



Moving from an
**Institutional Indigenous
Strategic Plan**
to a **Directorate Action Plan**

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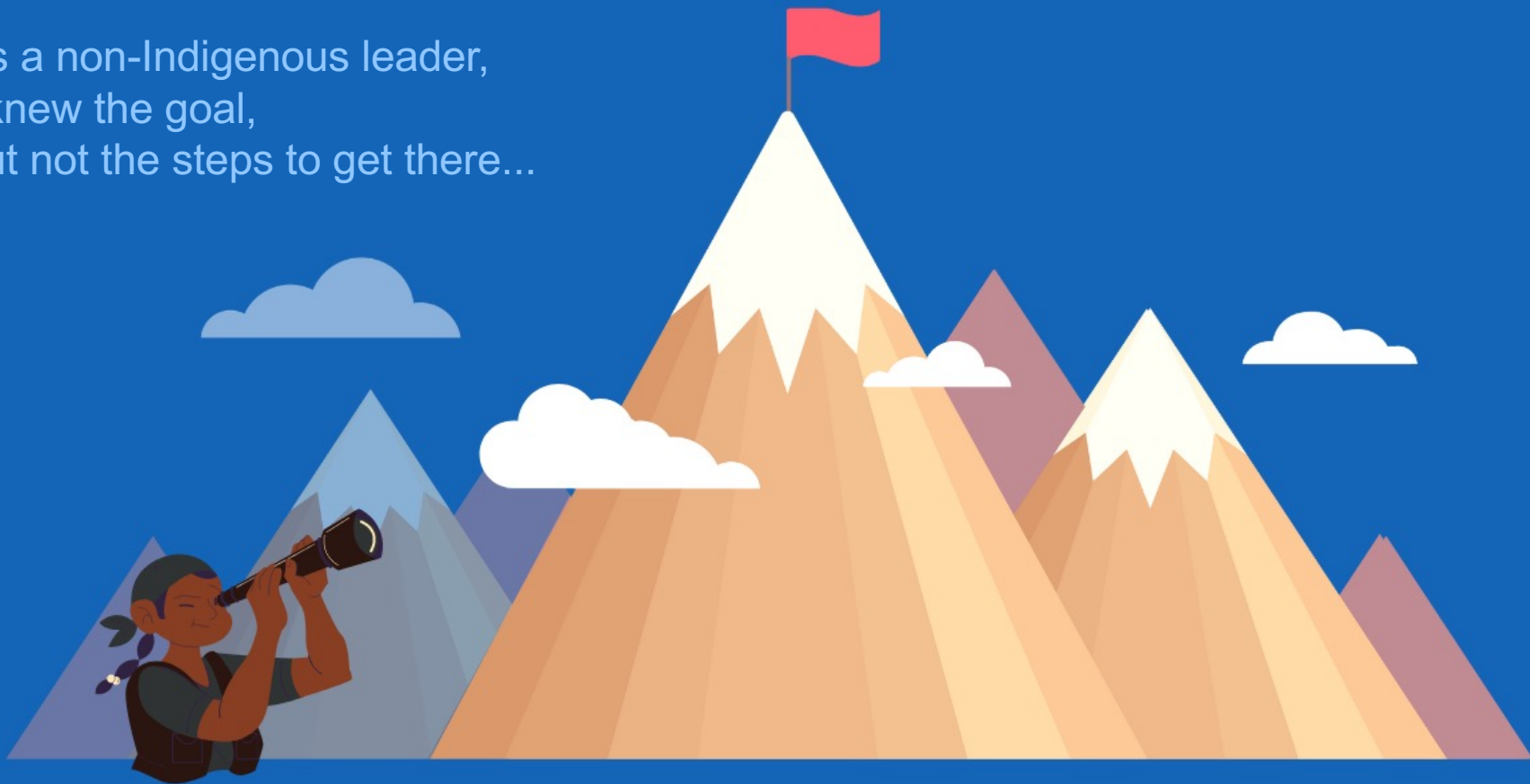
Technical Committee:
Canada's National Standard for Mental Health & Wellbeing of
Post Secondary Students (CSAZ2003:20)

