



THE UNIVERSITY
OF BRITISH COLUMBIA

Institutional Accountability Plan and Report

2019/20

The University of British Columbia

July 15, 2020

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 2019/20 to the Ministry of Advanced Education, Skills and Training.

As we close this reporting year, Canada and countries across the globe are faced with an unprecedented pandemic that has impacted all aspects of life in British Columbia, tested the strength of our health care system and public institutions, and caused significant socio-economic impacts in our society. It has also brought out remarkable ingenuity, inexhaustible dedication and moving acts of kindness throughout the province. While we are still addressing the immediate impacts of the pandemic, many of the long-term effects are slowly becoming clear. These are pivotal moments in what will surely be a defining challenge of our time. On behalf of UBC community, we want to express our profound gratitude for the provincial government's leadership through this crisis, for the science-based approach to policy, for drawing on the incredible talent we have in BC and for your ongoing efforts to support students and BC's post-secondary system now and through to recovery.

Since the onset of the pandemic, the university has been engaged in addressing the COVID-19 pandemic – both in mitigating risk to the university community and in working collaboratively toward solutions. In this short-time, UBC transitioned to online classes at UBC Vancouver, UBC Okanagan and UBC Robson Square followed by shifting final examinations online, moving Spring Graduation ceremonies to a virtual celebration, curtailing on-campus research activities, and shifting summer sessions online. UBC faculty and students have taken on a myriad of vital research and outreach projects that address the COVID-19 pandemic with support from federal government and provincial government (for instance, through the Michael Smith Foundation for Health Research and Genome BC).

We are deeply proud of the university community for responding to these challenges with resilience, determination and resourcefulness. Students and faculty are adapting to new ways of teaching and learning, while contributing their time and expertise to advance public health efforts, support front-line health workers, and address the critical need for personal protective equipment. Meanwhile, researchers at UBC are working to develop treatments, prevent transmission, and deepen our understanding of COVID-19 and its impacts on society. Throughout, we have also worked to ensure we support the mental health of our community and we thank the government for its investments in mental health services for students and for our broader community.

These are difficult times that have demanded each of us do our part and work together, and we are particularly proud of the coordinated efforts between UBC and the provincial government in managing the response to this crisis. This work will certainly continue in the weeks and months ahead, and UBC remains committed to working collaboratively to safeguard our community and province, develop solutions and treatments, and play our part to position British Columbia for a strong and inclusive recovery.

With a renewed groundswell of anti-racist social activism around the world and within our own community, recent months have also brought into sharper focus the need to recognize and address systemic racism. The university has reaffirmed its commitment to inclusion and to work to address anti-Black, anti-Indigenous and all other forms of racism in all aspects of the university community.

On June 1 and June 16, Santa Ono published letters to the UBC community to make clear that racism and bias have no place in our community and that it will not be tolerated, and to outline actions the university will take to accelerate and intensify efforts to build a more inclusive campus community.

While the COVID-19 crisis has profoundly re-shaped the university's current operations and planning for the year ahead, this report serves in large part to reflect on the extraordinarily accomplishments of UBC's faculty, staff and students through the end of 2019/20. As a public institution, UBC is committed to addressing society's greatest challenges and building opportunities for people. For more than 100-years, UBC has been a leading centre of learning and discovery for British Columbians, Canadians and individuals from around the world. Change is in our DNA, and we continue to respond, grow and adapt to the needs of society by engaging students of all backgrounds in high-quality, transformative learning opportunities. At the same time, as BC's largest research university, researchers and students at UBC are pushing the boundaries of knowledge, creating new technologies and treatments, informing public discourse and public policy, and working alongside local and global communities to tackle pressing issues.

UBC's strategic plan, *Shaping UBC's Next Century*, builds on the university's history of success and sets out a roadmap for the future. The plan reflects UBC's commitment to our university community and recognizes our role as an agent for change that helps British Columbians, communities, and Canadians. This year's Institutional Accountability Plan and Report provides an overview of the programs and initiatives being implemented under the strategic plan, in addition to how UBC is addressing the priorities outlined in the institutional mandate letter from the Ministry. If anything, the pandemic has underscored the importance of these initiatives, such as:

- **Addressing the climate crisis:** UBC has long been recognized as a global leader in climate action by integrating learning, research and operations to deliver meaningful action on climate change. This past year, UBC joined the Government of Canada and communities around the world in declaring a climate emergency and recognizing the need for a rapid and just transition toward a sustainable economy. This step builds on important environmental action UBC is taking to reduce emissions, advance clean energy research, reduce waste, and promote local and global engagement to combat the climate crisis.

We're particularly proud of the fact that for two years running, UBC has been ranked first in the world by Times Higher Education for taking urgent action to combat climate change and its impacts.

- **Reconciliation and Indigenous engagement:** In 2019, UBC made tremendous progress on the goals of meaningful reconciliation with Indigenous peoples. UBC Vancouver is developing a renewed Indigenous Strategic Plan that will guide the university's engagement with Indigenous peoples and its commitment to reconciliation. Throughout the fall and winter of 2019, students, faculty and staff were invited to engagement sessions to provide input into the renewed Indigenous Strategic Plan. In the year ahead, UBC will formally launch the renewed Indigenous Strategic Plan. The plan will have an implementation framework and internal accountabilities that will be reported on in future years. We also look forward to continuing work 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.

In September 2019, UBC Okanagan signed a declaration in response to the TRC Calls to Action, which specified action on five recommendations developed by its Aboriginal Advisory Committee. We provide additional details about this significant declaration later in this report.

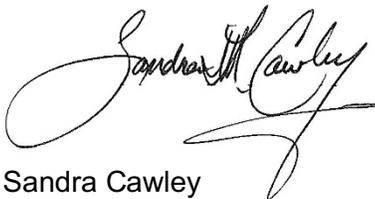
- **Fostering equity, diversity and inclusion:** UBC is committed to creating a university environment that fosters, promotes and upholds values of equity, diversity and inclusion. In 2019, UBC's Board of Governors endorsed the Inclusion Action Plan, which identifies priority goals for inclusion at UBC and strategic-level actions needed to achieve the goals.
- **Adapting to student needs and expectations:** Thanks to the BC government's multi-year investments in technology and health education, UBC is expanding and creating new programs across UBC's Vancouver and Kelowna campuses. This includes enrolment increases and hiring additional faculty in key areas such as biomedical engineering, manufacturing engineering, computer science and nursing. The university also continues to increase focus and support for experiential and work-integrated learning opportunities for students at UBC.

The university's accomplishments are thanks to the hard work and dedication of many – students, faculty, staff, alumni, and partners – and to the ongoing support of the provincial government. This collective effort has further established UBC as a pre-eminent public institution of research and learning that plays a pivotal role in shaping the development of British Columbia's people, society and prosperity. UBC is also a globally renowned university, contributing world-leading research and conducting 93 per cent of all university industry-sponsored research in British Columbia.

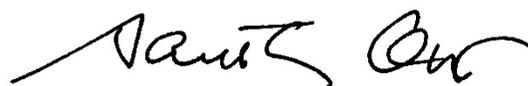
As we implement *Shaping UBC's Next Century*, we appreciate and acknowledge the support of our university community in meeting our goals and helping us achieve our university's purpose: pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across BC, Canada and the world.

We are truly 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,



Sandra Cawley
Interim 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, that provides a top-tier education to the citizens of BC and other students from around the world. As a recognized global centre, UBC is 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.

UBC's 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 2019/20, the overall student population was 73 per cent domestic students and 27 per cent international students.

The university attracts over \$600 million in research funding each year, and is recognized as North America's most international university. UBC trains health professionals across a wide range of programs that span its faculties, campuses and sites across the province. This includes UBC's Faculty of Medicine which provides innovative educational and research programs in the areas of health and life sciences through an integrated model throughout the province at key centres in Prince George, Victoria and Kelowna.

With more than 17,000 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 on the traditional, ancestral and unceded territory of the Musqueam people in Vancouver and on the territory of the Syilx Okanagan Nation in the Okanagan Valley.

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 West Kootenay Rural Teacher Education Program, the Geological Field School in Oliver, and the Indigenous Community Legal Clinic in Downtown Vancouver, the West Kootenay Rural Teacher Education Program in Nelson, 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

67,958	Students at UBC (57,250 at the Vancouver campus, 10,708 at the Okanagan campus)
17,000+	Faculty and Staff
350,000+	Alumni in 148 countries

Global Rankings 2019/20

7 th	Times Higher Education Impact Rankings
35 th	Academic Ranking of World Universities
34 th	Times Higher Education World University Rankings
30 th	US News & World Report Best Global Universities Rankings
27 th	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
3	Canadian Prime Ministers

II. STRATEGIC DIRECTION AND CONTEXT

UBC is proud of its role as a public institution and its role serving British Columbia as a centre of excellence in advanced education and research. Thanks to the support of successive provincial governments, UBC has become a globally-renowned institution, where researchers make new discoveries and create knowledge that helps cure diseases, solve societal problems and generate new technologies. A wide variety of partnerships are central to the university's work, from impactful projects with communities across BC to articulation agreements with international post-secondary institutions and research institutes.

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 evolving into a globally recognized university. As the university sets its focus on how to further its impact, the *Shaping UBC's Next Century* strategic plan builds on the university's past successes and lays out a framework for its goals and actions for the coming years.

This section provides a summary of UBC's strategic plan (the full text of which can be found at strategicplan.ubc.ca), as well an overview of the university's strategic context—the external and internal factors from the past year that continue to 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

UBC's strategic plan, *Shaping UBC's Next Century*, was developed through a series of consultations in which thousands of members of the university community came together through a variety of forums to provide their thoughts on the university's priorities and direction for the coming years. UBC greatly values the wide range of input received from its diverse community of students, faculty, staff, alumni as well as external partners, on how the strategic plan could both guide and further enhance their work. As we work together to implement the actions laid out in the strategic plan, we continue to benefit greatly from the contributions and commitment of these individuals and groups.

Successful implementation of the strategic plan continues to 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 the university fulfil the goals and priorities outlined in *Shaping UBC's Next Century*.

The strategic plan implementation process continues to be 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, 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.

Current Strategic Plan Priorities

Each year, the university focuses 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.

The UBC Board of Governors approved UBC's 2019/20 budget last April, which establishes spending priorities for the year ahead to advance the university's strategic plan. Key investment areas include the recruitment and retention of students, faculty and staff; as well as teaching, learning and research infrastructure and support. Under those broad themes, the budget includes investments in areas such as student mental health, student financial aid, research support, and local and global engagement.

Alongside this process, the university identified six priority areas from the strategic plan that the university will focus on over the next two years:

- Indigenous Engagement;
- Great People;
- Thriving Communities;
- Research Support;
- Education Renewal; and
- Interdisciplinary Education.

Strategic Plan Communication

The university is committed to open and active communications and engagement with the UBC community as we implement various strategies.

As part of regular updates on Strategic Plan implementation, In February 2020, Prof. Santa Ono presented to the UBC Board of Governors on the progress made under the Strategic Plan, joined by recipients of funding stemming from the Strategic Plan.

A new Strategic Plan website launched on Sept. 10, 2019 with new stories and updates. Since the launch to May 1st, 2020, the site has received over 63,000 hits, with over 37,000 visits. The site features 109 stories and updates highlighting progress across all of the strategies in the Strategic Plan, as well as updates on funding calls and awards.

We work with our campus partners to communicate Strategic Plan successes and updates. Stories are featured on the UBC.ca homepage and UBC-wide social media channels, along with the *UBC Today* newsletter for all faculty and staff. Stories are also shared on faculty and unit channels.

Strategic Context

Fulfilling its province-wide mandate, UBC is proud to be a public institution playing a pivotal role in shaping the development of British Columbia's people, society and prosperity. UBC is also a globally renowned university, contributing world-leading research and conducting 93 per cent of all university industry-sponsored research in British Columbia. The university recently celebrated its centennial, marking 100 years of excellence and service in British Columbia and beyond. In that time, UBC has grown into a place where relevant, innovative and impactful research is conducted; a place where pressing societal issues are examined, deliberated and resolved; and a place where critical thinking will always be welcomed and informed citizens shaped.

The university's operating environment and its ability to advance its mission is influenced by a number of internal and external factors reported in this section of the report. Many of these are ongoing challenges and imperatives, including addressing the climate crisis and advancing meaningful and lasting reconciliation with Indigenous peoples across Canada.

Ensuring Accessibility of Higher Education

Access to a high-quality post-secondary education allows people to expand their knowledge, develop new skills, and to thrive intellectually. Because of the significant personal benefits that come with a higher education, equitable access to higher education is fundamental to social mobility and to broader socio-economic equity.

It is increasingly recognized that removing barriers to post-secondary education, especially for students from historically under-represented groups, helps reduce inequality and lead to broader shared prosperity across society.

As a public post-secondary institution, UBC is committed to providing a high-quality education for qualified students from every region in BC, regardless of personal circumstances. UBC maintains a strong commitment to student access, which is embodied in UBC Policy LR10, Access to the University of British Columbia (previously labelled Policy 72). This policy states that no eligible domestic student will be prevented from commencing or continuing his or her studies for financial reasons alone.

If an eligible student and their family exhaust the financial resources available to them, UBC will ensure that financial support is made available. Through the UBC bursary program, every domestic undergraduate student is guaranteed the moderate standard of living defined by the federal government and StudentAid BC needs assessment.

Selected UBC actions:

- **Institutional Student Financial Support:** In 2019/20, \$341.5 million in total student financial support was provided to UBC full-time students, representing a \$15.6 million (5%) increase compared with the prior year. This is the sixth consecutive year in which there has been an increase in total funding received. Of this \$341.5 million, UBC funding accounted for \$103.4 million (or 30%) of this funding. Compared to last year, UBC funding increased \$4.3 million or 4%.
- **BC Graduate Scholarships:** UBC applauds the government's investment in the BC Graduate Scholarship (BCGS) initiative. Prior to the BCGS, BC was a national outlier in not having a provincial graduate scholarship program. This initiative is supporting hundreds of UBC graduate students, and attracting and retaining important talent for the province. The BCGS also prompted a remarkable response from the donor community who contributed \$6 million to match the awards. All awards will be allocated by March 31, 2021 when the existing funding is currently set to expire.
- **Blue and Gold Campaign:** First launched in 2017, the Blue & Gold Campaign reached its target of raising \$100 million. This has helped create over 233 new awards, and donors have also created 15 new renewable Presidential and Centennial Scholars Entrance Awards. In September 2019, UBC doubled its fundraising goal to \$200 million.
- **Supports for Indigenous Students:** UBC continues to prioritize increased access for Indigenous students:

- 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.
 - Beginning in 2019/20, UBC increased funding for the Indigenous stream of the Presidential Scholars Awards up to \$40,000 payable over four years.
 - Since the launch in 2018/19, seven new Indigenous specific Centennial Scholars Entrance Awards are offered annually in Vancouver, along with one new Indigenous-specific Centennial Leaders Award at UBC Okanagan.
 - Destination UBC provides transportation reimbursements for prospective Indigenous students to visit campus, connect with the Indigenous community and meet current students in their preferred Faculty for useful advice on transitioning to university life.
 - In 2019, UBC exempted from international tuition rates students without Canadian citizenship but who are members of Indigenous nations of Canada; and students who are American citizens and are affiliated with an Indigenous nation that is bisected by the Canada-US border.
- **UBC Post Care Tuition Waiver:** As of May 2019, the UBC Post Care Tuition Waiver (formerly known as Youth in Care Tuition Waiver) eliminated the age limit for eligible students with lived experience in government care in BC. There are many barriers that youth who have been in care face in pursuing post-secondary education. This is an opportunity for UBC to further increase access to education for a vulnerable student population. UBC's waiver program builds on the program introduced by the province in 2016. In 2019/20, there were 52 students studying at UBC on either a Ministry or a UBC waiver of tuition, a 325 per cent increase since 2016.
 - **Open Education Resources:** In the 2019/20 academic year, an estimated 18,440 students enrolled in 52 courses or course sections used open or freely available resources in place of paid textbooks or readings at the UBC Vancouver campus. This replacement of traditional textbooks with open educational resources has potentially saved UBC Vancouver students an estimated \$1.8 to \$2.5 million this academic year.

Reconciliation and Partnerships with Indigenous Peoples

Reconciliation with Indigenous peoples is one of the greatest imperatives facing Canadian and British Columbian society. Universities have a major role to play in this process, including providing opportunities and supports for Indigenous students, faculty and staff, educating all students and community members about the history and legacy of colonialism, providing support for Indigenous research partnerships and decolonizing university procedures. 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 creation and development. UBC strives to create an inclusive environment for prospective Indigenous students, current Indigenous students, Indigenous faculty and staff, and supports initiatives that promote meaningful engagement with our Indigenous community partners locally, nationally and internationally. Specifically, UBC works to support Indigenous students in their academic and personal success through Indigenous student-focused programs and services, including priority assignment in student housing, dedicated financial awards, and culturally relevant programs and services for First Nations, Métis and Inuit students. Another example is the Indigenous Research Support Initiative (IRSI), which supports UBC's commitments to research excellence and reconciliation with the university's Indigenous community partners by providing 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.

Selected UBC actions:

- **Indigenous Strategic Plan:** The 2020 Indigenous Strategic Plan (ISP) sets out the vision, mission and goals as a guiding framework for Indigenous engagement throughout the university. It will help faculties and units develop their own plans for implementation, considering their unique contexts. The ISP has been in development since October 2017 in order to renew and refresh the 2009 Aboriginal Strategic Plan. The vision and mission of the Indigenous Strategic Plan was adopted by the UBC Board of Governors in June 2019 and is as follows:
 - **Vision:** *UBC as the leading university globally in implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.*
 - **Mission:** *To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada*

The ISP is expected to be launched in fall 2020.

- **UBC Okanagan's Declaration of Truth and Reconciliation Commitments:** On September 24, 2019, students, faculty and staff gathered to witness UBC Okanagan's declaration of Truth and Reconciliation commitments. As part of the university's response to the Truth and Reconciliation Commission's Calls to Action, UBC Okanagan commits to supporting and implementing the following five recommendations received from the Aboriginal Advisory Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation:
 - Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC's Okanagan campus
 - Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus

- Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:
 - The Language Fluency/Proficiency Degree Framework;
 - Pathways to language teacher training through the Faculty of Education; and
 - Signage and wayfinding on campus which represents Okanagan language and culture
- Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:
 - Faculty hires;
 - Curriculum development support; and
 - Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language
- Expand health and wellness services to better support Aboriginal students

These actions build on the foundation of UBC's relationship with the Syilx Okanagan Nation and provide direction for efforts at the Okanagan campus to work with and in support of the Indigenous peoples of the Southern Interior region of British Columbia and other Indigenous communities in Canada and worldwide.

- **Aboriginal Access Studies:** Aboriginal Access Studies is an entrance program that prepares and transitions Aboriginal learners into degree programs at UBC. The program combines both academic and non-academic activities to form a rich, full-time schedule in a supportive university setting. This program began in 2007. During the 2019/20 academic year, 73 students participated in the program at the Okanagan campus.
- **Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs:** Starting January 2020, Ian Cull, Associate Vice-President at UBC Okanagan since 2005, assumed the role of Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs at UBC Okanagan. Ian Cull is Anishinaabe, a member of Dokis Indian Band located on the Dokis Indian Reserve in Ontario. At UBC Vancouver, Dr. Sheryl Lightfoot continues in her role as Senior Advisor to the President on Indigenous Affairs. The two roles, while specific to each campus, work in coordination with one another.
- **Academic Programs:** UBC is proud to offer academic programs on various aspects of Indigenous history and culture, including programs within the Institute for Critical Indigenous Studies, such as the First Nations and Endangered Languages Program and the Musqueam Language Culture Program 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.

- **United Nations Expert Mechanism on the Rights of Indigenous Peoples:** In March 2020, a meeting of the United Nations Expert Mechanism on the Rights of Indigenous Peoples took place at the First Nations Longhouse and the Museum of Anthropology at UBC Vancouver. The meeting was organized by Dr. Sheryl Lightfoot, Canada Research Chair of Global Indigenous Rights and Politics, and Senior Advisor to the President on Indigenous affairs. The three-day expert seminar focused on repatriation of both tangible and non-tangible cultural property – a key priority for UBC, and a strength of BC, in general. The expert seminar, which included 40 international and BC experts, UN personnel, UBC faculty and significant Indigenous leaders from BC, was held to develop a global best practices guide on practical implementation of Indigenous peoples' human rights in these areas. At the event, National Chief Perry Bellegarde gave a keynote address and spoke to the importance of repatriation of cultural property to be interpreted as both tangible, as in museum pieces, and as intangible, such as Indigenous languages, and how both are now obligations under the Truth and Reconciliation Commission Calls to Action and the UN Declaration on the Rights of Indigenous Peoples.
- **Residential School History and Dialogue Centre:** Since opening in April 2018, the Residential School History and Dialogue Centre has hosted over 2,000 Survivors, Indigenous community members, faculty, students, and staff, including many international visitors. The Centre facilitates teaching, research and community outreach through its use of innovative and award winning interactive digital technologies and a Survivor-centred, trauma informed approach. Through these dynamic systems, available virtually and in-person, visitors can listen to Survivor testimony and learn about residential schools in the context of related historical and contemporary events in Canada and internationally. Facilitating dialogue is a core mandate of the Centre, which has held a number of Dialogues and events focusing on topics such as the *UN Declaration on the Rights of Indigenous Peoples*; Indigenous records, information and data; and the challenges of reconciliation.

