



THE UNIVERSITY OF BRITISH COLUMBIA

# **Institutional Accountability Plan and Report**

**2018/19**

**The University of British Columbia**

**July 15, 2019**



## Letter from Board Chair and President

Dear Minister,

We are pleased to submit The University of British Columbia's Institutional Accountability Plan and Report for the 2018/19 reporting cycle to the Ministry of Advanced Education, Skills and Training.

As British Columbia's largest research-intensive institution of higher learning, UBC is proud to play an important role in the social and economic landscape of the province. For over 100 years, and with the support of successive provincial governments, UBC has been a leading centre of learning and discovery for British Columbians, Canadians and people from around the world. The university continues to respond, grow, and adapt to provide high quality, innovative and transformative learning options accessible to students from all backgrounds. Research conducted at UBC has tremendous economic and societal impacts, with UBC faculty, students and staff advancing the boundaries of knowledge, creating new technologies and treatments, informing public discourse and public policy, and collaborating with communities to advance their goals and address pressing issues throughout the province and beyond.

To further strengthen the university's position as a research and learning innovator, our new strategic plan, *Shaping UBC's Next Century*, is a road map that sets out the university's collective vision, purpose, goals and strategies for the years to come. This year's Institutional Accountability Plan and Report provides an overview of many of the new programs and initiatives being implemented under the strategic plan, and also includes updates on long-standing, successful initiatives that continue to contribute to achievement of the university's vision.

*Shaping UBC's Next Century* builds on areas of focus that are integral to the work we do as a public institution. UBC's commitment to lasting and meaningful reconciliation with Indigenous peoples is one such area. UBC's two main campuses are located on the traditional, ancestral and unceded territories of the Musqueam people in Vancouver and the Syilx people in Kelowna. The recognition of our place on these lands is a fundamental consideration in the work we do, from research with Indigenous communities, to curriculum development, to initiatives that support the success of Indigenous students. Examples of UBC's initiatives on reconciliation and partnerships with Indigenous peoples are embedded throughout this report, including commitments and efforts responding to the Calls to Action of the Truth and Reconciliation Commission and the articles of the UN Declaration on the Rights of Indigenous Peoples.

As a public institution, UBC is committed to providing top tier education to qualifying students from across the province and beyond, recognizing that the ability to afford post-secondary education should not impact one's ability to pursue it. UBC's many financial assistance programs provide significant support to students as part of the university's commitments under its Policy 72, which states that no eligible domestic student will be prevented from commencing or continuing their studies for financial reasons alone. As part of this continuing commitment, UBC launched a major student-focused fundraising campaign, the Blue & Gold campaign for students, aiming to raise \$100 million toward student support by 2020. UBC is also proud to partner with the provincial government on efforts to improve the affordability of post-secondary education, including ongoing financial support through StudentAid BC and new investments such as the elimination of interest on BC student loans, expansion of the tuition waiver for former youth in care, and the launch of the BC Graduate Scholarship Fund. UBC seeks to be a place of great diversity and inclusion, where students, faculty and staff from all backgrounds and identities are welcomed and celebrated. We have incorporated

principles of equity, diversity and inclusion as priorities in policies and practices across the university, as demonstrated by many initiatives included in this report.

The university is pleased to continue working in partnership and collaboration with the provincial government on many shared priorities. This report elaborates on how UBC is addressing the priorities outlined in the institutional mandate letter from the Ministry, including:

- working with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples;
- expanding and creating new technology-related programs across UBC's Vancouver and Kelowna campuses;
- continuing to expand and enhance supports and services for student mental health, safety and overall wellbeing; and
- administering the Ministry's tuition waiver program for former youth in care who pursue post-secondary education, in addition to providing a university-funded tuition waiver program for these students.

British Columbia has helped create a world-leading institution worth celebrating. Recently, UBC was ranked first in the world for taking urgent action to combat climate change and its impacts, top three in the world for its overall performance on UN Sustainable Development Goals, and continues to rank in the top 50 overall universities in the world across a number of different ranking systems of public and private universities. While we recognize the work of many that has brought the university to where it is today, we cannot stand still. As we implement *Shaping UBC's Next Century*, we will continue to work towards our university's purpose: pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across BC, Canada and the world.

We remain grateful for the provincial government's continued support of higher education and its partnerships with UBC and BC public post-secondary institutions.

As Board Chair, and President, we accept responsibility for this report.

Yours sincerely,



Michael Korenberg  
Chair, Board of Governors



Santa Ono  
President and Vice-Chancellor

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# I. INSTITUTIONAL OVERVIEW

## About The University of British Columbia

The University of British Columbia is a global centre for research and teaching, consistently ranked among the top 20 public universities in the world. Since 1915, our motto, Tuum Est (It is Yours), has been a declaration of our commitment to attracting and supporting those who have the drive to shape a better world. As a result, UBC students, faculty and staff embrace innovation and challenge the status quo, placing us at the forefront of discovery, learning and engagement. At UBC, bold thinking is given a place to develop into ideas that can change the world.

Our vision is to inspire people, ideas and actions for a better world. The university's purpose is to pursue excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.

UBC offers more than 65,000 undergraduate and graduate students an unrivalled choice of degree programs, research and learning opportunities, and cultural and sporting amenities at our two main campuses and affiliated teaching hospitals. In 2018/19, the overall student population was 74 percent domestic students and 26 percent international students.

We attract over \$600 million in research funding each year, and are recognized as North America's most international university. UBC's Faculty of Medicine is one of the largest medical schools in North America, and provides innovative educational and research programs in the areas of health and life sciences through an integrated province-wide model.

With more than 16,000 employees, UBC is among the largest employers in BC, and is a complex, dynamic and constantly evolving institution. UBC works in partnership with its students, faculty and staff and their unions and associations, to strive to make the university an excellent place to work.

As established in the *University Act*, UBC's two major campuses – one in Vancouver and one in Kelowna – are governed by a single Board of Governors, a President, and two Senates (one at each campus) whose activities are coordinated by a Council of Senates.

## UBC at a Glance

UBC's two main campuses are situated in Vancouver (UBC Vancouver) and in Kelowna in the Okanagan Valley (UBC Okanagan).

UBC's presence also extends beyond these campuses. UBC Robson Square is a vibrant learning centre in the heart of downtown Vancouver. The UBC Learning Exchange is a community engagement hub based in Vancouver's Downtown Eastside. UBC's Centre for Digital Media is based at the Great Northern Way Campus in Vancouver's Mount Pleasant neighbourhood. Innovation UBC hubs are based at Robson Square and the Innovation Centre in downtown Kelowna. In addition, through community engagement, research and education, UBC is active in communities across the province such as in research forests in Williams Lake and Maple Ridge, the Bamfield Marine Science Centre, the Geological Field School in Oliver, and the Indigenous Community Legal Clinic in Downtown Vancouver, among many others.

UBC also provides clinical education to medical and health disciplines students at more than 80 training sites across BC. Internationally, UBC's Asia Pacific Regional Office in Hong Kong and the Liaison Office in New Delhi, India facilitate teaching and research partnerships and support alumni engagement.

### Student, Faculty, Staff and Alumni

**66,266** Students at UBC  
(56,331 at the Vancouver campus, 9,935 at the Okanagan campus)

**16,000+** Faculty and Staff

**325,000+** Alumni in 140 countries

### Global Rankings 2018/19

**43<sup>rd</sup>** Academic Ranking of World Universities

**37<sup>th</sup>** Times Higher Education

**29<sup>th</sup>** US News & World Report Best Global Universities Rankings

**25<sup>th</sup>** NTU World University Rankings

### Among Current or Former Faculty and Alumni:

**8** Nobel Prize winners

**20** 3M National Teaching Fellows

**266** Royal Society of Canada Members

## II. STRATEGIC DIRECTION AND CONTEXT

As a public institution, UBC is proud to play a pivotal role in BC, shaping and participating in the development and prosperity of its people, society and economy. UBC is a globally renowned university, contributing world-leading research, providing excellence in education, attracting outstanding people domestically and internationally, and collaborating with universities and organizations around the world.

Since the first cohort of UBC graduates received their degrees in 1916, UBC's first century was a period of significant growth and maturity, with the institution working to establish its place as a globally recognized university. The university's previous strategic plan, *Place and Promise*, directed institutional attention and focus toward international collaboration, intercultural understanding and outstanding work environments. It sparked significant academic achievements, with deepening commitments to Indigenous people and communities, sustainability and alumni engagement. UBC has much to celebrate, but at the same time, the university is continuously seeking to improve and grow. UBC's new strategic plan, *Shaping UBC's Next Century*, builds on the successes of the past.

In developing *Shaping UBC's Next Century*, the university renewed its vision and purpose. These reflect an ongoing commitment to excellence in the academic mission, to citizenship and to positive change.

This section provides a summary of UBC's strategic plan (the full text of which can be found at [strategicplan.ubc.ca](http://strategicplan.ubc.ca)), as well an overview of the university's strategic context — the external and internal factors that shape how the university operates and defines itself.

### Strategic Direction – *Shaping UBC's Next Century*: Strategic Plan 2018-2028

#### Vision and Purpose

##### Vision

Inspiring people, ideas and actions for a better world

##### Purpose

Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world

#### Values

Five enduring values underpin all our activities, interactions and decisions. From the classroom and laboratory to committees and leadership of the university, to our interactions with the world; individually and collectively, they act as both a compass and a filter for our work.

##### Excellence

A profound and aspirational value: the quality of striving to be, and being, outstanding

##### Integrity

A moral value: the quality of being honest, ethical and truthful

##### Respect

An essential and learned value: regard felt or shown towards different people, ideas and actions



## **Academic freedom**

A unique value of the academy: a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure

## **Accountability**

A personal and public value: being responsible for our conduct and actions and delivering upon our respective and reciprocal commitments

## **Goals**

UBC is an institution which:

1. Leads globally in research excellence, discovery, scholarship and creative endeavours;
2. Inspires and enables students through excellence in transformative teaching, mentoring, advising and the student experience;
3. Partners with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships;
4. Builds a diverse culture that integrates the themes of innovation, collaboration and inclusion, and infuses them through all its activities;
5. Leads globally and locally in sustainability and wellbeing across all campuses and communities;
6. Significantly expands student access, alumni networks and institutional partnerships to reinforce global and local connections;
7. Leads as a first-choice place to learn and work;
8. Defines and leverages the distinctive and complementary strengths of all campuses and learning sites;
9. Achieves agility in academic support and administration through thoughtful systemic change and simplification; and
10. Leads as a model public institution, fostering discourse, knowledge exchange and engagement.

## **Themes**

During the planning process, the UBC community, together with our partners, converged on three themes. By focusing on these themes, we can reinforce and improve on our current achievements in research, teaching and learning, and engagement.

### **Inclusion**

Embedding equity and diversity across university systems and structures

### **Collaboration**

Advancing purposeful, co-ordinated action across the university and with the broader community for enhanced impact

### **Innovation**

Cultivating creativity, resilience and shared risk-taking that catalyze new approaches within the university and beyond

## **Core Areas and Strategies**

UBC's work as a public institution is represented by four core areas: People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement.

Consultations during the planning process resulted in the development of 20 strategies under these four areas that will help shape the university in the coming years. Each strategy is intended to provide support and guidance to the activities of faculties, schools, departments and cross-cutting initiatives, as expressed in their own strategic plans.

### **People and Places**

*Creating vibrant, sustainable environments that enhance wellbeing and excellence for people at UBC and beyond*

#### **Strategy 1: Great People**

Attract, engage and retain a diverse global community of outstanding students, faculty and staff

#### **Strategy 2: Inspiring Spaces**

Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

#### **Strategy 3: Thriving Communities**

Support the ongoing development of sustainable, healthy and connected campuses and communities

#### **Strategy 4: Inclusive Excellence**

Cultivate a diverse community that creates and sustains equitable and inclusive campuses

#### **Strategy 5: Systems Renewal**

Transform university-level systems and processes to facilitate collaboration, innovation and agility

### **Research Excellence**

*Creating and mobilizing knowledge for impact*

#### **Strategy 6: Collaborative Clusters**

Enable interdisciplinary clusters of research excellence in pursuit of societal impact

#### **Strategy 7: Research Support**

Strengthen shared infrastructure and resources to support research excellence

#### **Strategy 8: Student Research**

Broaden access to, and enhance, student research experiences

#### **Strategy 9: Knowledge Exchange**

Improve the ecosystem that supports the translation of research into action

#### **Strategy 10: Research Culture**

Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service

## **Transformative Learning**

*Enabling learning through evidence-based teaching, mentorship and enriched experiences*

### **Strategy 11: Education Renewal**

Facilitate sustained program renewal and improvements in teaching effectiveness

### **Strategy 12: Program Redesign**

Reframe undergraduate academic program design in terms of learning outcomes and competencies

### **Strategy 13: Practical Learning**

Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni

### **Strategy 14: Interdisciplinary Education**

Facilitate the development of integrative, problem-focused learning

### **Strategy 15: Student Experience**

Strengthen undergraduate and graduate student communities and experience

## **Local and Global Engagement**

*Engaging ethically through the exchange of knowledge and resources for everyone's benefit*

### **Strategy 16: Public Relevance**

Deepen the relevance and public impact of UBC research and education

### **Strategy 17: Indigenous Engagement**

Support the objectives and actions of the renewed *Indigenous Strategic Plan*

### **Strategy 18: Alumni Engagement**

Reach, inspire and engage alumni through lifelong enrichment

### **Strategy 19: Global Networks**

Build and sustain strategic global networks, notably around the Pacific Rim, that enhance impact

### **Strategy 20: Coordinated Engagement**

Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

## **Strategic Plan Implementation**

The process of developing UBC's new strategic plan helped to forge a consensus about the directions we are taking as a public institution in many key areas of focus. Throughout 2017/18, thousands of members of the UBC community came together through group discussions, open houses and online surveys to provide input that helped inform the plan. That input was further shaped by a representative Steering Committee, multiple working groups, *alumni UBC*, the Deans, the Executive and diverse university committees. We also engaged extensively with external partners during this process. UBC has benefited greatly from the contributions and commitment of these individuals and groups and will further benefit from our continued work together as we implement the plan.

Successful implementation of the strategic plan will require sustained leadership, activity and resources. The strategic plan is built upon the strengths of all members of the UBC community—students, faculty, staff, alumni and partners—and it is dependent on their continued engagement and contributions. UBC is intent

on ensuring that the necessary supports are in place to help us fulfil the goals and priorities outlined in *Shaping UBC's Next Century*.

The strategic plan implementation process is informed by community advice, along with appropriate oversight from UBC's Board of Governors, Senates, President and Executive. Responsibility for each Core Area of the strategic plan has been assigned to members of the UBC Executive:

- **People and Places:** VP Human Resources and VP Students
- **Research Excellence:** VP Research and Innovation
- **Transformative Learning:** Provosts on both campuses
- **Local and Global Engagement:** VP External and the Vice-Provost, International

These executives are responsible for the implementation of the strategies within their assigned Core Area, as well as seeking input from key groups with roles related to these areas.

The Coordinating Committee —co-chaired by the Provost and Vice-President, Academic (Vancouver), and the Vice-President, Research and Innovation — ensures that the implementation process is open, inclusive and collaborative. The committee is responsible for presenting community feedback to the UBC Executive as a whole.

The Strategic Plan Implementation Advisory Committee (SPIAC) provides ongoing advice to the UBC Executive on processes and priorities for implementation. It comprises faculty representation from the Vancouver Senate and Okanagan Senate and the Faculty Association, as well as representatives drawn from across senior faculty administration, student leadership, staff, the Board of Governors, unions (currently CUPE 2950), and the alumni association. While the makeup of the table will remain the same, members will serve terms to ensure diverse views are sought out and included.

Each year the university will focus its attention and resources on supporting new priorities based on the strategic plan that have been identified through consultation and discussion with student and alumni leadership, staff and faculty, executives and deans. Funding will be allocated each year to support change initiatives and pilot programs that align with the priority strategies for the upcoming year. This work is in addition to that which supports the immense volume of ongoing work of units across the university that contribute to aspirations and objectives of the strategic plan.

As UBC moves forward with the implementation of its strategies, the university will be open in its communications and engagement with the UBC community. UBC will continue to track metrics at the institutional level, many of which are highlighted in the UBC Annual Report as well as the Institutional Accountability Plan and Report.

## Strategic Context

As BC's largest university, UBC plays a unique role in the province. We are mindful of our place within the provincial post-secondary system and the larger economic landscape. In founding UBC over a century ago, the provincial government understood the university's potential as a place where people would conduct relevant, innovative and impactful research and examine, deliberate and resolve pressing societal issues. The government understood such a place would be one where critical thinking would always be welcomed and that it would contribute to the shaping of informed citizens. Core to its mission, UBC provides high quality academic programs for students from across the province, Canada and the world. It provides a

vibrant setting for the creation and exchange of ideas and knowledge. Graduates of UBC are challenged to use the knowledge, skills, talents and networks they develop while at UBC to make an impact in their communities, and beyond. The now-globally significant research and teaching enterprise at UBC contributes to the creation and transmission of knowledge and has innumerable impacts on local, provincial, national and global economies and societies.

The university's operating environment — and its ability to continue to provide high quality education and to carry out excellent research — is impacted by many internal and external factors. This section outlines many of these factors and imperatives, including student access, the fiscal and economic landscape and how the university responds to other local and global imperatives, challenges and opportunities.

### Accessible Higher Education

High quality post-secondary education is instrumental to people's ability to advance their knowledge, develop new skills, and pursue interesting, gainful and impactful careers. The accessibility of higher education is an important contributor to social mobility and equity. It is increasingly recognized that removing barriers to post-secondary education, especially for historically under-represented groups, will reduce inequality, marginalization and lead to broader social and economic prosperity. According to the 2016 census, 29.9% of British Columbians aged 25-64 have a university certificate, diploma or degree at the bachelor level or above, compared to the Canadian average of 28.5%. While this figure has grown from 27.3% in 2011, it is unclear whether the participation gaps for under-represented groups are closing, and there is still work to be done to further reduce barriers to post-secondary education.

Public post-secondary institutions provide education to the full spectrum of the populations they were created to serve. UBC is committed to providing top tier education to students from across BC Canada and the world. As the ability to afford post-secondary education should not inhibit a student's ability to learn, this commitment extends to all qualifying students who are ready and able to pursue it.

#### *Selected UBC actions:*

- Demonstrating its commitment to student access for students of all financial backgrounds, the university continues to stand behind its *Policy #72, Access to The University of British Columbia*, which states that no eligible student will be prevented from commencing or continuing their studies at the university for financial reasons alone. Bursary and need-based grant expenditures for 2018/19 from UBC Controlled Funding totalled \$27.9 million, representing a \$2.2 million (9%) increase from the previous year. Of the disbursed bursary funding, \$23 million (82%) came from UBC Operating Funds.
- UBC provided \$122.2 million in overall student financial assistance from UBC Controlled Funding in 2018/19, an increase of 10% since 2017/18.
- UBC has implemented a new approach to need-based funding, designed to allocate bursaries to students with greatest need by applying a sliding scale of expected student contribution based on family income and family size.
- UBC applauds the government's investment in the BC Graduate Scholarship (BCGS) initiative. This initiative has provided the university an opportunity to support graduate students and to spark a fundraising effort for new donor-supported scholarships for graduate students. These fundraising

efforts have been very successful — UBC BCGS awards have been matched by \$6 million in donor contributions.

