates who are keen to develop deeper understandings and innovative approaches that advance Indigenous educational perspectives, content, and pedagogies in teaching and learning. This thematic cohort aims to prepare teacher candidates for the changing educational landscape that prioritizes Canadian Indigenous education in the curriculum, practices, and policies of schooling, and to work

respectfully with parents, Indigenous community members and organizations. To learn more, see: indigenous.educ.ubc.ca/undergraduate/indigenous-education-bed-cohort

NITEP—Indigenous Teacher Education Program

This long-standing program has provided Indigenous students with training, culturally grounded support and community informed curriculum since 1974. A signature feature of the program is that students begin their studies in their own communities through in-community sites.

NITEP is a five-year concurrent program, although many students choose to complete the requirements in less time. Up to 12 credits may normally be completed during a summer session. The First Nations Education Council, made up of Aboriginal educators, UBC Faculty, coordinator representatives, a BCTF representative, and NITEP student representatives, provides direction.

Example 3: Major Concentrations within Disciplinary Programs

Some programs offer well-defined curricular streams within their broader disciplinary frameworks that combine disciplinary expertise with particular attention to Indigenous concerns and community perspectives, and prepare students for expert work in collaboration with Indigenous communities and organizations.

School of Community and Regional Planning (SCARP) Indigenous Community Planning Stream (ICP)

The intent of this program is to train a new generation of community planners who will break with the colonial legacy and culture of planning in order to work in respectful partnership with Indigenous communities. This program seeks to empower emerging community planners working with Indigenous communities with the necessary theory, skills, knowledge, and capacity to support those communities in achieving their own aspirations for land stewardship, cultural revitalization, strong governance, health and well-being. The approaches embedded within this program are grounded in community and land-based learning; with an on emphasizes mutual and transformative learning; and integrates these principles with grounding in an Indigenous worldview. The scope of the curriculum is Canada-wide, but with a focus on practical learning with/in First Nations communities in BC, where historical legacies as well as current political, economic and demographic realities present numerous complex issues, including health, education, employment, resource management and governance. For more information, see: icp.scarp.ubc.ca/about-icp

School of Library, Archival and Information Studies (SLAIS) First Nations Curriculum Concentration (FNCC)

The First Nations Curriculum Concentration is designed to prepare information professionals to work effectively with Aboriginal communities in support of ongoing developments in Aboriginal culture and languages, self-government, treaty negotiation and litigation.

The FNCC is unique in Canada and is one of the few such specializations in North America. Since 1998, the iSchool has offered the FNCC, which allows students to develop an understanding of Indigenous cultures and ongoing Indigenous initiatives, and to focus on information needs and services related to Indigenous peoples.

During their program of study, iSchool students enrolled in the First Nations Curriculum Concentration (FNCC) develop a strong foundation in their chosen program (MAS, MLIS, or Dual MAS/MLIS). In addition, they build a deep appreciation for the influence of the information professions on Indigenous histories and ongoing Indigenous initiatives. As an integral part of the concentration, students are supported in gaining experience working in Indigenous-oriented information organizations. For more information, see: slais.ubc.ca/programs/degree-specializations/first-nations-curriculum-concentration

First Year Enrolment cohorts - Land One Cohort Option

Jointly offered by the Faculty of Land and Food Systems (LFS) and the Faculty of Forestry (FRST), Land One is a unique way for first-year LFS and FRST students to begin their degrees. Students with a passion for learning in an integrated format will benefit from the program's cohort model, where complex issues related to food security, climate change, land use, forest management, and sustainability are explored through a coordinated curriculum offered in a small learning community. The option integrates required first-year subjects (BIOL 121, MATH 102, FRST/LFS 101, FRST/LFS 150 and FRST/LFS 110) within the context of real-world cases from both Indigenous and Western perspectives. The option facilitates students' transition to university and enhances the connections to their home Faculty by creating a learning community centred on collaborative engagement and learning with their peers and instructors.

The broader impact of First Year curricular initiatives such as this are the opportunities for students to be introduced to critical Indigenous perspectives connected to their fields of study that will be part of their broader learning experience at UBC. Having this grounding in the early years of the degree will result in deeper engagement with the issues throughout their degrees and will enable instructors who are teaching upper level courses to go further requiring less prior knowledge bridging. Students that complete this program also have the potential to bring their critically formed ideas grounded in Indigenous perspectives around complex social issues into fields where this conversation is emerging therefor increasing the breadth of understanding of these issues in areas where there is room for growth.