Fostering Equity, Diversity and Inclusion

Creating a university environment that fosters, promotes and upholds values of equity, diversity and inclusion is imperative for the university in achieving success as a preeminent place of learning, research and work. UBC greatly values the incredible diversity of its students, faculty and staff across its campuses. This diversity is a great strength of the university, and allows us to be true and progressive innovators. One strategy within *Shaping UBC's Next Century* is Inclusive Excellence –cultivating a diverse community that creates

and sustains equitable and inclusive campuses. A key component of this is the intentional embedding of equity and diversity across university systems and structures. This includes, but is not limited to, reviewing and revising policies, practices and services to reflect the university's commitment to diversity, equity and inclusion, and expanding learning opportunities for staff and faculty to maximize awareness and understanding of these principles.

The Equity & Inclusion Offices at both UBC Vancouver and UBC Okanagan continue to play an important role in creating, promoting and fostering an equitable and welcoming environment across the university. These offices are impartial, welcoming, confidential resources providing information, education and intervention services for students, faculty and staff, primarily to prevent and help address harassment and other forms of discrimination. Through its leadership, vision and collaborative action, the Equity and Inclusion Offices further UBC's commitment to excellence, equity and mutual respect.

Selected UBC actions:

- **Inclusion Action Plan:** The Inclusion Action Plan (IAP) is a guiding document that identifies priority goals for inclusion at UBC and strategic-level actions needed to achieve the goals. It operationalizes the Inclusion theme in *Shaping UBC's Next Century*. In December 2019, the Inclusion Action Plan was presented to and endorsed by the Board of Governors.
 - Building on Inclusion Action Plan commitments, UBC President Santa Ono issued statements to make clear that racism and bias have no place in our community and will not be tolerated, and to outline actions the university will take to accelerate and intensify efforts to build a more inclusive campus community, including:
 - Ensuring adequate resources for implementing the goals and actions of the university's Inclusion Action Plan;
 - Listening and to learning from the Black Caucus, the Asian Canadian Community Engagement Group and the Indigenous Faculty Caucus, amongst others, on experiences of racism on our campuses;
 - Establishing an advisory committee on systemic racism;
 - Supporting the diversification of the professoriate through the allocation of President's Excellence Chairs to Black and Indigenous faculty members;
 - Supporting identity-based spaces and organizations and ensure that they continue to receive the funding they need;
 - Fulfilling commitments within the Inclusion Action Plan for the recruitment, retention and support of Black students, staff, and faculty;
 - Ensuring that all our public safety officers and other authority figures are adequately trained to eliminate any unconscious or implicit bias; and

- Endeavouring to diversify our community at every level through defined programs.
- **Equity Enhancement Fund:** The Equity Enhancement Fund (EEF) supports community-based initiatives that enhance equity, diversity, and inclusion – one of the core themes of UBC’s strategic plan. UBC community members, including any UBC academic or administrative unit, the Alma Mater Society, student clubs or groups or individuals, may apply for funding up to \$25,000 for projects that build student, faculty, and staff competencies and understanding related to issues of equity, diversity and inclusion through community-engaged activities, promote a respectful environment at UBC through education, dialogue, and community engagement, have observable and/or measurable benefits to the representation or experiences of historically disadvantaged groups within the UBC community and support UBC’s equity & inclusion efforts, UBC’s strategic plan, and Faculty or unit equity & inclusion goals and decision-making.
- **Trans, Two-Spirit and Gender Diversity Task Force:** UBC is committed to building a more inclusive campus community, including for those who identify as trans, two-spirit or gender diverse. As part of efforts to advance this commitment, a Trans, Two-Spirit and Gender Diversity task force was created to provide strategic direction to UBC’s senior leadership in the areas of gender identity, gender expression and human rights.
- **Dimensions Pilot Program:** In November 2019, UBC was selected as one of 17 Canadian post-secondary institutions to participate in the pilot of the Dimensions program. The program’s objective is to foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities. This will support equitable access to funding opportunities, increase equitable and inclusive participation, and embed EDI-related considerations in research design and practices.
- **Athena Pathways program:** UBC is proud to be a partner institution in the Athena Pathways program, a partnership of academia, government and industry to educate women in the science and commercialization of artificial intelligence, machine learning and data science (AI/ML/DS) in order to deepen Canada’s talent pool and make it more inclusive while delivering real value in the form of trained interns, workers and executives to businesses that are struggling to find domain expertise.
- **Senior Advisor to the Provost on Racialized Faculty:** Dr. Minelle Mahtani was appointed Senior Advisor to the Provost on Racialized Faculty in July 2018. This role – the first of its particular kind in Canada – was created to support the university’s institutional commitment to advancing equity and inclusion in the scholarly and leadership environment for faculty members at UBC. In consultation with a faculty

advisory group, the Equity and Inclusion Office and the Faculty of Arts, Dr. Mahtani has developed a number of key initiatives, including the Provost's Distinguished Lecture Series on Race and Wellbeing and the IGNITE Book Club, which is designed with and for racialized faculty to allow for the exploration and discussion of memoirs written by renowned racialized authors.

- **Senior Advisor to the Provost on Women and Gender Diverse Faculty:** On January 16, 2020, Dr. Naznin Virji-Babul was appointed Senior Advisor to the Provost on Women and Gender-Diverse Faculty, building on Dr. Jennifer Love's prior work in the role. In her role as Senior Advisor, Dr. Virji-Babul will be responsible for working proactively with members of the university community to support institutional efforts to enhance the scholarly and leadership environment and opportunities for women and gender-diverse faculty at UBC Vancouver.
- **IBPOC Connections:** New this year to UBC Vancouver is IBPOC Connections, an event series organized by the Equity & Inclusion Office. These events are social gatherings for faculty and staff who self-identify as Indigenous, Black or as a Person of Colour (IBPOC). IBPOC Connections provides a unique and intentional space to build community and create a space of belonging for IBPOC faculty and staff at UBC Vancouver.
- **Thinking While Black Speaker Series:** The Phil Lind Initiative, an annual speaker series at UBC hosted by the School of Public Policy and Global Affairs, explored the theme "Thinking While Black". The series, featuring thought leaders such as Roxane Gay, Claudie Rankine, Ta-Nehisi Coates, Ibram X. Kendi and Jesmyn Wrad, meditates on the structure of race in North America and spotlights the seemingly disconnected forms of racial violence that hide in plain sight.
- **Focus on People 2025:** The Focus on People 2025 framework provides a significant contribution to Shaping UBC's Next Century, detailing how the university intends to be a first-choice place for staff and faculty to work and research. The Focus on People 2025 framework identifies four catalyst areas that will inspire people to work at UBC in the year 2025. One of these catalyst areas is "I am part of a diverse, inclusive, safe and vibrant workplace."

Supporting Students' Health and Wellbeing

Providing effective support for mental health challenges is one of the most pressing issues facing post-secondary university and college campuses today. There are a number of pressures that students pursuing post-secondary education face, often while living independently for the very first time. These pressures range from heavy course loads and rigorous schoolwork, to balancing overcoming financial burdens, to family obligations. Post-secondary institutions, government, health-care providers and community organizations all

have a role to play in providing a complete and accessible suite of supports to ensure that students have access to services that address the full spectrum of student mental health needs.

UBC continues to evaluate how to increase and enhance supports for students, faculty and staff's physical and mental wellbeing. Many talented and experienced UBC staff bring a wide variety of expertise to supporting student wellness. Recognizing the importance of mental health and creating a supportive environment are integral to UBC's 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 Wellbeing:** UBC Wellbeing is a collaborative effort to make UBC a better place to live, work and learn through a systems-wide approach to wellbeing across campuses. The work of UBC Wellbeing is guided by the Okanagan Charter and UBC's Wellbeing Strategic Framework. UBC Wellbeing is currently focused on six priority areas, identified through consultation with our community and informed by research:
 - Collaborative Leadership
 - Mental Health & Resilience
 - Food & Nutrition
 - Social Connection
 - Built & Natural Environments
 - Physical Activity

- **Wellness Centre:** The Wellness Centre at UBC Vancouver provides a number of supports and services for students, such as events, workshops and educational resources. Wellness Peer Educators, trained student volunteers, answer other students' questions and recommend resources for everyday concerns related to health, relationships, and workload. Nurses also visit the Wellness Centre during the Nurse on Campus hours to answer questions related to health concerns. The Wellness Centre also provides information and education related to sexual health and sexuality.

- **Counselling at UBC:** 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 on both campuses, such as meeting with an Indigenous counsellor.

- **Targeted Wellbeing Supports for Indigenous Students:** Indigenous students have several options in seeking professional and culturally relevant counselling help at

UBC. Highly trained counsellors are available at the First Nations Longhouse and at the UBC Counselling Services Centre in Brock Hall. An Indigenous counsellor is on staff, and other counsellors with other backgrounds and specialities are available to meet with students for one-on-one, goal-directed appointments focused on identifying helpful perspectives and/or strategies to overcome their mental health challenges. At the Okanagan campus, Aboriginal Programs and Services, in partnership with Health and Wellness, have targeted supports available for Indigenous students, provided in the Aboriginal Student Centre.

- **Pilot Walk-in Wellbeing Clinic Made Permanent:** What began as a five-week pilot project to gauge demand for no-barrier mental health services evolved into a permanent walk-in wellness clinic on UBC's Okanagan campus in May 2019. This is the first public walk-in mental health clinic on a university campus in BC. Its purpose is two-fold — the clinic is providing support to community members in distress, and at the same time students are being trained for the future of health care delivery.
- **Healthy Workplace Initiatives Program:** 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 2019, HWIP funded the following in Vancouver and the Okanagan:
 - 8 innovative new ideas
 - 2 bike share programs
 - 9 fitness class programs
 - 9 team health challenges
 - 2 mental health training programs
 - 4 arts-based projects
 - 1 community garden

Economic Landscape: Fiscal and Revenue Pressures

In 2019/20, UBC's fiscal position benefited from the provincial government's decisions to support the post-secondary sector with the Employer Health Tax, fund negotiated wage increases, and increase student seats in specific technology and health programs. UBC also benefited from growth in international student enrolment and associated tuition revenue.

However, UBC continues to face a number of significant financial pressures, including salary cost increases beyond the government bargaining mandate, inflationary pressures, increasing student financial need, and the growing cost of building maintenance and seismic upgrades. Near the end of the fiscal year, the international response to the COVID-19 pandemic introduced new unanticipated costs and revenue uncertainty particularly with respect to international student enrolment in both the summer and fall terms of 2020 as well as ancillary revenues from student housing, food services and parking.

Selected UBC actions:

- As a steward of public funds, UBC strives to produce and maintain governance, financial and operational processes that advance the university's mission and mandate in an accountable and transparent manner while making the best use of resources.
- UBC continues to grow and diversify the university's revenue sources by, for example, creating a broader base of international students in order to limit exposure to future revenue risks. UBC continues to look for opportunity to increase returns from working capital investments and the university's land endowment.

Adapting to Students' Changing Needs and Expectations

Society and the workforce are constantly evolving, so too are the demographics and needs of learners pursuing higher education at post-secondary institutions across BC. Student populations are becoming increasingly diverse, composed not only of students transitioning from high school but also increasingly more historically unconventional students such as parents, mid-career adults seeking additional skills and people who can only pursue higher education virtually. Universities are now examining how they can be more flexible to provide a dynamic and accessible curriculum to all types of learners: when, where and how they can access it. Students pursuing higher education at universities across BC and Canada also expect to learn applicable and transferable skills that will allow them to transition successfully to the workforce. With an uncertain economic landscape and the changing nature of work, students are increasingly expecting universities to provide supports and services to prepare them for careers.

Across all fields of study, UBC is evaluating how to better provide students with high quality work-integrated and experiential learning and professional networking opportunities. This includes a special focus on the equitable provision of these opportunities for all students including students from lower socio-economic backgrounds, Indigenous students and students with disabilities.

Selected UBC actions:

- **UBC Extended Learning:** UBC Extended Learning works with faculties to create and deliver programs that meet the career and personal needs of our communities, including alumni, current UBC students and learners of all ages. In addition to UBC Extended Learning courses and programs, they offer specialized programming and unique pedagogy through their centres and institute.
- **Teaching and Learning Enhancement Fund:** Since 1991, UBC has funded over 1,200 teaching and learning enhancement projects and the number is continuing to grow. 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 in-person program at UBC, while at the same time retaining the social component of learning as part of an active cohort of peers.

- **Introducing and Expanding High-Demand Programs:** With support from the provincial government, UBC continues to expand programs in biomedical engineering, manufacturing engineering, and computer science. Over the past year, the university also received approval from the government for new programs in Environmental Engineering, Architecture, Landscape Architecture and Urbanism and Pharmaceutical Sciences.
- **Innovative Course Development at UBC Okanagan:** UBC Okanagan continues to develop and deliver innovative programs through its Aspire-2040 Learning Transformations Fund that leverages new non-degree credentials and digital badges to provide skills training (e.g. research project management), promote interdisciplinary competencies (e.g. new Undergraduate Credit Certificate and Minor in Communications and Rhetoric), and enhance relationships with industry (e.g. new Industry 4.0 certification program).
- **Centre for Student Involvement and Careers:** The Centre for Student Involvement & Careers provides all UBC students with access and connection to workplace learning, mentoring, volunteer and leadership opportunities; and offers career and employment related services to students, academic departments, employers, parents, and alumni. Through orientation and peer mentoring, the Centre supports new students to become successful university learners. It is a central point for all graduate and undergraduate students and employers on the UBC Vancouver campus to meet, connect, network, and build relationships; as well as to research and explore career options. Some examples of programs offered by the Centre for Student Involvement and Careers include:
 - **Work Learn Program:** The Work Learn Program supports and subsidizes meaningful work experiences on campus that offer current UBC students mentorship opportunities, an expanded network, ownership and responsibility of work, self-awareness and reflection, as well as a chance to apply their knowledge in practical settings while progressing with personal learning goals.
 - **Career Resources:** The Centre for Student Involvement and Careers organizes and provides a number of events, presentations and tools to help students succeed in building their career, including How to Effectively Use LinkedIn, resume and cover letter workshops and assistance with interview preparation.

- **Partnership with AWS Academy:** In February 2020, UBC Extended Learning and AWS Academy announced an exciting partnership. Beginning later in 2020, learners can enroll in courses that will prepare them to pursue careers in the fast-growing cloud computing space and industry-recognized AWS Certifications. UBC Extended Learning will oversee the organization and delivery of these courses, with input from faculty and staff subject matter experts from UBC, offering a flexible and engaging course format that will allow learners to work towards the development of hands-on skills and competencies in cloud computing tools and applications.
- **Community Service Learning Program:** 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.
- **Centre for Community Engaged Learning:** The Centre for Community Engaged Learning at UBC Vancouver 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.
- **Aboriginal Programs and Services:** Aboriginal Programs and Services on the Okanagan campus aims to provide permanent and on-going programming and services for Indigenous students to provide career exploration and career search support. These initiatives will allow for the development and implementation of career development and experiential learning opportunities for Indigenous students, make connections on campus through campus-based work integrated opportunities or off-campus community-based learning projects, and provide students with wages on-campus and stipend for those involved in off-campus experiences. Resource materials and programming will also be provided to increase and develop career readiness and career resiliency.

Making Impacts and Connections in Local Communities

Although UBC's largest physical presences are in Vancouver and the Okanagan, UBC faculty and students are making an impact in communities across the province. UBC's first commitment is to British Columbia and British Columbians. As such, UBC strives to make meaningful connections and co-create and co-lead projects with partners and community groups throughout the province.

Local and Global Engagement is one of the four core areas of *Shaping UBC's Next Century*. Engagement has been a part of the fabric of the university since the institution was founded. UBC students, faculty and staff conduct transformative work across BC and engage in

meaningful partnerships with groups and communities to advance mutual goals. Students within medical and health faculties at UBC are learning and training in places across the province, with clinical placements provided at more than 80 training sites. Last year, the provincial government provided \$2.2 million to UBC for start-up and planning to expand the master of physical therapy program in the north in partnership with UNBC. Further, the UBC Faculty of Medicine, the only medical school in the province, offers a distributed medical program, which allows future doctors to train in Vancouver, Kelowna, Victoria and Prince George. The university's engagement with external partners is intentional and mutually-beneficial, and is supported by community engagement, knowledge mobilization and experiential learning offices at UBC's Vancouver and Okanagan campuses.

Selected UBC actions:

- **Community-University Engagement Support Fund:** The Community-University Engagement Support (CUES) fund is designed to foster and support community-university engagements with diverse communities by offsetting non-research related costs for community partners collaborating with or seeking to collaborate with UBC partners on research, teaching or learning projects. In December 2019, the Community-University Engagement Support (CUES) fund awarded a total of \$500,000 to 20+ community organizations working with faculty, staff, and students in UBCO and UBCV. Projects are as diverse as they are important, from community-led marine science to First Nations' language support in the Yukon, and from youth-to-youth climate workshops to overdose prevention in Vancouver's Downtown Eastside.
- **Rural Education and Rural Teacher Education:** The UBC Faculty of Education, and specifically the Department of Curriculum & Pedagogy, are committed to preparing and supporting teachers for rural and small school settings. The Faculty has been a leader in rural education since 1990 with initiatives such as the West Kootenay Teacher Education Program which offers a B.Ed based on the on-campus program and tailored to rural concerns. The Faculty also supports rural school experiences for on-campus students, carries out rural research across local and international sites, and contributes to rural teacher mentorship through the office of the Eleanor Rix Professor of Rural Teacher Education.
- **UBC President's Roundtables:** Hosted by Prof. Santa Ono, the UBC President's Roundtables convene experts, practitioners, and policy-makers for candid conversations with UBC leadership about our region's most complex issues. Designed to surface new ideas and open pathways for community-university collaboration, UBC President's Roundtables advance solutions in the short and long term. In November 2019, Santa Ono hosted a roundtable on UBC's role in migration and immigration. The purpose of this roundtable was to have a frank conversation with others in the migration and integration system—including local community organizations, experts in the field, funders, government, and UBC—to better understand the university's role,

identify gaps, and to explore possibilities for deeper collaboration going forward.

- **UBC Learning Exchange:** Last year, the UBC Learning Exchange in Vancouver's Downtown Eastside engaged over 2,000 students and over 100 faculty in community-based experiential learning, community-based research and knowledge exchange. This unique hub also engaged over 2,500 local residents in peer-led programs, and collaborated with over 40 community partners on a range of projects and activities. Partnering with UBC Library's Irving K. Barber Learning Centre, the Learning Exchange has launched a free online portal that makes research more accessible to the DTES community.
- **Peter A. Allard School of Law Legal Clinics:** The Peter A. Allard School of Law supports legal clinics across the province that address the access to justice crisis facing BC. These clinics provide counsel to marginalized communities and populations that do not have the resources to access these services, including the following examples:
 - **Rise Women's Legal Centre:** Provides free legal services to women across BC.
 - **Indigenous Community Legal Clinic:** Services Indigenous communities and people across BC. In addition to the clinic located in the Downtown Eastside in Vancouver, there is a travelling clinic that goes to underserved communities around BC.
 - **Business Law Clinic:** This clinic is housed at Allard Hall and services mostly non-profits and small businesses who could otherwise not afford legal services.
- **Salmon Migration Research Partnership:** The Pacific Salmon Ecology Laboratory in UBC's Department of Forest and Conservation Sciences has partnered with St'át'imc Eco Resources (SER) to carry out a five-year project to study salmon migration past Seton Dam. Led by professor Dr. Scott Hinch, the team works alongside local First Nations partners to capture, tag, and monitor the migration of salmon as they swim up the Seton River and past Seton Dam to spawning grounds. This partnership aims to improve migration conditions for salmon and allow the St'át'imc First Nations to be stewards of their salmon resources.

Research Breakthroughs and Knowledge Translation

In a world confronted with global crises such as diseases and pandemics and a rapidly changing climate, as well as numerous local challenges and imperatives, research can help unlock the required solutions and help advance our society. In addition, research is also a key economic driver for the province, and research conducted at UBC is frequently being translated to the commercialization of new technologies and the creation of start-up companies in a number of sectors. UBC continues to strive to create an environment that supports its world-class faculty members and students in conducting exemplary research in

their areas of expertise. Over the past year, faculty and students have continued to push the limits of knowledge and discover new findings that will have tremendous impact on our local community, province and beyond.