- Since it launched in 2017, the Blue and Gold Campaign for Students has raised \$84 million in support of students.
- UBC provides a number of financial aid programs for Indigenous students, including renewable entrance scholarships for each eligible Indigenous student at UBC Okanagan. Moreover, UBC Okanagan admits every Indigenous student applicant, regardless of educational attainment, to one of a variety of pathways to a university degree, some of which include tailored academic and cultural supports.
- Since January 2014, UBC has provided the Post Care Tuition Waiver for former youth in care pursuing their first undergraduate degrees. In February 2019, the UBC Board of Governors removed the age restriction, recognizing that former youth in care often face additional barriers in pursuing post-secondary education in an earlier timeframe.
- In February 2019, the UBC Board of Governors resolved to exempt from international tuition rates international students who fall within one of the following categories:
  - students who are in Canada with a full-time long-term work permit, or are the dependant or the spouse of an individual who is in Canada with a full-time long term work permit;
  - students without Canadian citizenship but who are members of Indigenous nations of Canada; or,
  - students who are American citizens and are affiliated with an Indigenous nation that is bisected by the Canada-US border.

### **Providing Effective Student Wellbeing Supports**

Students pursuing post-secondary education face a number of new experiences and challenges. For many, it is their first time living independently. Many students balance employment, extra-curricular activities or family obligations with a rigorous academic schedule. Those seeking treatment or support for mental health and mental illness have traditionally faced barriers such as inaccessibility, long wait times and persistent stigma around mental illness. Providing support for students experiencing mental health challenges is one of the most pressing issues facing the post-secondary education sector today, and as a result, supporting student mental health and overall wellbeing has increasingly become a priority for many post-secondary institutions, including for UBC.

As a foundation for the success of its students, UBC works to provide a supportive environment and opportunities to excel so that students can make the most of their time at university and develop the skills, talent and knowledge needed to pursue their ambitions after graduation. Many talented and experienced UBC staff bring a wide variety of expertise to supporting student wellness. A recognition of the importance of mental health and a supportive environment are integral to our success as an institution and as a source of influence for positive change in society. This focus includes the provision of supports for students, faculty and staff when, where and how they need them.

### *Selected UBC actions:*

- UBC is continuing to enhance student wellbeing initiatives, including the Early Alert program which helps faculty, staff and teaching assistants provide better support for students who are facing difficulties that put their academic success at risk.
- UBC Wellbeing is a collaborative effort to make the university a better place to live, work and learn through a systems-wide approach to wellbeing for students, faculty and staff. The work of UBC Wellbeing is guided by the Okanagan Charter, a shared call to action for partners, leaders and community members to make UBC a leading wellbeing-promoting university. The Wellbeing Strategic Framework, recently approved by the UBC Board of Governors, is a call to action and accountability for supporting wellbeing across the university.
- UBC works to support Indigenous students in their academic and personal success through Indigenous student-focused programs and services, including priority assignment placement in student housing and culturally relevant programs and services for First Nations, Métis and Inuit students.
- UBC Wellbeing and the UBC Food and Nutrition Working Group are implementing a Healthy Beverage Initiative, to increase the accessibility of healthy food and beverage products on campus, as well as the information necessary to make healthy dietary choices.
- The Online Advising Management System (OAMS) helps staff advisors at UBC provide consistent, timely, integrated support to students. Advisors use OAMS to record, store and share student advising information that helps students meet challenges and achieve their goals.
- Counselling Services at UBC connects students with Wellness Advisors, who are trained masters-level counsellors, to help students reach their wellness goals. Counselling Services also provides an option for Indigenous students to access additional support, such as meeting with an Indigenous counsellor.
- The Building Academic Retention through K9's (BARK) program at UBC Okanagan brings together university students and trained therapy dogs and handlers in an effort to reduce stress, combat homesickness, foster interpersonal connections and promote the overall social-emotional wellbeing of students.

## **Economic and Fiscal Landscape**

### **Fiscal and Revenue Pressures**

UBC's overall fiscal and economic environment, although constrained in a number of aspects, has benefited from recent increases in provincial funding for general wage increases, increased student seats in specific programs, and robust growth in international student enrolment and the associated growth in tuition revenue. These increases came after a period when UBC's base operating budget, on a per-domestic FTE-basis, was in decline. UBC continues to face a number of significant financial pressures, including salary cost increases beyond the government bargaining mandate, non-wage inflationary pressures, increasing student need, and the allocation of operating funds for maintenance and seismic upgrades.

#### *Selected UBC actions:*

- UBC carefully stewards the public funding entrusted to the university to support high-quality post-secondary education for British Columbians. UBC ensures that spending is efficient and transparent, in addition to pursuing optimization of administrative functions and expenses when possible.
- To provide capacity to meet inflationary pressures, UBC has grown and diversified revenue sources, such as international tuition, and has increased returns from working capital investments and the university's land endowment. UBC continues engage with all levels of government and the public to increase understanding of the social and economic impacts of UBC's teaching and research mandates.

### **The University as an Economic Driver**

Research and education pursued at UBC, and institutions across the province, provide a foundation for innovation and help build the highly skilled and adaptable workforce needed for the provincial economy. Research and education are key factors for boosting the province's long-term productivity and competitiveness. The next breakthroughs and sources of economic growth—for example in medicine, clean energy, artificial intelligence or socio-political structures—are difficult to predict. But it is clear that innovative research will continue to drive human advancement and prosperity. The work done at post-secondary institutions, specifically their research and educational activities, is key to economic development. Governments around the world are pursuing economic development strategies centred around translating new discoveries, ideas, and technologies into commercial and social applications and providing advanced education and training to build highly-talented workforces. UBC and BC must keep pace in this context with investments and strategies that keep research, knowledge creation, innovation and education at the forefront.

As a global centre for learning, research and innovation, UBC makes significant contributions to a thriving economy and prosperous future for BC. The university plays a number of roles central to creating a strong and diverse economy. Through research and academic pursuits, the university community advances knowledge and creates technologies that underpin innovative new products and practices, trains new generations of graduates that form the core of the talented work force of tomorrow, and forges meaningful and respectful partnerships with communities and organizations that help advance their economic and social objectives.

#### *Selected UBC actions:*

- The university continues to focus its strategic planning and internal resources on research excellence as well as educational excellence, and provides supports for faculty pursuing research grants.
- UBC is a founding member of Canada's Digital Technology Supercluster, which is lead from BC. The first cohort of projects for the supercluster was announced in March 2019. UBC researchers are involved with many of these projects.
- The *Innovation UBC* network helps transform research and entrepreneurial drive into new products, policies and practices that improve lives around the world. Innovation UBC hubs located in downtown Vancouver and Kelowna provide easy ways to access the innovation resources within UBC's community. The *Innovation UBC* office expanded the team of innovation development officers



to help connect partners in industry, not-for-profit or community groups with UBC researchers. With their sector-specific expertise, innovation development officers help to ensure that new knowledge being generated can turn into results with social and economic benefits.

- The Indigenous Research Support Initiative was formally established in 2017 and provides professional research support and services to Indigenous communities and university researchers to undertake collaborative projects based on community-led interests and grounded in principles of reciprocal accountability.
- The University-Industry Liaison Office enables research and innovation partnerships with industry, government, entrepreneurs and non-profit organizations. These partnerships often result in new discoveries, spin-off companies and emerging technology.
- UBC is investing in Advanced Research Computing (ARC) to support the high-performance computing and the data management needs of UBC researchers. The ARC team provides consultation, expertise and access to cyberinfrastructure to support a variety of work.
- The entrepreneurship@UBC program continues to support students and faculty entrepreneurs seeking to start companies and commercialize research.
- Through its Knowledge Exchange Unit, UBC recognizes the benefit of research patents. The university strives to be a unique, engaged partner in collaborative research programs and reciprocal educational opportunities, and in the sharing of research outputs that enrich the lives of local and global communities.
- UBC is a major contributor to helping grow the Cascadia Innovation Corridor into a cohesive, globally recognized hub of innovation and commerce.

### **Adapting to a Changing Economy**

The economy and labour market are changing rapidly. New industries, technologies and organizational structures are emerging, requiring those entering the labour market and those already in it to learn and acquire new skills. Meanwhile, employers, including universities, must also adapt to meet the demands of those entering the labour market in order to attract and retain talent. As the economy is continuing to adjust to technology-driven disruption and international competition, students, governments and the public expect post-secondary institutions to continue providing the education necessary for graduates to pursue their ambitions and thrive in society. Labour market demographics are also changing, and with the workforce becoming increasingly diverse, employers must evolve to create more inclusive environments.

One way in which institutions are adapting is by increasing work-integrated learning opportunities for students. Work-integrated learning takes a number of forms, including traditional co-operative education programs and internships, and extending to varied activities that bring together theory and practice, including international opportunities, clinical work, applied research activities, and other opportunities for students to learn outside of traditional settings. These opportunities also provide an opportunity for the university and for students to forge meaningful connections with a variety of industry and community partners. The benefits of these opportunities are innumerable, not only to the students gaining the experience, but also to the industries, organizations and communities that gain from the new ideas and perspective of highly-qualified students.

The university guides students in developing the skills, talent and knowledge they require to pursue their chosen career after graduating. As the economy continues to evolve and diversify, universities must adopt a greater focus on providing students with opportunities to develop transferable skills and competencies that will serve them in an array of occupations, including competencies such as critical thinking, communication and collaboration. The university is adapting and extending its traditional offerings, based on pedagogical research, to serve its community better and to ensure that academic programs are supporting students' personal and career ambitions.

*Selected UBC actions:*

- UBC continues to connect students with opportunities to make connections to industry and public and non-profit sectors. Students can gain work experience in programs such as internships, co-ops, service learning, research, entrepreneurship and professional development. For instance, UBC offers the largest co-op program in western Canada with over 6,000 work placements in 2018/19.
- In partnership with government, UBC has expanded its technology-related programs, responding to student and labour market demand.
- The Centre for Student Involvement and Careers at UBC is a hub that connects students to experiences, resources and people that will help them achieve their personal and career goals.
- UBC provides a number of lifelong learning opportunities to assist individuals currently in the workforce reach their professional goals.
- The Community Service Learning Program at UBC Okanagan offers students opportunities to connect in-classroom learning with experiences in the community through both curricular and co-curricular programs and projects with community partners.
- The Centre for Community Engaged Learning collaborates with student, staff, faculty and community partners to address community-based issues. The Centre's program places students in community settings, either as a required part of an academic course or through voluntary co-curricular placements, for a hands-on, immersive experience.

## **Responding to Local and Global Imperatives, Opportunities and Challenges**

The vision of UBC is "Inspiring people, ideas and actions for a better world".

In the past, universities have focussed on their mandate in the classroom and other traditional academic settings. However, UBC students, faculty and staff are increasingly reaching beyond the classroom and are collaborating with community groups, industry partners, governments, not-for-profit organizations and others to address some of the most pressing challenges and opportunities facing society in BC and around the world.

The university is in a unique position to create, co-create and share knowledge and expertise and to work with partners to take actions that help address these real problems by advancing solutions that lead to a more equitable, just and innovative society. As institutions of learning and research, universities must enable and embrace creativity and risk-taking across their activities. UBC has built partnerships to address many local and global opportunities and challenges including climate change and sustainability, equity, diversity and inclusion, and reconciliation and partnerships with Indigenous peoples.

## Partnerships and Reconciliation with Indigenous Peoples

Reconciliation with Indigenous peoples is one of the greatest imperatives facing Canadian and British Columbian society. With its two campuses located on the traditional, ancestral and unceded lands of the Musqueam people in Vancouver and of the Syilx Okanagan Nation in Kelowna, UBC is committed to lasting reconciliation with Indigenous peoples. Our relationship with Indigenous peoples and communities is central to the university; we hold profound commitments to reciprocity, knowledge curation and development.

Over the years, UBC has defined a comprehensive approach on Indigenous engagement, with significant accomplishments guided by the 2009 *Aboriginal Strategic Plan*. Furthering UBC's commitments to enact meaningful and lasting reconciliation is the focus of a renewed *Indigenous Strategic Plan* which will be finalized in 2019. This plan will build upon the foundation laid by the *Aboriginal Strategic Plan* and commit the university to addressing embedded colonial biases throughout the system and to providing a full range of educational opportunities to Indigenous students. UBC is also co-creating curricula and research projects on matters of concern to Indigenous people and communities. Finally, UBC is committed to contributing to a better, deeper and broader understanding of Indigenous history and peoples, and the legacy of colonization.

There remains much to be done to ensure that a greater number of Indigenous students have access to and support in a full range of educational opportunities, and we must name and address embedded colonial biases.

### *Selected UBC actions:*

- UBC works to support Indigenous students in their academic and personal success through Indigenous student-focused programs and services, including priority assignment placement in student housing, dedicated financial awards, and culturally relevant programs and services for First Nations, Métis and Inuit students.
- UBC is proud to offer academic programs on various aspects of Indigenous history and culture, including the First Nations and Endangered Languages Program offered in partnership with Musqueam at the Vancouver campus. This program aims to build a community of people dedicated to learning, speaking, researching and teaching the First Nations languages of BC. At the Okanagan campus, a dedicated Indigenous Studies Program provides a broad perspective on decolonization and Indigenization of current systems. UBC programming is also delivered at the En'owkin Centre in Penticton, thanks to a partnership between the Okanagan Nation and UBC Okanagan on education.
- In April 2018, UBC President and Vice-Chancellor, Santa Ono, delivered an apology to Indian residential school survivors, and more generally to Indigenous peoples, for the university's involvement in the system that supported the operation of the schools. The university also opened the Indian Residential School History and Dialogue Centre.
- In 2017, UBC established the Indigenous Research Support Initiative (IRSI) which supports Indigenous communities and university researchers in collaborative projects based on community-led interests.
- In 2018/19, both the Okanagan and the Vancouver campuses saw an increase in the number of new-to-UBC students identifying as Indigenous, the results of an ongoing long-term recruitment strategy designed to influence every stage of the recruitment cycle (younger students, prospective students, applicants, admitted students, and registrants). The strategy also involves liaising with Indigenous

communities in the local community (the Okanagan Valley and the Lower Mainland) and throughout BC and the rest of Canada.

- UBC has senior administrative and advisory roles dedicated to engagement with Indigenous communities and the success of Indigenous students, including the Senior Advisor to the President on Indigenous Affairs and the Director of the First Nations House of Learning.
- Many UBC departments are critically assessing curricula to respond to the concerns and priorities of Indigenous peoples and to better reflect a full and accurate understanding of Canadian history. With the aim of ensuring that culturally-aware and culturally-sensitive curricula reaches all students, whatever their field of study, UBC has incorporated significant Indigenous content into 195 courses across both campuses. These courses help prepare students to engage with Indigenous communities as students and in their future careers.
- The Peter A. Allard School of Law is a leader in Indigenous legal education in North America and the NITEP (Indigenous Teacher Education Program) is a Bachelor of Education program for aspiring Indigenous teachers that builds upon Indigenous identity and cultural heritage.
- The Indigenous Peoples Language Guide was created this year through a partnership of UBC Brand and Marketing and the First Nations House of Learning. It provides information for the UBC community on how to navigate key terminology and meanings associated with Indigenous peoples in order to promote respect and understanding.
- A six-week Massive Open Online Course (MOOC) launched by the UBC Faculty of Education helps educators to support all learners to develop their knowledge and understanding of Indigenous people's worldviews and cultures within equitable and inclusive learning spaces. The Reconciliation Through Indigenous Education course emphasizes changing structures and ideologies to strengthen relationships with Indigenous peoples, including improving educational outcomes.

In its Accountability Framework guidelines, the Ministry of Advanced Education, Skills and Training has asked institutions to include a table outlining progress on the implementation of selected Truth and Reconciliation Commission Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples. This table can be found in the Performance Plan section as part of reporting on 2018/19 Institutional Mandate Letter priorities.

### **Equity, Diversity and Inclusion**

Sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. As a public institution, UBC has the responsibility to be inclusive of all students, faculty, staff and alumni, and in its interactions beyond the university. At UBC, inclusion is a commitment to creating a welcoming community where those who are historically, persistently, and systemically marginalized are treated equitably, feel respected and belong. Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas and actions for a better world. Given the long-lasting legacy of colonization of Indigenous peoples, we will continue to prioritize our partnerships with Indigenous peoples and communities. Education is an enabler of social development and mobility, and UBC is intent on advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability or economic circumstance.

UBC has made a firm commitment to equity and inclusion in the classroom, workplace and across both campuses. Our strategic plan strengthens this commitment with the incorporation of Inclusive Excellence, a system-wide approach to diversity, equity and inclusion, as a key university-wide strategy. The UBC Equity & Inclusion Office plays a central role in organizing, facilitating and advancing these efforts across both UBC campuses.

*Selected UBC actions:*

- UBC continues to develop policies, strategies and resources to promote equity, diversity and inclusion at the university. Most recently, the Equity & Inclusion Office is consulting with the university community on the development of UBC's Inclusion Action Plan.
- UBC undertook an Employment Systems Review in 2018 to identify barriers in the recruitment, promotion and retention of members of the federally designated groups. The recommendations were accepted by the Board of Governors and implementation plans are being prepared. This implementation plan will form part of the university's new Inclusion Action Plan.
- UBC is committed to adhering to best practices in faculty and staff hiring, to ensure processes are equitable and inclusive. For example, UBC provides hiring search committees with information on equity and inclusion practices, and training on equity and inclusion is offered to staff through [Managing@UBC](mailto:Managing@UBC).
- In July 2018, Dr. Minelle Mahtani was appointed to the role of Senior Advisor to the Provost on Racialized Faculty to support the university's institutional commitment to advancing equity and inclusion in the scholarly and leadership environment for faculty members at UBC. In addition, Dr. Jennifer Love began her second term in July 2018 as the Senior Advisor to the Provost on Women Faculty. Through this position, Dr. Love supports institutional efforts to enhance UBC's scholarly and leadership environment and strengthen opportunities for women faculty at UBC Vancouver.
- Human Resources at UBC has taken steps to include equity, diversity and inclusion-related curriculum in the university's core leadership related programs.
- The Strategic Implementation Committee for Equity and Diversity (VPSICED) provides advice and recommendations on actions and implementation to a Vice-Presidential Oversight Group. This group of UBC executive uses the advice from VPSICED to enhance the implementation of the Equity and Inclusion Strategic Plan through their portfolios.
- UBC is committed to increasing and supporting equity, diversity and inclusion within the Canada Research Chair Program and its own broader research enterprise and has been recognized nationally for its efforts in this area.
- UBC Okanagan implemented the Okanagan Baby Friendly Initiative, to provide a supportive and safe campus for breastfeeding mothers. UBC Okanagan supports the right of women to breastfeed their children in a safe and comfortable environment that is free from discrimination or harassment, whether they chose to do so in public or in a more private location.
- The Centre for Teaching, Learning and Technology (CTLT) continues to conduct professional development for new administrators, teaching assistants and faculty in addressing Indigenous considerations and conducting effective and inclusive classroom discussions related to Indigenous cultures. CTLT also supports faculty preparing to teach required or expanded course offerings at

various stages throughout their careers. This training weaves Indigenous considerations, as well as and equity, diversity and inclusion (EDI) in the design and delivery of learning experiences. Orientation modules (Indigenous Foundations and Digital Tattoo, for example) are in place for all incoming students, as well as contributions to specific training for student leaders via programs such as Jumpstart and The Learning Commons. Indigenous, equity, diversity and inclusion content is included in the Academic Leadership Development Program.