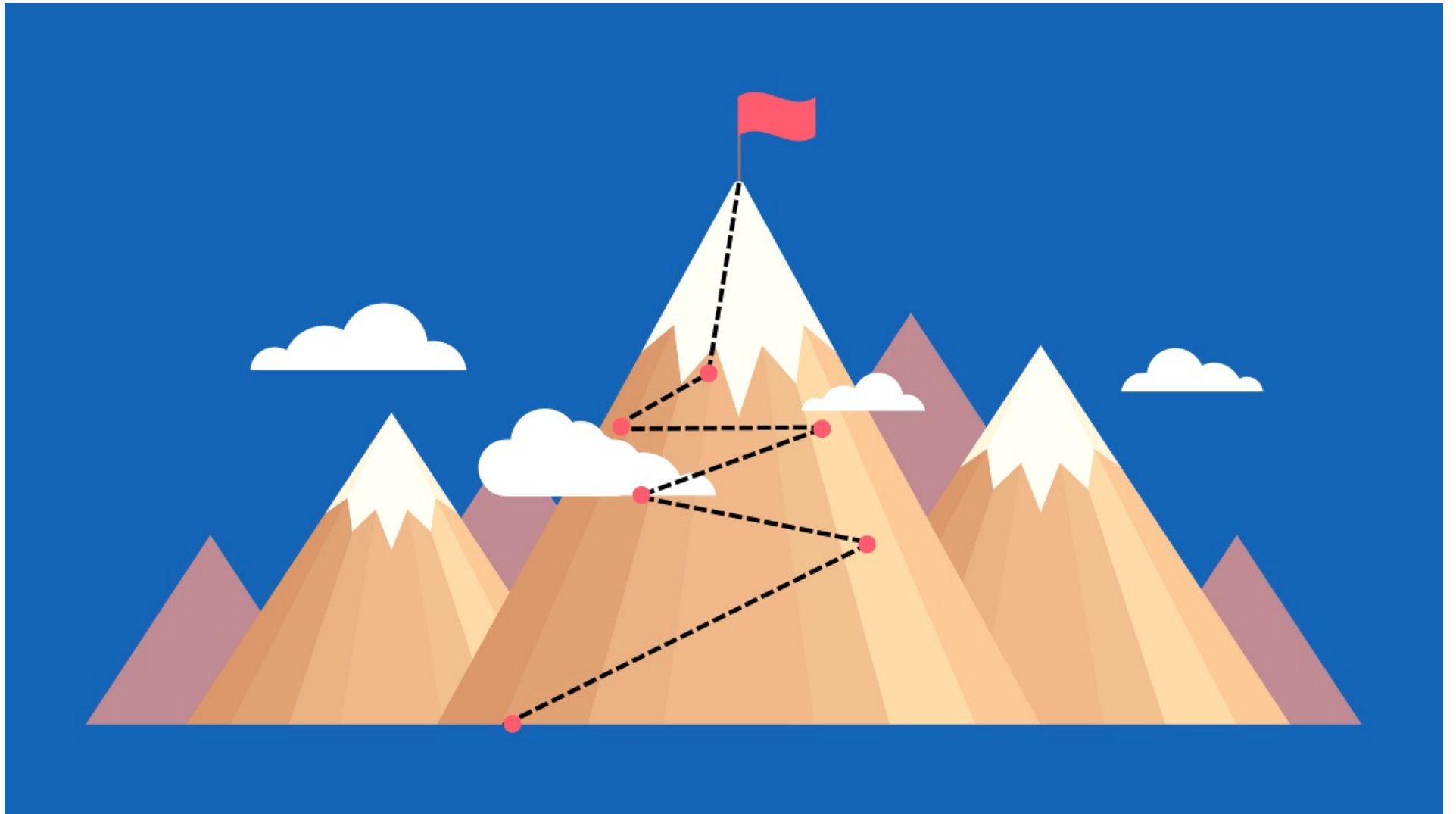
Steering Committee:
Best Practices in Higher Education

gaya.arasaratnam@ubc.ca



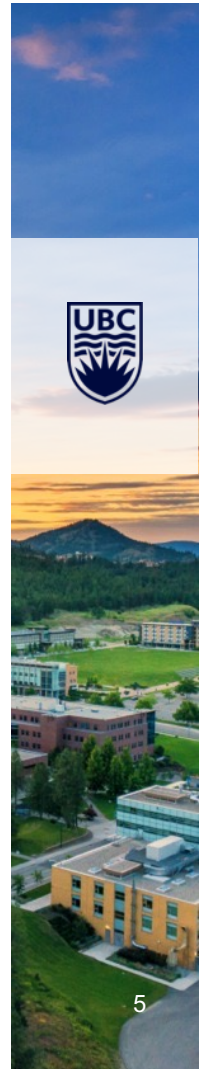
As a non-Indigenous leader,
I knew the goal,
but not the steps to get there...