Selected UBC accomplishments:

- **Autonomous Discovery Accelerator (ADA):** Researchers at UBC are making significant discoveries in the area of Artificial Intelligence. One example of an exciting project is known as ADA- a first-of-its-kind robotic platform that uses artificial intelligence to accelerate the development process for new energy efficient materials. ADA, the Autonomous Discovery accelerator for Materials Innovation, will be capable of designing, performing and learning from experiments efficiently and autonomously. UBC chemist Curtis P Berlinguette developed the platform in conjunction with UBC colleague Jason Hein and the University of Toronto's Alán Aspuru-Guzik. This project received an \$8 million investment from the federal government through Natural Resources Canada's Energy Innovation Program in 2018.
- **New Quantum Switch:** In a study published in Nature Physics, researchers at UBC demonstrated an entirely new way to precisely control electrical currents by leveraging the interaction between an electron's spin (which is the quantum magnetic field it inherently carries) and its orbital rotation around the nucleus. According to lead author Berend Zwartsenberg, a Ph.D. student at UBC's Stewart Blusson Quantum Matter Institute (SBQMI): "not only does this exciting result extend our understanding of how electrical conduction works, it will help us further explore known properties such as conductivity, magnetism and superconductivity, and discover new ones that could be important for quantum computing, data storage and energy applications."
- **Breast Cancer Discovery:** Karla Williams, a professor in the faculty of pharmaceutical sciences at UBC and the Canada Research Chair in Oncology is researching potential treatments for metastatic breast cancer (MBC) by studying invadopodia—structures in cancer cells that are thought to play a key role in the spread of the disease. Her research, described in a paper published in January 2019, has established that GABA, a common molecule in the brain, functions as a critical energy source for invadopodia. Invadopodia are capable of sensing GABA and using it to support the spread of breast cancer. This could have implications for how we prevent or possibly treat metastatic breast tumours in the brain.
- **Use of Cannabis to Treat PTSD:** PhD candidate at UBC faculty of medicine's school of population and public health, Stephanie Lake, was the lead author on a study published in the Journal of Psychopharmacology, which is the first to document the relationships between Post Traumatic Stress Disorder (PTSD), cannabis use and severe mental health outcomes in a sample representative of the population. The senior author was Dr. M-J Milloy, Canopy Growth Professor of Cannabis Science at

UBC. The researchers found that PTSD was significantly associated with a recent major depressive episode and suicidal ideation among people who don't use cannabis. Specifically, cannabis non-users with PTSD were about seven times more likely to have experienced a recent major depressive episode and 4.7 times more likely to have thoughts of suicide compared to cannabis non-users without PTSD, the researchers found.

- **Converting Waste Cotton to Higher-Value Nanofibers:** UBC Professor Frank Ko and research scientist Addie Bahi developed a simple process for converting waste cotton into much higher-value nanofibers. These fibres are the building blocks of advanced products like surgical implants, antibacterial wound dressing and fuel cell batteries. According to Bahi, more than 28 million tonnes of cotton are produced worldwide each year but very little of that is actually recycled after its useful life. Bahi and Ko wanted to find a viable way to break down waste cotton and convert it into a value-added product. Ko and Bahi developed their process in collaboration with ecologist, a B.C.-based company that manufactures sustainable outdoor apparel, and with the participation of materials engineering student Kosuke Ayama.
- **UBC Sauder's Prediction Markets Forecast Election Outcome:** A stock market at the UBC Sauder School of Business aimed to predict the outcome of Canada's upcoming federal election. The only election stock market in Canada, the UBC Sauder School of Business Prediction Markets allow investors to use their own money to buy and sell "shares" representing political parties, with those who predict correctly reaping the financial rewards after the polls close on Oct. 21, 2019. The UBC Sauder School of Business Prediction Markets were launched in January 2013 as the successor to the UBC Election Stock Market, which operated from 1993 to 2008.

Addressing the Climate Crisis

BC, Canada, and the world face a climate emergency. In the coming decades, climate change is increasingly likely to cause significant global economic and social disruption alongside accelerating ecological degradation. In Canada, irreversible warming is occurring at twice the global rate. Addressing this emergency will require understanding and rethinking our relationship with the planet, and we will need new ideas and technologies that rapidly enable a low-carbon society and help us adapt to an uncertain future.

UBC is consistently recognized as a global leader in climate action thanks to a unique, integrated approach that aligns learning, research and operations to deliver meaningful action on climate change. In 2019, UBC was ranked #1 in the world for taking urgent action to combat climate change by Times Higher Education (THE) and first in Canada for making cities inclusive, safe, resilient and sustainable. This reflects UBC's success in reducing our own climate impact, as well as our role as an agent of change, from conducting foundational climate research, to educating future sustainability leaders, to building solutions-oriented

partnerships with the private sector, NGOs and governments that foster sustainability beyond our campuses.

UBC has long been a leader in environmental sustainability. Over 20 years ago, UBC opened one of the first Campus Sustainability Offices in Canada; today our [Annual Sustainability Report](#) tracks our progress through the lens of the UN Sustainable Development Goals. For example, since 2000 UBC has cut campus water use in half and increased sustainability-related course offerings to nearly 700 each year.

Selected UBC actions:

- **GHG Emissions:** UBC is on track to achieve overall GHG emissions reductions of 67% from 2007 levels by 2020, and this success has come at a time when we have seen a 30% increase in our student population. By 2035 we intend for all UBC buildings to make net positive contributions to human and natural systems, and we have committed to full carbon neutrality across campus by 2050.
- **UBC Declaration of Climate Emergency:** On December 5, 2019, UBC joined the Government of Canada and communities around the world in declaring a climate emergency and recognizing the need for a rapid and just transition toward a sustainable economy. A campus-wide forum was held on March 11 for the university community to come together to learn, engage and discuss bold actions around the climate crisis. A special website – climateemergency.ubc.ca – has been set up to encourage participation and keep the community updated on UBC’s actions.
- **Responsible Investing of Main Endowment Pool:** UBC is building on its commitment to divest the university’s investments from the fossil fuel industry by implementing a responsible investing framework to further address climate change risk together with other environmental, social and governance (ESG) risks. This framework will include carbon emissions monitoring and reduction targets, advocacy and enhanced disclosure of ESG issues and risks, along with continuing to divest fossil fuel investments.
- **Reducing Single-Use Coffee Cups and Plastic Food Ware:** As part of UBC’s Zero Waste Food Ware Strategy, UBC Vancouver is moving away from single-use coffee cups and plastic food ware, and encouraging students, faculty and staff to choose reusable options such as their own mugs, water bottles and cutlery instead. As of January 2020, all food and beverage retailers on campus are required to charge customers a separate fee for single-use items—initially coffee cups—to encourage the transition to reusable food ware.
- **Bioenergy Research & Demonstration Facility:** In August 2019, UBC received \$7.6 million from the federal government for the expansion of the Bioenergy Research &

Demonstration Facility, which provides energy-efficient heat to campus buildings, saving money and reducing greenhouse gas emissions by re-purposing clean wood waste from other outside processes and sources.

- **Federal Investment in Climate Research:** In July 2019, UBC received \$5.8 million from the federal Green Infrastructure Program to build a system of electric vehicle charging stations and to construct a six-storey certified passive house. The project will gather data such as energy use, emissions and indoor environmental quality to speed up the adoption of more net-zero energy residential buildings throughout Canada.
- **University Climate Change Coalition (UC3) Summit:** In July 2019, UBC hosted the first University Climate Change Coalition (UC3) summit. Presidents and high-level officials of major Canadian, American and Mexican universities gathered for two-days to discuss the role of higher education to raise the ambition to keep global temperature rise under 2°C.
- **Skeena Residence:** The new Skeena Residence at UBC Okanagan is targeting Passive House certification. Passive House is an international recognized energy standard developed in Germany. The most significant characteristics are the airtight, high efficiency building envelope and the heat recovery ventilation system. In November 2019, the Skeena Residence at UBC Okanagan was announced as one of 11 winners of the CleanBC Better Buildings competition.

III. PERFORMANCE PLAN

Reporting by 2019/20 Provincial Institutional Mandate Letter Priorities

The annual Mandate Letter, received by all public post-secondary institutions, sets out strategic priorities and key performance expectations for the fiscal year for each institution. Institutional Accountability Plan and Reports are a key mechanism for government to gauge institutional progress on achieving the government priorities for the public post-secondary system, as set out in the annual Mandate Letter. As such, the section below identifies and describes many of the specific actions UBC has taken, and the accomplishments achieved, related to each of the priorities within the 2019/20 Mandate Letter.

1. 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.

- 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. The 2020 Indigenous Strategic Plan (ISP) sets out the vision, mission and goals as a guiding framework for Indigenous engagement throughout the university.
- The Indigenous Strategic Plan will also further inform UBC Vancouver's response to the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice and the United Nations Declaration on the Rights of Indigenous Peoples.
- In June 2019, the UBC Board of Governors endorsed, in principle, the vision and the mission of the ISP, which sets a high-level vision for UBC to lead globally on implementation of the 94 Calls to Action of the Truth and Reconciliation Commission of Canada, especially Call 43 which states that implementation of the United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation in Canada. A new Action Planning process to create specific goals and action items to support that vision and mission was launched the same month, June 2019.
- The ISP was developed as a result of an extensive engagement process, including more than 2,500 individuals providing 15,000 inputs in in-person and online engagements, with two rounds of consultation at both campuses and with community partners.
- Building on UBC's own commitments to reconciliation, the university would be pleased to work closely with the Ministry and local, regional and other Indigenous partners to actively participate in an engagement process to develop and implement a comprehensive sector-wide strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.

In its Accountability Framework guidelines for this report, the Ministry of Advanced Education, Skills and Training provided a template for institutions to outline progress on the implementation of the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. This table can be found at the end of this section. Further actions the university is taking are elaborated upon throughout this report, notably in the Strategic Context section above and in the reporting on UBC's strategic priorities in the section below.

2. Work closely 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) Improving access to post-secondary education with a focus on vulnerable and under-represented students.

- UBC continues to support Policy LR10, Access to The University of British Columbia, previously labeled as Policy #72, which states that no eligible student will be prevented from commencing or continuing their studies at the university for financial reasons alone.
- UBC also continues to provide a number of financial aid programs for Indigenous students, including renewable entrance scholarships for each eligible Indigenous student at UBC Okanagan.
- UBC applauds the provincial government for creating the BC Graduate Scholarship (BCGS) program in 2018 and breaking down barriers for graduate students and improving the affordability of graduate studies across BC. Over the past year:
 - UBC received funding for 400 awards of \$15,000 each over three years, and was able to double this number through matching donations.
 - In 2019, 56 per cent of UBC graduate students were women— up from 45 per cent in 1991.
 - More than 5 per cent of BC graduate scholarships at UBC have been awarded to Indigenous students.
- UBC continues 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 past year was the first year that the age restriction to qualify for the UBC tuition waiver has been removed.
 - In 2019/20, there were 52 students who are former youth in care studying at UBC on either a Ministry or a UBC waiver of tuition, up from 42 students in 2018/19 and a 325 per cent increase since 2016.
- All students with lived experience in government care are supported at UBC through cross-unit partnerships. Through the support of the UBC Excellence Fund, an Enrolment Services Advisor (ESA) designed to support this population of students was hired beginning in December 2018 to enhance and build on the work done by the former youth in care team within Enrolment Services.
- A Ministry-led Campus Navigator Community of Practice was established in 2019. Monthly conference calls include representatives from the Ministry of Advanced Education, Skills and Training and Campus Navigators from post-secondary institutions, including UBC. This network is a platform to identify needs and strengths

and share best practices. It continues to expand as other institutions begin implementing staff supports for students with lived experience in care.

- Aboriginal Access Studies at UBC Okanagan prepares and transitions Aboriginal learners into degree programs at UBC, using a combination of both academic and non-academic activities to form a rich, full-time schedule in a supportive university setting. During the 2019/20 academic year, 73 students participated in the program.
- The Centre for Accessibility at UBC facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions. Policy 73 was recently revised to help provide additional guidance for students, faculty and staff to understand the process by which accommodations for students with disabilities are made at the university. This policy clearly defines the responsibilities of the key university members involved in the process of accommodation, expands upon and clarifies the scope of the policy, and outlines key principles to be considered when determining and implementing accommodations.
- 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.

B) *Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).*

- Thanks to the BC government's multi-year investments in technology and health education, UBC is creating additional undergraduate spaces in a number of high demand occupation areas. UBC continues to work with government and industry partners to expand opportunities for students in the province's health and technology sectors, as well as other emerging and high-demand industries.
- The government's investment in new technology seats is enabling enrolment increases and the hiring of additional 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.
- The government's investments in health program expansion is enabling enrolment increases and the creation of new distributed sites for education across the province. Progress on UBC program expansion in these areas includes:
 - Expansion of nurse practitioner seats at the UBC Vancouver School of Nursing, as well as additional graduate-level nursing seats to support nursing leadership development.
 - Ongoing planning and preparation for the expansion and distribution of the Master of Physical Therapy (MPT) and Master of Occupational Therapy (MOT) programs in the Faculty of Medicine. Funding has supported program development and start-up activities related to a northern cohort of MPT and MOT students in partnership with the University of Northern British Columbia, as well as an expansion of the MOT on the UBC Vancouver campus and an expansion of the MPT to the Fraser region.
- UBC is also 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.
 - As we continue to understand the economic and societal impacts of the COVID-19 pandemic, there will be an increasing opportunity to provide upskilling and re-skilling opportunities for mid-career students. UBC will evaluate how to best provide these opportunities in the coming months.
- Over the past year, the Ministry of Advanced Education, Skills and Training has approved exciting new degree programs at UBC Vancouver in high-demand occupations and priority sectors including a Bachelor of Applied Science in Environmental Engineering, a Bachelor of Design in Architecture, Landscape Architecture and Urbanism, and a Bachelor of Pharmaceutical Sciences.

C) *Expanding co-op and work-integrated learning opportunities for all students.*

- Embedded within Transformative Learning, one of the four core areas of UBC's strategic plan, *Shaping UBC's Next Century*, is the increased focus and support for experiential learning and work-integrated learning opportunities for all students at UBC.
- This includes a rich variety of activities, such as the development of problem-solving experiences; technology-enabled learning; and continued growth in work-integrated learning and professional education.

- For over 40 years, UBC's co-op programs have provided tens of thousands of students with transformational, educationally enriched, experiential learning opportunities with diverse community partners across Canada and around the world.
- In the last year, the university embarked on a number of initiatives to strengthen its brand and industry awareness as Western Canada's largest co-op program. From tradeshows and events to business development trips in Ottawa and Victoria, UBC's cross-faculty team engaged with hundreds of co-op employers in government and private business.
- In 2019/20, UBC's Co-Op Programs grew to a total of 6,580 work terms, up from 6,488 last year. By program, these numbers are as follows:
 - Arts: 601 (24 international)
 - Engineering: 2,369 (129 international)
 - Forestry: 150 (13 international)
 - Kinesiology: 81
 - Sauder: 547 (7 international)
 - Science: 2,600 (163 international)
 - UBCO: 232 (33 international) (Includes Arts, Fine Arts, Human Kinetics, Management and Sciences)

UBC co-op plays an important role in educating global citizens through creating opportunities for participating students to develop important intercultural competencies that are increasingly important for the global workforce. In 2018/19, UBC students participated in a total of 372 international work terms, up 13 per cent from last year. Students worked in 26 different countries, including Australia, China, Denmark, Ecuador, Germany, India, Japan, Mexico, Singapore, and Saudi Arabia.

- UBC launched a new website this year that serves as a central source of information for prospective employers and co-op students, featuring a simple way for recruiters to learn about student skill sets and to hire from UBC programs.
- entrepreneurship@UBC (e@UBC) is a unique program that delivers a combination of education, venture creation and seed funding to maximize the number of successful ventures coming out of UBC.
 - e@UBC is guided by a dual mandate of enriching the educational experience of students (undergraduate, graduate, post-docs) while building transformational ventures that positively shape our economy and society.
 - e@UBC advances entrepreneurship from the ground up, ranging from student entrepreneurial development opportunities to end-to-end venture creation through our incubator and HATCH Accelerator programs. Their mission is to inspire, educate and build entrepreneurs, giving founders a platform to validate their venture through our incubator streams that transform research

innovations, climate solutions and marketplace disruptions into scalable businesses.

- What sets e@UBC programs apart is the network of collaborative partners that enable the program to take a multi-disciplinary approach across a spectrum of university expertise, high-tech spaces and industry knowledge, creating unparalleled experiences for UBC entrepreneurs. Founders are further supported by established Entrepreneurs in Residence (EiRs) who bring a wealth of industry expertise, broad professional networks and real-world business acumen to their venture building journey. This is elevated by the active participation of over 300 mentors and subject matter experts from Vancouver's innovation community.
- To date, e@UBC ventures have raised over \$246 million in funding, generated over \$30 million in revenue and hired over 600 employees, stimulating the economic and social landscape of BC while building anchor companies such as Aspect Biosystems and Acuva.
- The Work Learn program at UBC supports and subsidizes meaningful work experiences on campus that offer current UBC students the opportunity to develop their professional skills and learn in a work environment. For the 2019/20 year, UBC Vancouver allocated an additional \$600,000 in funding to the Work Learn wage subsidy program. This was also done in 2018/19 and is anticipated for 2020/21.
- In the 2019/20 fiscal year, the Work Learn program received \$8,576,326 in funding requests for part-time, on-campus work experiences from a total of 2,064 proposals to create 3,890 jobs, an increase of \$661,430 in funding requests from last year. The program was able to fund 88% of these proposals, resulting in the creation of 3,321 part-time work experiences for students (compared to 3,129 jobs last year).
 - Of the allocated funds, 38.5% of the funding to these part-time work opportunities were directed toward experiences that included a research component. Of these experiences, 18% were held by international undergraduate students, 18% held by graduate students and 2.5% were held by students self-identifying as Aboriginal.
 - During summer 2019, 85% of students self-reported that they had gained practical experience that will help them in their future workplaces. Overall 39% more students self-reported ratings of "Excellent" and "Very Good" in their preparation for career/professional work and confidence in employability after their Work Learn experience.
- In response to strong student interest in undergraduate research experiences, a portion of Work Learn funding was purposefully directed toward full-time summer research grants for international undergraduates for a total of 127 full-time summer research placements (compared to 90 in 2018/19). These grants are designed to

assist faculty members to hire international student undergraduate research assistants and to complement funding available to domestic students through the Natural Science and Engineering Research Council of Canada (NSERC) in the form of Undergraduate Student Research Awards (USRA).

- In 2019/20, there were 383 full-time research placements over the summer and fall terms, compared to 344 in 2018/19, inclusive of the two programs (NSERC USRA and Work Learn-funded positions).

3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

- UBC is committed to providing high-quality, easily accessible health and wellbeing services for students as a necessary practice in advancing the mission of post-secondary education. These services include primary health care, including mental health at Student Health Services, mental health care at UBC Counselling Services, and student engagement and learning in health through the Health Promotion and Education Unit. Providing services such as these in turn advances students' learning, retention, persistence, safety, prevention of misconduct, and personal and academic success. Health-related programs and services are therefore central to the core educational mission of colleges and universities.
- Over the past year, many new initiatives were implemented to further support students' overall wellbeing while making students aware that these supports exist. These initiatives include:
 - **Student Health Services**
 - Two Mental Health Nurses joined the Student Health Service team to improve collaboration, screening and access for mental health support to ensure individuals requiring urgent care are able to access it and to improve access to mental health services to all students
 - To improve access and delivery, the Green Folder (a guide to familiarize staff and faculty with common signs of distress and the steps to take to offer assistance to students) was revised to direct students with high levels of distress to Student Health or other medical services.
 - The successful inter-disciplinary Saturday clinic was continued for a second year, to improve physical and mental health care access to all students living in residence.
 - A nurse practitioner joined the Student Health team in August 2019, to further offer interdisciplinary care to meet the diverse needs of students.

- A substance use recovery support initiative, the UBC Support Recovery Campus Peer Recovery Program, was developed, which is the first of its kind at a post-secondary institution in Canada.
 - The UBC Academic Concession Policy was updated in 2019. The revisions brought more clarity, consistency and efficiency to the process and in some cases, students are able to submit a self-declaration of absence (for example: a sudden illness).
 - Team of Managers of Student Support Services support complex student concerns requiring a higher level of coordination and response than that which is available through established referral and support processes.
- **Counselling Services**
- A drop-in, single session counselling modality was launched to maximize access to mental health support for students looking for short-term, easily accessible counselling.
 - EmpowerMe – a 24/7 service allowing students to seek offsite mental health support with qualified counsellors (in multiple languages) through their AMS Health Plan – was expanded to reach all students, free of charge. The UBC [webpage](#) on counselling services advertises EmpowerMe as a resource, as well as Crisis Centre BC. UBC also promotes the province’s new confidential counselling and community referral service, Here2Talk.
 - New embedded counsellor positions in Allard Law and Student Housing were added to increase access by students by having mental health supports right in their place of learning or residence.
 - Therapist Assisted Online (TAO) Self-Help was launched for the campus community - an online self-directed program that connects students to skill building modules to help them achieve their goals. TAO (therapist version) is utilized by counsellors when appropriate and enables secure video chat which facilitates access for students who are unable to come on campus during office hours.
 - Feedback Informed Therapy (FIT) is being phased in for all individual counselling. FIT tracks outcomes and satisfaction to inform when support needs to be stepped up or down.
 - Services were further expanded with the opening of the new Counselling Services Annex.
 - A group program for graduate students was developed in collaboration with Graduate Postdoctoral Studies and the Graduate Student Society.
 - A group program was developed to support students with difficulties with emotional regulation and associated concerns to expand treatment modalities.