- In spring 2018, the Disability Resource Centre and Equity and Inclusion Office at UBC Okanagan mapped the accessibility of campus washrooms. This assessment gathered information about washroom design and signage to note accessibility for persons with disabilities. The university also evaluated single-stall washrooms for unisex signage in order to create a campus that is welcoming and accessible to all.
- The UBC Vancouver Senate, the UBC Okanagan Senate and the UBC Board of Governors approved a revised *Policy # 73, Accommodation for Students with Disabilities*. It expands the scope of the policy to include student participation enriched learning opportunities, athletics and recreation and all academic activities including labs and internships. The revisions also ensure alignment between the policy and the BC Human Rights Code, and streamlines the processes involved in determining and implementing accommodations.

### Addressing Climate Change and Environmental Sustainability

Climate change is one of the greatest challenges facing the world. Immediate action is required to ensure the sustainability and viability of our planet, its ecosystems and organisms. UBC is regarded as a leader in sustainability, with a long track record of innovative practices and programs. In 2010, UBC's award-winning Climate Action Plan committed the university to bold greenhouse gas (GHG) emission reduction targets—33% by 2015, 67% by 2020, and ultimately 100% by 2050, compared to 2007 levels. Since then, the Vancouver campus has achieved a GHG emissions reduction of 30% relative to 2007, despite a 21% growth in building floor space and a 30% increase in student population. As a campus, UBC Okanagan reduced absolute GHG emissions by 30% despite significant growth. Completed in 2016, the Climate Action Plan 2020 Update provides a clear roadmap for UBC to continue this progress toward meeting the approved 2020 GHG reduction target of 67%.

#### *Selected UBC actions:*

- UBC continues to implement the Zero Waste Action Plan (ZWAP), launched in 2014. The Zero Waste Squad is a peer-led volunteer program that educates the campus community about recycling and waste reduction. Last year, over 20 Zero Waste Squad student volunteers led educational and outreach events to promote waste reduction across campus, contributing over 500 volunteer hours and engaging over 12,000 event attendees to reduce waste. In total, the group facilitated or supported over 46 events across campus, including staffing regular booths in student residences, providing event support to help attendees sort their waste, and hosting educational workshops.
- UBC delivers a wide range of engagement programming to students, faculty, and staff to support the implementation of its operational sustainability plans and advance a culture of sustainability across campus. Last year, UBC's Green Offices, Green Labs, and Sustainability in Residence Programs

directly engaged more than 12,000 campus community members to adopt more sustainable behaviours.

- The Green Building Action Plan (GBAP) was approved by the UBC Board of Governors in September 2018. The GBAP provides ambitious goals, targets and actions for academic and residential buildings at the UBC Vancouver campus to advance towards making net positive contributions to human and natural systems by 2035. The GBAP also includes actions and measures to ensure new and existing buildings are highly efficient in their use of energy, water and materials thereby also helping to advance towards our carbon neutral target in 2050.
- The Centre for Interactive Research on Sustainability is UBC's first LEED Platinum certified building that acts as a "living laboratory" and helps advance research and innovation on global sustainability challenges.
- The UBC Climate Hub is a student-led, university-wide initiative launched in fall 2018 that provides opportunities for students, faculty and staff from all disciplines to share information about their climate-related research and initiatives, and to collaborate on bold climate action.
- Retrofit projects to buildings and infrastructure continue to increase water use efficiency and decrease water consumption and costs, with total water consumption down by 50 percent since 2000. Decommissioning the campus steam plant and continued conversion from steam to hot water through the Academic District Energy System are saving 272 million litres of water per year. UBC is in the final stages of developing a new Water Action Plan to build on its achievements to date and guide its water management activities in the future. It also identifies measures to increase campus resiliency by identifying alternative water sources including rainwater harvesting.
- The Social Ecological Economic Development Studies (SEEDS) Sustainability Program is home to some of UBC's most exciting, inspiring and impactful sustainability projects. The program facilitates partnerships that advance dialogue, study behaviors, make discoveries and generate concrete action to address the key challenges of our time.
- UBC plans to expand the Bioenergy Research and Demonstration Facility (BRDF) to add 12 megawatts of hot water boiler capacity to the existing BRDF six megawatt steam plant. The expanded use of biomass as an energy source will provide additional heat at a lower cost than natural gas, will help UBC to diversify its fuel mix and will contribute to the CAP GHG emissions reduction targets.

### III. PERFORMANCE PLAN

#### Reporting by 2018/19 Institutional Mandate Letter Priorities

**Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples**

- A major commitment of UBC's strategic plan, *Shaping UBC's Next Century*, is the development of an updated *Indigenous Strategic Plan*, which builds on the university's 2009 *Aboriginal Strategic Plan*. A draft plan has been developed for consultation with the UBC community and its partners, and is expected to be finalized and adopted by the university in June 2019.
- Progress against the new *Indigenous Strategic Plan* will be closely monitored by the Board of Governors' Indigenous Engagement Committee. The Board of Governors created this committee in 2017/18 to provide oversight of UBC's response to the Report of the Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples, and the Calls to Action of the Truth and Reconciliation Commission of Canada.
- The university is actively partnering with the Ministry on a number of specific initiatives that respond to the TRC Calls to Action, including:
  - enhancing post-secondary educational experiences and outcomes of Indigenous learners.
  - the NITEP Indigenous Education which delivers teaching education to Indigenous students across BC.
  - supporting Indigenous students through a Post-degree Pathway Program for Education Assistants that will be offered prior to entry into the Baccalaureate of Education Program.
  - delivering Indigenous Emergency Assistance Funding to help Indigenous students who are facing unexpected financial hardship; and
  - advancing Teacher Education curriculum development and initiatives to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- In its Accountability Framework guidelines, the Ministry of Advanced Education, Skills and Training provided a template for institutions to outline progress on implementation of the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. The table can be found at the end of this section. Further actions the university is taking are elaborated upon in the Strategic Context section above and in the reporting on UBC's strategic priorities in the section below.

**Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter. Specific actions include, but are not limited to:**

- A) *Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.*



- UBC does not offer English Language Learning programs for domestic students or Adult Basic Education programs.

*B) Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.*

- A tuition waiver program for Students with Lived Experience in Government Care has existed at UBC since 2013/14.
- In 2018/19, there were 42 students studying at UBC on either a Ministry or a UBC waiver of tuition, a 72% increase since 2016.
- Prior to this year, students must have started post-secondary education within five years of being in care to be eligible for the university-funded waiver. This year, the university removed the age restriction to qualify for a waiver from UBC, thereby increasing access. Former youth in care often face additional barriers in pursuing post-secondary education, and often begin their studies later in life.
- UBC Enrolment Services has implemented dedicated supports for Students with Lived Experience in Government Care studying at UBC.

*C) Expand technology-related programming and other programs that align with the growing knowledge-based economy.*

- UBC is committed to working with government and industry partners to expand opportunities for students who go on to seek opportunities in the province's technology sector and other emerging industries.
- With Education Renewal and Program Redesign prioritized in UBC's Strategic Plan, the university proactively assesses sector needs and continually seeks to develop new programming and make necessary changes to existing programming to meet these market needs.
- UBC is appreciative of the province's investments in academic programming in technology-related programs. Funding from the province is creating 720 undergraduate spaces for domestic students in technology-related programs at UBC's two campuses by 2022/23.
- The government's investments have allowed for enrolment increases and additional hiring of faculty in the areas of biomedical engineering, manufacturing engineering and computer science. Progress on UBC program expansions in these areas include:
  - In mid-2017, the university launched the School of Biomedical Engineering, a partnership between the Faculties of Medicine and Applied Science. The newly-approved undergraduate Bachelor of Applied Science program welcomed its first cohort in September 2018, with the number of FTE students expected to total 355 by 2022/23.
  - The first cohort of 35 students in manufacturing engineering is expected in fall 2019. The government's investment will fund 135 seats across both UBC campuses by 2022/23. The university has allocated an additional 25 seats to the program, to enable UBC to enroll a total of 160 students—80 at each campus—also by 2022/23.

- Over the next four years, UBC anticipates boosting computer science enrolments by 154 seats in Vancouver and 76 seats in the Okanagan.
- UBC is expanding and enhancing its career education strategy to deliver customized career education for distinct populations, integrate career education within discipline-specific curriculum and develop more campus-wide connections between students, employers, alumni, and community.

### **Improve student mental health, safety and overall wellbeing, including creating greater awareness of available supports**

- Wellbeing is fundamental to our success as individuals, as a university, and as a community. UBC is committed to enhancing mental health and wellbeing for all of its community members and supporting healthy and sustainable workplaces and learning environments.
- In September 2018, UBC appointed Dr. Heather Robertson as the new Executive Director, Student Health & Wellbeing. Dr. Robertson has taken on leadership of three health and wellbeing student service units: Health Promotion & Education, Counselling, and Student Health Service. The clinical referral pathway, both within campus and out to community resources, has been reviewed to ensure effective response for low, moderate and severe mental health concerns, and clarified the roles of physician, counsellors, hospitals and community partners in support of student mental health and wellbeing.
- The Wellness Centre re-opened in the UBC Life building in September 2018, bringing together health and wellbeing professionals and student peers. At the Centre, students access peer support for health questions, nursing appointments to talk through health-related resources on and off campus, information about sexual health and sexuality, and attend workshops to develop skills and strategies for wellness. The health promotion and education team is now centrally located on campus.
- UBC has invested in the redevelopment of its Green Folder program which equips campus staff, faculty, and students with a clear referral guide to support students experiencing distress. Support of Indigenous students was specifically identified in this revision. Through this program UBC has distributed 5,000 educational resources and had roughly 25 presentations about the tool with faculty and staff.
- UBC is continuing to work on expanding campus staff knowledge, skill and approach to developing greater mental health literacy for students to encourage more resilience and effective coping in the face of challenges. This work is being informed and directed by Dr. Stan Kutcher, an internationally-renowned expert in adolescent mental health and a national and international leader in mental health research, advocacy, training, policy, and services innovation.
- UBC hosts Thrive UBC, a weeklong series of events focused on helping everyone at UBC explore their path to mental health. This year, Thrive UBC was held from Oct. 29-Nov. 2. UBC HR aligned Thrive week's program principles with the principles of mental health literacy and incorporated evidence-based strategies to foster and maintain mental health.
- The Faculty of Education has established mental health literacy (increasing knowledge, reducing stigma, improving help-seeking) as a goal for all students in its Teacher Education program.

- Working with colleagues at Dalhousie, Western and St. Francis-Xavier, the Faculty developed a free, online curriculum resource for pre-service teachers and instructors, called *TeachMentalHealth* and a Massive Open Online Course (MOOC) for in-service educators called *Bringing Mental Health to Schools*.
- The Faculty is leading professional development in mental health literacy for BC school district educators and counsellors; 145 have been trained in almost every district in three core trainer institutes.
- The health and wellbeing teams from the VP Human Resources, VP Students, and UBC-Okanagan portfolios are partnering to develop and implement strategies for the prevention of suicide. The Suicide Awareness Working Group offers a Reach Out Campaign and QPR (Question, Persuade, Refer) Training. In addition, the campuses have collaborated to update print and online guides for taking first steps to support students, faculty and staff who may be in distress.
- The Psychology Clinic at UBC Okanagan houses the Walk-in Wellness Clinic, a barrier-free mental health clinic, accessible without an appointment to all students, faculty, staff and community members at no cost.
- Stress and Strategies to Promote Wellbeing is a new course offered by the School of Nursing, open to all students in all years with no prerequisites. This course offers a blend of theoretical and experiential learning to show students how to mitigate stress.
- January 2019 was Sexual Assault Awareness Month, during which a wide variety of events were hosted across campus to raise awareness and understanding about sexual assault, and what we can all do to prevent it and to create a culture of consent.
- UBC's Board of Governors approved *Policy #131 - Sexual Assault and other Sexual Misconduct* in April 2017, and the policy took effect on May 18, 2017.
  - The policy established the Sexual Violence Prevention and Response Office on each campus. The offices provide a single point of contact, individualized support and liaison for UBC students, faculty and staff who have experienced sexual assault, sexual harassment or any other form of sexual violence or misconduct.
  - These offices provide a broad range of individualized support including receiving disclosures of sexual assault and responding to immediate needs, coordinating accommodations, making referrals to counselling services and providing clarity on options and processes for formalizing complaints into reports for investigation.
  - The adoption and implementation of the Sexual Assault and Sexual Misconduct policy continues to engage the entire campus with a focus on ensuring clearly defined processes, training and communication on the policy. A key focus for engagement has been with student governments, who have advocated strongly for full and rapid implementation.
  - The university also established the Independent Investigations Office which is committed to ensuring that investigations into sexual violence, discrimination and harassment are guided by the principles of procedural fairness, confidentiality, respect and a trauma-informed approach. The office investigates complaints under *Policy #131 (Sexual Assault & Other Sexual Misconduct)* and *Policy #3 (Discrimination & Harassment)*.

## **Align your institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education**

- In collaboration with internal and external stakeholders (including secondary schools and the BC Ministry of Education), UBC has implemented a new approach to undergraduate admission criteria that aligns with both the new BC Graduation Program 2020 and the university's enrolment objectives. The incoming class of 2019 will be the first selected through this new methodology, placing value on all student learning at the Grade 11 and 12 levels.

## **Work closely with the Ministry to develop a balanced approach to international education**

- Students, faculty and staff come from around the world to study and work at UBC, and contribute to the diversity of opinion and perspective in classrooms, labs and workplace settings. Classrooms with such diversity provide a place for the exchange of knowledge, and promote intercultural understanding within our own communities.
- UBC provides a number of services to support the success of international students, including International Programs and Services (IPS) at UBC Okanagan and International Student Advising in Vancouver, which provides advising, transition services and programs to ensure an integrated, safe and celebratory environment for international students on campus. Vantage College is the first-of-its-kind in Canada, providing international students with integrated, discipline-specific English-language training during their first year at UBC. Vantage students complete not only a foundational academic writing course, but also a content-linked language-enrichment course specifically related to the texts of their disciplinary courses.
- Tuition from international students at UBC is used to maintain and enhance the calibre of the university's teaching, learning and student services and experiences for all students.
- UBC continues to engage in enrolment planning, to anticipate and manage future growth. UBC international enrolments continue to be robust and diverse without negatively affecting domestic student access. Individual faculties and the university as a whole collaborate on long-term international student enrolment planning.
- International students do not displace domestic students at UBC. UBC receives funding from the Ministry of Advanced Education, Skills and Training for domestic students and consistently exceeds government-funded domestic student targets. Spaces occupied by international undergraduate students are not funded by the provincial government.
- Enrolment targets are carefully established every year as UBC continues to engage in enrolment planning. Individual faculties consider how many more international students they can admit, physically and financially, after considering domestic students.

## **Comply with government's two percent cap on tuition and mandatory fee increases**

- In compliance with the Tuition Limit Policy set by the Ministry of Advanced Education, Skills and Training, the UBC Board of Governors, in December 2017, approved a two percent increase to tuition and mandatory fees for domestic undergraduate and graduate students for the 2018/19 academic year.

TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	Progress <i>(N/A, In Progress, Implemented)</i>	Initiative and Partnership Details <i>(please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institutions' relations and collaborative partnerships with local First Nations and Metis communities are contributing to implementation. Please include links where relevant/possible.)</i>
<p><b>1: SOCIAL WORK</b> We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing</p>	<p>In progress</p>	<p>The Faculty of Arts' School of Social Work at the Vancouver campus offers these non-mandatory courses:</p> <p><u>SOWK 425 First Nations Social Issues</u> (3 credits) covers contemporary social issues facing First Nations peoples and communities examined in the context of the history of Euro-Canadian/First Nations relations; the impact of Euro-Canadian institutions upon First Nations peoples; implications for social policy and social work practice.</p> <p><u>SOWK 442 - Policy and Practice in Child Welfare</u> (3 credits) covers basic knowledge and skills relevant to current policy and social work practice in child welfare settings. Students will explore the historical, socio-political, philosophical, and value bases of contemporary practice in child welfare. This will facilitate the critical examination of some of the pressures on child welfare practice and the skills necessary for effective intervention on behalf of families and children and the systems that serve them. Particular attention is focused on child welfare practice within Indigenous contexts.</p> <p>On the Okanagan campus, the Master of Social Work program of the Faculty of Health and Social Development integrates Indigenous content throughout most courses and offers the following specialized courses:</p> <p><u>SOCW 517 (Mandatory)- Social Work and Indigenous Peoples in Canada:</u> provides an overview of historical and current issues confronting social work with First Nations, Métis and Inuit individuals, families and communities within Canada including but not limited to child protection; critical assessment of theories for</p>

		<p>social work practice with Canada's Indigenous peoples.</p> <p><u>SOCW 560 (Elective)- Braiding Indigenous Knowledge Into Clinical Practices</u> integrates Western and Indigenous knowledge in clinical social practice.</p>
<p><b>12: EARLY CHILDHOOD EDUCATION</b> We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	In progress	<p>The Faculty of Education offers <u>ECED 442 - Supporting Indigenous Infants and Young Children within the Context of Their Communities</u> (3 credits), which provides early childhood development professionals with an introductory view of perspectives related to Indigenous (First Nations, Métis and Inuit) families in Canada, particularly in British Columbia. Students will explore: Indigenous perspectives of childhood and lifespan development; Indigenous communities and colonial history; and the importance of culture and identity for the well-being of Indigenous children. This is a core course for the Diploma in Education - Infant Development and Supported Child Development.</p>
<p><b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b> We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages</p>	In progress	<p>The Faculty of Arts' First Nations and Endangered Languages (FNEL) Program recently announced that it is now able to offer a major and minor in First Nations and Endangered Languages. FNEL offers courses at all levels in methodologies and technologies for endangered language documentation, conservation, and revitalization along with university-level classes in First Nations language learning. Students graduate with contextually-rich and ethically-situated training in language reclamation and sustainability.</p> <p>The Okanagan campus is currently developing an Indigenous Language Fluency/Proficiency Bachelor Degree. The degree builds upon a degree framework developed by post-secondary institutions in the province, as well as Aboriginal organizations/institutions: IAHLA (Indigenous Adult Higher Learning Association), FNEC (First Nations Steering Committee), Wilp Wilxo'oskwhl Nisga'a, and the En'owkin Centre. The degree will respond to the urgent need to revitalize Indigenous languages and produce language speakers at a high proficiency level through full immersion in their communities.</p>

The Okanagan School of Education offers the following courses for Indigenous language teachers:

EDUC 422- Context Studies: Learning Communities Practicum: provides students with a practical teaching experience. This eight-week practice teaching experience takes place in an Aboriginal language context. The practicum follows one week of conferring and preparing with sponsor teachers and supervisors.