AGENDA

- Departmental and institutional contexts
 - Process: developing a directorate action plan
 - Resources
 - Q&A
- 20 minutes
- 40 minutes



DEPARTMENTAL CONTEXT

WAS Departments

Campus Wellness and Education
Disability Resource Centre
Student Counselling Services
Student Health Services
Spiritual & Multifaith Services

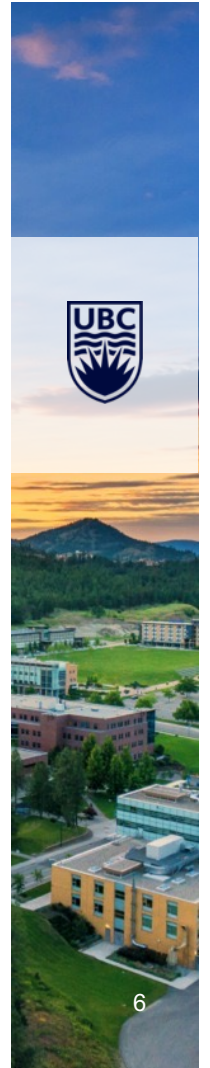
Applicability

Campus Wellness and Education
Disability Resource Centre
Student Counselling Services
Student Health Services

Exclusions*

Spiritual and Multifaith Services

** A separate process will begin in 2024.*



INSTITUTIONAL CONTEXT

2019 ————— *institutional plan* —————

UBCO Declaration of Truth & Reconciliation Commitments

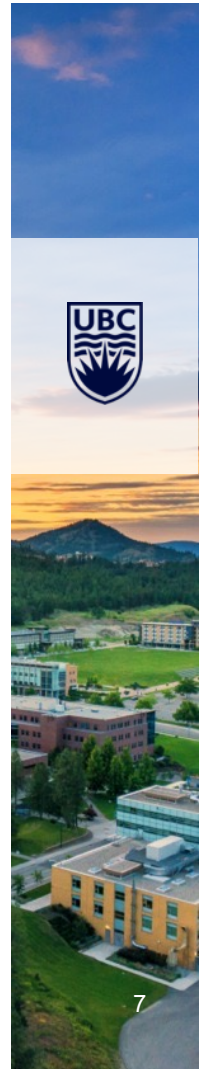
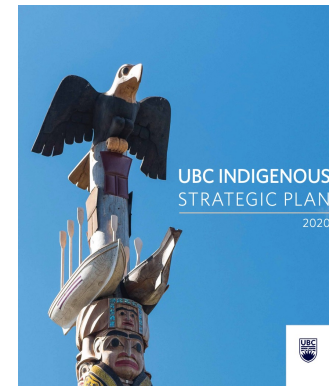
5 commitments including: *Expand health and wellness services to better support Aboriginal students*

2021: hired an Indigenous Counsellor to:

- provide embedded counselling in Indigenous Programs and Services (IPS)
- help build relationships and collaborations between Student Counselling Services and IPS
- recommend revisions to Counselling protocols to be more culturally safe to Indigenous students