○ Health Promotion and Education

- Fifty orientation presentations and booths were organized to share health and wellbeing resources in August and September, including a 90 minute “Jump Start your Health” session for all Jump Start participants. Jump Start is a multi-day orientation program, open to all first-year students coming to UBC.
- A new online space in Canvas was launched for student leaders involved in mental health and wellbeing, including modules on ‘How to help a peer’ and ‘Live well to lead well’ as well as space to connect to plan events and information about key wellness resources.
- The Wellness Peers team increased from 27 to 39 to better meet the demands for peer-led outreach requests and drop-in support at the Wellness Centre.
- Changes were made to Peer Programs, a training and support program for grad peer ambassadors, which include enhancing the online space for student leaders and introducing a new mobile wellness cart for partnerships with the Move U Crew.
- The Thrive campaign - promoting mental health literacy, reducing stigma, creating a supportive campus culture, and ensuring that faculty, staff and students have the resources to help them understand mental health issues, and improve coping skills, launched for the full month of November this past year, previously only one week.

○ Equity and Human Rights

- The Inclusion Action Plan (IAP), a guiding document that identifies priority goals for inclusion at UBC and strategic-level actions needed to achieve the goals, operationalizes the Inclusion theme in *Shaping UBC’s Next Century*. In December 2019, the Inclusion Action Plan was presented to and endorsed by the Board of Governors.
- A number of programs were held to contribute to preventing misconduct, increasing student inclusion and engaging vulnerable groups. These are planned to continue into next year. These include the [‘Through the Lens’](#) workshop series, [‘Get Connected’](#) social events for new BIPOC and trans & non-binary students, community building through Education and Community Building Practice by the Centre for Student Involvement and Careers, the formation of a Black Caucus, the [Equity Students Advisory Committee](#), the [Equity Ambassadors](#), and training provided on unconscious bias and conflict engagement.
- The work of UBC human rights advisors contributes to the prevention of misconduct and contributing to an accessible environment. The human rights advisors focus specifically on the informal resolution of concerns of discrimination or harassment that students might bring. This helps to

build a more inclusive community as well as building students' skills to confront discrimination and harassment and is ongoing.

- The Canadian Campus Wellbeing Survey (CCWS) is a new standardized survey led by Dr. Guy Faulkner, a faculty member at UBC, and a group of academic researchers across Canada. It is meant as an alternative to the National College Health Assessment (NCHA). UBC participated in CCWS in November/December 2019, and the Student Experience Evaluation and Research (SEER) unit at UBC is now working with the CCWS team in building an online, interactive report in Tableau.
 - There are 20 participating institutions in the CCWS, 18 from BC and 2 from Ontario.
 - The UBC sample was 31,955, with 3,786 responses for a response rate of 11.8%.
- UBC participated in Healthy Minds, Healthy Campuses, a province-wide Community of Practice that promotes campus mental health and healthier relationships with substances. Five representatives from UBC were on the Planning Committee for the Healthy Minds, Healthy Campuses 2019 Summit in Vancouver.

Reporting on Sexual Violence Misconduct

The 2019/20 Accountability Framework requires institutions to report on the first mandatory three-year review of their institutional sexual violence and misconduct (SVM) policies within their IAPR under this mandate priority. Institutions are asked to provide a summary of the following:

1. Student consultations over the past year to inform the three-year SVM policy review

- The Office of the University Counsel constituted a Policy Review Committee that met six times during September and October 2019 and proposed amendments to the Policy. The proposed amendments are intended to address particular areas identified during the initial implementation of the Policy, to provide some additional guidance and information to the UBC community, and to make various drafting improvements (including consistency with other relevant policies). The draft Policy was presented to the Board of Governors on November 26 and, in recognition of the importance of the Policy and the intervening holiday period, the policy consultation was for an extended period of time, from November 29, 2019 through January 31, 2020.
- During this time, the university engaged in robust consultation. In addition to the standard publication of the proposed amendments and invitation for comments by the Office of the University Counsel ("OUC") via RSS feed email and on its website, notice

was also published in the December 10, 2019 and January 7, 2020 editions of UBC Today (a bi-weekly e-mail newsletter to all faculty and staff across both campuses), as well as on the websites of the Sexual Violence Prevention & Response (SVPRO) and Equity & Inclusion Office (EIO). A confidential online survey was also created for individuals to submit comments anonymously.

- During the consultation period the co-chairs of the Policy Development Committee (“Committee”) also held a series of information sessions to engage with the general UBC community, particularly with relevant student organizations, on the proposed amendments. Town hall meetings on each campus were publicized via broadcast emails, UBC Today, digital signage, newsletters, website, and communication channels by the Sexual Violence Prevention and Response Office (SVPRO) and the Equity and Inclusion Office. Additionally, stakeholder groups were invited to meet with the Committee co-chairs.
- The information sessions held were orchestrated with the following campus groups:
 - UBC Vancouver Town Hall
 - UBC Okanagan Town Hall, and in relation to which the UBC Students’ Union Okanagan (UBCSUO), UBC heads of unit and Deans, and the BCGEU Okanagan were specifically invited to attend and participate
 - Alma Mater Society (AMS)
 - The UBC AMS Sexual Assault Support Centre (AMS SASC)
 - Graduate Student Society (GSS)
 - First Nations House of Learning for Indigenous staff, faculty and students; and
 - Union and employee groups (BCGEU, IUOE Local 115, Association of Administrative & Professional Staff, CUPE 116, CUPE 2950. CUPE 2278 was invited but declined), along with UBC Human Resources (Employee Relations).
- Two information sessions were scheduled with the Faculty Association but were cancelled at the last minute due to a lack of representatives from the Faculty Association.
- The extensive consultation resulted in over 200 comments, including written submissions received from the UBCSUO, AMS, AMS SASC, GSS, CUPE 116, individual staff and faculty, and feedback via the online survey. All of the comments received were provided to the Policy Review Committee for its consideration. In addition, the AMS SASC was invited to attend a post-consultation meeting with the Committee to discuss their feedback and recommendations. The AMS SASC Manager attended the meeting, and was joined by the AMS Senior Manager, Student Services.

2. Amendments/Changes made to original SVM policy and procedures as a result of the review

- Proposed amendments to the policy can be found in the Board of Governors cover sheet which is available here:
https://bog3.sites.olt.ubc.ca/files/2019/11/5_2019.11_Sexual-Misconduct-Policy-SC17.pdf
- At this time, the Policy Review committee is meeting to consider all the feedback and to finalize amendments before the Policy will be brought back to the Board of Governors for approval.

3. Progress made to date on implementing SVM policy and procedures

- The Sexual Assault and Misconduct Policy (Policy SC7) came into effect on May 18, 2017. The policy paved the way for the creation of two separate offices - the Independent Investigations Office located just off campus in Vancouver, and two Sexual Violence Prevention and Response Offices (SVPRO) located on both campuses (Vancouver and the Okanagan) dedicated to supporting survivors and educating the community.

Investigations Office (IO)

- In September 2019, a new Director of Investigations was hired. In February 2020, the office name changed to the Investigations Office (IO), to appropriately reflect the arm's length nature of the office's function and operations.
- The IO is currently resourced with internal expertise for investigating complaints of Sexual Misconduct under UBC Policy SC17 and Discrimination under UBC Policy SC7 involving all students, staff and faculty on both campuses. The IO staff are multi-disciplinary, and have backgrounds in law, law enforcement, social work, human rights, Indigenous practices, as well as systemic and trauma-informed investigations, Alternative Resolution Processes (ARP) and mental health.
- The Investigations unit of the IO includes an Indigenous Senior Investigator as well as investigators who are experienced with handling Sexual Misconduct complaints using ARP, including mediation and restorative justice practices. Additional external investigators are retained by the DOI when required.
- The Education, Prevention and Reporting unit includes an Educator and support roles. The unit leads education, outreach and prevention initiatives, for student, staff and faculty groups. It also tracks and analyses IO statistics as well as developing key stakeholder relationships among all portfolios through consistent engagement across UBC-V and UBC-O.
- Reports of sexual misconduct comprise approximately 95% of the complaints received by the IO; 5% of complaints are reports of discrimination. Sexual misconduct complaints have steadily increased year-over-year since the establishment of the office, suggesting an increasing trust in the UBC internal investigations process and a growing willingness of complainant/survivors to report alleged incidents. This is a positive indicator as sexual misconduct is significantly under-reported, and it is

expected that there will be a continued increase in reporting for the next two to four years.

Sexual Violence Prevention and Response Office (SVPRO)

- SVPRO provides support and prevention education to members of the UBC community as referenced in the policy.
- The staffing structures on each campus are different to meet their unique needs and communities. UBCO has a director, two full time support and education advisors and a healthy masculinities coordinator. UBCV has a staffing structure that includes a Director, two full time Educators (one for faculty/staff, one for students), four full-time support specialists, and a full-time specialist of Indigenous Initiatives who provides support to survivors and participates in development/review/delivery of curriculum.
- With these staffing models, the SVPROs are able to provide direct support to survivors and lead primary, secondary, and tertiary prevention efforts, which in turn creates a safer, healthier environment.
- SVPRO coordinates safety planning, academic and work accommodations and provides information and support around reporting and referrals to on and off campus services. Each survivor's needs are different and the supports at SVPRO are tailored to meet their unique needs. Support for survivors reinforces prevention by acknowledging that what happened to them was not okay and was not their fault. This has begun to shift the culture on campus to challenge victim blaming myths and rape culture so that behaviours of sexual violence are not tolerable.
- SVPRO on both campuses have seen a consistent growth in people accessing the office for support and information. There has also been a demonstrated increase in consultations from various different departments and requests for training and programming.

4. Ongoing activities and future planning to sustain institutional efforts for SVM prevention and response

Investigations Office (IO)

- In 2019/20, the IO has built relationships, locally, nationally and internationally. In 2019, members of the Investigations unit led a panel presentation at the International Academy of Law and Mental Health congress in Rome, Italy. The Senior Investigator was also a keynote speaker at an Indigenous Women's Leadership Conference, as well as being invited to be a member of a federal curriculum development team for Indigenous leadership. Since April 2019, the IO has participated in close to 100 events across both campuses for outreach, education and prevention initiatives.
- The Director of Investigations (DOI) has been engaged in the three-year review of the Sexual Misconduct Policy, as well as developing trauma-informed investigation and ARP training for staff, faculty and disciplinary decision makers alongside the IO staff.

Given the COVID-19 situation, the office is also been adapting to develop educational resources that can be delivered online. In collaboration with the Office of the Vice-President, Students and Vice-President Human Resources, the IO is developing a position for supporting respondents and individuals who are alleged to have caused harm under the Sexual Misconduct Policy, so that they will also have support and resources, as complainants/survivors do, when faced with a Sexual Misconduct complaint.

- Externally, the office is establishing a national working group with other institutions to collaborate on and establish operational protocols and best practices for investigating on-campus sexual misconduct, and is working in partnership with stakeholders on broader education initiatives for 2021. Development of a student advisory group is also underway for Winter Term 1 2020.

Sexual Violence Prevention and Response Office (SVPRO)

- The SVPROs works with campus and community partners to continue expanding the support services and to develop education curriculum, campaigns, and run various workshop and groups related to sexual violence which is available to students, faculty, and staff. All of the programs and initiatives have consistent learning objectives, but are highly customizable per audience.
- There are various campaigns and awareness initiatives that are continually evolving such as the “We Believe You” campaign, “Consent Starts Here, it’s up to all of us” campaign; Sexual Assault Awareness Month, and the Moosehide campaign.
- The various workshops developed by SVPRO explore topics such as rape culture, consent culture, awareness of sexual violence, supporting survivors, upstander intervention, and trauma-informed practice. The requesting departments/organizations/individuals are engaged in program development to meet the unique needs of their proposed audience. Descriptions of programs are included below.
- In addition to these programs, we are developing other programs appropriate to all audiences. One, related to alcohol use, can be customized to settings such as, but not limited to, undergraduate safer party culture, graduate student conferences, staff/faculty networking events. A second, related to Indigenous communities that examines intersecting traumas, access to safe community resources, and restorative/transformational accountability processes. All programs are intentionally gender neutral and recommended to audiences with participants of all genders. Programs are followed by evaluation instruments that look at participant satisfaction and learning.
- These workshops include:
 - Supporting Survivors (SVPRO-V and O)
 - Audience: Students | Faculty | Staff

- Objectives: 1. Building a trauma-informed skill set to support survivors. 2. Recognize victim-blaming myths. 3. Increase comfort with communicating support to survivors. 4. Identify local resources and understand local policies.
 - Prevention: Tertiary
 - Upstander Intervention (SVPRO-V and O)
 - Audience: Students | Faculty | Staff
 - Objectives: 1. Identify strategies and opportunities for intervention. 2. Understand the ways identity and power dynamics create barriers to intervention. 3. Develop skills for accountability when you are the person who caused harm.
 - Prevention: Secondary
 - Relational Health (SVPRO-V and O)
 - Audience: Students | Faculty | Staff
 - Objectives: 1. Recognize the influence of identity, culture, and experience on the way we perceive and respond to social interactions. 2. Identify ways to mitigate these influences to have a mutually respectful and productive interaction.
 - Prevention: Secondary
 - Intersections of Oppression (SVPRO-V)
 - Audience: Students | Faculty | Staff
 - Objectives: 1. To provide context for how sexual violence occurs in our society. 2. After completing this workshop, participants will be able to articulate the influence of each level of the SEM on their understanding of sexual violence as well as the opportunities they have to influence outwardly at each level.
 - Prevention: Primary
 - Media Literacy (SVPRO-V)
 - Audience: Students
 - Objectives: 1. Building skills to recognize the influence of media narratives on the development of our own beliefs and values. 2. Learn to critically examine the media we consume, make connections to our own lives, and challenge problematic narratives within each piece.
 - Prevention: Primary
- The SVPRO also runs a number of groups, including:
 - Next Gen Men
 - SVPRO-O runs a group for men and masculine-identifying people to explore issues around power and privilege, masculinity, mental health, dealing with anger, relationships, consent, upstander and allyship.
 - Finding Voices
 - SVPRO-O in partnership with a local organization, Connect Counselling Society provides safe non-judgmental group for people of all genders

who have experienced domestic violence (DV) and/or intimate partner violence (IPV). The group explores safety, assertiveness, body image, boundaries, pleasure, self-compassion and coping strategies.

- Other Groups
 - SVPRO-V and SPVRO-O is also in development of a number of survivor support initiatives such as a group related to sustenance and nourishment through a shared cooking/eating experience; art, gardening and knitting as a tool for managing trauma; and navigating sexual relationships after experiencing sexual trauma. All content is created by SVPRO-V staff.
- SVPRO work across campuses with partners to ensure that staff and faculty increase their understanding of trauma and have the tools to incorporate this knowledge into their work with students and colleagues. Some of these partners include Counseling, Wellness, Health Promotion, Student Health, Equity and Inclusion, the First Nations House of Learning, Athletics, Academic Advising, Residential Life, and the student unions (AMS and UBCSUO). SVPRO staff also commits to our continued learning and has explored professional development with topics from Indigenous Canada; to Supporting trans, two-spirit, non-binary, and gender diverse survivors; and Suicidality.
- SVPRO is participating in the review of the Sexual Misconduct Policy, SC-17, and the At-Risk Behavior Policy. We are also collaborating with the IO on the development of a Respondent Services position. Finally, we participate in a community of practice through the Ministry of Advanced Education for prevention programming as well as survey development.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

- Last year, UBC implemented a new approach to undergraduate admission criteria that aligns with both the new BC Graduation Program 2020 and the university's enrolment objectives. This approach was developed in collaboration with internal and external stakeholders, including secondary schools and the BC Ministry of Education.
- This past year was the second year of this new admission process, which continues to complement the BC Graduation Program.
- Over the past year, according to UBC data, new to UBC domestic and international K-12 transitions increased:
 - At UBC Okanagan, there were 1,001 new direct entry students from a BC high school in 2018, and 1,078 in 2019, representing a 7.7% increase.
 - At UBC Vancouver, there were 3,507 new direct entry students from a BC high school in 2018, and 3,793 in 2019, representing a 8.2% increase.

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

- UBC was one of the first institutions to implement the Ministry of Education's new XML transcript and is currently supporting other institutions to adopt it through our experience.
- UBC is also in the process of implementing the application service for January 2021.
- UBC continues to co-chair the EducationPlannerBC Steering Committee.

6. 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.

- Nearly every aspect of UBC has an international dimension. It is built into the teaching agenda, as students have ever-increasing opportunities to experience the world through their studies. It supports research excellence, as UBC researchers collaborate with partners all around the world. It builds a diverse community, as international students from more than 150 countries come to UBC for their studies, bringing global perspective and culture to the UBC campus. Through these many activities, partnerships and links, UBC helps to promote intercultural understanding within our own communities and create true global citizens.
- UBC provides a suite of services to support the success of international students. Delivered through International Programs and Services (IPS) at UBC Okanagan and International Student Advising at UBC Vancouver, services include advising, transition support, and programs to ensure an integrated, safe and welcoming environment for international students on campus.
- Vantage College is the first-of- its-kind in Canada, providing international students with 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.
- 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. 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.
- In 2019/20, UBC international enrolments continued to be robust. UBC continues to diversify its international student population to reduce risk associated with potential interruptions in applicants from a specific country or region.

- Enrolment targets are carefully established every year through continuous enrolment planning. Individual faculties consider how many more international students they can admit, physically and financially, after considering domestic students.
- 7. 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, projected a \$30 million surplus for the year.
- 8. 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 compliance with the Tuition Limit Policy set by the Ministry of Advanced Education, Skills and Training, the UBC Board of Governors, in December 2019, approved a two per cent increase to tuition and mandatory fees for new and continuing domestic undergraduate and graduate students for the 2020/21 academic year.

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

<p>TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</p>	<p>PROGRESS (Please identify if New or Continuing and if N/A, In Progress, or Implemented) ²</p>	<p>NEW INITIATIVES AND PARTNERSHIPS (Please provide key details for new initiatives begun in 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</p>	<p>CONTINUING INITIATIVES AND PARTNERSHIPS (Please provide key progress details for initiatives begun prior to and continued through 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</p>
<p>1: SOCIAL WORK</p> <p>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 School of Social Work, Okanagan campus, is working on increasing the amount of field education sites so that students can be placed in Indigenous community settings to fulfill their 450 hours of practical learning. The School's goal is to reach a proportion of 25% of sites in Indigenous communities over the next five years. To support this goal, an instructor will be recruited to help with these relationships and support students with Indigenous backgrounds.</p> <p>The School of Social Work, Vancouver campus offered the following course this year:</p> <p>SOWK 570B: <u>Advanced Indigenous Peoples and Critical Social Work Analysis</u> (3 credits) covers a critical analysis of the impact of colonization on Canadian Indigenous individuals, families, and communities; identification of the differences of resource allocation and</p>	<p>The Master of Social Work program of the Faculty of Health and Social Development continues to specifically cover Indigenous content throughout three courses:</p> <ul style="list-style-type: none"> - <i>SOCW 517 Social Work and Indigenous Peoples in Canada</i>: This mandatory 39-hour first year MSW is on social work with Indigenous peoples. The course uses a blended learning approach consisting of online learning modules to provide background context followed by an intensive, on-campus, face-to-face component. Classes are held over six days and include traditional ceremony, lectures, video presentations, guest speakers, small group exercises, group discussions, student presentations, and written assignments. - <i>SOCW 560 Braiding Indigenous Knowledge Into Clinical Practice</i>: Integrates Western and Indigenous knowledge in clinical social work practice. It's a 39-hour elective.