ECED 441- Language Nests in Early Learning: examines research in education, linguistics, anthropology and cognitive psychology that pertains to children entering school with a primary language other than the dominant language, with particular attention to Indigenous children's language realities.

EDUC 406- Indigenous Language Teaching Education Module, Culture of Education: This integrated studies module consists of the following seminars: The Developing Learner (2); Social and Cultural Issues in Education (2); Learning Difficulties (2). Introduction to education through seminars and colloquia provide foundational knowledge in the psychological, socio-cultural, philosophical and historical underpinnings of education.

EDUC 412- Indigenous Language Teacher Education Module: Culture of the School: This integrated studies module consists of the following seminars: Educational Policy and Administration (2); Instructional Design Planning and Evaluation (2); school operations, including the legislative and administrative aspects of the school and the overall school culture. Seminar work in instructional design is provided to prepare students for their practicum teaching experience.

EDUC 474- Methods in Aboriginal Language Education: examines theory and practice of teaching a language. Instructional strategies, evaluation requirements and processes, evaluation requirements and processes, curriculum planning, classroom management, and other factors related to teaching a language in a classroom setting.

<p><b>23: HEALTH-CARE PROFESSIONALS</b> We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals</p>	<p>In progress</p>	<p>Faculty of Medicine’s Centre for Excellence in Indigenous Health offers:</p> <p><u>Aboriginal Health and Community Administration Program</u> – This one-year certificate program was developed in consultation with Indigenous communities and is designed to help Indigenous communities increase their capacity to deliver services, coordinate programs and promote the health of their people. The program expands its focus beyond health delivery to include environmental and other community health concerns.</p> <p><u>Indigenous Public Health Training</u> – This training equips Indigenous community members and scholars with necessary skills to address public health issues in Indigenous communities. Students receive foundational training in the core disciplines of public health, examined through an approach that:</p> <ul style="list-style-type: none"> <li>- Engages the unique challenges and opportunities of working in Indigenous contexts</li> <li>- Recognizes the historic and ongoing health disparities and inequities faced by Indigenous populations</li> <li>- Builds applied and theoretical knowledge affirming Indigenous rights to self-determination in relation to health services, research and program development</li> <li>- Addresses multiple, intersecting Calls to Action from the Truth and Reconciliation commission</li> </ul> <p><u>UBC 23 24 Indigenous Cultural Safety</u> aims to prepare future health care professionals to provide quality, culturally safe care, ultimately leading to improved health outcomes for Indigenous peoples. It is a required component of 13 UBC health professional programs and is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to health professional education. Students engage in this foundational Indigenous cultural safety learning experience that covers topics of Indigenous perspectives of history, the legacy of colonialism in</p>
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		<p>Canada, Indigenous peoples' health and Canada's healthcare system. The curriculum consists of an introduction, four core online modules and two in-person workshops for a total of 12.5 hours of learning.</p> <p><u>SPPH (IHHS) 408 - Topics in Indigenous Health: A Community-Based Experience</u> is a practice-based Indigenous health elective for health sciences students. This 4-week course provides students with a unique opportunity to live and work with students from other health disciplines within an Indigenous community in BC.</p> <p>The Faculty of Health and Social Development at the Okanagan campus offers:</p> <p><u>HINT 408- Cultural Safety in Health from Indigenous Perspectives:</u> A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Aboriginal people within health care, research, institutions and community.</p>
<p><b>24: MEDICAL AND NURSING SCHOOLS</b> We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism</p>	<p>In progress</p>	<p>The Faculty of Medicine's Centre for Excellence in Indigenous Health offers <u>UBC 23 24 Indigenous Cultural Safety</u>, which aims to prepare future health care professionals to provide quality, culturally safe care, ultimately leading to improved health outcomes for Indigenous peoples. It is a required component of 13 UBC health professional programs and is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to health professional education. Students engage in this foundational Indigenous cultural safety learning experience that covers topics of Indigenous perspectives of history, the legacy of colonialism in Canada, Indigenous peoples' health and Canada's healthcare system. The curriculum consists of an introduction, four core online modules and two in-person workshops for a total of 12.5 hours of learning.</p> <p>The School of Nursing at the Okanagan campus offers:</p>

		<p><u>NRS 133- Relational Practice</u>: Understanding and respecting the complexities of difference and diversity with clients in nursing practice. A critical exploration of cultural identities and racism from an Indigenous perspective, facilitates development of evidence-informed practice for culturally safe care for all peoples in a variety of contexts (health care, research, institutions and society).</p>
<p><b>28: LAW SCHOOLS</b> We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>In progress</p>	<p>The Peter. A. Allard School of Law offers:</p> <p><u>LAW 201 (6)</u>, a full year compulsory introduction course to Canadian constitutional law. This course examines federalism and the division of powers between federal and provincial governments, the Canadian Charter of Rights and Freedoms, and Aboriginal and treaty rights.</p> <p><u>Indigenous Cultural Competency Certificate</u>, which enhances experiential learning opportunities and the ethics requirement, allowing participants to connect with the Indigenous community and draw on cross-cultural learning opportunities.</p>
<p><b>57: PUBLIC SERVANTS</b> We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism</p>	<p>In progress</p>	<p>As of September 2018, a core group of approximately 60 wellness professionals have received specific cultural competency training from UBC experts in international student wellness, Indigenous student wellness, and graduate student wellness. Key takeaways from these sessions will continue to be communicated to staff and faculty across the university in future professional development sessions.</p> <p>Enrolment Services completed the Blanket Exercise for Student Recruitment and Advising staff in 2017, for Enrolment Services leaders in 2018, and Enrolment Services Advisors in 2019. Developed in response to the Report of the Royal Commission on Aboriginal Peoples in 1996, which recommended education about Canadian-Indigenous history as one of the key steps to reconciliation, the <u>KAIROS Blanket Exercise</u> covers more than 500 years in a 90-minute experiential workshop that aims to foster understanding about shared history as Indigenous and</p>

		<p>non-Indigenous peoples. Since its creation, the Exercise has been updated several times to include new information such as the 2015 Truth and Reconciliation final report. The Exercise is highly immersive and designed to elicit an emotional connection to the lesson.</p>
<p><b>62: TEACHER EDUCATION</b> We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	<p>In progress</p>	<p>UBC offers the <u>Indigenous Teachers Education Program</u>, an Indigenous-focused teacher education program that addresses educational issues pertinent to public and First Nations schools. Current Bachelor of Education (BEd) program options include Elementary &amp; Middle and Secondary.</p> <p>The Faculty of Education offers <u>EDUC 440 - Aboriginal Education in Canada</u>, a compulsory course for all teacher candidates that is intended to provide them with opportunities to explore how to respectfully and meaningfully integrate Aboriginal/Indigenous history, content, and world views.</p> <p>The Okanagan School of Education offers:</p> <p><u>EDU104- Introduction to Academic Pedagogy: An Aboriginal Perspective</u>: Using an Aboriginal approach to the cycle of learning, this developmental course provides an opportunity for first-year students to learn essential skills needed for academic success.</p> <p>At UBC Okanagan, a Resource Package for University Educators on Ways to Engage Indigenous Knowledges and Approaches is being developed. This online and open-access resource package will be available for all Faculty members by 2021/2022.</p>
<p><b>86: JOURNALISM AND MEDIA SCHOOLS</b> We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights,</p>	<p>In progress</p>	<p>The Graduate School of Journalism offers <u>Reporting in Indigenous Communities Reporting in Indigenous Communities</u>, an elective that provides a unique opportunity to study and practice reporting in Indigenous communities in the Lower Mainland. Students learn about local First Nations cultures and history; examine representations of Indigenous peoples in Canadian media; and discuss strategies for in-depth coverage of Indigenous issues. Participating First Nations include Squamish Nation, Tsleil-watuth</p>

<p>Indigenous law, and Aboriginal-Crown relations.</p>		<p>First Nation, Tsawwassen First Nation, Sto:lo Nation and Sto:lo Tribal Council.</p>
<p><b>92: BUSINESS SCHOOLS</b> We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>		<p>The UBC Sauder school conducted a study of initiatives on offer at other business schools across Canada in regard to cultural competency and curriculum. This report formed the basis of a plan for new programming at Sauder School.</p> <p>The UBC Sauder School's Ch'nook Indigenous Business Unit recently hired a Program Manager to oversee a new initiative to work with faculty members in developing and delivering Indigenous content.</p> <p>Cultural competency workshops have been developed and delivered to staff and faculty member.</p> <p>The International MBA program included a cultural tour of Musqueam as part of their orientation to UBC Sauder School. Orientation for undergraduate and other graduate students include time spent on intercultural competency initiatives at the beginning of their program.</p>
<p><b>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</b> How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p>Article 14</p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to</li> </ol>	<p>In progress</p>	<ul style="list-style-type: none"> <li>• UBC offers the <u>Indigenous Teachers Education Program</u>, an Indigenous-focused teacher education program that addresses educational issues pertinent to public and First Nations schools. Current Bachelor of Education (BEEd) program options include Elementary &amp; Middle and Secondary.</li> <li>• The <u>Gitksan Research Lab</u> supports remaining first language speakers of the Gitksan language while helping second language speakers learn as authentic a version of the language as possible. This includes studying the Gitksan scientifically, documenting it, and providing needed language resources to speakers and the community. To date, this has included an online Gitksan dictionary; a collection of oral histories; ongoing recording, transcribing, and translating work; language labs every week, and work on the creation of pedagogical materials.</li> <li>• UBC Brand and Marketing, in partnership with the First Nations House of Learning created the</li> </ul>

- their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Indigenous Peoples: Language Guide to provide information for the UBC community on how to navigate the terminology and meanings associated with Indigenous peoples in order to produce the best and most respectful communication results.

- UBC permanently raised the flags of the Musqueam Indian Band and the Syilx Okanagan Nation on our two campuses, formally signifying our recognition that they are located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) and Syilx (Okanagan) peoples, respectively. This recognition is further acknowledged in a Memorandum of Affiliation with the Musqueam and a Memorandum of Understanding with the Okanagan Nation Alliance.
- Bilingual street signs were also installed on nine Vancouver campus streets with names in English and hən̓q̓əmin̓əm̓ - the traditional language of the Musqueam.
- UBC supports Indigenous students in their academic and personal success through Indigenous-specific awards, programs and services, including priority assignment placement in student housing, as well as culturally relevant wellness initiatives. In addition, some programs have dedicated seats. For instance, 5% of seats are held annually for qualified Indigenous students under the Indigenous MD Admissions program; two seats are held annually for Aboriginal students in the Master of Public Health offered by School of Population and Public Health; and the Peter A. Allard School of Law has 20 seats reserved for Aboriginal students.
- In April 2018, at the opening of the Indian Residential School History and Dialogue Centre, UBC President and Vice-Chancellor, Santa Ono, delivered an apology to Indian residential school survivors, and more generally to Indigenous peoples, for the university's involvement in the

system that supported the operation of the schools. The Indian Residential School History and Dialogue Centre, built for \$5.5 million, is a place for former students and survivors of residential schools and their communities to access their records, for students and the public to explore vast archival holdings and learn about the history and legacy of the schools through interactive technology, and for university and community members to meet in focused discussions about the uses of history and other collaborative projects.

- UBC's newly created Indigenous Research Support Initiative (IRSI) provides professional research support and services to Indigenous communities and university researchers from various disciplines to undertake collaborative projects based on community-led interests, reciprocal relationships, and principles of mutual accountability. IRSI recognizes that community-led research is developed and conducted in collaboration with Indigenous communities, and can contribute to community autonomy, strength and resiliency.
- UBC's Centre for Excellence in Indigenous Health was formally established on January 1st, 2014, after an extensive one year consultation process with Indigenous communities, the First Nations Health Authority, educational partners, government and non-profit groups. The Centre is a single coordinating point for Indigenous health initiatives within UBC and acts as a contact for communities and organizations external to UBC. The Centre is dedicated to advancing Indigenous people's health through education, innovative thinking, research, and traditional practice. It will work to improve wellness, health care and patient outcomes, and promote self-determination that includes increasing Indigenous leadership in all aspects of health and health care.
- The School of Community and Regional Planning offers the Indigenous Community Planning Concentration, which aims 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. It 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 UBC Sauder School of Business offers the Ch'nook Indigenous Business Education. This professional development program includes the Aboriginal Management Program (AMP) and Ch'nook Scholars. The AMP provides Indigenous leaders, entrepreneurs and aspiring business professionals with the knowledge and skills to bring economic development and opportunity to their communities. The Ch'nook Scholars program gives Indigenous post-secondary business students the tools and connections needed to succeed in their studies and careers, as well as a range of other benefits.
- UBC will finalize a renewal of its *Aboriginal Strategic Plan* (2009) later this year. The Indigenous Strategic Plan will continue the work laid out in the former but with a renewed list of priorities in keeping with societal developments, e.g. TRC Calls to Action and UNDRIP.
- The Institute for Critical Indigenous Studies is an interdisciplinary research unit for Indigenous critical theory and politics, arts research, and applied social practice within the humanities and social sciences at UBC. It hosts First Nations and Indigenous Studies (FNIS) and the First Nations and Endangered Languages Program (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.

- The First Nations House of Learning, located within the UBC First Nations Longhouse, provides institutional support in the form of leadership on high-level Indigenous strategic initiatives and advisory services at the faculty and unit level. This is in addition to student-facing work in relation to retention and completion, and supporting a good experience at UBC.
- On May 16, 2019, the Senate of UBC Okanagan approved in principle the restructuring of the BA degree that will have a mandatory Indigenous content. Implementation of the requirement is now in progress and expected to go for approval next year. Similar changes are also underway for the BSc. Through learning about the history and the ongoing impact of colonization on the Indigenous peoples of the Okanagan, British Columbia, Canada and the world, graduates of UBC Okanagan will be informed on how to practice meaningfully in ongoing Truth and Reconciliation practices in their lives and work.
- The Indigenous Language Fluency/Proficiency Degree currently under development at UBC Okanagan (referenced above in response to TRC Call to Action #16) is being co-created with the leadership of many communities. Courses will be taught in communities by elders and native speakers, allowing for full immersion for students pursuing the degree.
- The BA Major in Indigenous Studies at UBC Okanagan is an interdisciplinary program which offers over 25 courses, providing perspectives of Indigenous peoples from the Okanagan, Canada and communities around the world. The involvement of the Okanagan Nation and the En'owkin Centre in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from Indigenous perspectives.



- The Cultural Studies program at UBC Okanagan offers a wide array of courses focusing on Indigenous content from a variety of perspectives, including Indigenous Literature (CULT 250), Intellectual Traditions (CULT 350), Performance Art (CULT 380), Postcolonial Studies (CULT 437), Postcolonial Literary and Cultural Studies (CULT 340).
- The School of Engineering at UBC Okanagan launched an ongoing project last year to prepare students to understand the principles and importance of consulting in good faith with Indigenous communities in engineering contexts. During the first year, curricular content was delivered in four core courses mixing direct instruction with guest lectures and assessing student learning through reflections, projects and presentations. In the next two years, more and enhanced curricular interventions will be implemented and assessed. Core courses include: Fundamentals of Sustainable Engineering Design (APSC 169), Technical Communication (APSC 201), Engineering Project Management (ENGR 303) and Law and Ethics for Engineers (ENGR 413).
- The Faculty of Creative and Critical Studies at UBC Okanagan offers an annual Summer Indigenous Art Intensive. This is a month-long series of courses, lectures, art shows and opportunities to create art. The 2019 Intensive broadly engages the theme Site/ation, connecting to place through Indigenous territoriality, being grounded in land, voice and language, reconnecting to/nurturing traditions, and beyond.

## Reporting by UBC Priorities

UBC's strategic plan, *Shaping UBC's Next Century*, establishes four core areas that represent our work as a public university:

1. **People and Places**
2. **Research Excellence**
3. **Transformative Learning**
4. **Local and Global Engagement**

While UBC has considerable strength in each of these core areas, the strategic plan sets out how the university intends to make further progress in each one. Twenty specific strategies fall under the core areas, with each intended to provide support and guidance to the activities of faculties, schools, departments and crosscutting initiatives.

This section highlights recent accomplishments under the core areas and reports on progress being made on initiatives established to date under the 20 strategies.

### PEOPLE AND PLACES

At the heart of the university's identity, People and Places refers to the mutually reinforcing groups of people and locations that endow UBC with its special qualities and define how the university's work is accomplished.

'People' naturally includes students, faculty, staff, alumni and Indigenous partners. Also included are postdoctoral research fellows, medical trainees, faculty and staff unions and associations, lifelong learners, emeritus faculty members and retired staff—in addition to volunteers, philanthropic supporters, colleagues at other institutions, and those with whom UBC works in the local, provincial and federal governments. The university simply could not function without all of these various components of its community, many of whom connect with UBC in different capacities, and all of whom contribute valuable perspective, knowledge and energy. Together, they make UBC a diverse place in which we thrive as individuals, peers and citizens. The university seeks to build and sustain a global university community, representative of all, including historically excluded populations.

The 'places' of UBC are equally varied. They encompass the UBC campuses and campus communities at Point Grey and Kelowna; locations in downtown Vancouver such as Robson Square; downtown Kelowna, including the Innovation Centre and Rotary Centre for the Arts; the hospitals at which UBC students and faculty members in health-related fields conduct much of their work and the additional sites of the university's distributed medical program; the Learning Exchange in Vancouver's Downtown Eastside; and numerous sites of community-based research and learning throughout British Columbia, across Canada and beyond.

Central to the discussion of any place at UBC is the recognition that UBC campuses in Vancouver and the Okanagan are situated on the traditional, ancestral and unceded lands of the Musqueam and Syilx Okanagan communities, respectively. This fact is foundational to much of the research and educational enterprise of the university and is reflected on UBC campuses, such as through the installation of bilingual street signs on nine Vancouver campus streets with names in English and *hən' q' əmin' əm'* - the traditional language of the Musqueam people.

The university's virtual places are expanding rapidly to include online class discussions, internet-hosted open educational resources created by UBC faculty, and conference links that connect various sites in collaborative research and learning. Places play a profound role in shaping the experience of the people who work and live in them; people, in turn, are powerful influences on their places.