2020 *dual campus plan*

UBC Indigenous Strategic Plan



PRESENTATION FOCUS

2019 — *institutional plan* —

UBCO Declaration of Truth & Reconciliation Commitments

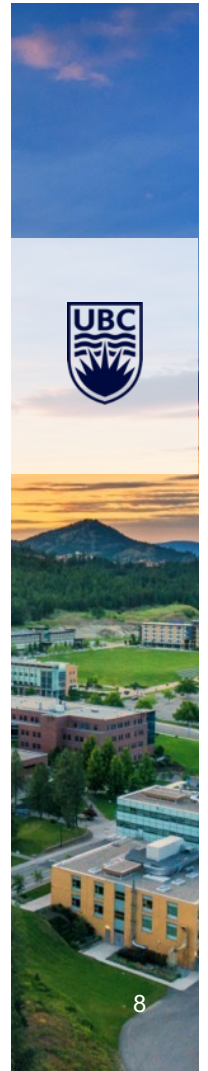
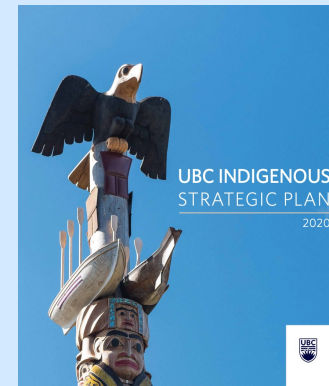
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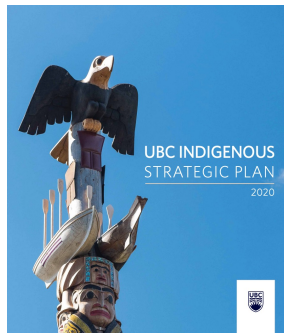
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2020 *dual campus plan*

UBC Indigenous Strategic Plan



PROCESS: DEVELOPING A DIRECTORATE PLAN



Step #1: Identify Goals in Institutional Plan

Indigenous Strategic Plan (ISP): 8 goals, 43 actions

Indigenous Programs and Services (IPS) used the

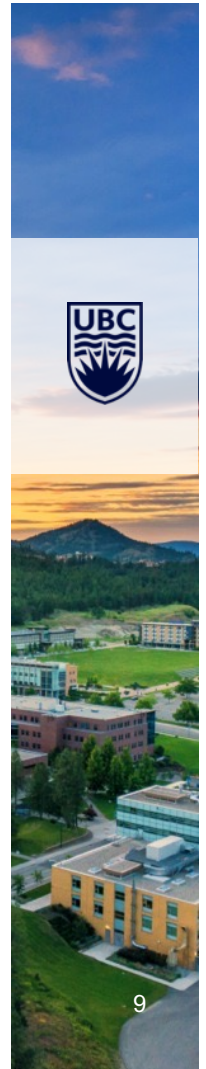
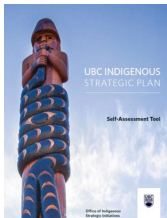
ISP Implementation Toolkit to help the Directorate identify

3 actions (goals) to focus on:

- *Action 38*
- *Action 41*
- *Action 42*

Linked in appendix:

- Self Assessment Tool
- Intent to Action Tool
- Performance Measurement Framework



PROCESS: DEVELOPING A DIRECTORATE PLAN

Step #2: Contextualize Institutional Goals

The Directorate's Leadership Team entered facilitated workshops to "translate" institution-wide goals into specific goals we could meaningfully impact:

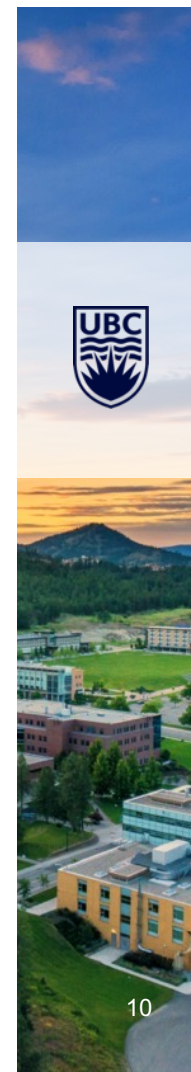
UBC Action 38:

Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members



Directorate Goal:

Review all Directorate processes and practices for cultural inclusivity and humility



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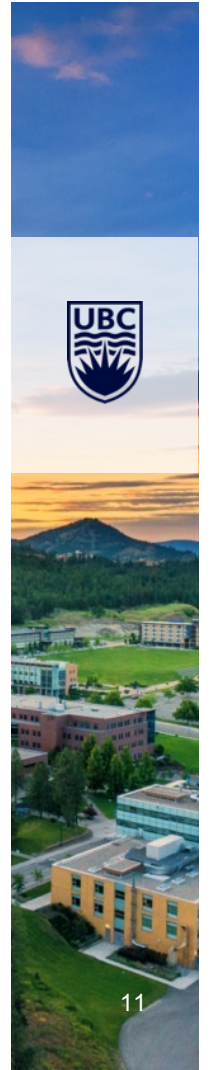
UBC Action 41:

Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.