		<p>experiences of rural and urban Indigenous peoples; discussion of the role social work policies and practices have in the lives of Canadian Indigenous peoples; and discussion of culturally safe, relevant social work practices and policies.</p>	<p>- <i>HINT 508 Cultural Safety in Health: Indigenous Perspectives</i>: 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. It's a 39-hour elective.</p> <p>Additionally, the School of Social Work intentionally integrates Indigenous content in the following five courses:</p> <ul style="list-style-type: none"> - <i>SOCW 554 Mental Health and Mental Illness</i> - <i>SOCW 555 Organizations and Leadership</i> - <i>SOCW 511 Introduction to Social Work Theory and Practice</i> - <i>SOCW 514 Diversity and Critical Reflective Practice</i> - <i>SOCW 515 Social Welfare Policy in Canada</i> <p>The School of Social Work, Vancouver campus, continues to offer the following courses:</p> <p>SOWK 442: <u>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 explore historical, socio-political, philosophical, and value bases of contemporary practice in child welfare. This will facilitate the critical examination of some</p>
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			<p>of the pressures on child welfare practice and the skills necessary for effective intervention. Particular attention is focused on child welfare practice within Indigenous contexts.</p> <p><u>SOWK 325: Indigenous Peoples and Critical Social Work Analysis</u> (3 credits) covers a critical analysis of contemporary social issues facing Indigenous peoples and communities examined in the context of the history of Euro-Canadian/Indigenous, Inuit, and Métis relations, the impact of Euro-Canadian institutions upon Indigenous peoples and the 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>The School of Social Work, Vancouver campus, offers practicum placements at Aboriginal Delegated Agencies and Indigenous programs, including:</p>
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			<p>Vancouver Aboriginal Child and Family Services (VACFSS), Ayas Men Men, Métis Family Services, Fraser Valley Aboriginal Child and Family Services, Kilala Lelum, (Urban Indigenous Health and Healing Cooperative), Squamish Nation Member Services, Vancouver Native Health Society.</p>
<p>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>In Progress</p>		<p><u>ECED 442: Supporting Indigenous Infants and Young Children within the Context of their Communities</u> is a core course of the Early Childhood Education (ECE) program 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. During the course, students 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.</p> <p>Another core course of the BC ECE Basic Certificate program is <u>LLED 441: Introduction to Teaching Children's Literature</u>, which has a particular emphasis on how to promote awareness of Indigeneity, anti-racism and social justice.</p> <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</p>

			<p>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>Although the Okanagan School of Education does not offer the early childhood education programming of the Faculty of Education, the School offers the following online course that are responsive to Indigenous learning contexts:</p> <ul style="list-style-type: none"> - <i>EDED 440 Play and Early Childhood Education</i> - <i>EDED 421 Supporting Young Children Home, School/Community Relationships.</i>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>In Progress</p>		<p>The Faculty of Arts' First Nations and Endangered Languages (FNEL) Program now offers 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 has approved the Bachelor of Nsyilxcn Language Fluency. The degree builds upon a degree framework agreed upon various post-secondary institutions in the province as well as Aboriginal organizations/institutions: IAHLA (Indigenous Adult and Higher Learning Association), FNEESC (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 the high proficiency level through full immersion in their communities. Upon Ministry approval, the degree will be implemented in 2021.</p> <p>The Okanagan School of Education offers the following courses for Indigenous language teachers:</p> <ul style="list-style-type: none"> - <i>EDUC 422 - Context Studies: Learning Communities Practicum</i>: Becoming a practicing professional is explored in this practice teaching experience. An eight-week practice teaching experience will take place in an Aboriginal language context. The practicum follows one week of conferring and preparing with sponsor teachers and supervisors. - <i>ECED 441 - Language Nests in Early Learning</i>: 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 aboriginal children's language realities.
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			<p>- <i>EDUC 406 - Indigenous Language Teacher Education Module, Culture of Education</i>: Integrated studies module consisting 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 that provide foundational knowledge in the psychological, socio-cultural, philosophical, and historical underpinnings of education.</p> <p>- <i>EDUC 412 - Indigenous Language Teacher Education Module: Culture of the School</i>: Integrated studies module consisting 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.</p> <p>- <i>EDUC 474 - Methods in Aboriginal Language Education</i>: Examines theory and practice of teaching a language. Instructional strategies, evaluation requirements and processes, curriculum planning, classroom management, and other factors related to teaching a language in a classroom setting.</p>
23: HEALTH-CARE PROFESSIONALS	In Progress	The Faculty of Medicine recently established the Indigenous Student Engagement and Pathways Working	The Aboriginal Health and Community Administration Program is a one-year

<p>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>Group, which will study and make recommendations to increase the enrollment and support for Indigenous students in the various programs of the UBC Faculty of Medicine, via a multi-pronged strategy to embed and expand Indigenous student engagement and pathways in all UBC Faculty of Medicine educational programs, with close alignment with the TRC Calls to Action, the United Nations Declaration on the Rights of Indigenous People, and the UBC Indigenous Strategic Plan. Key elements of the approach include an expansion of Indigenous student engagement to raise awareness and stimulate dialogues as early as possible, development of an intentional mentorship program to support Indigenous students from pre-admissions through their education, extension of the scope of existing and new initiatives across all educational programs in the Faculty, and development of a strategy to address financial barriers. The Faculty will collaborate with the First Nations Health Authority, other Health Authorities, and various Indigenous communities in implementing the approach.</p> <p>The School of Population and Public Health (SPPH) in the Faculty of Medicine offers SPPH 404 - First Nations Health: Historical and Contemporary Issues (3 credits) and SPPH 409 - International Indigenous Experience of Colonization (3 credits). SPPH 404 and SPPH 409 are available to learners enrolled in the</p>	<p>certificate program 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>The Indigenous Public Health Training Program aims to equip 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 engages the unique challenges and opportunities of working in Indigenous contexts, recognizes the historic and ongoing health disparities and inequities faced by Indigenous populations, builds applied and theoretical knowledge affirming Indigenous rights to self-determination in relation to health services, research and program development, and addresses multiple, intersecting Calls to Action from the Truth and Reconciliation commission.</p> <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</p>
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		<p>Faculty's professional health programs. The former is aimed at providing students with the opportunity to consider historical and contemporary issues surrounding Indigenous well-being and the determinants of health from spiritual, environmental, and cultural viewpoints, while the latter takes an Indigenous knowledge-informed view through a multidisciplinary lens at how the effects of colonization have persisted in the modern day. SPPH 536 - Aboriginal People and Public Health: Ethics, Policy, and Practice (3 credits), is a graduate-level seminar course that looks at the enduring effects of colonization, and of policies and systems such as the Indian Act, as well as the residential school and child-welfare systems, on the health outcomes of Indigenous peoples, from the standpoint of ethical public health practice, while seeking to inform students of the value of traditional healing practices.</p> <p>AUDI 540 - Approaches to Audiology and Speech Language Pathology for People of First Nations, Métis, and Inuit Heritage (1 credit), a School of Audiology and Speech Sciences graduate course, focuses on speech and communication pathologies affecting Indigenous persons.</p>	<p>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><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: <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>
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<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>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 recently established the Indigenous Student Engagement and Pathways Working Group, which will study and make recommendations to increase the enrollment and support for Indigenous students in the various programs of the UBC Faculty of Medicine, via a multi-pronged strategy to embed and expand Indigenous student engagement and pathways in all UBC Faculty of Medicine educational programs, with close alignment with the TRC Calls to Action, the United Nations Declaration on the Rights of Indigenous People, and the UBC Indigenous Strategic Plan. Key elements of the approach include an expansion of Indigenous student engagement to raise awareness and stimulate dialogues as early as possible, development of an intentional mentorship program to support Indigenous students from pre-admissions through their education, extension of the scope of existing and new initiatives across all educational programs in the Faculty, and development of a strategy to address financial barriers. The Faculty will collaborate with the First Nations Health Authority, other Health Authorities, and various Indigenous communities in implementing the approach.</p>	<p>The Faculty of Medicine's Indigenous MD Admissions Program was established with the hope of improving educational opportunities and healthcare access for Indigenous communities. 5% (a value that approximates the proportion of BC's Indigenous population) of all available seats each year are set aside for qualified self-identified Canadian Indigenous applicants, who are reviewed by the <i>Indigenous Admissions Subcommittee</i>, whose members are primarily drawn from First Nations and Métis communities, and which always includes an Indigenous Elder. The Subcommittee recommends appropriate candidates for the Indigenous Panel Interview, following which the Subcommittee will perform a holistic evaluation of each candidate, taking into account the value of their worldviews and lived experiences, and forward their recommendations to the MD Admissions Selection Subcommittee, who will then consider applicants under both the Indigenous and regular admissions streams.</p> <p>The Faculty's efforts to increase Indigenous participation in the healthcare and health sciences sectors also include outreach and recruitment activities such as the Indigenous MD Pre-Admissions Workshop and the Indigenous Health Sciences Pre-Admissions Workshop, which are intended to provide support for university-age students considering</p>

		<p>A second group, the Socioeconomic Status Working Group, has also been established. Its mandate is to develop student-centred programs and initiatives based on the principles of equity, diversity and inclusion, and to increase enrolment of and support for students and prospective students of lower socio-economic status learners in all Faculty of Medicine educational programs.</p> <p>The School of Nursing is currently reviewing and mapping its curriculum to intentionally weave more Indigenous content through an undergraduate curriculum committee including Indigenous students and faculty members.</p>	<p>enrollment in the MD Undergraduate Program and our range of Health Professional Programs, introducing them to team-based learning as well as the Multiple Mini Interview (MMI) process that they will encounter during the interview process. Applicants to the MD program who are selected for interviews may also take part in the Multiple Mini Interview Preparation Course, specifically intended to help reduce a key barrier to success of qualified Indigenous applicants represented by the MMI and to help address specific cultural and social challenges uniquely experienced by Indigenous applicants.</p> <p>The Faculty of Medicine's Centre for Excellence in Indigenous Health offers UBC 23–24 Indigenous Cultural Safety, 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>
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			<p>Rural Cohort holds regular rotations in small Indigenous communities in Northern BC, many of which do not yet have on-site physical therapy services.</p> <p>The Department of Family Medicine's Indigenous Family Medicine Residency Program is the first of its kind in Canada. It provides unique opportunities for Family Medicine Residents with specific interests in Indigenous healthcare to train in delivering culturally-appropriate holistic care using both modern and traditional healing approaches within Indigenous communities throughout the province. The Program focusses in particular on developing sincere relationships with host communities and learning about their cultures, as well as traditional ways of knowing.</p> <p>SURG 518 - Surgical Care in Canada's Rural and Remote Indigenous Communities with Global Comparisons (3 credits), a course administered by the Branch for International Surgical Care, is designed to critically-examine current and historical shortcomings in the provision of surgical care services to rural and remote Indigenous communities in Canada from a global perspective, with the aim of improving the availability of such services within these communities in the future.</p> <p>Indigenous Patient-Mediated Continuing Professional Development is a Faculty of Medicine Continuing Professional</p>
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			<p>Development (CPD) Division project co-created and delivered in partnership with Indigenous patients and Elders, and aimed at assisting rural physicians in developing a greater level of cultural sensitivity and humility through experiential community-centred learning opportunities that seek to address systemic racism and cultural bias, and which celebrate the strength of Indigenous ways of knowing and traditional healing practices, so as to enable these physicians to deliver culturally-safe and -relevant care to the populations that they serve.</p> <p>BC Cancer Primary Care Education: The CPD Division has also worked with the First Nations Health Authority to create online training content to help primary care providers address the cultural sensitivity and humility concerns of Indigenous persons undergoing cancer care. The concept of cultural safety is central in this program, and has been woven into the curriculum through case-based learning and post-module testing to prompt physicians to reflect on the experience of the patient, particularly their goals of care.</p> <p>The CPD Division is also involved in the licensing process for international medical graduates. The BC Physician Integration Program Orientation Conference, meant for international medical graduates who have been provisionally licensed to practise in BC, contains two sessions on the subjects of cultural communication and</p>
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			<p>Indigenous health. The first is centred on the Cultural Competence Continuum, while the second, which is facilitated by an Indigenous Elder in conjunction with Dr. David Tu, the Clinic Coordinator for the Vancouver Native Health Clinic, touches on topics central to the Indigenous healthcare experience. The Practice Ready Assessment-British Columbia program is likewise intended for those seeking licensure in BC, and a 90-minute session on culture, communication, and feedback, in addition to a two-hour session on Indigenous health which serves to emphasise the vital importance of creating culturally-safe spaces for patient care.</p> <p>The CPD Division has also worked with the British Columbia Centre on Substance Use to develop visual updates for the introduction to the Addiction Care and Treatment online course, which emphasises cultural safety and trauma-informed practice. The latter aspect is being integrated into other CPD training modules as well, including the Provincial Opioid Addiction Treatment and Support and the Perinatal Substance Use programs. Additionally, all CPD staff are offered training in Indigenous Cultural Safety. Finally, CPD was responsible for assessing 10 CPD programs on behalf of the Royal College of Physicians and Surgeons of Canada and College of Family Physicians of Canada over the past year, in part to help ensure that these programs meet stringent cultural safety standards.</p>
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<p>28: LAW SCHOOLS</p> <p>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</p>	<p>In Progress</p>	<p>Beginning in the fall of 2020, the mandatory first-year JD curriculum will include LAW 200 – Indigenous Settler Legal Relations, providing a critical examination of the history and legacy of colonial legal orders in Canada.</p> <p>The law school secured external grant funding to hire a full-time Research Associate for 2020 to provide strategic support for a comprehensive process of review and curriculum development which seeks to integrate the topics in Call to Action No. 28 across the law school’s JD curriculum.</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</p>

<p>competency, conflict resolution, human rights, and antiracism.</p>		<p>The law school secured funding to develop a partnership agreement with a BC First Nation (the Gitanyow Hereditary Chiefs), with the goal of developing an experiential learning and research program in Indigenous laws for JD students that would also help to revitalize traditional Indigenous legal orders within communities (as mandated within UNDRIP).</p> <p>The law school has hired one additional Indigenous faculty member, bring the total number to six (out of 54). In addition, the school has three Indigenous staff members, and several Indigenous adjunct professors.</p>	<p>Indigenous community and draw on cross-cultural learning opportunities.</p> <p>The law school offers seven upper-level elective courses in <u>Aboriginal and/or Indigenous Law topics</u>.</p>
<p>57: PUBLIC SERVANTS</p> <p>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>In March 2020, over half of senior leadership at UBC (including vice-presidents and deans) received TRC and UNDRIP training, with the other half to be completed once in-person trainings can resume. Half of senior leadership (mostly deans and a handful of VPs) received TRC and UNDRIP training in March 2020, with the other half to be completed once in person trainings can resume.</p> <p>Going forward, we anticipate significant additional training opportunities for faculty and staff. Action 34 in the 2020 draft Indigenous Strategic Plan is “develop and deliver mandatory Indigenous History and Issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.”</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</u></p>

		<p>Aboriginal Programs and Services is currently working on new training sessions targeting cultural competency skills and development for students and staff members in alignment with the AVP Students' decolonizing priority.</p>	<p><u>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 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>Support and planning continues to deploy a Cultural Orientation for all UBC Okanagan staff, based on the pilot program implemented in 2018 whereby 60 staff members across student affairs areas received that training.</p> <p>The Okanagan School of Education continues to engage faculty, staff, prospective educators, practicing educators, and community partners in the Syilx Okanagan Nation in conversations with and through Elders, Knowledge-Keepers, and the rich resources of our greater Okanagan region. The aim is to co-design curricular experiences that foster educators' Indigenous knowledge alongside curricular embodiment of First Nations principles and practices in the classroom. This place-based approach holds potential for transforming the educational landscape locally and broadly. In addition, the School offered 20 individual workshops tackling a broad range of topics in an aim to Indigenize the curriculum.</p>
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			<p>Aboriginal Programs and Services continues to partner with the College of Graduate Studies to offer two workshops welcoming students, staff, and faculty:</p> <ul style="list-style-type: none"> - The University's relationship with the host Nation - The history of First Nations in British Columbia
<p>62: TEACHER EDUCATION</p> <p>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 & 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: <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>Proposed community-based projects with Ministry Funding: UBC Faculty of Education's project is a collaboration with the BCTF and the Indian Residential School History Dialogue Center to create localized versions of A Day in the Life of Gladys based on 3 territories (and residential schools) in BC.</p> <p>Plans are to share this a professional day with teachers and teacher candidates</p> <p>With support from the BC Ministry of Advanced Education, UBC's Faculty of Education and NITEP will pilot our community-based teacher education program in the Williams Lake/Quesnel area delivering all four years of programming. Generally, students come to the UBC Vancouver campus in their 4th/5th year to complete their professional year of the Faculty of Education's Bachelor of Education Program. With funding from the Ministry, students enrolled in NITEP at the Cariboo field centre will now have the opportunity to complete the full complement of UBC's BEd coursework and practica, with both a 2-week and a 10-week practicum, as</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>The Okanagan School of Education (OSE) created a new course at the graduate level targeting Indigenous perspectives grounded on Syilx knowledge:</p> <p>- <i>EDUC 562 Coyote Stories: Pedagogy and Praxis</i></p>	<p>well as a 3-week Community Field Experience in non-formal education settings in the Cariboo area for the 2020-2021 academic year.</p> <p>The Okanagan School of Education (OSE) continues to offer its re-designed its post-baccalaureate education programs to reflect a holistic attention to decolonization and Indigenization. This is done through the integration of learning experiences that embody inclusivity, collaboration, and innovation in action, with deliberate attention to Indigenization emphasizing how Indigenous histories, perspectives, and approaches to learning must inform multi-disciplinary learning.</p> <p>OSE continues to offer a course to help Indigenous students successfully transition into university:</p> <p>- <i>EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective</i> - 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>86: JOURNALISM AND MEDIA SCHOOLS</p> <p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal</p>	<p>In Progress</p>	<p>The Faculty of Creative and Critical Studies is in the process of hiring an Indigenous Composition Pedagogy instructor to create further Indigenous-focused courses and support other Indigenous initiatives in the Faculty. The Faculty also created the below course with Indigenous focus:</p>	<p>The Faculty of Creative and Critical Studies offers the Bachelor of Media Studies. The Faculty continues to:</p> <ul style="list-style-type: none"> - Support the 2018 appointment of two Syilx Elders as Adjunct Professors. - Support the offering of FCCS specific Cultural Safety Training for faculty, staff,

<p>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.</p>		<p>- <i>ENGL 154 Indigenous Narrative</i> - Introduces students to Indigenous narrative forms, including textual and oral storytelling in anecdotes, life-writing, films, histories, narrative poems, novels, performances, and songs.</p> <p>In 2019/20, the School of Journalism, Writing, and Media hired an Indigenous journalist as a part-time lecturer to lead the Reporting in Indigenous Communities Course, in addition to the Indigenous journalist already hired as an adjunct for the course.</p>	<p>and students who are interested, including colleagues from different faculties.</p> <p>- Although COVID-19 measures will not allow the Faculty to offer this programming during 2020, support and planning continues for the annual Summer Indigenous Art Intensive which is a month-long residency open to all UBC students. It gathers artists, curators, writers, and scholars to engage in contemporary ideas and discourse rooted in Indigenous art-making.</p> <p>The mandatory Media Ethics and Leadership course is taken by all first-year graduate journalism students. For the course, students have been required to read <i>Seeing Red: A History of Natives in Canadian Newspapers</i> by Mark C. Anderson and Carmen L. Robertson (UWinnipeg Press, 2011). <i>Seeing Red</i> introduces students to the sedimentation of representations and stereotypes that have pervaded Canadian media since Confederation. One of the twelve 3-hour/week seminar classes has been devoted to discussing media coverage of First Nations issues and communities, often featuring an Indigenous journalist. Indigenous issues are also discussed in other Media Ethics and Leadership classes that deal with newsroom diversity in Canada, vulnerability and minimizing harm, reporting in conflict zones, and knowledge and risk.</p>
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			journalism produces and the wider scope of media critique historically and in the present as it relates to reporting on race, gender, and class.
<p>92: BUSINESS SCHOOLS</p> <p>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>	In Progress	<p>Curriculum for the proposed Master of Management integrates Indigenous content with the help of Aboriginal Programs and Services. Awards will also be made available to Aboriginal students who are interested in the Master of Management, upon Senate’s approval of the curriculum.</p> <p>Recent government funding was received by the Faculty of Management to engage with the Vancouver campus, co-op, and Aboriginal Programs and Services to explore current levels of engagement in WIL programming by Indigenous students towards a pilot project to achieve more equitable participation across BC. Additionally, the faculty has collaborated with the ONA on their application for funding for an Operations, Evaluation and Learning Framework to achieve goals identified by the ONA.</p> <p>A new teaching and learning transformation project, “Dang Gwa Sk’aadgaa Guda: Enhancing Business Education with Indigenous Knowledge, funded by UBC TLEF, supports the Sauder School’s development of Indigenous business curriculum through an Indigenous lens and the creation of an online</p>	<p>The Faculty of Management continues to integrate experiential education and presentations by invited speakers through the engagement with Westbank First Nation’s Sncewips Heritage Museum. It also continues to offer workshops on the occupational history of the Okanagan for students and the community. Another result of this relationship is a chapter on the History of Occupations in the Okanagan written by Westbank First Nation’s member Jordan Coble, on a forthcoming publication of the Faculty.</p> <p>The Spitz Fellows Program, launched in 2015, is a unique opportunity for Indigenous women (female Canadian students who identify as First Nations, Métis or Inuit) pursuing a Bachelor of Commerce at the UBC Sauder School of Business. The Program is open to direct entry (from high school), transfer, and current students who demonstrate academic achievement, community engagement, tenacity, leadership skills, and service to others. The program provides students with an award of at least \$10,000 per academic year, which may be renewed until the Fellow graduates from the UBC BCom program. As of 2020, 9</p>