## HIGHLIGHTS

- This past year, UBC permanently raised the flags of the Musqueam Indian Band and the Syilx Okanagan Nation on its two campuses, formally signifying the recognition that the campuses are located on the traditional, ancestral and unceded territories of the xʷməkʷəyʼəm (Musqueam) and Syilx (Okanagan) peoples. Bilingual street signs were also installed on nine Vancouver campus streets with names in English and hən'q'əmin'əm' – the traditional language of the Musqueam. The project built upon UBC's initiative to install bilingual street signs in English and nsyilxcən on the Okanagan campus in 2010.
- UBC participates in the Canada's Top Employers awards administered by Mediacorp Canada Inc., and has consistently been recognized as one of Canada's Best Diversity Employers, Canada's Greenest Employers, Canada's Top Employers for Young People and BC's Top Employers.
- The Healthy Workplace Initiatives Program (HWIP) provides start-up funding to faculties, departments, and units at UBC that are interested in promoting workplace wellbeing. In 2018, HWIP funded 48 such initiatives.
- In parallel with underground infrastructure upgrades, UBC has been progressively converting road and surface parking lots in the campus core into vibrant pedestrian public realms, enhancing wellbeing and experience for UBC's community. Public realm projects have also demonstrated reconciliation efforts through First Nations iconography and story-telling as an integral part of the landscape.
- UBC has been awarded the 2018 Honourable Mention for the International Prism Award, a prestigious honour from the International Coach Federation that recognizes the impact of UBC's rigorous professional coaching in all its facets and in a number of areas, from personal development to shaping the organizational culture and addressing strategic goals.
- Human Resources at UBC continues to offer Mental Health First Aid Training, first introduced in 2006. Participants learn to recognize the signs of mental health problems, provide initial support, and guide a person toward professional help.
- A new dialogue series at UBC seeks to explore religious identity within the context of the university environment and what the university can do to foster a campus climate in which religious identities are welcomed, seen, accepted and fairly treated. The series, open to students, faculty and staff, is supported by the Equity & Inclusion Office and has hosted three events since February 2019.
- Since 2010, extensive planning and urban design has enabled UBC to build between 350 and 500 new student beds into the Vancouver academic campus annually, while maintaining capacity for growth of academic planning. There are currently 11,795 student housing beds at UBC Vancouver with another 650 opening this September in the Exchange Residence, and approximately 2,250 planned for the next five years.

- In 2017, UBC significantly reduced challenges for staff and faculty accessing psychological services through targeted changes to the extended health benefit plan. Utilization of this benefit has increased significantly since these changes were made, indicating that faculty and staff and their dependents are finding psychological health services increasingly accessible.
- The Indian Residential School History and Dialogue Centre was officially opened in April 2018. The Centre is a place for former students and survivors of residential schools and their communities to access their records, for students and the public to explore vast archival holdings and learn about the history and legacy of the schools through interactive technology, and for university and community members to meet in focused discussions about the uses of history and other collaborative projects.
- UBC was awarded the “Canadian Cancer Society’s Platinum Extra Mile Award” for commitment to workplace wellbeing and leadership in health promotion. The UBC model of embedding health and wellbeing was seen as unique and reinforced UBC’s reputation as a leader in the area of sustainable workplace health and wellbeing.
- Diverse cultural and educational venues on the Vancouver campus, such as the Museum of Anthropology (MOA), Beaty Biodiversity Museum, UBC Botanical Garden and Pacific Museum of the Earth, support community learning and enrichment.
- UBC Human Resources’ Health, Wellbeing and Benefits team has been a key partner in the development of the Wellbeing Strategic Framework throughout 2018. In 2019, UBC will be activating the framework for staff and faculty through an approach that reflects the diversity of their experiences and encourages collaborative leadership.
- UBC and the University Neighborhoods Association (UNA) work together on a variety of partnership programs to help build and shape community. UTown@UBC Community Grants is one example of this collaborative approach, which awards grants of up to \$1,000 for projects that foster community building and connectedness on campus.
  - Another example of a UBC and UNA initiative, in partnership with local schools, is the Walk n’Roll to School program that celebrates safe, active and sustainable transportation and encourages children and families to use active transportation to go to school.
- UBC Human Resources offers an evidence-based, solution-focused workplace training program called The Working Mind. This training is available annually and on-demand and is aimed at increasing mental health literacy for managers and people leaders; promoting mental health; and reducing stigma in a workplace setting. In 2018, 47 managers and leaders were trained and certified.
- UBC Human Resources has worked to promote UBC’s Employee and Family Assistance Program (EFAP). In 2018, EFAP utilization increased from 12% to 14%, and 77% of EFAP users reported that the program has enhanced their ability to be well. This is a positive indication that faculty and staff understand how to access support through EFAP, and are taking action to support their mental health.
- The university’s Stadium Neighbourhood Plan proposes to provide approximately 1,500 new campus housing units in a sustainable, mixed-use community. The current proposal includes faculty home ownership opportunities and up to two-thirds of the total units as rental housing for the university community, half of which would be rented at 25% below market rates to faculty and staff.

## SELECTED STRATEGIC PLAN INITIATIVES 2018/19

Strategy 1: Great People - Attract, engage and retain a diverse global community of outstanding students, faculty and staff

### *Blue and Gold Campaign*

UBC launched the Blue and Gold Campaign in 2017 with the goal of raising \$100 million in student support over three years. In addition, UBC is providing matching funds of up to \$5 million for new gifts to select Blue and Gold campaign priorities. Since its launch, the Blue and Gold Campaign has raised \$84 million in support of students.

### *Focus on People*

Aligned with the university's strategic plan, *Shaping UBC's Next Century*, and connected with plans and initiatives across the university, the new *Focus on People 2025* framework is founded on the ideas of UBC's community. The framework was developed through stakeholder interviews and research. Over 1,500 students, faculty and staff responded to the consultation survey in late 2018 and shared their ideas on what will inspire them to work at UBC in 2025. Implementation of the *Focus on People 2025* framework is expected to begin in summer 2019.

### *Workforce Planning*

Through a pilot project over the summer in 2018, a workforce planning toolkit was developed to support the university community in planning for the future of their workforce. The implementation of the toolkit is expected to begin in the spring/summer of 2019.

### *Faculty and Staff Housing*

The UBC Housing Action Plan (updated and approved in December 2017) is an umbrella strategy of housing support commitments to help recruit and retain the best talent in the challenging Vancouver housing market. Employee housing programs include:

- faculty-staff Discounted Rental units on-campus averaging 25% below market prices (a total of 686 units to date);
- continuation of a Rent-Geared-to-Income three-year pilot program launched in 2018 that caps rent within the Faculty-Staff Discount units at 30% of household income for moderate income employee participants;
- continuation and expansion of the new recurring annual loan fund established in 2017 to support Prescribed Interest Rate Loans (PIRL) and Down Payment Assistance loans for approved faculty to purchase in Metro Vancouver;
- provision of advance purchase access opportunities for all UBC employees to each new private leasehold building on-campus; and
- UBC's Faculty-Staff Housing & Relocation Services office offers personalized support to help new faculty and key staff recruits find housing on arrival, become oriented to the community, and assist with relocation activities, immigration and more.

Strategy 2: Inspiring Spaces - Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

*Effective and Inclusive: UBC Okanagan Learning Spaces Enhancement*

This initiative supports the enhancement of three classrooms per year for the next three years in order to create effective and inclusive learning spaces for flexible instruction, including video conference capabilities to support the implementation of inter-campus courses and to leverage local and global experts.

*UBCO Commons*

In 2018, UBC Okanagan completed The Commons library and learning centre expansion project, as a new multipurpose facility and flagship teaching and learning space built to nurture and support student potential. Developed as a LEED Gold facility, The Commons is connected to the campus's low carbon district energy system. The Commons offers dynamic teaching and learning spaces, including a unique 400-seat active learning classroom, a visualization and emerging media studio, graduate commons and more than 350 new study and collaborative spaces. It was officially opened during a ceremony in January 2019.

*Makerspace UBCO*

*makerspace UBCO* is an interdisciplinary, peer-facilitated workspace designed to foster creative thinking through design and making, serving as a hub for innovation, cross-discipline collaboration and entrepreneurship.

Strategy 3: Thriving Communities - Support the ongoing development of sustainable, healthy and connected campuses and communities

*Rapid Transit Project Office*

UBC is working with regional partners to accelerate completion of SkyTrain to UBC, which will connect the university to the rest of the region and enable deeper community engagement, stronger research partnerships, increased clinical, co-op and other work placements, and potentially program delivery. Efforts to bring SkyTrain to UBC are supported by three streams of work: a business strategy to analyze a potential UBC financial contribution, ensuring no revenue is redirected from the academic mission; a technical strategy, in collaboration with TransLink, the City of Vancouver and the province, to advance planning and development of a business case; and an advocacy strategy to encourage governments, stakeholders, and partners to come together to complete the line.

*Wellbeing Strategy*

UBC Wellbeing is a strategic, collaborative and system-wide effort to make the university a better place to live, work, play and learn. The work of UBC Wellbeing is guided by the Okanagan Charter, a shared call to action for partners, leaders and community members to make UBC a leading wellbeing-promoting university.

*Integrate Wellbeing in HR Practices within and Across UBC*

Various initiatives to integrate wellbeing in HR practices have been identified, including embedding workplace wellbeing education in leadership development programs, educating leadership and managers on the factors that influence wellbeing in the workplace to inform action and increasing cross-disciplinary collaboration within HR to support staff and faculty wellbeing at UBC.

### *Student Housing*

UBC has more on-campus housing than any university in Canada with 11,800 beds on the Vancouver campus and 1,680 on the Okanagan campus. The university has invested \$360 million in new student housing developments between 2011 and 2018 and is implementing a development plan to add another 2,750 beds at the Vancouver campus and 440 beds at the Okanagan campus by 2022 with an investment of \$365 million.

### *Conflict Theatre*

The completion of a successful two-year pilot for Conflict Theatre will go forward as a key driver of the conflict engagement framework and commitment to raise conflict literacy at UBC. In 2018/19, Conflict Theatre held 37 events with over 650 attendees, for a total of 50 events and over 1000 attendees during the pilot. Although the majority of the events are based on the Vancouver campus, two events were held at the Okanagan campus. Conflict Theatre delivered workshops for 28 different groups on campus, whose feedback continues to shape program offerings and demonstrate the value of this work.

### *Implementation of Policy #131- Sexual Assault and Other Sexual Misconduct*

*Policy #131- Sexual Assault and Other Sexual Misconduct* took effect on May 18, 2017. UBC continues to ensure the effective implementation of this policy. After two years of implementation, the policy will now undergo a review and be updated to reflect consultation and experiences through implementation by May 2020.

### *Child Care Expansion Plan*

Families who live, work and study at UBC will soon have access to more child care on the Vancouver campus. Four new facilities that will add nearly 150 licensed child care spaces for infants to school aged children will open between 2019 and 2020. In addition, a 24-space before- and after-school care centre, operated by the YMCA, opened this fall in the Old Barn Community Centre.

### Strategy 4: Inclusive Excellence - Cultivate a diverse community that creates and sustains equitable and inclusive campuses

#### *Implementation of an Inclusion Action Plan*

UBC is currently developing an Inclusion Action Plan (IAP), to provide faculties and units with resources and guidance on inclusivity. The IAP will be a guiding document that identifies priority goals for inclusion at UBC and strategic actions needed in order to achieve those goals. The IAP seeks to build on and connect previous and ongoing efforts at UBC, incorporating relevant ideas and recommendations in a single action plan that guides efforts at both UBC campuses. The UBC Equity & Inclusion Office is engaging the campus community for their views on the Action Plan through an online survey, in-person conversation pop-ups and conversation cafés.

#### *Student Diversity Initiative- Embedded Support*

This initiative works with partner units and faculties through an embedded-staff model to identify key priorities to advance equity and inclusion for the full diversity of students at UBC

Strategy 5: Systems Renewal – Transform university-level systems and processes to facilitate collaboration, innovation and agility

### *Integrated Renewal Program*

UBC embarked on a multi-year initiative to transform its finance, human resources and student administrative processes and system environments. The Integrated Renewal Program is a business process transformation and system implementation program that will leverage the industry-leading cloud enterprise solution, Workday, to replace the university's current core administrative systems with a new integrated, user friendly, mobile-enabled platform.

The university is supporting faculties, department and units with customized facilitation and training, including a tailored program for increasing change resilience and leadership in support of the integrated renewal program.

## KEY PERFORMANCE MEASURES

### **Domestic student enrolment**

- 46,923 government-funded FTEs (110% of Ministry FTE target)

### **International student enrolment**

- 27.3% of students on the Vancouver campus are international (up from 26.3% in 2017/18)
- 18.3% of students on the Okanagan campus are international (up from 16.2% in 2017/18)

UBC is home to 17,225 international undergraduate and graduate students from more than 160 countries, who contribute to a global learning environment.

### **Student residences**

- 13,476 beds in on-campus student housing

In summer 2019, UBC will open the Exchange Residence, adding 651 new student housing beds to the Vancouver campus. The development will feature a range of studio, one, two, three and four-bedroom units, as well as “nano units” that will bring an affordable and innovative living environment into the overall student housing stock on the Vancouver campus. An additional 934 beds are scheduled to open in Pacific Residence in summer 2021.

In summer 2020 and spring 2021, UBC will open Skeena and Nechako Residences on the UBC Okanagan Campus, adding an additional 440 beds as well as a student housing commons block featuring new dining facilities, a 24-hour front desk and a variety of other amenities to service student residents and the broader campus community.

### **Workplace experiences survey 2017**

- 75% of faculty and staff report having the opportunity to learn and grow professionally at UBC (up from 60% in 2014)
- 70% of faculty and staff feel that they are part of a community at UBC (up from 51% in 2014)



## **Faculty and staff voluntary turnover (all employees, calendar year)**

- 2018: 7.1%
- 2017: 6.3%
- 2016: 6.0%

Together, UBC's 16,000 employees have helped to create one of the world's leading academic institutions and one of Canada's best places to work. The voluntary turnover rate and scores on the Workplace Experiences Survey provide a baseline against which to measure efforts to provide a fulfilling work environment that reflects UBC's commitments to diversity and wellbeing. While both perform well against external benchmarks, UBC continues to focus on opportunities to improve and enhance the faculty and staff experience. Through the Focus on People framework, UBC has invested in priorities that include a refreshed orientation and on-boarding program, recognition programs, health and wellbeing initiatives and leadership development programs.

## **Blue & Gold Campaign for Students**

- \$84 million raised (target: \$100 million by 2020)
  - \$40.3 million for annual awards
  - \$7.7 million for student experience
  - \$36 million for endowed awards

UBC students are each uniquely talented but not all have the same opportunities. UBC launched the largest campaign for students in its history to equip the next generation of leaders to create lasting and meaningful change and tackle the challenges that affect us all.

## RESEARCH EXCELLENCE

UBC is among the world's leading universities for research across many fields. Research conducted at UBC leads to significant societal and economic impacts, including new products, services, improved health outcomes and contributions to public debate, public policy, and culture. UBC typically ranks within the top 50 public and private universities in the world in rankings based in large part on research metrics. In many disciplines, the university ranks within the top 30 — and, in many cases, much higher—in such areas as psychology, education, law, business, economics, life sciences, social sciences and computer science.

UBC's strength in research also translates into research-based teaching, with students at UBC learning from some of the world's leading scholars and gaining experience working on projects in cutting-edge laboratories and participating in academic and public events that advance the boundaries of knowledge and discourse.

Addressing local and global challenges—such as climate change; human migrations; and the societal shifts associated with increased automation—requires both disciplinary depth of knowledge and collaboration within and across disciplines and communities. It demands the creation of new knowledge and accelerated application through interactions with external partners. It also necessitates resources for the services that support exemplary research, as these enable researchers to carry out excellent scholarship in a highly competitive landscape.

Guided by its strategic plan, UBC is creating an environment that supports its researchers in harnessing disciplinary excellence and multidisciplinary collaborations to address problems of significance to BC and the world. UBC also supports knowledge exchange beyond the academy, establishing new public scholarship and innovation pathways ranging from changes in practice and policy to entrepreneurship and commercialization.

### Highlights

- UBC's total research funding was \$669 million in 2018/19, including \$223 million tri-council funding.
- In 2018, UBC was ranked 43<sup>rd</sup> in the Academic Ranking of World Universities. In 2018, in the Times Higher Education Ranking, UBC ranked 37<sup>th</sup>, and UBC was 29<sup>th</sup> in US News' Best Global Universities ranking for 2018, and 25<sup>th</sup> in the NTU World University Rankings in 2018. In each ranking, UBC remains the second highest-ranked university in Canada, after the University of Toronto.
- The University-Industry Liaison Office (UILO) has helped create more than 200 spin-off companies based on UBC research patents, and industry funding of UBC research reached a new high in 2018/19 with \$69.6 million directed to 1,391 projects.
- The UBC Canada Research Chair Equity, Diversity, and Inclusion Action Plan is the university's strategy for raising awareness of its commitment to and the benefits of equity, diversity and inclusion both within the Canada Research Chair Program (CRCP) and the broader research enterprise.
- The Indigenous Research Support Initiative (IRSI), formally established in 2017, continues to enable collaborative research with Indigenous communities, university researchers and other partners.
- UBC Health—an internal consortium of all health faculties and schools at UBC —is expanding its existing coordinating role into the area of health research. Harnessing and building on existing

research infrastructure across UBC, the new initiative will promote interdisciplinary research partnerships within and beyond UBC's many health-related faculties and schools.

- UBC is a founding member of Canada's Digital Technology Supercluster, which is led from BC. The first cohort of projects for the supercluster was announced in March 2019 and are focused on advancing Canada's development and application of digital technologies to solve some of the most pressing challenges in the natural resources, healthcare and industrial sectors. Examples of projects UBC is involved with include the Dermatology Point-of-Care Intelligence Network (an AI-powered medical imaging network to connect all points of care for patients who may be dealing with skin cancer) and the Learning Factory Digital Twin (a proof-of-concept to apply digital twinning to the manufacturing process of aerospace components).
- The development of the UBC Innovation Precinct, as part of the Okanagan Campus Master Plan (2015) supports the UBC Okanagan campus as an interdisciplinary incubator and catalyst, providing a responsive and flexible physical framework for the creation of a one-of-a-kind collision space where UBC researchers and scholars will work with industrial and non-profit partners to solve real-world problems.
- In November 2018, UBC researchers received an \$8-million investment from the federal government to develop a first-of-its-kind robotic platform, called Ada that uses artificial intelligence to accelerate the development process for new materials to improve energy efficiency.
- In November 2018, UBC named its first Canopy Growth professor of cannabis science at the university. This position is the first of its kind in Western Canada.
- TRIUMF, Canada's particle accelerator centre, which is located on UBC's Point Grey campus, launched the Institute for Advanced Medical Isotopes with partners including UBC, the government of BC and the BC Cancer Agency.
- UBC established a new Public Humanities Hub as a pilot project to provide support specific to collaborative research among humanists at UBC, and to highlight and develop public-facing research in the humanities. A related Scholarly Publication Fund will be launched in 2019 to support publication costs for scholars in the social sciences and humanities.
- Academic researchers have long studied Vancouver's Downtown Eastside, one of Canada's most complex inner-city neighbourhoods, but residents and community organizations have not always had access to those research findings. The 'Making Research Accessible' initiative, a collaboration between the UBC Learning Exchange and UBC Library, is improving access to these findings by building an online open access repository of research and related materials, generated in and about the Downtown Eastside, to make the collection useful to a range of community and university users.