MANDATORY CURRICULUM

Following the publication of the *Final Report* and *Calls to Action* of the Truth and Reconciliation Commission, there have been renewed discussions of the the need for mandatory curricula addressing Indigenous concerns. In some cases these conversations have been initiated by students who would like to see more offerings of Indigenous courses at their schools and in other cases the decision to implement mandatory curriculum has been the result of an administrative decision to address a lack of curriculum and respond to calls

for reform. In some areas (e.g., teacher education), specific calls for mandatory curricula have been mandated by national bodies.

While the calls for mandatory Indigenous content are not difficult to appreciate, the means through which mandatory curriculum can be instituted and assurance of its effectiveness are far more complicated matters. Some questions to consider are:

What kinds of mandatory curricula have been proposed and implemented, and what effects have they had or are anticipated to have on faculty and students?

Who is qualified to teach such courses, especially as they may involve complex and contentious discussions? How many qualified instructors are currently available?

What kinds of classroom and institutional climates result for Indigenous students and others?

What kinds of support structures are in place to assist instructors and support students?

At present, at UBC, mandatory curricula exists in three areas: in the Faculty of Education, a single course for all undergraduate students in teacher education; in the Allard School of Law, a section on Indigenous constitutional law in a required course for all students; in the Faculty of Medicine, required modules for all undergraduate students.

More generally at UBC, to date, the approach of developing a variety of approaches to embedded curricula across disciplines, as summarized in this document, has been the dominant approach, with the intention to provide meaningful curricula that can be instituted as faculty and instructional resources are developed to provide effective instruction.

ADDITIONAL NOTE:

SPECIAL CURRICULUM SUPPORT INFRASTRUCTURE AT UBC VANCOUVER

Xwi7xwa Library

Xwi7xwa Library is a center for academic and community Indigenous scholarship. Its collections and services reflect Aboriginal approaches to teaching, learning, and research. Faculty at UBC and those looking to integrate Indigenous perspectives into their curriculum can access the open Indigenous collections featuring digitized archival materials, streaming webcasts and an online research guides portal for specific disciplinary and subject guidance.

Centre for Teaching, Learning and Technology (CTLT) Indigenous Initiatives

Indigenous Initiatives supports the development of skills, resources, and capacity around Indigenous engagement in teaching and learning. This unit provides curriculum consultations with instructors and collaborates with groups on customized faculty development sessions.

As part of the larger service component of this unit they offer training to teaching assistants on topics such as discussing Indigenous and other socially contentious issues in the classroom, classroom climate, and diversity and inclusion. Indigenous Initiatives has also worked with campus units (such as Enrolment Services, UBC Robson Square, and Human Resources) to develop and facilitate professional development workshops for staff that introduce our resources and advance learning on Indigenous strategic initiatives at UBC.

Indigenous Initiatives engages in [strategic projects](#) that support the UBC teaching and learning community in connecting with the unceded, ancestral and traditional Musqueam land on which their work and learning takes place because place is a key factor that contributes to Classroom Climate. These resources are used in classrooms and other educational spaces to explore how knowledge gaps, social location and histories of place affect and inform learning. CTLT Indigenous Initiatives is committed to collaborative, ethical, evidence-based, and reciprocal research and educational resource development informed through engagement with local Indigenous communities and scholars across different disciplines.

IRSHDC- Indian Residential School History and Dialogue Centre

The Indian Residential School History and Dialogue Centre on the Vancouver campus opened on 9 April 2018. The Centre offers digital access to the extensive records compiled by the Truth and Reconciliation Commission and other agencies, and is developing advanced tools to readily access and explore these materials. A major aim of the Centre is to provide curricular support, both through online materials, and through the uses of interactive technology at the Centre. The Centre will also work closely with Indigenous Initiatives at CTLT to provide instructor training and support in the use of these materials. This partnership has been formed in the recognition that many instructors may not be experts in the area of Indigenous research, and are seeking venues and resources to support their work to initiate meaningful learning and discussion opportunities. For more information, see: irshdc.ubc.ca.