	<p>repository to house course resources and training materials for faculty. Over the next three years the school will:</p> <ol style="list-style-type: none"> 1. Meaningfully engage with Indigenous subject matter experts to develop curricula (case studies, lesson plans and assignments). 2. Create and conduct training to ensure culturally appropriate and safe learning environments. 3. Create an online hub governed by Creative Commons licensing to house resources and training tools. <p>New Indigenous Business Courses:</p> <p>Delivered two new courses at the graduate and undergraduate levels in “Indigenous Relations and Economic Development”. Course objectives include demonstrating an appreciation for sustainable economic partnership with Indigenous communities and identifying how the private sector can promote reconciliation through economic development.</p> <p>UBC Sauder - Haisla Nation Council Certificate</p> <p>New Certificate designed and delivered by Sauder School Executive Education for Haisla Nation Council’s managers and aspirational managers. The program consists of 6 modules of learning in the areas of: Finance, Strategy, Essential</p>	<p>female Aboriginal BCom students have been awarded the Spitz Fellows award.</p> <p>UBC Excellence funding allows us to continue delivering this program to select Indigenous communities. Targeted at budding Indigenous entrepreneurs, the ABP teaches participants how to develop and write a business plan. Past delivery sites include the Vancouver downtown eastside, Bella Bella, and Anaheim Lake.</p> <p>Given COVID-19 restrictions, the school is now converting in-situ programing to online delivery. We are in discussions with Squamish Nation in North Vancouver, and Musqueam for delivering programs in summer 2020</p> <p>Delivered onsite at UBC Sauder since 2002, the Aboriginal Management Program (AMP) is an executive education style management program targeted at aspiring Indigenous entrepreneurs from across Canada.</p> <p>Given COVID-19 restrictions, the School is in the process of converting program to an online delivery model for fall 2020.</p> <p>The Ch’nook Scholars program, commenced in 2002, is targeted at post-secondary business students providing an enriched educational experience, networking at gatherings in BC, and scholarships.</p>
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		<p>issues relating to decolonization, reconciliation, and importance of Land Acknowledgements</p> <p>New information session was delivered to Sauder faculty members in fall 2019 entitled “Indigenous Culture Awareness presentation – Politics, Business and Indigenous Rights in Canada: Incorporating the Indigenous Business Context at Sauder.”</p>	
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>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><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a 	<p>In Progress</p>	<p>UBC Indigenous Strategic Plan</p> <p>The renewed Indigenous Strategic Plan has been in progress since 2017, and will form UBC-V’s response to the Truth and Reconciliation Commission of Canada’s Calls to Action, and UBC’s response, as a whole, to the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples. To the best of our knowledge, UBC is the first university in North America, and possibly the world, to endorse and work to implement the UN Declaration.</p> <p>The vision and mission of the Indigenous Strategic Plan has been adopted by the UBC Board of Governors and is as follows:</p> <p>Vision: <i>UBC as the leading university globally in implementation of Indigenous peoples’ human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.</i></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 & Middle and Secondary.</p> <p>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.</p> <p>UBC Brand and Marketing, in partnership with the First Nations House of Learning created the <u>Indigenous Peoples: Language Guide</u> to provide information for the UBC</p>

<p>manner appropriate to their cultural methods of teaching and learning.</p> <p>2. Indigenous individuals, particularly children, have the right to all levels and forms of education</p> <p><i>Article 15</i></p> <p>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.</p> <p><i>Article 21</i></p> <p>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.</p>	<p>Mission: <i>To guide UBC’s engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.</i></p> <p>Additional new initiatives:</p> <p>In 2019, the First Nations House of Learning, in partnership with UBC Collegia, began offering the Indigenous Student Collegium (ISC) at the first Nations Longhouse. Staffed by a team of advisors who are students themselves, the ISC connects students with an Indigenous elder or UBC professor, provides space for students to have lunch or meet up with friends between classes and also provides space for taking part in cultural practices (e.g. smudging, and community practices like talking circles).</p> <p>An expert seminar was held on March 4 and 5, 2020, at the UBC First Nations Longhouse on the theme “Repatriation of ceremonial objects and human remains under the UN Declaration on the rights of Indigenous peoples” in support of the United Nations Expert Mechanism on the Rights of Indigenous Peoples. The seminar was co-organized by Dr. Sheryl Lightfoot, Canada Research Chair of Global Indigenous rights and Politics and Senior Advisor to the President on Indigenous Affairs, with the support of the First Nations House of Learning and the Canadian Friends Service Committee. The</p>	<p>community on how to navigate the terminology and meanings associated with Indigenous peoples in order to produce the best and most respectful communication results.</p> <p>UBC permanently raised the flags of the <u>Musqueam Indian Band</u> and the <u>Syilx Okanagan Nation</u>. on our two campuses, formally signifying our recognition that they are located on the traditional, ancestral and unceded territories of the xʷməθkʷəyəm (Musqueam) and Syilx (Okanagan) peoples, respectively. This recognition is further acknowledged in a <u>Memorandum of Affiliation</u> with the Musqueam and a <u>Memorandum of Understanding</u> with the Okanagan Nation Alliance.</p> <p><u>Bilingual street signs</u> were also installed on nine Vancouver campus streets with names in English and həŋqəmiŋəm – the traditional language of the Musqueam.</p> <p>UBC supports Indigenous students in their academic and personal success through Indigenous-specific <u>awards, programs and services</u>, including <u>priority assignment placement</u> in student housing, as well as culturally relevant <u>wellness initiatives</u>. 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</p>
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		<p>keynote speaker was Assembly of First Nations National Chief Perry Bellegarde.</p> <p>The Xwi7xwa library at UBC has developed a collection of music by Indigenous artists. Known for its extensive and unique collections that focus on Indigenous peoples in BC, the library has been focusing efforts to acquire recordings made by current musicians as well as recordings of publicly available archival material or more traditional materials, such as Métis fiddle music.</p> <p>The Irving K. Barber School of Arts and Sciences has created a curriculum-related position on Indigenous Youth Mental Health and Wellbeing.</p> <p>The department of Anthropology recently hired a new Assistant Professor whose research interests are in post-colonial and Indigenous studies of cultural heritage; geospatial and digital methods and practice; landscape and settlement archaeology and the practice of archaeology.</p> <p>Four \$500 awards were given to Indigenous students who are majoring in Indigenous Studies by the department of Community, Culture and Global Studies (CCGS) Department.</p> <p>Welcome signs in seven Indigenous languages of the Interior were put on doors of CCGS faculty members. The aim</p>	<p>School of Law has 20 seats reserved for Aboriginal students.</p> <p>In April 2018, at the opening of the Residential School History and Dialogue Centre, UBC President and Vice-Chancellor, Santa Ono, delivered an <u>apology</u> to 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 Residential School History and Dialogue Centre, <u>built for \$5.5 million</u>, 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.</p> <p>UBC's <u>Indigenous Research Support Initiative</u> (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.</p> <p>UBC's <u>Centre for Excellence in Indigenous Health</u> was formally established on January</p>
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		<p>is to welcome and be inclusive to Indigenous students who may be far from their home territories.</p> <p>CCGS created an ‘Indigenizing the curriculum’ working group that created a handbook for faculty members that maps out protocols for inviting Elders to classrooms or other departmental events. It also created a library of Okanagan resources (books) for our faculty and staff.</p> <p>UBC Okanagan continues to work towards the creation of Faculty advisory committees to support curricular changes as well as Indigenous initiatives across campus. This initiative includes the hiring of new Faculty members who can serve as Indigenous Liaisons across disciplines.</p> <p>The Okanagan School of Education hired a tenure-track faculty member in Indigenous Studies in Education to start July, 2020. Additionally, the School is currently working with the Faculty of Education in the Vancouver campus to offer components of the already established Indigenous Teacher Education (NITEP) in the Okanagan by September 2020.</p> <p>The Faculty of Creative and Critical Studies has created two new courses focusing on Indigenous content with global perspectives:</p> <p>- <i>WRLD 155 Introduction to Language and Culture: Modern Maya -Basic</i></p>	<p>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.</p> <p>The School of Community and Regional Planning offers the <u>Indigenous Community Planning Concentration</u>, 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.</p> <p>The UBC Sauder School of Business offers the <u>Ch’nook Indigenous Business Education</u>. This professional development program includes the Aboriginal Management Program (AMP) and Ch’nook</p>
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		<p>introduction to modern spoken Yucatec Maya, and key Indigenous intercultural and sociolinguistic concepts.</p> <p>- <i>WRLD 340 Tales of Resistance: Indigenous Voices in Central America</i> - Indigenous literature (including oral traditions, myths, legends, stories, songs testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.</p> <p>The UBC Okanagan Library worked closely with the CCGS faculty to support the access and digitization of Indigenous literature. The library will leverage UBCO's relationship with the En'owkin Centre to provide training to En'owkin Centre's staff for the archival and digitization of unique literature and resources that will serve student learning in the BNLF and the Indigenous Studies major, starting the summer of 2020.</p> <p><u>School of Social Work, Vancouver campus</u> Range of activities and actions guided by the Indigenous Advisory Circle and the Indigenous Program Committee including a series of Indigenous Cultural Sharing gatherings and events for Orange Shirt Day and Missing and Murdered Indigenous Women and Girls.</p>	<p>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.</p> <p>The <u>Institute for Critical Indigenous Studies</u> 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 <u>First Nations and Indigenous Studies (FNIS)</u> and the <u>First Nations and Endangered Languages Program (FNEL)</u> and the <u>Musqueam Language and Culture Program</u>. In addition to providing institutional support for undergraduate 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.</p> <p>The <u>First Nations House of Learning</u>, located within the <u>UBC First Nations Longhouse</u>, 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</p>
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			<p>to retention and completion, and supporting a good experience at UBC.</p> <p>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.</p> <p>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.</p> <p>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</p>
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			<p>the Okanagan community and ensures continuing input from Indigenous perspectives.</p> <p>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).</p> <p>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).</p> <p>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</p>
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			<p>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.</p> <p>Ongoing work continues to further integrate Indigenous perspectives and knowledge in curricula across the re-designed Bachelor of Arts and Bachelor of Science which includes mandatory Indigenous courses for both degrees.</p> <p>During the 2019/20 academic year, UBC Okanagan offered 79 courses with Indigenous content across graduate and undergraduate curricula.</p> <p>The above referenced and recently approved Bachelor of Nsyilxcn Language Fluency degree is done with the leadership of the communities. Courses will be taught in community by elders and native speakers allowing for full immersion to students in the degree.</p> <p>B.A. Major in Indigenous Studies: This interdisciplinary program offers over 25 courses that provide perspectives of Indigenous peoples from the Okanagan, Canada, and world communities. 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.</p> <p>The Cultural Studies program offers a wide array of courses focusing on Indigenous</p>
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			<p>content from a variety of perspectives including Indigenous Literature (CULT 250), Intellectual Traditions (CULT 350), Performance Art (380), Postcolonial Studies (CULT 437), Postcolonial Literary and Cultural Studies (CULT 340).</p> <p>In 2019/20, the School of Engineering at UBC's Okanagan campus delivered the second phase of a project to prepare students to understand why and how to consult and cooperate with Indigenous communities in engineering contexts. For the second consecutive year, curricular content was delivered in core courses, mixing direct instruction with guest lectures and assessing student learning through reflections, projects, presentations, and reports. The courses are <i>APSC 201 - Technical Communication</i>, <i>ENGR 303 - Engineering Project Management</i>, and <i>ENGR 413 - Law and Ethics for Engineers</i>. In two years, the project has impacted more than 1500 students across all years of the undergraduate engineering.</p> <p>The Faculty of Creative and Critical Studies at UBC Okanagan continues to support and offer an annual Summer Indigenous Art Intensive (above mentioned). This is a month-long series of courses, lectures, art shows, and opportunities to create art that will be offered once the COVID-19 situation allows to do so.</p> <p>The Okanagan School of Education continues to work under the guidance of its Indigenous Education Council. The Council provides advice, recommendations, and</p>
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			<p>guidance that promote, advance and support interweaving of Indigenous teachings, learning and First Peoples Principles of Learning (FPPL) across the Teacher Education program.</p> <p>UBC Okanagan permanently raised the flag of the <u>Syilx Okanagan Nation</u>, formally signifying our recognition that the campus is located on the traditional, ancestral and unceded territories of the Syilx (Okanagan) peoples. This recognition is further acknowledged in a <u>Memorandum of Understanding</u> with the Okanagan Nation Alliance.</p> <p>The UBC Okanagan Library continues to support and expand collections resources on UNDRIP and MMIW since the launch of the Okanagan Special Collections in 2018. The collection includes the R.S. Sargent Collection, most of the catalogue of Theytus Books, and publications from Okanagan Nation Alliance.</p> <p><u>UBC Okanagan's Aspire Fund</u> has been approved for the re-design of ENGL 114 – Studies in the Composition of Aboriginal Perspectives, so that the course can better support Indigenous learners by integrating the work of Syilx researchers, writers, and knowledge keepers. Funding will also support the creation of a new English course to introduce students to Indigenous narrative, including textual and oral forms of storytelling (ENGL 154), as well as an online open-access resource package for university educators on engaging Indigenous knowledges and approaches.</p>
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			<p>The School of Social Work, Vancouver campus developed an Advisory Circle with Elders and knowledge keepers and a school-wide Indigenous Program Committee to address goals to: Indigenize the curriculum; support Indigenous-centered research; increase engagement with Indigenous communities; center the voices of Indigenous peoples; support the academic success of Indigenous students; and increase the enrollment of Indigenous students.</p> <p>UBC supports Indigenous students in their academic and personal success through Indigenous-specific <u>awards, programs and services</u>, including <u>priority assignment placement</u> in student housing, as well as culturally relevant <u>wellness initiatives</u>. 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. The law school has the largest cohort in Canada of Indigenous JD students (56 of 590), and the school has recently developed an academic support program specifically for this cohort.</p>
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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 hən̓q̓əmi̓nəm̓ – 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.

SELECTED STRATEGIC PLAN INITIATIVES 2019/20

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

Recognizing Staff Excellence

Great people are at the heart of UBC – which is why the university annually recognizes staff and faculty who contribute to making UBC an employer of choice and also embrace the university's values. This year, 32 exceptional staff members from UBC Vancouver and UBC Okanagan were recognized for their outstanding achievements and contributions to the UBC community through three major awards: the President's Service Award for Excellence, the UBC Vancouver President's Staff Awards and the UBC Okanagan Staff Awards of Excellence.

UBC's Blue and Gold Campaign for Students helping students realize their potential

Recognizing the financial challenges faced by today's students, UBC launched the Blue & Gold Campaign for Students in 2017, which set an ambitious fundraising target of \$100 million over three years. Now that the campaign has reached its goal this year, UBC is doubling its target, hoping to raise \$200 million by 2022 to help even more students access life-changing education and enhanced student experiences.

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

New UBCO Commons fosters collaboration and innovation

The UBC Okanagan community has gained a new modern space: UBCO Commons. Opened in January 2019, the multipurpose facility offers students a high-tech 400-seat classroom, informal collaborative learning study areas, a digital technology centre and a graduate student commons. It also includes a visualization lab to facilitate high-resolution data modelling in research fields. Described as a "transformative building for UBC Okanagan" by Deputy Vice-Chancellor and Principal Deborah Buszard, the opening of the Commons reflects the university's efforts to create welcoming physical and virtual spaces to advance collaboration, innovation and community engagement.

The Commons and campus sustainability upgrades were funded with \$15.97 million from the federal government's Post-Secondary Institutions Strategic Investment Fund (SIF), \$11.33 million from the Government of BC, and \$13.47 million from UBC.

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

Initiative encourages UBCO students to give back to the community

At least once a year, UBC Okanagan students join forces to mop floors, bake cookies or muck out horse stalls, among other tasks. The activities are all part of Days of Caring — held in partnership with the United Way — in which students spend their Reading Week volunteering with community organizations. Days of Caring has mobilized hundreds of students who have contributed thousands of volunteer hours to numerous organizations and projects for over a decade. Furthermore, Days of Caring is just an introduction to UBCO's Community Service Learning Program, which runs year-round. Throughout the school year, more than 400 students participate in volunteer opportunities and contribute to the creation of healthy and sustainable communities.

UBC bioenergy facility acts as living lab for climate leadership

The Bioenergy Research Demonstration Facility (BRDF) on UBC's Vancouver campus is helping the university hit its aggressive greenhouse gas (GHG) emissions reduction target: a 67 per cent reduction from 2007 levels by 2020. A first of its kind project in North America, the system transforms clean wood waste from regional wood product manufacturing and municipal plant trimmings to generate thermal energy for heating campus buildings. The existing plant has already cut the university's CO₂ emissions by around 8,500 tons per year and has contributed a 14 per cent reduction in UBC's GHG emissions since 2007. It is a major contributor to UBC's overall GHG emissions reduction of 38 per cent (in 2018).

In 2019, UBC secured \$7.6 million in support from Environment and Climate Change Canada's Low-Carbon Economy Fund for the expansion of the BRDF . This funding will go towards the purchase and installation of a new 12 MW biomass fueled hot water combustion boiler. Once the new boiler is operational, the BRDF will increase its heating production capacity to 20MW and will provide up to 70 per cent of annual thermal production for UBC's hot water district energy system, halving its current dependency on natural gas, eliminating an average of 14,500 tonnes of CO₂ greenhouse gas emissions on an annual basis, and saving more than \$1M in annual operating costs.

UBC tops global university impact rankings: Times Higher Education

For the second year in a row, in 2020, UBC ranked number one in the world for taking urgent action to combat climate change and its impacts and ranked first in Canada for making cities inclusive, safe, resilient and sustainable, according to Times Higher

Education (THE). THE University Impact Rankings, in which UBC ranks top seven overall in 2020 amongst 850 participating institutions, aims to measure universities' social and economic contributions through their success in delivering on the United Nations' Sustainable Development Goals [SDGs]. These SDGs include promoting good health and well-being and quality education; achieving gender equality and reducing inequalities; fostering innovation; building sustainable cities and communities and achieving responsible consumption and production; and tackling climate change.

UBC Okanagan invests \$70M in new on-campus student housing

UBC Okanagan's campus will continue its impressive growth in student residences with a \$70 million investment in two new student housing projects. Although the campus currently has space to house 1,680 students – meaning one guaranteed space for every first-year student – the university ultimately endeavors to provide on-campus housing to 25 per cent of the student population.

A total of 440 new beds in two residence buildings – named the Skeena and Nechako Residences – will be added to UBCO's campus housing inventory. The new beds will not only answer the call for additional rental accommodation in Kelowna's challenging market, but the two new buildings will also be sustainable: Nechako will be LEED Gold certified, while Skeena is being designed to the relatively new Passivehaus standard developed in Germany. Investments like this have allowed UBCO to reduce greenhouse gas emissions per student by 22 per cent since 2013, despite tremendous campus growth.

The total cost of Skeena is \$25 million with \$18.7 million (75%) from the provincial government. The provincial government provided the university with a loan for Skeena through the BC Student Housing Loan Program.- a 220-unit, on-campus affordable student housing project at UBC Okanagan, helping address the waitlist of over 1,000 students and a private rental vacancy rate of 1.9% in Kelowna.

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

Math program promotes mentorship for underrepresented women and girls

Diversity in Mathematics, a program created and hosted at UBC, is providing mentorship for women, Indigenous youth and recent immigrants interested in STEM-related fields. Founded by Department of Mathematics Professor Malabika Pramanik in 2016, the initiative currently promotes a day camp for high school students along with a national summer school for undergraduate women.

Under the microscope: Examining EDI in and out of the lab

Anne Nguyen and Dr. Brent Page were inspired to form UBC Pharmaceutical Sciences' Equity, Diversity and Inclusion Committee, following a discriminatory comment in a laboratory setting. The 15-16 person team consists of members from all levels of UBC Pharmaceutical Sciences, each passionate about spreading awareness and creating a safe space in the building for people to learn about and act on issues

concerning equity, diversity and inclusion. The committee connects researchers with resources from UBC's Equity & Inclusion Office to educate themselves and access support. Meetings occur monthly with new workshops and fresh ideas.

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

UBC invests in new system to improve collaboration and innovation

UBC is getting ready to launch of its new Human Resources and Finance system. The new platform, called Workday, is the first phase of UBC's Integrated Renewal Program (IRP) — a multi-year, ambitious journey that will modernize the university's administrative processes and system environments. Through this transformation, the university will be able to facilitate greater collaboration, innovation and agility of its processes.

METRICS – PEOPLE & PLACES

Domestic student enrolment

- 47,882 government-funded FTEs (112% of Ministry FTE target)
 - 40,071 government-funded FTEs at UBC Vancouver (112% of Ministry FTE target)
 - 7,811 government-funded FTEs at UBC Okanagan (111% of Ministry FTE target)

International student enrolment

- 28.1% of students on the Vancouver campus are international (up from 27.3% in 2018/19)
- 20.4% of students on the Okanagan campus are international (up from 18.3% in 2018/19)

UBC is home to 18,283 international undergraduate and graduate students from 157 countries (155 countries at the Vancouver campus and 109 countries at the Okanagan campus), who contribute to a global learning environment.