## SELECTED STRATEGIC PLAN INITIATIVES 2018/19

Strategy 6: Collaborative Clusters - Enable interdisciplinary clusters of research excellence in pursuit of societal impact

### *Grants for Catalyzing Research Clusters*

The Grants for Catalyzing Research Clusters competition was created to enable the formation and growth of interdisciplinary clusters of research excellence. The funding will help leading researchers to

work closely together as a unit on problems that transcend the traditional siloes of departments, institutions, and funding agencies. Funds from the most recent competition were distributed in January 2019. UBC continues to support a total of 38 research excellence clusters taking a multidisciplinary approach to tackling complex challenges across its two campuses.

#### *Collaborative Research Mobility Awards*

These awards are intended to build or strengthen collaborative research partnerships by enabling researchers to move between campuses or institutions of strategic importance and access unique infrastructure or expertise not present at their UBC home campus. Fourteen awards were made recently to help increase connections between researchers located at the Okanagan and Vancouver campuses. Another seven awards were provided to UBC faculty members to enrich collaborations with faculty from the University of Washington.

#### *Eminence Program*

The UBC Okanagan Vice-Principal Research established the Eminence Program to provide funding to support the development of clusters of research excellence at UBC Okanagan. The Eminence Program is specifically intended to catalyze research and knowledge creation initiatives that will attract further external opportunities, such as partnerships, grants, trainee support programs, corporate sponsorship and NGO collaborations. Six clusters, led by UBC Okanagan researchers, were supported in 2018.

Strategy 7: Research Support - Strengthen shared infrastructure and resources to support research excellence

#### *Shared Research Facilities*

Shared Research Facilities at UBC are collaborative models for cost-effectively sharing research infrastructure that allow researchers to access state-of-the-art equipment, specialized staff and support for experimental design, instrument use and data analysis. The Sequencing & Bioinformatics Consortium and Plant Care Services are examples of these shared facilities.

#### *Digital Research Infrastructure*

UBC is making a capital investment in advanced research computing to meet the immediate high-performance computing, storage and data access needs of its research community, as well as to prepare UBC researchers to participate in future national and regional platforms.

#### *Fostering Open Science at UBC*

This project targets research support and educational initiatives at the undergraduate and graduate levels in order to integrate Open Science practices.

Strategy 8: Student Research - Broaden access to, and enhance, student research experiences

#### *Aboriginal Research Mentorship Program*

The Aboriginal Research Mentorship Program provides students in STEM with opportunities to participate in an undergraduate research mentorship experience with a UBC Okanagan faculty member or post-doctoral fellow.

### *Program for Undergraduate Experience*

The university recently launched the Program for Undergraduate Research Experience (PURE), an initiative of the Provost and Vice-President Academic (Vancouver), the Vice-President Research and Innovation, and the Vice-Principal Research and Innovation (UBC Okanagan). The university has committed \$1 million in strategic funds over two years to enhance undergraduate research experiences through this program. Of the 95 applications received, 17 projects were funded in the inaugural round of this program, to teams lead by faculty, staff and undergraduate students.

### Strategy 9: Knowledge Exchange - Improve the ecosystem that supports the translation of research into action

#### *Innovation Hubs*

UBC is creating Innovation Hubs to provide an entry point for researchers and external partners to collaborate and to access supports that will translate research into socio-economic impacts. The first two Innovation Hubs are in downtown Vancouver (launched in June 2018) and downtown Kelowna (launched in October 2018) with planning underway for a Hub at the Point Grey campus.

#### *UBC Knowledge Exchange*

Recognizing our responsibility to make academic knowledge more accessible, understandable and relevant, the UBC Knowledge Exchange is a specialized unit to support increasing research impact at UBC. UBC Knowledge Exchange will launch officially in 2019.

#### *Creative Destruction Lab- West*

The Creative Destruction Lab (CDL) is a seed-stage program for massively scalable, science-based start-ups with the goal of maximizing equity value creation, and enhancing managerial and entrepreneurship education. The CDL program harnesses the STEM research excellence at UBC, and in the broader region, by combining it with business mentors and investors from the broader community.

### Strategy 10: Research Culture - Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service

#### *Indigenous Research Support Initiative*

The Indigenous Research Support Initiative provides 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.

#### *Indigenous Engagement Training Program*

This project aims to co-develop training programs with Indigenous community partners for researchers and graduate students entering, or wishing to enter, collaborative relationships. In addition, the project will assemble a baseline inventory of all the training and education tools, both within and outside of UBC, that are accredited and commonly used by academic professionals.

#### *Research Integrity Training Framework*

This project, in collaboration with the Faculty of Graduate and Postdoctoral Studies, consists of two initiatives that will strengthen and reinforce a high-integrity culture of research excellence and innovation to deliver on key elements of *Shaping UBC's Next Century*. This will take place through

promotion of the responsible conduct of research, and clear communication of the policies, procedures and best practices around commercialization and entrepreneurship pathways to innovation.

## KEY PERFORMANCE MEASURES

### Total research funding

- 2018/19: \$669 million
- 2017/18: \$658 million
- 2016/17: \$580 million

### Total Tri-Agency funding

- 2018/19: \$223 million
- 2017/18: \$201 million
- 2016/17: \$204 million

Canada's Federal Tri-Agency (CIHR, NSERC, SSHRC) grants to support research are awarded through peer-reviewed competitions.

### Tri-Agency funding highlights

- 18- UBC early-career researchers supported by inaugural New Frontiers in Research Fund awards (ranked #1 nationally for number and value of awards in this competition)
- 73%- UBC's success rate in the Natural Sciences and Engineering Research Council Discovery Grants (compared to a national average of 67%)
- 52%- UBC's success rate in the Social Sciences and Humanities Research Council Insight Grants (compared to a national average of 45%)

### Institutional field Normalized Citation Impact

- 89% more cited than the global average (2018-19)

One measure of the positive effects of research activity is the number of times UBC publications are cited. UBC researchers' publications are highly cited—an indication of the contributions that UBC researchers are making in their fields.

### Articles with international co-authors

- 57% of UBC research publications involve international partnerships (2018-19)

The growing number of UBC publications that had an international co-author over the past five years highlights our strength as a globally connected research university.

### International University Rankings (includes global public and private institutions)

- 37<sup>th</sup> – Times Higher Education ranking, 2019
- 43<sup>rd</sup> – Academic Ranking of World Universities ranking, 2018
- 29<sup>th</sup> – U.S. News & World Report Best Global Universities Rankings 2019
- 25<sup>th</sup> – NTU World University Rankings 2018

## TRANSFORMATIVE LEARNING

At its best, education is transformative and has a lasting and continuing impact on the learner. UBC is renowned for the excellence and breadth of its education, with a long-established track record in teaching and learning innovation. Transformative programs offer dynamic interdisciplinary learning experiences for students and provide faculty members with rich environments in which to develop and study creative, effective approaches to teaching. Beyond individual programs, UBC supports transformative learning through initiatives that have involved hundreds of faculty members and impacted thousands of students.

Transformative Learning also extends to the broader community, where the exchange of knowledge is not confined to the physical bounds of the university. Students and faculty conduct research and education projects in and with communities across BC, and in international contexts.

Changes in learner demographics and interests continue to reshape the university. A rapidly diversifying economy, social context and job market demand a different kind of education: one with a greater focus on competencies and transferable skills, such as critical thinking, collaboration and communication, and one that promotes and supports continuous learning. To keep pace with the information age, and to meet the increasing expectations of students and employers, universities are investing systemically in active, experiential and online models related to the Transformative Learning core area.

### HIGHLIGHTS

- In 2018/19, the Ministry of Advanced Education, Skills and Training approved eight new programs: a Bachelor of Arts Major and Minor in First Nations and Endangered Languages; a Bachelor of Applied Science in Manufacturing Engineering; a Bachelor of Science in Food and Resource Economics; a Master of Health Leadership and Policy in Clinical Education; a Master of Global Surgical Care; a Master of Data Science —Computational Linguistics option; and an MSc and PhD in Oceans and Fisheries.
- UBC collaborates with community, industry, government and university partners to provide a variety of transformative learning experiences to students, emphasizing community service learning, research, internships, mentorships, international exchanges and co-ops. The university has integrated experiential learning opportunities across a wide range of programs to make them more accessible to students. Approximately 79% of students at UBC Vancouver and 72% at UBC Okanagan now access one or more of these rich learning opportunities. The 2018 Undergraduate Experiences Survey found that 73% of UBC fourth and fifth year students have participated in at least one experiential learning opportunity, including field work, intensive research experiences, internships, practicum and co-op placements, international education or community service learning.
- UBC's co-operative learning program is the largest in Western Canada and it provided students and employers with over 6,000 work placements in the 2018/19 academic year, an increase of 4% from the previous year.
- UBC Health is an internal consortium of all health faculties and schools at UBC. The recent appointment of the university's first Vice-President, Health coincides with an expansion of UBC Health's mission, including reinvigorating efforts to promote team-based, interprofessional learning across more than a dozen health programs. Through integrated curricula, as well as joint programs

such as biomedical engineering and health informatics, UBC Health is bringing students together and exposing them to new perspectives from across health disciplines.

- In 2018 there were 56 students registered in Aboriginal Access Studies at the Okanagan campus. The program provides tailored academic, social and cultural programming as part of a supportive pathway process for students who would not otherwise qualify for admission to UBC.
- At the Vancouver and Okanagan campuses, new Indigenous students are welcomed to the Indigenous Student Orientation, which is designed to help familiarize students with the campus while building a community for students.
- The College of Graduate Studies at UBC Okanagan introduced the Graduate Dean's Aboriginal Entrance Scholarship to attract and support Indigenous students. Eight fellowships of \$10,000 each are available to incoming Indigenous graduate students.
- The College of Graduate Studies is broadening the definition of an acceptable thesis to include non-traditional work and products, including film or other recordings, creative writing, policy papers, professional reports, websites, curricula and other scholarly artifacts. The College is also exploring, along with other Canadian universities, how to facilitate the incorporation of Indigenous languages in dissertations and how to involve Elders in defenses.
- Building on the work begun as part of the university's Flexible Learning Initiative, UBC is expanding opportunities for a wide range of career, personal and lifelong learners, through innovative offerings including master's programs, diplomas and certificates and other courses. These opportunities are increasingly designed to meet the flexibility requirements of learners who may not be able to attend a fully residential program at UBC, while at the same time retaining the social component of learning as part of an active cohort of peers.
- To further support their learning, over 3,400 students worked in UBC-subsidized work-integrated learning placements on campus for the 2018-19 academic year, benefitting from mentorship, skill development and applying knowledge in real workplaces. In 2019, most undergraduate students about to graduate said that during their time at UBC, they gained skills that have helped them apply their academic learning to wider societal issues (85%) or to a professional or work environment (86%).
- Interdisciplinary Education Grants (IEGs) were launched in the fall of 2018. The main goal of the grant program is to support the design and development of interdisciplinary curriculum options for UBC students so they can learn about sustainability topics and challenges from more than one perspective. Six IEGs were awarded in fall 2018. Each project is led by a pair of faculty members.
- To stimulate interest and support faculties in developing new learning opportunities, UBC has initiated an annual call for proposals in the area of online learning. The Online Learning Advancement Fund (OLAF) is modelled after the long-established and successful Teaching and Learning Enhancement Fund, which has been an engine for educational innovation and enhancement of undergraduate courses and programs across the Vancouver campus for over 25 years.
- Going into its fifth year in 2019, UBC's Public Scholars Initiative boasts a network of over 150 doctoral students and alumni engaging with over 100 partners from all economic sectors. Hailed as a 'revolutionary initiative' at the 2017 Reimagining the PhD Symposium, this pan-university initiative is committed to reimagining doctoral education in ways that facilitate collaborations with partners



from various sectors, endorse engaged and innovative scholarship and support graduate students' broader career perspectives.

- Go Global continues to support UBC students' capacity to study abroad in designated departments, by increasing access and outreach to international learning opportunities for students and faculty.
- The Sustainability Ambassadors program is a year-long, immersive co-curricular experience designed for undergraduate and graduate students. The program aims to develop sustainability competencies, professional development and leadership skills in Ambassadors. Entry into the program is competitive, with 15-20 participants each year. Students meet weekly as a whole group and also work in separate teams to design sustainability projects and initiatives that engage the campus community.
- Aboriginal Programs and Services on the Okanagan campus and the Ki-Low-Na Friendship Society offer an introductory writing course for adult learners.
- In partnership with the En'owkin Centre learners can take courses that lead to certification of nsyilxcən (Okanagan) language and culture.
- The Centre for Teaching, Learning and Technology (CTLT) continues to conduct professional development for new administrators, teaching assistants and faculty in addressing Indigenous considerations and conducting effective and inclusive classroom discussions.
- Communities of Practice at UBC are open to anyone with an interest in teaching or learning, and bring people with common interests together for critical discussion, interdisciplinary, learner-centered thinking and social innovation. The CTLT at UBC assists Communities of Practice by providing event supports, logistics and room booking.
- The 2018 Graduate Students in Teaching Mini Conference took place at UBC in May 2018, providing an opportunity for students to discuss and collaborate on the present and future role of graduate students in teaching, and as future faculty.
- Through the Ch'nook Indigenous Business Education Initiative, the Sauder School of Business supports Indigenous students, entrepreneurs, community leaders and business leaders to build capacity for sustainable economic development in Indigenous communities.

## SELECTED STRATEGIC PLAN INITIATIVES 2018/19

**Strategy 11: Education Renewal** - Facilitate sustained program renewal and improvements in teaching effectiveness

### *Cross-cultural professional development on Haida Gwaii*

For almost a decade, the Faculty of Forestry at UBC has partnered with a local post-secondary education non-profit on Haida Gwaii to offer the Haida Gwaii Semesters— third and fourth-year five-course semesters based on Haida Gwaii and accredited by UBC. In 2018, the Faculty of Forestry and the Haida Gwaii Higher Education Society strengthened their partnership to establish the UBC Haida Gwaii Institute (HGI) within the Faculty of Forestry. This project aims to expand UBC Haida Gwaii

Institute programming into professional development and executive education in the area of reconciliation to heed the Truth and Reconciliation Commission's Calls to Action.

#### *Teaching and Learning Enhancement Fund*

The Teaching and Learning Enhancement Fund (TLEF) was created to enrich student learning by supporting innovative and effective educational enhancements. In 2018, funding for TLEF projects was aligned with *Shaping UBC's Next Century*, creating Large Transformation Project grants for projects with strategic goals related to transformative learning, and Small Innovation Project grants for grassroots projects that support experimentation with pedagogical approaches. In 2018/19, \$2.1 million was awarded to 10 large and 57 small projects, including \$1.2 million to hire up to 238 UBC students to work on project teams. These projects are enhancing experiential and workplace learning, expanding Indigenous-focused curricula, actively engaging diversity and inclusion and increasing the creation or integration of open educational resources and pedagogy. In the 2019/20 funding round, 55% of the funded TLEF projects will be developing or adopting open resources or practices.

Strategy 12: Program Redesign - Reframe undergraduate academic program design in terms of learning outcomes and competencies

#### *Undergraduate Program Evaluation and Renewal*

The university is supporting 10 Undergraduate Program Evaluation and Renewal projects across four faculties at UBC Vancouver. These projects will focus on reframing undergraduate academic program design in terms of program level learning outcomes and competencies.

#### *Community Entrepreneurship Course*

In the summer of 2017, the UBC Sauder School of Business delivered a successful pilot program in three rural Indigenous communities in BC. Building on this work in 2017, the program was modified and delivered to learners in Vancouver's Downtown Eastside in collaboration with UBC's Learning Exchange. The latest iteration of this project aims to further advance the work of the successful initial pilot by replicating the delivery of this course for the next three years to Indigenous learners in Vancouver's Downtown Eastside, and Indigenous communities such as Haida Gwaii, Musqueam, Tsleil-waututh and Squamish.

#### *Expand ALT Scope to Include Program Description*

The Aspire Learning and Teaching (ALT) Fund at UBC Okanagan supports curriculum change, innovative teaching practices and learning environment enhancement. This project expands the current Aspire Learning and Teaching Fund to include undergraduate program evaluation and renewal projects. This past year, all of the ALT Fund projects were developing open resources.

Strategy 13: Practical Learning - Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni

#### *Investments in Career Learning and Development*

UBC recognizes the need to expand its investments in experiential and workplace learning and innovate to help students gain career confidence. Priorities for development and investment include:

re-aligning and expanding expertise to offer customized career education for distinct populations and expanding and improving students' opportunities to engage with employers, alumni and community.

#### *Alumni-Student Online Career Mentor Initiative*

This initiative provides opportunities for UBC alumni from around the world to volunteer as Online Career Mentors and share their professional knowledge and experience with fellow UBC alumni and students.

#### *Integrated campus experiential learning initiative*

A task force has been struck to help achieve coordination amongst experiential learning providers at UBC Okanagan.

#### Strategy 14: Interdisciplinary Education - Facilitate the development of integrative, problem-focused learning

##### *Launch of the School of Biomedical Engineering*

The School of Biomedical Engineering was established as a partnership between the Faculties of Applied Science and Medicine, to provide a clear route from the discovery of new fundamental biomedical technologies to their innovative application and development to benefit human health. The undergraduate program in Biomedical Engineering was launched in September 2018 and offers students many learning opportunities, such as research rotations, study-abroad and Engineers-in-Scrubs (a program designed to foster innovation in medical technology by training biomedical engineers in clinical environments), that will prepare them for the rapidly expanding opportunities available in biomedical engineering.

##### *Redesigned Interdisciplinary Graduate Studies*

The newly redesigned Interdisciplinary Graduate Studies (IGS) program at UBC Okanagan offers students opportunities to pursue graduate studies across disciplinary boundaries. Examples of newly implemented themes are: digital arts and humanities; power, conflict and ideas; and urban, rural and regional dynamics.

#### Strategy 15: Student Experience - Strengthen undergraduate and graduate student communities and experience

##### *Expanding "Supporting Aboriginal Graduate Enhancement" (SAGE) Across the Institution*

The Faculty of Education has established and supported SAGE, a successful Indigenous graduate student initiative, for the past 12 years. This project provides mentorship for a number of Indigenous graduate students by extending the SAGE initiative beyond the Faculty of Education in two ways: firstly, through its expansion across UBC faculties and programs by working in partnership with the Faculty of Graduate and Postdoctoral Studies (G+PS). Secondly, it will build on the work of the *Aboriginal Transitions: Undergraduate to Graduate Phase 1 Report*, which was funded by and prepared for the Ministry of Advanced Education, Skills and Training.