Directorate Goal:

Enhance staff competencies in cultural humility and trauma-informed care



PROCESS: DEVELOPING A DIRECTORATE PLAN

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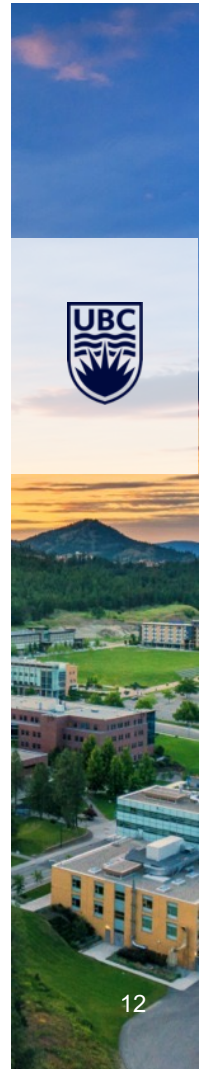
UBC Action 42:

Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs



Directorate Goal:

Introduce student feedback mechanisms to review services to ensure it is meeting student needs



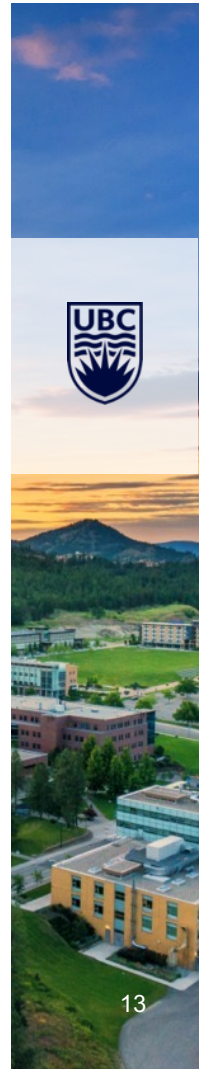
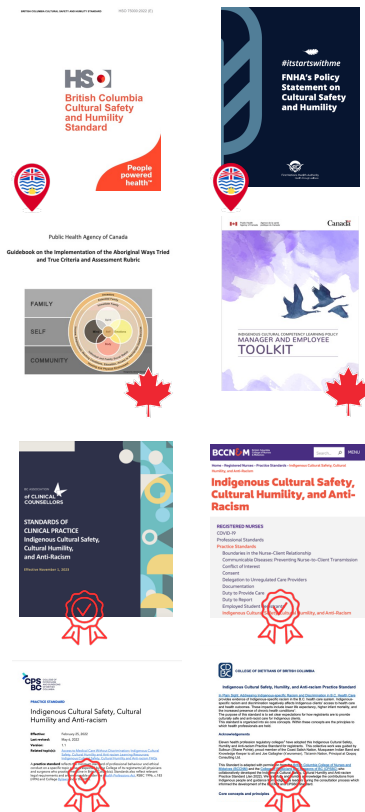
PROCESS: DEVELOPING A DIRECTORATE PLAN

Step #3: Identify Guiding Documents

We now had our goals, but given Canada's legacy of sanctioned harm, we needed clear steps to reach our goals:

1. We examined **8 national and provincial standards and practice standards**
2. We mapped these guiding documents against our 3 Directorate goals and identified **over 60 clauses** that corresponded with them.

Linked in appendix:



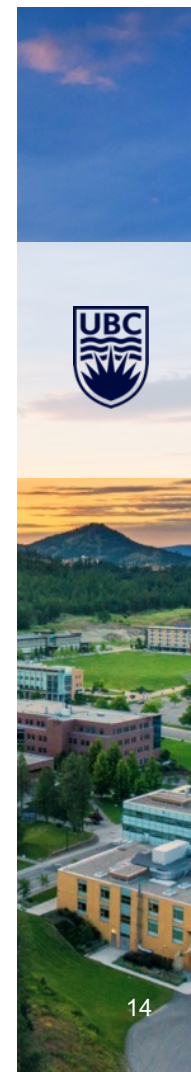
PROCESS: DEVELOPING A DIRECTORATE PLAN

Step #4: Strike a Taskforce

A Taskforce of self-identified Indigenous staff worked with the Director to carefully review all 60+ clauses to identify actions the Directorate could reasonably take.