Student residences

- UBC Vancouver: Currently has 12,446 student beds with 1565 new beds being added by 2023- 960 upper year and graduate student beds at Pacific Residence are planned for fall 2021 and spring 2022 and 605 upper year and graduate student beds at Brock Commons are planned for fall 2022 and spring 2023. UBCV has land set aside to accommodate up to 18,000 student housing beds.
- UBC Okanagan: Currently has 1680 beds with 440 under construction now and opening in phases between summer 2020 and 2021.

In summer 2019, UBC opened the Exchange Residence, adding 651 new student housing beds to the Vancouver campus. The development features 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.

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

- In the 2017 Workplace Experiences Survey, 75% of faculty and staff report having the opportunity to learn and grow professionally at UBC, which increased to 78% of faculty and staff in the 2019 Workplace Experiences Survey Pulse.
In the 2017 Workplace Experiences Survey, 70% of faculty and staff feel that they are part of a community at UBC, which increased to 72% of faculty and staff in the 2019 Workplace Experiences Survey Pulse.

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

- 2019: 6.7%
- 2018: 7.1%
- 2017: 6.3%

Together, UBC’s 17,000+ 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

- \$129,456,758 million raised (target of \$100 million met, doubled target to \$200 million in September 2019)
 - Student Awards: \$114,976,726
 - Student Support: \$14,480,032

UBC students are each uniquely talented but not all have the same opportunities. UBC launched the largest fundraising 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.

SELECTED STRATEGIC PLAN INITIATIVES 2019/20

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

Humanities for the People

UBC has established its Public Humanities Hubs (PHH) – a three-year pilot project aimed at supporting collaborative research among Humanities scholars while also highlighting and developing public-facing research in the Humanities. According to the Vancouver hub's academic director, Mary Chapman, the impetus behind the Public Humanities movement at UBC is to give scholars an opportunity to participate more fully in the mobilization of knowledge in the sharing of their own ideas. Developed in collaboration between the Faculty of Arts, the Faculty of Education, the Peter A. Allard School of Law, the Faculty of Creative and Critical Studies and the Irving K. Barber School of Arts and Sciences, the Hub is supported by UBC's Academic Excellence Funds. The PHH at UBC Okanagan is led by academic director Brigitte Le Normand.

Bringing Scholars into the Newsroom

A team of political scientists, economists, geographers, legal scholars and environmental scientists are working hand-in-hand with investigative journalists at UBC to tell under-reported stories about the hidden costs in global supply chains. Led by Peter Klein, an Emmy-award winning journalist and professor at the Graduate School of Journalism, this collaborative initiative is part of a \$2.5 million Social Sciences and Humanities Research Council (SSHRC) project to investigate corruption, labour abuses and environmental costs in global supply chains. The seven-year research project exemplifies UBC's efforts to invest in and support emerging and established research clusters, bringing together networks of diverse researchers working in pursuit of common aims.

Data Helps Drive Diversified Agroecosystems Research

Charting a pathway towards a sustainable food system in a way that is holistic and multidisciplinary is the goal of UBC's Diversified Agroecosystems Research Cluster. The cluster brings together researchers based at 11 campus farms in North America, and counts on active collaborations among 40 scientists who share their diverse expertise to make agriculture more resilient to climate change. The cluster's epicenter is UBC Farm, located at the southern end of the UBC Vancouver campus. UBC Farm is managed by the Centre for Sustainable Food Systems (CSFS), part of the Faculty of Land and Food Systems. The Diversified Agroecosystems Research Cluster has enabled scientists to use a multidisciplinary approach to understand the ecological and social drivers of climate resiliency, biodiversity conservation, and social justice in agriculture. One exciting area of innovation is introducing more technology tools to drive decision-making. According to Laura Morillas, Research Manager at the CSFS at UBC Farm, their plan, in the long run, is to keep working with cluster members and their networks to build a digital experimental monitoring network to inform data-driven agroecology.

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

Capital Investment Poised to Transform Big Data Research at UBC

Researchers in disciplines spanning health, natural sciences, engineering and the humanities are increasingly reliant on advanced research computing infrastructure to deliver the computing power and complex storage required to analyze and share large volumes of data. To address the immediate computing and storage needs of many UBC researchers, as well as issues surrounding health data access, the university has invested \$7.9 million in digital research infrastructure. The project, a joint effort of the Office of the Vice-President Research and Innovation and the Office of the Chief Information Officer, was named 'UBC ARC Sockeye.' Through the initiative, the university is working towards strengthening shared infrastructure and resources to support research excellence.

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

UBC Student Discovers 17 New Planets, Including Potentially Habitable, Earth-sized World

UBC'S Strategic Plan has a focus on how the university is helping students to engage in research to help students build and apply their learning and create new knowledge. UBC Physics and Astronomy Ph.D. candidate Michelle Kunimoto discovered 17 new planets, including a potentially habitable, Earth-sized world, by combing through data gathered by NASA's Kepler mission. Over its original four-year mission, the Kepler satellite looked for planets, especially those that lie in the "Habitable Zones" of their stars, where liquid water could exist on a rocky planet's surface. The new findings, published in the *Astronomical Journal*, include one such, particularly rare planet. Officially named KIC-7340288 b, the planet discovered by Kunimoto is just 1-½ times the size of Earth – small enough to be considered rocky, instead of gaseous like the giant planets of the Solar System – and in the habitable zone of its star.

Enhancing Undergraduate Research Experiences

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.

One example of an initiative receiving funding from PURE is the Climate Justice Research Collective, which is creating new opportunities for undergraduate students to collaborate with faculty and graduate students on climate-focused research. The Climate Justice Research Collective initiative plans to host 12 undergraduate students mentored by three Graduate Academic Advisors in 2020, while another 18 undergraduates and four graduate advisors will participate the following year. PURE is supporting 17 pilot projects, providing a total of \$1.3 million in funding over two years — including \$1 million in strategic funds.

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

Strengthening Communities Through Learning

Inside a newly-renovated gym at UBC's Vancouver campus, a unique space that combines research and clinical practice is improving health outcomes for patients. The UBC Physical Therapy and Research Clinic is based on a 'student-led' practice model and provides an innovative and team-based approach. The clinic not only provides services to underserved populations, but will also treat patients with more complex system concerns, such as those with long-term neurological conditions or patients with multi-system issues. In this way, the clinic showcases the UBC Faculty of Medicine's contract with society – placing patients and the public at the centre of the clinic's purpose.

It also represents UBC's efforts to support and encourage users of research and wider communities to exchange ideas, knowledge and evidence for societal impact.

UBC Okanagan Initiative Helps Youth with Developmental Disabilities Find Work

Entering the workforce is a rite of passage for most youth, but it can be a considerable challenge for people with developmental disabilities, such as intellectual disabilities or Autism Spectrum Disorder. In fact, these two groups represent the most unemployed or under-employed category of citizens in Canada.

In an effort to improve this scenario, the BC Transitioning Youth with Disabilities and Empowerment (TYDE) project is working to empower youth with developmental disabilities to understand their aspirations and better articulate their abilities to future employers. The project involves creating an accessible and interactive online curriculum with innovative learning modules, focused on enabling participants to expand their career prospects and sense of self-determination. The initiative counts on the support of researchers from three universities, including TYDE lead and UBC Okanagan School of Social Work Associate Professor Rachelle Hole, 11 community organizations, three BC ministries, and several paid self-advocate consultants.

Okanagan Water Forum Promotes Compelling Conversation and Shared Solutions

In November 2019, the second annual Community Water Forum was held in Kelowna. Elder Richard Armstrong of the Penticton Indian Band and Syilx First Nation provided opening remarks that set the stage for an insightful panel discussion. During the event, over 100 citizens, scientists and municipal leaders gathered in a theatre to deepen their collective understanding of how our lakes, rivers and streams are being affected by climate change and extreme weather in the Okanagan. Born from UBC Okanagan's partnership with the Okanagan Basin Water Board and Okanagan Nation Alliance, the Community Water Forum, now in its third year, has already tackled a range of topics, including holistically managing municipal water infrastructure and mitigating the effects of fire and flood in the southern BC interior.

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

Latest Innovative Sustainability Research Studies how Climate Change will Impact Seafood Security

In a study recently published in *Global Change Biology*, Muhammed Oyinlola, postdoctoral fellow at UBC's Institute for the Oceans and Fisheries, and William Cheung, Canada Research Chair in Ocean Sustainability under Global Change at UBC's Institute for the Oceans and Fisheries, looked at how climate change could impact 85 species of fish and mollusks that are most commonly farmed in seawater. They found that certain species like Atlantic salmon, European seabass and cobia, and certain areas like the tropics and the Arctic, could be particularly vulnerable to the impacts of climate change. Cheung and Oyinlola's study is an example of research that addresses the problems facing society that UBC is supporting through Strategy 10: Research Culture.

Tiny Solution to Big Housing Shortage Issue

To address an urgent housing shortage issue, the Heiltsuk Tribal Council partnered with UBC's Faculty of Forestry, School of Architecture and Landscape Architecture, FPInnovations, and Builders Without Borders to plan and execute construction of new homes for the Heiltsuk community. UBC's Indigenous Research Support Initiative (IRSI) provided support to the collaboration, connecting project partners and facilitating a memorandum of understanding (MOU) so that a housing initiative could move forward. In the early stages of the project, a series of community engagement sessions were held to determine the best approach for the Heiltsuk community. The solution was to create a number of culturally appropriate "tiny" homes (< 500 sq. feet) that would suit Elders, young people returning to the community and others needing housing. The project is now in the construction phase; four Heiltsuk 'tiny' homes have been framed and the foundations will soon be poured for four additional homes. Construction crews include Heiltsuk members, which enables community members to develop skills and builds capacity for the Nation.

Metrics – Research Excellence

Total research funding

- 2019/20: \$672 million
- 2018/19: \$669 million
- 2017/18: \$658 million
- 2016/17: \$580 million

Total Tri-Agency funding

- 2019/20: \$235 million
- 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

SSHRC:

- UBC's Social Sciences and Humanities Research Council (SSHRC) Partnership Grant results are highly noteworthy, with a 100% success rate in the SSHRC Partnership Grant Stage 2 competition (compared to a national average of 83%).
 - UBC was awarded 3 new grants in the 2019/2020 competition, collectively worth \$6.1M.
 - UBC is now the most-awarded institution in Canada for SSHRC Partnership Grants, with a total of 16 awards since the program's inception in 2011.

CIHR:

- UBC's Canadian Institutes of Health Research (CIHR) results remain strong. The university's best results were for the Fall 2019 Project Grants, with a 23.3% success rate compared to a national average of 17.6%.
 - The success rate for the Spring 2019 Project competitions is also strong, with a 20.3% success rate, compared to a national average of 16.6%.

NSERC:

- UBC received its highest amount of new funding in a year to date from the Natural Sciences and Engineering Research Council (NSERC) Discovery Grants program (\$33.4 million in new funding).
- UBC is ranked #3 in Canada in New Frontiers in Research Fund results.
 - 20 high risk, high reward and interdisciplinary research projects were supported by the New Frontiers in Research Fund Exploration competition.

Institutional field Normalized Citation Impact

- 86% more cited than the global average

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

- 58% of UBC research publications involve international partnerships

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)

34th – Times Higher Education ranking, 2020

35th – Academic Ranking of World Universities ranking, 2019

30th – U.S. News & World Report Best Global Universities Rankings 2019

27th – NTU World University Rankings 2019

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.

SELECTED STRATEGIC PLAN INITIATIVES 2019/20

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

UBC tool innovates peer feedback process

ComPAIR, a cross-disciplinary teaching and learning tool, is offering a new approach to peer feedback. Developed at UBC, this open-source online tool offers an innovative extension of traditional peer feedback tools by tapping into students' innate ability to compare. By presenting pairs of assignments side-by-side, students have a reference point when reflecting on strengths and weaknesses in their peers' work and their own. Funded by the Teaching and Learning Enhancement Fund, ComPAIR was developed through a participatory design process that included developers, educational specialists from the Centre for Teaching, Learning and Technology (CTLT), and faculty members from Physics, Math and English. To accommodate all three departments, a flexible design was created so it could be used across disciplines, class sizes and assignment types – ultimately producing a tool that is widely valuable and flexible for different kinds of teaching. So far, close to 6,000 students have used the tool in more than 60 courses. The tool was also recently recognized with a silver medal at the 2019 IMS Global Learning Impact Awards, a global program which recognizes outstanding and innovative applications of educational technology to address the most significant challenges facing education.

ComPAIR is just one example of the many initiatives currently in place across campus in support of Education Renewal (Strategy 11) at UBC, as the university focuses on providing support for instructors in their drive to be highly effective teachers and to develop their craft.

Reimagining Anatomy Education for All

With support from UBC's Teaching Learning and Enhancement Fund (TLEF), Dr. Claudia Krebs, a professor of anatomy in UBC's faculty of medicine, and an inter-professional team of UBC faculty, staff and students have generated a wealth of educational materials on human anatomy, ranging from interactive learning modules and medical illustrations through to 3D reconstructions and videos that take learners on elaborate journeys of the inner (and outer) workings of the human body. The TLEF investment also paved the way for the creation of virtual reality applications, including one that offers a detailed visualization of a small, complex area of the skull, known as the pterygopalatine fossa. The leading-edge resources — housed online on clinicalanatomy.ca and neuroanatomy.ca — are helping to bring UBC's strategic plan to life by enriching education and making flexible learning a reality for hundreds of learners across the university.

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

Chemical and Biological Engineering Embarks on Impactful Program Redesign

Changes to the curriculum for second-year undergraduate students enrolled in UBC's chemical engineering and chemical and biological engineering program include four new courses aimed at introducing students to the design process, strengthening knowledge in foundational sciences and improving experiential learning in laboratories. The changes are part of an ongoing redesign and evaluation project made possible through a special call of the Teaching and Learning Enhancement Fund (TLEF) for Undergraduate Program Evaluation and Renewal (UPER) projects at UBC Vancouver. Under the call, which was launched in 2018, departments interested in reframing the design of their undergraduate program were invited to apply for UPER funding and central resources in support of Strategy 12 (Program Redesign) of UBC's strategic plan.

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

Program inspires UBC faculty, staff and students to be community leaders

Sponsored by Human Resources and the Centre for Community Engaged Learning, the UBC Community Leadership Program is offered annually to staff, faculty and graduate students. The program is designed in two phases with activities during the months of October to March. In the first phase, participants take part in a series of concept-driven workshops. In the second phase, they apply their learning by collaborating with community organizations and undergraduate students through both

the Reading Week program and the Student Leaders program. Together, participants spend three days implementing community initiatives in a school or non-profit organization in the Lower Mainland.

In the Field: Counting Sheep

Each April, the UBCO Chapter of The Wildlife Society sets out for the annual bighorn sheep survey, which aims to gauge the rate of growth of the Okanagan's sheep population. The UBCO branch of the international society was started four years ago by two biology students who wanted to cultivate more hands-on fieldwork experiences for their peers. Today, the group regularly provides students with opportunities to volunteer and connect with other wildlife enthusiasts and working biologists. Assistant Professor of Biology Adam Ford's Wildlife Restoration Ecology (WiRE) lab works closely with the group, studying and addressing the impact of human activity on the interactions of large predators — wolves, bears and cougars — and their prey — deer, elk and sheep. The WiRE Lab represents UBC's efforts to work with external partners and alumni to increase experiential learning – or learning by doing – across academic programs (Strategy 13: Practical Learning).

In the Field: Learning without Borders

For four weeks, UBC Okanagan Bachelor of Education students embark on a unique learning experience through Community Field Experience (EDUC 442). The course is an essential part of the Bachelor's program and involves pairing teacher candidates with community partners. The benefits are twofold: candidates gain knowledge and wisdom offered by their community partner while working together to achieve the goals of the partner organization, while partners benefit from teaching candidates who have innovative ideas and new energy.

Students Shape Learning through TLEF Partnerships

Across the university, hundreds of innovative educational projects are underway, all working to enhance learning at UBC—and students are contributing to every part of the process. The projects are funded through the Teaching and Learning Enhancement Fund (TLEF), a program that supports innovative educational enhancements. Since its creation in 1991, the TLEF has funded more than 1,000 innovative projects that have enriched the student learning experience. The TLEF is financed entirely by a portion of student tuition, and students are involved in all aspects, from sitting on the Adjudication Committee to developing, implementing and evaluating these projects. For the 2019/20 funding round, 236 students will be hired to work on TLEF project teams. More than \$1 million of TLEF funding will be spent hiring students in roles such as teaching assistants, research or academic assistants, co-op students and Work Learn students. The TLEF is one way that UBC is engaging students as partners to enhance teaching and learning, thereby supporting the expansion of experiential, work-integrated and extended learning opportunities (Strategy 13: Practical Learning).

App allows students to experience the journey of Syrian Refugees

Siobhán McPhee, a Senior Instructor in UBC's Department of Geography, is using technology to evoke empathy and help students understand the emotional consequences of the Syrian Civil War. Through an augmented reality (AR) cellphone app called Journey With Me, she invited her GEOG 498: Geographies in the Middle East students to experience the travel journeys of five real-life Syrians who were forced to escape their country. Journey With Me is a gamified experience, meaning users can actively follow the routes that refugees took, and even make tough decisions that will define the rest of the journey — whether it's running away from bombs or trying, anxiously, to cross a border. McPhee also uses online tools, activities and experiential learning techniques to deliver Geography content in other courses.

UBC Himalaya Program integrates language learning and community engaged learning

A cross-Faculty partnership is aiming to make UBC a premier centre for Himalayan Studies in Canada. The UBC Himalaya Program combines language training in Nepali and Tibetan, faculty expertise in a range of disciplines and community-engaged learning. The program is currently funded by the Teaching and Learning Enhancement Fund and brings together faculty members with expertise in Anthropology, Public Policy and Global Affairs, Art History, Asian Studies, First Nations and Endangered Languages and Economics.

Bringing design decision-making and building tools to architecture students

An innovative project from UBC's School of Architecture and Landscape Architecture (SALA) is helping give students better access to contemporary 'making' practices and technologies like 3D printing, laser cutting and robotic milling. Thanks to funding from the Teaching and Learning Enhancement Fund, faculty at SALA are taking a multi-tiered approach to the project. That means identifying opportunities at UBC to use tools and equipment, exploring ways to augment and expand the curriculum in order to bring tools into the classroom, and finding new opportunities for students to work on design-build projects.

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

Interdisciplinary class discusses the power of language

At UBC Vancouver, one unique course is encouraging undergraduate students from multiple disciplines to come together and explore the power of language. Cross-listed in six faculties, Living Language: Science and Society is a result of the interdisciplinary efforts of Janet Werker, Professor in the Department of Psychology, and Mark Turin, Associate Professor in the Department of Anthropology. The class enables students to lead their own exploration of language as it applies to all domains of human life – from the creation and acquisition of spoken language to writing systems, texts of all kinds, arts, culture, science and technology. Offered for the first

time in September 2018, Living Language: Science and Society was the first university-wide class in language sciences.

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

Clothing Bins Made Safer

After hearing news that a woman died after becoming trapped in a clothing bin in Vancouver in 2018- the fourth such death to have occurred in Canada since 2015- Ray Taheri, senior instructor of engineering at UBC Okanagan, resolved it was time to do something. Taheri turned to what might seem an unlikely group: his first-year engineering students. The students did not disappoint: they came up with a number of innovative ideas to address the dangers posed by the donation bins, including a self-locking mechanism, weight sensors to prevent the hatch opening for anything heavier than a bag of clothes, and a way to unlatch the bin from the inside.

After two back-to-back deaths in clothing bins in Vancouver and Toronto in January 2018, Taheri created a taskforce that included a number of students and a couple of clinicians to address the problem. The taskforce refined the first-year students' designs, but getting to the prototype stage would require funding. In May 2019, Taheri received some good news: a \$75,000 grant from Firstline Foundation to design and create a prototype and test retrofit kits for existing clothing-bin designs. And a month later the project came even closer to reality, with a \$10,000 commitment from Toronto's Rangeview Fabricating, a major manufacturer of the clothing-bins.

Orientation now available on-demand for new students at UBC's Okanagan campus

In early 2018, a project team in the Office of the Associate Vice-President, Students set out to streamline and improve the orientation and transition experience for new students at UBC Okanagan. The result: UBC 101, a non-credit course offered through Canvas that provides incoming students with the knowledge and resources to support a successful transition to UBC Okanagan. Launched as a pilot in 2018; it is available to all new students once they receive their Campus-Wide Login (CWL), and offers 24/7 on-demand access to information and resources essential for the transition to university. Structured into five modules, UBC 101 primarily serves to address four learning goals: helping students take care of essentials prior to the start of class; introducing them to the history, traditions and culture of UBC Okanagan; introducing them to the academic transition to university; and introducing them to on-campus support services. UBC 101 is intended to be completed prior to arrival on campus but does not replace any existing orientation programming. Instead, UBC 101 condenses many individual messages into a centralized, streamlined, and student-friendly format. Hosting the course on Canvas allows new students to revisit UBC 101 content throughout their first term on a familiar, convenient platform.

In its pilot year, UBC 101 saw 30 per cent of incoming new students complete the course before September. In 2019, that number is on track to increase to 35 per cent, with a goal of reaching 60 per cent completion within five years. The program has already seen early indicators of success. When surveyed, new students who had completed UBC 101 were more likely than others to report a greater familiarity with resources on campus, a stronger understanding of UBC's expectations of conduct, and were more confident in their knowledge of what to expect in the first term.