##### *Jump Start Expansion*

Jump Start is a multi-day orientation program for first-year students coming to UBC. The program was previously only available to international students and Canadian students studying abroad, but

in 2018, it was expanded to include domestic students to provide orientation activities for an even larger cohort of students.

### *Expansion of Collegia*

The Collegia are interdisciplinary 'homes-away-from-home' for first-year students who commute. Through these dedicated physical spaces, new students can access resources to help navigate their transition to university, meet other first-year students, and get advice from senior peer mentors and faculty members. In August 2018, Vancouver's fourth Collegium site opened at the UBC Life Building, and approximately 1,200 first-year commuting students are now members. UBC Vancouver is on target to provide every first-year student a place in residence or membership in a Collegium; offering a sense of community, trained student leaders, and access to 'faculty-in-residence'.

### *UBC Climate Hub*

The UBC Climate Hub is a student-led, university-wide initiative launched in fall 2018 that provides opportunities for faculty, staff and students from all disciplines to share information about their climate-related research and initiatives, and to collaborate on bold climate action.

## KEY PERFORMANCE MEASURES

### **Total Students at UBC**

- 66,266 student headcount in 2018/19

### **Degrees granted**

- 13,778 in 2018

### **Student Satisfaction**

- 94% undergraduate student satisfaction with their overall academic experiences at UBC Vancouver (up 1% from 2017/18)
- 94% undergraduate student satisfaction with their overall academic experiences at UBC Okanagan (same result as 2017/18)

Over the last five years, the percentage of favourable responses to an Undergraduate Experience Survey question assessing satisfaction levels has remained remarkably high at both campuses.

### **Adapting Our Teaching Methods**

- 197 enhanced courses at UBC Vancouver, reaching 35, 533 students (18,647 unique students)
- 28 enhanced courses at UBC Okanagan, reaching 4,651 students (2,700 unique students)

Today's students expect education to be accessible, immersive, collaborative, personalized and online-enriched. UBC encourages faculty members to use evidence-based and technology-enabled teaching practices to improve the student learning experience. This work is supported through the Teaching and Learning Enhancement Fund on the Vancouver campus, and through the Aspire Learning and Teaching and the Global Contexts in the Classroom Funds on the Okanagan campus.

The number of courses affected fluctuates year-over-year, based on the range of projects and the overall class size of the funded sections.

### **Courses with Significant Indigenous Content (both campuses)**

- 2018/19: 196
- 2017/18: 205
- 2016/17: 197

UBC is working to ensure curriculum is responsive to the concerns of Indigenous people and that it considers issues of Indigenous importance. An understanding of Indigenous history—including a full and accurate understanding of Canadian history—must be part of the education of all students, whatever their field of study. This measure tracks courses at UBC that incorporate Indigenous issues and perspectives, and that help prepare students to interact with, or to learn more about their own Indigenous communities.

### **Experiential Learning**

- 79% of UBC Vancouver undergraduate students participated in enriched educational opportunities (up from 75% in 2017/18)\*
- 72% of UBC Okanagan undergraduate students participated in enriched educational opportunities (up from 65% in 2017/18)\*

\*based on graduating undergraduate students' responses to the Undergraduate Experience Survey

### **Interdisciplinary Learning**

- 245 courses involve interdisciplinary collaboration

UBC works across faculties, schools and departments to offer courses that cross disciplines, in an effort to prepare students for a rapidly changing world. For this new metric, we have calculated the number of courses that are cross-listed at different academic units in 2018/19, while recognizing there may be more available to students. Future reporting of this new measure will be based on a working definition for UBC, which is currently being developed.

## LOCAL AND GLOBAL ENGAGEMENT

UBC is locally integrated and globally connected; it has always been a place of community engagement. Global perspective is embedded in the histories and communities that have shaped the local context in BC and at UBC. The balance of Canadian perspective and geographic diversity across our student population is a tremendous strength; how we work together is what sets us apart. Across UBC, students, faculty and staff embody this work in the context of community-engaged research, learning and public service.

Our commitment to improved collaboration and partnerships with Indigenous people remains at the forefront of our engagement with our local community and beyond.

The university's international networks open new research vistas and create educational opportunities that would not otherwise exist. They also enable UBC to help mobilize positive change across the world and to assist its partners in making progress in their own goals.

UBC's engagement with its local and global connections is complex and multifaceted, and integral to its experience as a public university. Through numerous events, lectures and initiatives, UBC is committed to remaining relevant in the public discourse and playing a key role in its local communities and beyond.

The university is focused on building and maintaining connections with the over 330,000 UBC alumni who work and live in 148 countries around the world.

Students are central to the activities that connect UBC to the local and global community, through community service, research, international exchanges and more.

### HIGHLIGHTS

- Dialogues and sponsored events on important societal issues continue across both campuses, including more than 300 public lectures, seminars and special speakers at UBC Vancouver, UBC Okanagan and UBC Robson Square. These events include UBC Connects, the Wall Exchange, Phil Lind Initiative Annual Dialogues and The Irving K. Barber School of Arts and Sciences Distinguished Speaker Series. Symposia, forums, dialogues and research venues continue to engage the university in important public discussions on issues that foster understanding of public policy and inform the university's research, teaching and learning.
- UBC Connects was launched in 2018 as a way to better connect our communities — both local and global — to bold thinkers sharing their perspectives on pressing global issues. Hosted by Prof. Ono, the series has welcomed over 8,000 people in person at eight events and almost 20,000 via livestream. Past speakers have included civil rights activist and founder of the 'me too.' movement Tarana Burke; Kanien'kehá:ka (Mohawk) activist and Olympian, Waneek Horn-Miller; award-winning Nigerian author, and one of TIME Magazine's 100 Most Influential People in the World, Chimamanda Ngozi Adichie; and Michael Pollan, a writer who has spent the past 30 years exploring the intersections of humans and nature. This series provides an opportunity for UBC to engage with local communities in Vancouver and Kelowna, and globally. Events include both a public lecture, as well as a daytime event dedicated to students.
- Over the past year, UBC has engaged with 75,788 alumni from around the world. Over 280 alumni volunteered their time on various Faculty and Deans' Advisory Councils, Alumni Advisory Councils and leadership boards, providing input on a wide range of topics important to UBC.

- UBC has many close and productive associations with universities and organizations throughout North America, Europe, Australia and New Zealand, Africa and Latin America. UBC's Asia-Pacific connections, built over many years, have yielded a powerful set of partnerships and academic exchanges.
- The Centre for Community Engaged Learning at UBC connects students, staff, faculty and community partners, placing students in community settings either as a requirement of an academic course or through voluntary placement.
- The expansion of UBC Health —an internal consortium of all health faculties and schools at UBC — has created a new opportunity for the university to engage locally and globally with one voice on matters of health policy and promotion. For example, UBC Health has assumed responsibility for UBC's response to the opioid epidemic, including external engagement on the prevention and treatment of addiction within and beyond the health care system. UBC Health has established a cross-faculty committee of experts to guide this ongoing work.
- The newly launched UBC President's Roundtables series brings experts and practitioners from across the region together with UBC leadership to hear multiple perspectives on pressing issues, open pathways for collaboration and catalyze change in the long- and short-term. The first three Roundtables explored the overdose crisis response, building resilient partnerships for regional climate action, and supporting non-market housing innovation. A fourth roundtable is set to be held in late 2019 and will focus on migration.
- In 2018, UBC sponsored Megaphone Magazine's *How to Save a Life Speaker's Series and Bureau* at UBC Robson Square. The series supports a more informed public dialogue about addictions and substance use issues in Metro Vancouver, with a focus on driving community-led responses, cultural competency training and community-centred programs. The series includes workshops with facilitators and storytellers with lived experience sharing reflections and overdose prevention and response training, and supports an online catalogue of learning materials to extend the program's reach and scope.
- Since 2010, UBC has regularly sponsored the annual United Way Public Policy Institute (UWPPI) at UBC Robson Square. This public engagement event supports capacity building for leadership in the non-profit sector to address challenging social issues and influence public policy. UBC faculty members, staff and alumni attend as instructors and guest speakers for leadership from social service and health-related agencies from across BC. The UWPPI is recognized as a key opportunity for non-profits to increase organizational capacity, make progress on critical policy issues and access valuable professional networks and partnering opportunities.
- The Community-University Engagement Support (CUES) Fund supports UBC partnerships with diverse community organizations that help to advance a stronger, more equitable society. In 2018, 10 CUES project teams received \$240,000 to seed new partnerships, bridge existing collaborative projects, and turn new knowledge into action. Recently funded projects include LGBTQ/2S competency training for organizations in rural and remote regions across BC and an exploration of culturally-rooted health interventions for Kwakwaka'wakw communities on northern Vancouver Island.

- Last year, the UBC Learning Exchange engaged almost 1,000 students and over 80 faculty in community-based experiential learning, community-based research and knowledge exchange. The Learning Exchange engaged over 2,000 local residents in peer-led programs, and collaborated with over 40 community partners on a range projects and activities in Vancouver's Downtown Eastside.
- Community members continue to have opportunities to share in knowledge and engage in dialogue with more than 120 public events delivered in the Okanagan. The annual signature speaker events included the Distinguished Speaker Series, Nobel Night and UBC Dialogues. Further, important conversations were held with UBC and community experts along with the public about housing and homelessness, the legalization of cannabis, changes in the local food systems, and disaster management in BC.
- The UBC Partnership Recognition Fund (PRF) supports existing community-university partnerships to advance ongoing community-engaged initiatives. Since 2017, UBC has approved more than \$170,000 in funding for 110 community engaged projects involving more than 100 community partners who demonstrate long-term dedication to working in partnership with UBC.
- The RES'EAU-WaterNET project is an NSERC Strategic Network Initiative— led by UBC researchers in collaboration with many public and private organizations — that delivers local solutions to drinking water issues faced by small, rural and Indigenous communities. During the fourth annual #BC Tech Summit, the RES'EAU WaterNET team showcased the RES'EAU Community Circle™ model, as well as the mobile pilot treatment plant, and new technologies such as Biological Ion Exchange. In December 2018, Middle River, a remote northern BC community, celebrated the official end of its boil water advisor. Getting the appropriate water treatment plant designed and built took years of planning on the part of the community, Indigenous Services Canada, the RES'EAU-WaterNET team and other contracted partners.
- Through the university's continued strategic partnership with the MasterCard Foundation Scholars Program, UBC currently has 85 scholars studying at UBC from 18 countries across sub-Saharan Africa and 37 program alumni (in year eight of a 10-year gift). This year the program offered a new month-long orientation for graduate Scholars, which included learning about Indigenous histories, relationships and topics. With three more years of funding in the partnership, UBC has also increased the enrolment of graduate scholars by 31 students over the next two years.
- The Regional Socio-Economic Development Institute of Canada, established at UBC Okanagan, is working to help build thriving regional economics and contribute to the creation of more innovative, resilient and culturally rich communities.
- The Veterans Transition Program is a group-based program developed 20 years ago at the Centre for Group Counselling and Trauma (CGCT) at UBC's Faculty of Education, to help people returning from military service transition to productive civilian life. Over 1,000 Veterans have participated in the program since its inception. In January 2019, the federal government announced funding which will help the program expand to help even more veterans get the help they need.
- UBC Okanagan is a key stakeholder in the Okanagan Gateway Transportation Study partnership, with the City of Kelowna, Kelowna International Airport and Ministry of Transportation Infrastructure. The study will ultimately define future policies, programs and projects to support the vision of the university, airport and surrounding area as a growing, vibrant and connected hub that



benefits the whole region. Through engagement with these and other local and regional partners UBC will advance future sustainable transportation options in benefit of the campus and surrounding region.

- UBC Okanagan Aboriginal Programs and Services hosts two summer camps for Indigenous youth, Indigenous Summer Scholars Camp (grades 7-9) and Indigenous Summer Leadership Camp (grades 10-12). These integrated programs aim to provide the next generation of Indigenous leaders with the opportunity to become part of the university experience, and help build the students' interests in higher education and their ability to act as leaders in their community and schools.
- Programs such as UBC's Indigenous Teacher Education Program, the Indigenous concentration in the School of Community and Regional Planning (co-developed with the Musqueam and other Indigenous communities), the First Nations and Endangered Languages Program, and the Faculty of Forestry's curricula (co-developed and taught on Haida Gwaii) address priority community concerns relating to Indigenous education in community settings.
- The Patient and Community Partnership for Education works to promote a partnership model of client-health professional communication in line with current trends in health care including evidence-based practice, client-centered care, and informed and shared decision-making. The aim is to improve client involvement in health care decision-making through collaborative research, development of community driven programs and client participation in health professional education.
- UBC encourages its community and broader communities in BC to participate in democratic processes and discourse. UBC co-hosted 2018 municipal election debates with the CBC in Vancouver, Surrey and Kelowna, and encouraged voting in those elections. UBC also encouraged participation in the electoral reform plebiscite and hosted a panel discussion with political science faculty to explore how the BC referendum results on electoral reform might impact rural communities, political parties, women and Indigenous peoples in BC and various models of proportional representation from around the world.
- The UBC Women in House Program is a new, innovative and practical program that aims to promote a greater level of female representation in the Canadian government. The program connects female students for a full day with a Member of Parliament or Senator so that students can directly observe political procedures, learn about gender equality and engage in mentorship and networking with Canadian political leaders.
- Kids Takeover UBC takes place on the Sunday of the Family Day weekend, when volunteers from the UBC community take on adult-sized roles, working alongside staff and volunteers to host a fun day of arts and culture activities on campus. The second year for Kids Take Over UBC was a major success, with over 1,000 people in attendance.
- The Sustainability Scholars Program is an innovative paid internship program that matches UBC graduate students with on- and off-campus sustainability mentors at various organizations across the region to work on applied research projects that support the advancement of sustainability. Over 280 graduate students have participated in the program since its inception in 2010.
- The Transitioning Youth with Disabilities and Employment (TYDE) Project is a UBC Okanagan-led research project that brings together key partners committed to improving the employment

outcomes of transitioning youth with intellectual disabilities and/or autism spectrum disorder. Researchers and partners involved in the project are developing a curriculum for an online interactive learning environment to help those with ID and ASD— also called self-advocates for their efforts in speaking up for themselves and others— and their caregivers and families improve their knowledge and future employment outcomes.

- In July 2018, UBC announced new leadership in the roles of Director for the First Nations House of Learning and a Senior Advisor to the President on Indigenous Affairs. Dr. Margaret Moss, the Director of the First Nations House of Learning, works closely with faculties at UBC Vancouver to advance the development and implementation of policies, academic programs, research and other initiatives that address the needs and aspirations of Indigenous learners. Dr. Sheryl Lightfoot, the Senior Advisor to the President on Indigenous Affairs, provides vision, leadership and advice in advancing the university's overall strategic plan in relation to Indigenous affairs across both of the Vancouver and Okanagan campuses.
- The UBC School of Public Policy and Global Affairs (SPPGA) is an interdisciplinary and collaborative centre for innovation, research and learning in global affairs and public policy. The School brings together accomplished scholars from both campuses, students, the community, governments and businesses to address problems of local importance and global consequence. The SPPGA reaches 5,000 students, faculty, alumni, staff and community members annually through more than 150 events. SPPGA events are often live-streamed for students, faculty and staff and the broader public to extend potential reach and impact.
- In 2018, SPPGA supported policy action and public convening through the Phil Lind Initiative, Policy in Practice Series, Women in Policy Series, the Splane Lecture in Social Policy, the Refugee and Migration Symposium, the UBC Future of Food Global Dialogue Series, the Lobby Gallery, and various other events and initiatives through its partner units. These include the Institute of Asian Research, the Centre for the Study of Democratic Institutions, the Canadian International Resources and Development Institute, and SPPGA's professional program, the Master of Public Policy and Global Affairs.

## SELECTED STRATEGIC PLAN INITIATIVES 2018/19

Strategy 16: Public Relevance - Deepen the relevance and public impact of UBC research and education

*Improving practice of community-based research in the downtown eastside*

To improve capacity to facilitate and coordinate partnerships between UBC researchers and residents of Vancouver's Downtown Eastside, the Learning Exchange expanded its team to include a Community-Based Research Coordinator. In the first six months the role supported 16 partnerships between UBC researchers and Downtown Eastside residents and organizations. The role better equips the Learning Exchange to share local perspectives and advice on approaches to community-based research and knowledge exchange more systematically and strategically, in an effort to strengthen and promote promising practices amongst UBC and Downtown Eastside communities.

### *Public engagement- Metro Vancouver and Robson Square*

This two-year pilot project will boost the number of events at UBC Robson Square, as well as other regional venues, by establishing a Robson Square Engagement Grant to encourage faculties to use UBC Robson Square for public engagement and knowledge exchange events. In addition, this project aims to extend the UBC Connects brand into Metro Vancouver by establishing a complimentary series of public lectures and dialogues off-campus at Robson Square and Lower Mainland venues.

### *Essential Skills for Your Digital World*

Offered in partnership with the Okanagan Regional Library, Essential Skills for Your Digital World is a free, six-module program for adults that introduces participants to core computational thinking concepts, to challenge myths about digital devices and coding.

### Strategy 17: Indigenous Engagement - Support the objectives and actions of the renewed *Indigenous Strategic Plan*

#### *Indigenous Strategic Plan*

A new *Indigenous Strategic Plan* is under development and will go to the Board of Governors for final approval in spring 2019.

#### *Building UBC's Response to the Truth and Reconciliation Commission Calls to Action*

A central component of UBC's *Indigenous Strategic Plan* is the framework for statements of commitment that will form UBC's response to the *Truth and Reconciliation Commission's 94 Calls to Action*. This project adds to UBC's response to the Calls to Action in three ways: first, by building a framework for the Vancouver campus; second, by placing a bid to host the 2020 National Building Reconciliation Forum at UBC Vancouver; and thirdly, hosting a Provincial Building Reconciliation Gathering ahead of the National Forum, which will bring together community and post-secondary partners to add a provincial and community focus to the post-secondary conversations around reconciliation.

#### *UBCO Response to the Truth and Reconciliation Commission Calls to Action*

UBC Okanagan's Aboriginal Advisory Committee established working groups to focus on developing campus-specific actions in language fluency, curriculum and scholarship, and intercultural understanding professional development, in response to the Truth and Reconciliation Commission and the associated Calls to Action.

#### *Development of a Dual Credit Transfer Course: Strengthening Transitions from High School to NITEP-UBC's Indigenous Teacher Education Program*

NITEP is a well-established teacher education program in the Faculty of Education that prepares Indigenous teachers for roles in classrooms, schools and communities. It offers community-based programming in remote, First Nations and rural areas of the province, allowing students to remain at a local field center for the first two to three years of the program before transitioning to UBC's Vancouver campus to complete their certification. This project seeks to develop a course that will be available to Indigenous students currently in high school, allowing them to receive dual credit as an elective for high school and a first year NITEP course. This new dual credit course model will serve

as a recruitment and transition tool for Indigenous students into the teaching profession, and more specifically, the NITEP program and UBC.