Recommendations were shared with the Leadership Team for input.

A fruitful feedback loop was built between the two teams to support, augment, and refine the recommendations further.



EXAMPLE ACTIONS



	awareness about First Nations, Metis, and Inuit health and wellness programs and services.	
3.2.3	The organizational leaders collaborate with First Nations, Metis, and Inuit peoples and communities to embed anti-racism and cultural safety and humility into organizational values	Actions (completed): 1) Work with IPS and HR to embed anti-racism and cultural safety into Directorate Values. 2) Revise Purpose Statement
3.2.5	The organizational leaders recognize and acknowledge the territories of First Nations who live in the territory where the organization is located.	Actions: 1) Promote UBC's workshop on meaningful land acknowledgements 2) Enquire if Indigenous art is currently available through UBCO public art collections. Seek advice on RFPs.

60+ goals —————> 29 commitments for the Directorate

LEADERSHIP TEAMS

Taskforce	Directorate Leadership Team
Gaya Arasaratnam Director, Wellbeing and Accessibility Services	Gaya Arasaratnam Director, Wellbeing and Accessibility Services
Adrienne Vedan Director, Indigenous Programs and Services	Melissa Feddersen Manager, Campus Wellness and Education
Rachel Andreychuk Associate Director, Indigenous Programs and Services	Paulina Niechcial Manager, Student Health Clinic
Amanda Alward Counsellor, Student Counselling Services	Heather O'Connor Manager, Administrative Services
Erin Brown Health Office Assistant, Student Health Clinic	Earlene Roberts Manager, Disability Resource Centre
Haley Strother Nurse, Student Health Clinic	Tracey Sutton Manager, Student Counselling Services



PROCESS: DEVELOPING A DIRECTORATE PLAN

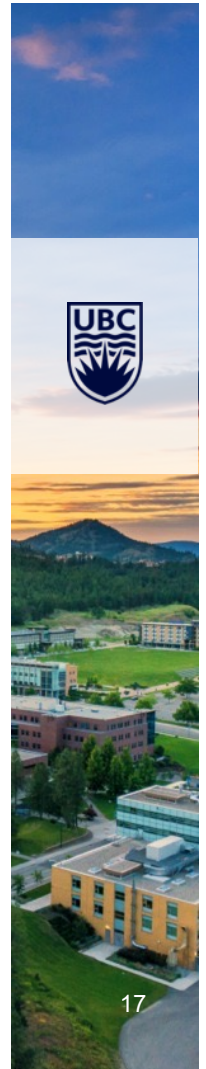
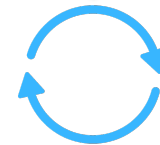
Step #5: Feedback: Indigenous Education Council

The Director, Indigenous Programs and Services will present the Plan to the Indigenous Education Council for their review, feedback, and guidance

Step #6: Feedback: Wellbeing and Accessibility Services Directorate

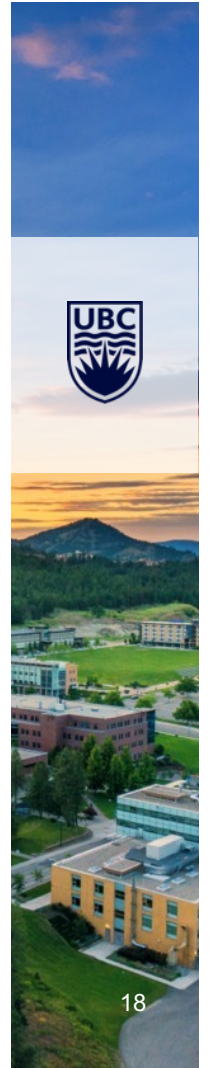
The Director, Wellbeing and Accessibility Services will share the plan with the Directorate for their review.

We seek a fruitful feedback loop of continuous learning and guidance between Wellbeing and Accessibility Services (represented by the Director, Indigenous Programs and Services in community discussions) and the Council.