#### *Indigenous Forestry School*

The Faculty of Forestry is uniquely placed to support Indigenous peoples who are increasingly reclaiming their forestlands in BC and around the world. In recognition of this, the Faculty has been diversifying its approach to teaching and learning, as reflected in the creation of the Haida Gwaii Institute. Leveraging this model, the Faculty is exploring the creation of an entire educational program focused on the needs of those working for Indigenous communities, companies and organizations, to be based at UBC's Okanagan campus. The aim of this project is to explore and develop an Indigenous Forestry School with Indigenous and other stakeholders, leading to a business case, the development of a degree program and its establishment at UBCO.

#### *Improving Collections Access for Indigenous People*

The Museum of Anthropology prides itself on providing access and research opportunities to community members and Indigenous artists who have an interest in the museum's extensive Indigenous collections. However, the museum struggles to meet the ever-rising demand for access. This initiative seeks to improve access by creating a travel fund for community groups, artists, and knowledge workers; establishing a part-time Collections Assistant position to facilitate Indigenous visits; and providing support to bring belongings to communities for use or study.

#### *Indigenous Language Proficiency Degree Framework*

In collaboration with First Nations, UNBC, the Nicola Valley Institute of Technology, and the Okanagan Indian Education Resources Society, a proposal for a language certificate, diploma and degree program have been submitted to the Ministry of Advanced Education, Skills and Training for approval. The key emphasis in all proposed programs is on language learning and communication through language immersion, with the overall vision to create a province-wide, First Nations language proficiency/fluency degree.

#### *Aboriginal Access Program*

The Aboriginal Access Studies Program is an entrance program that prepares and transitions Aboriginal learners into degree programs at UBC. This initiative seeks to further expand the supportive admissions framework across campus.

#### Strategy 18: Alumni Engagement - Reach, inspire and engage alumni through lifelong enrichment

##### *Alumni Engagement Strategic Plan*

*alumni UBC* successfully completed the first year of their 5-year strategic plan, *Connecting Forward*. Over 2017/18, just over 70,000 alumni engaged with the university. Of those, more than 13,000 were volunteers and donors, supporting the mission of UBC. UBC also marked the 100th anniversary of the UBC Alumni Association in 2017. Alumni were encouraged to engage around the world to celebrate this milestone with a goal of 100,000 connections. By year's end, over 168,000 connections were tallied between our alumni and UBC.

Strategy 19: Global Networks - Build and sustain strategic global networks, notably around the Pacific Rim, that enhance impact

#### *Development of a New International Strategy*

UBC's International Strategy is intended to serve as a framework and a call to action for UBC's global engagement, with the following three aims:

- o To provide guiding values and principles to assist in decision-making
- o To outline focused action directions
- o To articulate resource and asset deployment to implement the Strategy

The strategy will focus on how global engagement can help UBC deliver on the following two key aspects of its purpose as outlined in the Strategic Plan: fostering global citizenship, and contributing to building a better world. After two phases of consultation from December 2018 to April 2019, the planned launch for the strategy is fall 2019.

#### *Global Innovation Grant*

This grant will provide funding aimed at developing transdisciplinary and global collaborations that enhance UBC's global reach and provide opportunities for students to learn about the complex challenges facing humanity. In the first year, three proposals were funded:

1. Heritage, Memory & the Punjabi Landscape- UBC students attended an undergraduate research forum with the Punjabi University Patiala
2. Transportation Policy, Regional Development and Environment- UBC students attended an undergraduate research forum in May 2019 with South West University of Politics and Law, Chongqing
3. Water, Green Infrastructure and Urban Resilience- UBC students attended a collaborative global experiential learning program, online and at IIT-Madras, Chennai (in partnership with Yale-NUS and Cambridge) from May to June 2019.

Strategy 20: Co-Ordinated Engagement - Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

#### *Establish a Community Engagement Table*

The university plans to establish a Community Engagement table to discuss and coordinate efforts, develop a stronger university narrative about community engagement, and identify critical gaps and opportunities that require a collective effort and provide an important interface with Deans and members of the UBC Executive. This table will work to develop a broader framework for the institution to foster greater coordination, recognition and support of community engagement efforts. The table will also support the university's work to develop Community Engagement/Community Impact metrics and assess the impacts of UBC's community engagement.

## KEY PERFORMANCE MEASURES

### Indigenous Student Enrolment

- 1,731 Indigenous undergraduate and graduate students and medical residents at UBC
- 2.9% of students at UBC Vancouver are Indigenous
- 7.0% of students at UBC Okanagan are Indigenous

UBC is committed to addressing systemic challenges for domestic Indigenous students seeking post-secondary education and are developing strategies to ensure that qualified First Nations, Métis and Inuit students have clear pathways to admission to UBC programs.

In addition to policies that support direct admission in many faculties for Indigenous students, the UBC-Langara Aboriginal Transfer Program has been expanded to include more faculties at our Vancouver campus, and programming through Aboriginal Access Studies at UBC Okanagan continues to grow.

### Undergraduate students going on international exchanges

- 1,567 UBC Vancouver undergraduate students participated in an international experience
- 196 UBC Okanagan undergraduate students participated in an international experience

Go Global is the largest student mobility program in Canada, partnering with more than 200 universities and institutions worldwide. UBC programs help students venture out into the world to meet people, build skills and gain international perspectives, through a range of meaningful international learning opportunities—from term-based exchange, faculty-led global seminars and undergraduate research to international summer programs. This measure tracks the number of undergraduate students who have participated in an international opportunity facilitated by Go Global.

### Knowledge sharing and public exchanges

- 300+ public engagement events at UBC Vancouver
- 120+ public engagement events at UBC Okanagan

UBC's public dialogue and knowledge-sharing events attract thousands of participants every year. The Distinguished Speaker Series at our Okanagan campus, UBC Connects and The Wall Exchange, presented by the Peter Wall Institute for Advanced Studies in Vancouver, are three of UBC's large public dialogue initiatives.

### Engaged alumni

- 75,788 alumni engaged with UBC (up from 70,007 in 2017/18)

A record number of alumni engaged with UBC in 2018/19, taking advantage of an ever-expanding selection of in-person and online programs designed to enhance their lives and careers. The alumni UBC five-year strategic plan, *Connecting Forward*, has been in operation for two years; we are seeing the results of a two-fold approach that broadens engagement among our members and increases the number of key alumni involved at a deeper level in important advocacy and advisory roles.

## Contracts and agreements with governments and non-profits

- 926 contracts and agreements with governments and non-profit partners in 2018/19
- \$93 million total funding (13% increase from 2017/18)

## Greenhouse Gas (GHG) emissions

- 54% reduction in GHG emissions per student FTE since 2007, UBC Okanagan (2018)  
(due to the availability of data, 2007 baseline includes buildings' emissions only)
- 38% absolute reduction in GHG emissions since 2007, UBC Vancouver (2018)

UBC has been a global leader in sustainability for more than two decades, opening Canada's first sustainability office in 1997 and meeting Kyoto target for emissions reductions in 2007. We have aggressively reduced our GHG emissions in recent years, with a bio-energy facility on our Vancouver campus, and transit improvements and clean-energy projects on our Okanagan campus. We've also replaced the aging heating infrastructure on our Vancouver campus with an efficient hot-water system that will help us achieve our commitment to reducing GHG emissions 67 per cent by 2020 and 100 per cent by 2050, from 2007 levels.

## Sharing our stories

- 130,536 UBC-related stories shared
- 251 op-eds by UBC scholars
- 6% increase in the number of social media followers from 2016
- 221,700 views for UBC news videos shared through UBC social media channels

Each year, UBC shares its stories with hundreds of thousands of viewers and readers, through videos, articles, speeches and social media. UBC reaches a broad public audience to help build awareness of what the university is doing, establish UBC faculty as trusted experts and shape the reputation of the university as a global leader in research, teaching and learning.

## Planning for 2019/20 Mandate Letter Priorities

Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.

- Implementation of both the *Indigenous Strategic Plan* and campus-specific TRC action plans will be monitored on both campuses, published on UBC websites, and updated regularly, ensuring not only visibility of the efforts of faculties and other units, but accountability to commitments to action.
- UBC looks forward to working with the Ministry and contributing to any post-secondary sector-wide strategy that the government wishes to pursue to respond to the TRC Calls to Action and UNDRIP.

### Improving access to post-secondary education with a focus on vulnerable and under-represented students

- UBC will continue to support *Policy #72, Access to The University of British Columbia*, which states that no eligible student will be prevented from commencing or continuing their studies at the university for financial reasons alone.
- UBC will continue to work with the government to ensure the effective implementation of the BC Graduate Scholarship Program, including its focus on Indigenous graduate students.
- UBC will continue to work with the Ministry to deliver the Provincial Tuition Waiver Program and the university's Post Care Tuition Waiver for former youth in care pursuing their first undergraduate degrees. This upcoming year will be the first year that the age restriction to qualify for the UBC tuition waiver has been removed.
- UBC will continue to provide a number of financial aid programs for Indigenous students, including renewable entrance scholarships for each eligible Indigenous student at UBC Okanagan.

### Expanding co-op and work-integrated learning opportunities for all students

- Under the Transformative Learning core area of UBC's strategic plan, the Practical Learning strategy establishes the goal of expanding experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni. To meet this goal, UBC will work with external partners and alumni to increase experiential learning across academic programs and to enhance career services.
- Through initiatives such as the Work Learn Program at UBC Vancouver, UBC will continue to strengthen opportunities for students to develop professional and research skills while studying.
- In 2019/20, UBC will be piloting an off-campus Work Learn program. The program will provide wage subsidies (grants) to community-based organizations to create employment opportunities for underrepresented UBC students, including Indigenous students, students with disabilities, newcomers to Canada and visible minorities. This will result in a direct increase in the number of work-integrated learning opportunities available for students.
- UBC has successfully created and recruited for a new staff role that began April 1, 2019, to develop and oversee strategies to expand and strengthen student interactions with prospective employers and mentors, with a distinct focus on UBC alumni. This collaboration will allow UBC to expand and



deepen the reach with potential employers from a wide range of sectors and create more connections to possible work placements and mentorship opportunities for students.

### **Improve student safety and overall wellbeing in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.**

- The university is finalizing the UBC Wellbeing Strategic Framework. If approved in 2019/20, this framework will be an action plan built upon the principles and vision of the Okanagan Charter and includes six priority areas for action:
  1. Collaborative Leadership
  2. Mental Health & Resilience
  3. Food and Nutrition
  4. Social Connections
  5. Built and Natural Environments
  6. Physical Activity
- The university is finalizing the UBC Wellbeing Strategic Framework. If approved in 2019/20, this framework is an action plan built off the principles and vision of the Okanagan Charter and includes 6 priority areas for action: 1) Collaborative Leadership; 2) Mental Health & Resilience; 3) Food and Nutrition; 4) Social Connections; 5) Built and Natural Environments and 6) Physical Activity.
- UBC is optimizing space allocation on the Vancouver campus for student health & wellbeing services, in both the short and long term. In March 2019, the university approved modular space to support non-urgent counselling services, which will become separate from more severe triage services, and funding for an expansion of clinical space in Orchard Commons to allow for additional psychiatrists and service for more complex mental health cases.
- Through the new Wellness Centre at UBC Vancouver, and with the \$40,000 funding from the BC government, the Wellness Peer Program will be further developed to respond to and support the mental health and wellbeing of students.
- UBC continues to ensure the effective implementation and increase awareness of *Policy #131- Sexual Assault and Other Sexual Misconduct*. After two years of implementation, the policy will undergo a review and be updated to reflect consultation and experiences through implementation by May 2020.

Over the next year, UBC will work with key campus partners to develop a campus safety and security strategic plan including a review of the organizational structure of Campus Security and the hiring of a senior leadership position for the unit. This work is expected to commence in summer 2019.

### **Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program**

- In collaboration with internal and external stakeholders (including secondary schools and the BC Ministry of Education), UBC has implemented a new approach to undergraduate admission criteria that aligns with both the new BC Graduation Program 2020 and the university's enrolment objectives. The incoming class of 2019 will be the first selected through this new methodology, placing value on all student learning at the Grade 11 and 12 levels.

**Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.**

- UBC is actively pursuing implementation of the undergraduate application via Education Planner BC. This initiative supports greater convenience for BC students (for example, the ability to apply to all BC post-secondary institutions via one site) and better data on student demand that can serve to increase post-secondary access throughout the province.

**Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.**

- UBC is engaged in a broad-based enrolment planning exercise of which a key component is setting a future path for international student enrolment numbers and proportions. We anticipate this work to be concluded in late 2019.

**Meet or exceed the financial targets identified in the Ministry's three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.**

- UBC's 2019/20 consolidated budget, approved by the university's Board of Governors in April 2019, projects a \$30 million surplus for the year.

**Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.**

- In December 2018, UBC's Board of Governors approved a two percent increase in tuition for new and continuing domestic undergraduate and graduate students effective May 1, 2019.

## Ministry Indicators and Performance Targets

### 2018/19 Performance Results<sup>1</sup>

PERFORMANCE MEASURE	ACTUAL 2017/18	TARGET 2018/19	ACTUAL 2018/19	ASSESSMENT 2018/19
<b>STUDENT SPACES (Full-Time Equivalent students, FTEs)</b>				
<i>i. Total student spaces</i>	46,465	42,551	46,923	<b>Exceeded</b>
<i>ii. Nursing and other allied health programs</i>	3,202	3,066	3,161	<b>Achieved</b>
<i>iii. Medical school programs</i>	1,174	1,152	1,175	<b>Achieved</b>
<b>CREDENTIALS AWARDED</b>				
<i>Total</i>	11,649	11,720	11,653	<b>Substantially Achieved</b>
<b>RESEARCH FUNDING</b>				
	<i>DATA FROM 2016/17 FISCAL YEAR</i>		<i>DATA FROM 2017/18 FISCAL YEAR</i>	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$577.2 Federal: \$290.2 Provincial: \$63.6 Other: \$223.3	Total: ≥ previous year	Total: \$618.0 Federal: \$299.0 Provincial: \$62.5 Other: \$256.6	<b>Achieved</b>
<b>ABORIGINAL STUDENT SPACES</b>				
	<i>DATA FROM 2016/17 ACADEMIC YEAR</i>		<i>DATA FROM 2017/18 ACADEMIC YEAR</i>	
<i>Total spaces (FTE)</i>	1,415	≥ previous year	1,523	<b>Achieved</b>
<i>Ministry (AEST)</i>	1,415		1,523	
<i>Industry Training Authority</i>	n/a		n/a	

<sup>1</sup> Further information on the indicators can be found in the Ministry of Advanced Education, Skills and Training Accountability Framework Standards Manual and Guidelines, [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf)

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2017/18	2018/19	2018/19	2018/19

**BACCALAUREATE GRADUATE SURVEY:**

	%	+/-	%	+/-		
<b>Satisfaction with Education</b> <i>Proportion of respondents "Very satisfied" or "Satisfied"</i>	90.9%	0.8%	≥ 90%	90.4%	0.8%	<b>Achieved</b>
<i>i. Assessment of quality of instruction</i>	92.7%	0.7%	≥ 90%	92.5%	0.7%	<b>Achieved</b>
<i>ii. Skill Development (avg. %)</i>	82.4%	0.8%	≥ 85%	82.1%	0.8%	<b>Substantially achieved</b>
<i>iii. Assessment of usefulness of knowledge and skills in performing job</i>	83.0%	1.2%	≥ 90%	82.8%	1.2%	<b>Substantially achieved</b>
<i>iv. Unemployment rate</i>	7.3%	0.8%	≤ 8.0%	7.7%	0.8%	<b>Exceeded</b>

**Bachelor degree graduates' assessment of skill development**

Skill development (avg. %)	82.4%	0.8%	≥ 85%	82.1%	0.8%	<b>Substantially achieved</b>
<i>Written Communication</i>	77.9%	1.1%		78.7%	1.1%	
<i>Oral Communication</i>	77.7%	1.1%		76.1%	1.1%	
<i>Group Collaboration</i>	78.5%	1.1%		79.1%	1.1%	
<i>Critical Analysis</i>	91.3%	0.8%		90.2%	0.8%	
<i>Problem Resolution</i>	77.6%	1.1%		76.9%	1.1%	
<i>Learn on your own</i>	88.1%	0.9%		89.0%	0.8%	
<i>Reading and Comprehension</i>	85.7%	0.9%		84.7%	0.9%	

**Target Assessment Scale**

Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

## 2019/20- 2021/22 Ministry Accountability Framework Performance Targets

PERFORMANCE MEASURE	2019/20	2020/21	2021/22
<b>STUDENT SPACES<sup>2</sup></b>			
Total student spaces	42,784	42,784	42,964
Nursing and other allied health programs	3,081		
Medical school programs	1,152		
<b>DOMESTIC CREDENTIALS AWARDED<sup>3</sup></b>			
Number	11,753	TBD	TBD
<b>STUDENT SATISFACTION WITH EDUCATION</b>			
Baccalaureate graduates		≥ 90%	
<b>STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION</b>			
Baccalaureate graduates		≥ 90%	
<b>STUDENTS' ASSESSMENT OF SKILL DEVELOPMENT (AVERAGE %)</b>			
Baccalaureate graduates		≥ 85%	
<b>STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB</b>			
Baccalaureate graduates		≥ 90%	
<b>UNEMPLOYMENT RATE</b>			
Baccalaureate graduates	< 7.8% (the unemployment rate for individuals in the province aged 18 to 29 with high school credentials or less)		

<sup>2</sup> Interim FTE Student Enrolment Targets as of April 2, 2019

<sup>3</sup> Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs. See 2018/19 Standards Manual for details.

## IV. FINANCIAL OVERVIEW

In 2018/19, the university maintained a fiscal balance for the tenth year in a row. At March 31, 2019, UBC reported a \$136 million accounting surplus. This represents 5.0 per cent of consolidated revenue.

UBC continues to diversify its revenue sources and sustainably manage its assets, especially given current financial risks and constraints such as fierce competition for research dollars and the rapid growth of free digital education. Domestic student tuition represents 14 per cent of UBC's consolidated revenue, even while enrollment of domestic students consistently exceeds provincial targets. Revenue from new program offerings and international student tuition has enabled the university to increase student financial aid, enhance the student experience and invest in a world-class teaching environment for all learners.

The growth of the university's endowment—up to \$2.3 billion in 2018/19—also plays an important role in UBC's long-term financial sustainability, providing further resources to increase UBC's excellence and impact. Including provincial support, the university invested \$364 million in capital infrastructure and technology in 2018/19 to create exceptional facilities for teaching and research excellence.

The university continues to explore ways to enhance operational processes and to invest strategically in advancing the goals set out in our strategic plan: *Shaping UBC's Next Century*.

Taken together, these financial moves, along with prudent management, have helped UBC balance its budget and earn a credit rating from Standard & Poor's of AA+.

Please see [UBC's consolidated financial statements](http://vpfinance.ubc.ca/financial-reporting/reports/) (URL: <http://vpfinance.ubc.ca/financial-reporting/reports/>).