OUTLINE OF ACTION PLAN

- **Background:** Our commitment to TRC's Calls to Action, UBCO's Truth and Reconciliation Commitments, and UBC's Indigenous Strategic Plan
- **Directorate overview**
- **Process overview**
- **Foundations:** an asset-based summary of the Directorate's work and strengths that we can build on
- **Commitments:** includes status, leads, timelines, and funding priorities
- **Appendix: Learning Outcomes:** how managers can help staff self-identify competencies to develop, suggestions for staff reflections and learning outcomes



APPENDIX: RESOURCES



OVERVIEW

The following slides supplement a presentation on how we applied UBC's institutional Indigenous Strategic Plan to UBCO's Directorate of Wellbeing and Accessibility Services.



Notably, UBC's Indigenous Strategic Plan provided **institutionally-endorsed goals** while national, provincial, and practice standards **illuminated a path towards our goals**.

RESOURCES

Document	Link	Purview	Cost	Notes
UBC Indigenous Strategic Plan	https://aboriginal-2018.sites.olt.ubc.ca/files/2021/06/UBC.ISP_StrategicPlan2020-SPREAD-Borderless-REDUCED.pdf	Dual-campus (institutional)	Free	Dual-campus strategic plan (UBC Vancouver + UBC Okanagan)
UBC Indigenous Strategic Plan Implementation Toolkit	https://isp.ubc.ca/implementation/implementation-tools-resources/	Dual-campus (institutional)	Free	A toolkit to help departments identify their goals and contributions



RESOURCES

Document	Link	Purview	Cost	Notes
Public Health Agency of Canada: Guidebook on the Implementation of the Aboriginal Ways Tried and True Criteria and Assessment Rubric (2016)	https://cbpp-pcpe.phac.aspc.gc.ca/aboriginalwt/	National	Free	While it is unclear if this rubric is still used by PHAC, it's <u>still</u> a very useful guide for PSIs to extrapolate from.
Public Health Agency of Canada: Indigenous Cultural Competency Learning Policy: Manager and Employee Toolkit (2023)	PHAC's Presentation: Feb 28, 2024 (in this webinar series)	National	Free	This document can help inform a Directorate's PD approach and goals.



RESOURCES

Document	Link	Purview	Cost	Notes
Health Standards Organization 75000:2022: BC Cultural Safety and Humility Standard (2022)	https://store.healthstandards.org/products/british-columbia-cultural-safety-and-humility-standard-hso-75000-2022e	Provincial (BC)	\$119	This document can help inform how a Directorate can meet its institutional goals
First Nation’s Health Authority: Policy Statement on Cultural Safety and Humility	https://www.fnha.ca/Documents/FNHA-Policy-Statement-Cultural-Safety-and-Humility.pdf	Provincial (BC)	Free	This document can help inform how the Directorate can meet its institutional goals. <u>Note:</u> BC is the only province with a First Nations Health Authority. As such, this resource may be useful even if you are not in BC.



RESOURCES

Document	Link	Purview	Cost	Notes
College of Physicians and Surgeons of BC: Practice Standard: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism (2022)	https://www.cpsbc.ca/files/pdf/PSG-Indigenous-Cultural-Safety-Cultural-Humility-and-Anti-racism.pdf	Provincial (BC)	Free	This document can help inform PD/learning outcomes
BC College of Nurses and Midwives: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism (2022)	https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx	Provincial (BC)	Free	This document can help inform PD/learning outcomes



RESOURCES

Document	Link	Purview	Cost	Notes
College of Dieticians of BC: Indigenous Cultural Safety, Humility, and Anti-racism Practice Standard (2022)	https://collegeofdieticiansofbc.org/wp-content/uploads/2022/09/Indigenous-Cultural-Safety-Standard-Final.pdf	Provincial (BC)	Free	This document can help inform PD/learning outcomes
BC Association of Clinical Counsellors: Standards of Clinical Practice Indigenous Cultural Safety and Cultural Humility (2023)	https://bcacc.ca/wp-content/uploads/2023/07/05-BCACC-Standards-of-Clinical-Practice-ICSHAR-Effective-Nov.-1-2023.pdf	Provincial (BC)	Free	This document can help inform PD/learning outcomes



Note: Accessibility Services does not have a licensing College. However, one can extrapolate from the above documents, and one’s dialogues with the Service can help inform applicability to this specialized service. 25

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Technical Committee:
Canada's National Standard for Mental Health & Wellbeing of
Post Secondary Students (CSAZ2003:20)

Steering Committee:
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*Thank
you!*