Kelowna emergency medicine program graduates first residents

Earlier this year, the Kelowna Emergency Medicine Residency Program proudly graduated its first two residents. The unique program, which was launched in 2014, is the only Royal College training program for emergency medicine residents in the B.C. Interior. According to Dr. Kevin Clark, program director and a clinical associate professor in UBC's Faculty of Medicine, the learning environment in the B.C. Interior not only fosters a strong sense of belonging for residents, but also provides them with an unparalleled opportunity to train in a large medical centre.

METRICS – TRANSFORMATIVE LEARNING

Total Students at UBC

- 67,958 student headcount in 2019/20

Degrees granted

- 14,440 in 2019

Student Satisfaction

- 94% undergraduate student satisfaction with their overall academic experiences at UBC Vancouver (from the 2018/19 Undergraduate Experience Survey)
- 94% undergraduate student satisfaction with their overall academic experiences at UBC Okanagan (from the 2018/19 Undergraduate Experience Survey)

Over the last six 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

- 224 enhanced courses at UBC Vancouver, reaching 37,321 students (22,421 unique students)
- 27 enhanced courses at UBC Okanagan, reaching 4,887 students (2,525 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)

- 2019/20: 195
- 2018/19: 197
- 2017/18: 205
- 2016/17: 196

Note: The numbers vary as course offerings vary from year to year based on a number of factors.

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 Indigenous communities.

Experiential Learning

- In 2018/19*, 79% of UBC Vancouver undergraduate students participated in enriched educational opportunities
- In 2018/19*, 72% of UBC Okanagan undergraduate students participated in enriched educational opportunities (up from 65% in 2017/18) *

*based on Undergraduate Experience Survey which was not run in 2019/20

Interdisciplinary Learning

- 242 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.

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 350,000 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.

SELECTED STRATEGIC PLAN INITIATIVES 2019/20

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

New art installation boosts community resilience in Vancouver

A new piece of public art along Vancouver's Arbutus Greenway is not only encouraging greater socialization between community members, but it also serves as a valuable resource in the event of an emergency. The Neighbour Hub features a welcoming seating area and community bulletin board alongside a hand-powered generator, which serves as an emergency charger for handheld devices. In addition, the installation features a map of local disaster supply caches for the community. Developed by Neighbour Lab — a design and urban planning cooperative founded by four UBC and Emily Carr University of Art + Design alumni — the hub aims to create more cohesive and resilient communities through public installations that double as disaster response gathering points and information centres. By tackling the issue of disaster response — which has major implications for all community members — the group is deepening the relevance and public impact of UBC's research and education.

Textile Tech

UBC researchers are embarking on a three-year collaboration with partners across western Canada to develop new wearable technologies to help keep Canadian soldiers safer and more comfortable during their missions. UBC Okanagan Assistant Professor of Mechanical Engineering Kevin Golovin has assembled a team of the nation's most esteemed scientific researchers and industry leaders to create and test new textile technologies and body armour solutions for the Canadian Armed Forces. The network — called Comfort-Optimized Materials for Operational Resilience, Thermal-transport and Survivability, or COMFORTS — involves 11 researchers from the University of British Columbia, two lead collaborators at the University of Alberta and the University of Victoria, and numerous industry leaders in the defence and security sector, including Kelowna-based PRE Labs, Helios Global Technologies, and EPIC Ventures in Victoria. The Canadian government has invested \$1.5 million in the COMFORTS network; additional funding from UBC, MITACS and industry partners brings the value of the COMFORTS network to over \$2 million.

Small Steps for Big Changes

UBC Okanagan postdoctoral fellow Corliss Bean is using her passion for applied research to explore how adults enrolled in UBC-O's Small Steps for Big Changes program are making dietary and exercise changes stick over the long term. The program, which was developed by UBC-O Associate Professor Mary Jung, has so far supported 320 people who were at risk of developing type 2 diabetes in creating long-lasting, positive lifestyle changes. Working closely with 14 women who participated in the program, over the next three years Corliss endeavors to uncover the key to the project's success – an example of how UBC encourages staff, Faculty and students to 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 17 in *Shaping UBC's Next Century* explains how the Indigenous Strategic Plan (ISP) will serve as the framework for statements of faculty- and unit-level commitments that will form UBC's response to the Truth and Reconciliation Commission Calls to Action. In addition to these examples below, more information about the university's response to these calls to action, as well as the United Nations Declaration on the Rights of Indigenous Peoples, can be found in the sections above, notably the table responding to Ministry mandate letter priority #1.

Creating a home away from home for Indigenous students at UBC's Vancouver campus

The First Nations Longhouse on the UBC Vancouver campus has always been considered a "home away from home" for Indigenous students. With the opening of the Indigenous Students' Collegium (ISC) within the Longhouse, this has never been truer. In this dedicated space, Indigenous students can take a break between classes to socialize, study, use a kitchen or relax in a friendly and welcoming environment.

One of the ways UBC is supporting Indigenous students through culturally relevant programs and services, the ISC is staffed by a team of Collegia Advisors, who are Indigenous students themselves. The advisors are willing to share their experiences and support their peers during their time at UBC. Together with Professors-in-Collegia, Dr. Margaret Moss (Nursing) and Sarah Dupont (Xwi7xwa Library), and Musqueam Elder Larry Grant, they provide a solid support network that is integral to student success. The team can help students navigate their university experience and connect them to resources, such as financial aid, academic support and career mentorship. Many Indigenous student-focused services are available, such as drop-in counselling at the Longhouse. And all programming run out of the ISC is led by students, which ensures it is responsive to their needs.

The ISC also provides opportunities for students to learn and connect to and be part of Indigenous cultures and communities at UBC. Students can take part in activities led by their Collegia Advisors and have open dialogue about current events and Indigenous identity.

The ISC Advisors provide the leadership to create the space and programming that meets the needs of Indigenous students at the Vancouver campus.

Law Certificate raises awareness of Indigenous perspectives

An eight-month non-credit certificate course at the Peter A. Allard School of Law aims to draw on cross-cultural learning opportunities and connect participants with the Indigenous community. Now in its second year, the Cultural Competency Certificate was developed by Patricia Barkaskas, an instructor at the Allard School of Law and Academic Director of the Indigenous Community Legal Clinic. Through the program, participants are able to develop a better understanding of: colonial assumptions, beliefs and biases that form the foundation of the Canadian legal system; the history of colonial practices and policies in Canada; and Indigenous perspectives on law and what decolonization means for the practice of law. Open to students, staff and faculty from the Allard School of Law, the certificate supports UBC's shared commitment to promote Indigenous Engagement.

UBC Raises Musqueam Indian Band flag Permanently at Vancouver campus

The flag of the Musqueam Indian Band was permanently raised on the University of British Columbia's Vancouver campus in February 2019. The flag formally signifies UBC's recognition of Musqueam people in whose traditional, ancestral and unceded lands the university is located. The provincial and UBC flags fly alongside the Musqueam flag in the SUB North Plaza. The permanent Musqueam Indian Band flag adds to a growing Musqueam presence on campus. In April 2018, UBC unveiled new bilingual street signs that acknowledged the traditional territory of the Musqueam

people. The signs are now on nine major campus streets and supplement English names with names in hə́ŋqəmiṇə́m, the traditional language of the Musqueam people. A Musqueam welcome pole or qeqən, carved by Musqueam artist Brent Sparrow Jr., was dedicated in April 2016 to mark the hundred-year anniversary of UBC.

UBC and the Musqueam Indian Band have a long history of partnership. A number of initiatives have resulted in addition to the instillation of bilingual street signs, including the Musqueam Language Program: a sequence of six UBC-accredited courses in hə́ŋqəmiṇə́m, the traditional Coast Salish language of this territory, co-developed and co-taught by the UBC First Nations & Endangered Languages Program and Musqueam community members.

The flag of the Okanagan Nation Alliance was permanently raised at UBC Okanagan in September 2018, to recognize the ongoing partnership between UBC and the Syilx Okanagan Nation.

UBC Expert Seminar: Repatriation of Indigenous Cultural Property

Established in 2007, the UN Expert Mechanism on the Rights of Indigenous Peoples (EMRIP) has a mandate to provide the Human Rights Council with expertise and advice on the rights of Indigenous peoples as set out in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and assist UN Member States, upon request, in achieving the ends of the Declaration through the promotion, protection and fulfilment of the rights of Indigenous peoples.

The Expert Mechanism recently decided to undertake a report on the theme of repatriation of ceremonial objects and the human remains of Indigenous peoples currently in the hands of state institutions, e.g. museums and universities.

UBC hosted an expert seminar on March 4 and 5 at the UBC First Nations Longhouse, to provide a special opportunity for First Nations citizens, faculty, students and the public to learn about Indigenous and state perspectives on issue related to the repatriation of ceremonial objects and human remains.

This seminar received \$115,000 in Strategic Funds from UBC.

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

Creating tradition with UBC Okanagan homecoming

Since opening in 2005, UBC's Okanagan campus has grown from 3,500 students to become a thriving part of UBC, with 10,000 students and a rapidly expanding community of UBC Okanagan graduates contributing their talents and energy to address society's challenges. Turning 15 next year, UBC Okanagan remains a very

young university community — only recently did the population of Okanagan alumni surpass the number of enrolled students. Students and alumni alike are keen to maintain meaningful and long-lasting relationships with UBC. To foster that spirit of engagement, the Okanagan campus hosted its inaugural Homecoming in September 2018, with more than 1,200 guests attending. The event represents UBC's efforts to broaden and deepen alumni engagement through programs that cultivate pride, empower personal growth and enable contribution.

Engagement Through Learning: alumniUBC Career Development Webinars Bolster Alumni Connection

Three years ago, alumniUBC launched a new Career Development Program, featuring free one-hour webinars for all alumni as well as community members. With 33 webinars over three years, the program brings over 2,550 participants together with facilitators, often UBC alumni themselves, who are keen to share their knowledge and expertise with their fellow alumni. Past webinar topics span a wide swath of interest, including how to overcome fear during career transition, inclusive hiring and neurodiversity in the workplace, building a culture of employee engagement, cannabis regulation in the workplace, how to thrive at work, and the art of giving effective feedback. Key to the success of the sessions is the facilitators, volunteers who are deeply knowledgeable and passionate about their topics. While the webinars are designed for UBC alumni, anyone can take part in these online sessions, including UBC faculty, staff, donors, and students, as well as members of the community.

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

Spanish for Community: Making an impact through community-engaged learning

The goal of Spanish for Community, an experiential and service learning initiative created by Maria Carbonetti, Lecturer of Spanish in UBC's Department of French, Hispanic & Italian Studies, is to create an immersion experience in Spanish without having to step foot outside of Vancouver. Originally created in 2010, the community-based learning project helps participants strengthen their linguistic and cultural competence through learning projects with partner organizations in the Lower Mainland and abroad. According to Carbonetti, Spanish for Community has not only bridged students and partner organizations, but it also complements, expands and deepens the subject matter of other courses in her department. The project represents UBC's efforts in the areas of global and local community engagement and transformative learning.

Fostering global citizenship through UBC's International Strategy

The initial international strategy framework was developed based on input received during a two-year consultation process that led to the creation of UBC's strategic plan: *Shaping UBC's Next Century*. Discussions within the Local and Global Engagement Working Group, as well as feedback obtained from open houses and

online surveys, engaged more than 8,000 community members, and more than 1,100 people commented specifically on the priorities and actions under the plan's Local and Global Engagement core area.

The developed framework was tested and further refined during a six-month consultation process that has so far engaged more than 450 members of the UBC community. The result is a draft framework, themes and action directions that focus squarely on UBC's purpose, as outlined in *Shaping UBC's Next Century*: fostering global citizenship and contributing to a more just and sustainable society.

An official launch will take place later in the winter, after the strategy has been presented to UBC's Board of Governors. Working groups will then be formed to create specific actions, determine resources needed, and develop implementation plans under each thematic area.

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

UBC embarks on Canada-wide initiative to assess community engagement

This year, UBC joined an intensive and collaborative process that aims to transform community engagement in Canadian institutions: the Canadian pilot for the Carnegie Community Engagement Classification. With this project, the university will not only contribute to a national effort, but also be able to conduct a deep self-study of its practices and look for improvement opportunities. Currently, the classification is only applied to post-secondary institutions in the United States – where it is granted to over 350 campuses – but the Carnegie Foundation is looking for ways to expand it internationally. Together with other 15 universities, colleges and polytechnics from across Canada, UBC will work on assessing if and how this tool can be applied to the country's context.

METRICS – LOCAL AND GLOBAL ENGAGEMENT

Indigenous Student Enrolment

According to the UBC student data and the BC Student Transitions Project, there are:

- 1,934 Indigenous undergraduate and graduate students and medical residents at UBC
 - Up from 1,840 last year
- 3.0% of domestic students at UBC Vancouver are Indigenous
- 8.0% of domestic 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.

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
- 160+ 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

- 78,460 alumni engaged with UBC (up from 75,788 in 2018/19, and surpassing the goal of 76,000)

A record number of alumni engaged with UBC in 2019/20, 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 three 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

- 990 contracts and agreements with governments and non-profit partners in 2019/20
- \$94 million total funding (7% increase from 2018/19)

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

- Media hits: 148,407 UBC-related stories shared
- Top tier mentions: 966 mentions of UBC in top-tier media
- Op-eds: 326 op-eds by UBC scholars
- Social media engagement: 7% increase in the number of social media followers from 2018
- Video views: 967,000+ views for UBC news videos shared through UBC social media channels
- UBC News views: 945,222 (up 35%)

Mandate Letter 2020/21 - Actions Planned and Implemented

In its Accountability Framework document, the Ministry also requires institutions to describe what actions are planned or implemented related to the priorities within the institution's 2020/21 Mandate Letter. The following section reports on how UBC intends on meeting these requirements.

The ongoing COVID-19 pandemic and its enduring health, social and financial impacts may require these plans to be adjusted throughout the year. New initiatives and approaches may be introduced as we continue to evaluate how to best respond to the many facets of the pandemic and we look forward to working closely with the Ministry of Advanced Education, Skills and Training as the post-secondary system adapts to the evolving situation.

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

- Since 2009, UBC has been working to define what path the University should take on its reconciliation journey. The development of the first Aboriginal Strategic Plan occurred in 2008/09.
- The need for an updated Indigenous Strategic Plan was first identified by the Indigenous Strategic Plan Implementation Committee and the First Nations House of Learning. Under their guidance and leadership, the process to begin updating the Plan began in late 2017. This development process included several cross-body campus working groups and an on-line discussion forum which concluded in June 2018. The 2018 Plan, while retaining the framework identified by its 2009 predecessor, identified key areas of need and opportunity in a new global and national context.
- The ISP strategic planning process involved numerous and meaningful consultations, including over 1,200 unique engagements across both campuses with 29% Indigenous participation, over 1,200 responses to an online survey with 7% Indigenous participation and over 16 individual meetings with deans and executives.
- The 2020 ISP is currently in its final stages, with the final draft circulating for feedback during the months of May and June. Public launch of the ISP is expected for September 2020.
- 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.

- As increasing the participation and success of Indigenous learners and the implementation of the education-related Calls to Action of the Truth and Reconciliation Commission are priorities for the university, UBC looks forward to working with the Ministry and contributing to a post-secondary sector-wide strategy to respond to the TRC Calls to Action and UNDRIP.

2. Contribute to an accessible and relevant post-secondary system by:

- **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;**
 - UBC continues to improve accessibility and supports for an increasing number of students from underrepresented groups, including students with experience in government care, Indigenous students, and students from lower-income households. These students are supported financially through award programs, bursaries, the access guarantee, and housing supports. In addition, wrap around supports are in place to help ensure their success from first year through to graduation.
 - Last year, in 2019/20, there were 52 students who are former youth in care studying at UBC on either a Ministry or a UBC waiver of tuition, up from 42 students in 2018/19 and a 325 per cent increase since 2016. UBC will continue to support the academic success and health and wellbeing needs of these students.
 - The Campus Navigator program at UBC is continuing to expand through outreach within UBC and the broader community to develop partnerships in order to enhance the recruitment, retention and experiences of students with lived experience in care at UBC.
 - The Ministry-led Campus Navigator Community of Practice continues to work together to identify program needs and strengths, share best practices, and enhance partnerships across government and post-secondary institutions. The Community of Practice continues to expand as other post-secondary institutions begin implementing formal staff supports for students with lived experience in care.
 - The Student Diversity Initiative (SDI) at UBC continues to be an important initiative that addresses the complexities of the diversity of the campus community at all levels- students, faculty and staff. The SDI seeks to embed UBC's core values of equity, diversity and inclusion throughout the operations, systems, culture and organizational structures that directly impact the campus experience for diverse students.
 - A number of successful programs and initiatives on the theme of equity, diversity and inclusion are expected to continue next year. These include, but are not limited to, the following initiatives:
 - Through the Lens workshop series: Presented by the Equity & Inclusion Office, Through the Lens is a series of exciting workshops exploring how

different identities navigate and experience UBC while offering practical ideas on creating a more inclusive campus.

- Get Connected events: As part of the Student Diversity Initiative, Get Connected is a series of social events that provide an opportunity for students to meet their peers, build community and connections.
- Equity Student Advisory Council: The Equity Student Advisory Council (ESAC) provides a forum for diverse student leaders to share their voice and collaboratively inform Equity & Inclusion Office policies, decisions and practices.
- Equity Ambassadors: Equity Ambassadors are a diverse group of UBC student leaders, mostly (but not always) in their undergrad years of study, who raise awareness about social justice and human rights issues through education and outreach on campus. Equity Ambassadors is a Peer Program run by the Equity & Inclusion Office in partnership with the Centre for Student Involvement and Careers who work towards building and sustaining an inclusive working, learning and living environments for all students, staff and faculty at UBC.
- The work of Human Rights Advisors in the Equity & Inclusion Office is ongoing, as they work to contribute to the prevention of misconduct and create an overall more accessible and welcoming environment.
- The Equity & Inclusion Office is currently undergoing a curriculum alignment process that will introduce some new initiatives, including offering training sessions at three different levels: foundational, intermediate and applied. Some examples of workshop titles under each category, all of which will be new, include:
 - Foundational Blocks
 - Power and Privilege 101: Understanding Dominant/Marginalized identities and Intersectionality
 - Responding to [Micro]aggressions : Practices for witnesses, aggressors, and victims
 - Micro-validations and interrupting the narratives of marginalization
 - Intermediate Blocks
 - Decolonization 201: Beyond Land Acknowledgements
 - Power and Privilege 201: Work Culture and the possibilities of liberation
 - Cultural Appropriation vs. Cultural Appreciation
 - Applied Packages
 - EDI consideration in the assessments, admission and selection processes
 - Mentoring students and junior colleagues from under-represented groups in STEM fields
 - Four new types of TA trainings (STEM, Professional fields, social sciences & humanities, the creative arts)

- **Ensuring safety and inclusion;**

- UBC continues to evaluate how to uphold and protect the safety of all of its students, including students on practicum positions, students during clinical practice, co-op students and graduate students.
- A number of ongoing safety resources exist for students, including campus security and the Sexual Violence Prevention and Response Office (SVPRO).
- Looking ahead to improving student health services, many leading institutions are integrating physical health, counselling, mental health and health promotion/education services into a single organization. The ultimate goal of UBC Student Health and Wellbeing is to be a fully integrated health services unit with demonstrated efficacy in improving: timeliness to care, clinical outcomes, access, equity/inclusion, and cost effectiveness of care. This type of integration is a stepwise process, with new initiatives each year to further the process. Some of these and other programs are:
 - A renovation of a new space in Orchard Commons is expected to open later in 2020 for a collaborative integrated medical centre with a focus on mental health. This project will serve as a pilot toward achieving full integration and co-location of all health service units into one care centre on campus.
 - Next year, Student Health and Wellbeing plans to focus more on Substance Use, Indigenous Health, International Students, Graduate Students, First Year Experience, Residence/Collegia, Prevention-Recovery, Culturally and Trauma Informed Care, LGBTQ2S+, through professional development opportunities and programming.
 - Further streamlining of service delivery and referral pathways between current health units on campus is planned for next year, including the Early Alert program and in the community.
 - Next year will mark the full implementation of virtual care delivery of health and counselling services to all UBC Students, allowing remote service delivery for students not situated on campus. A Virtual Wellness Centre through the Canvas portal for up to date health information, resources, discussion, and group programming will also be available.
 - Engaging in a comprehensive review of all Student Health and Wellbeing Services at UBC and updating the Student Health and Wellbeing Strategy for 2020.
- UBC is also engaging in a comprehensive review of all Student Health and Wellbeing Services and will be updating the Student Health and Wellbeing Strategy for 2020.
- UBC intends to participate in the provincial Sexual Violence and Misconduct Student Climate Survey in the coming year.
- These activities are in conjunction with continuous improvement to the Student Health and Wellbeing website to offer comprehensive communication of health literacy, campus and community services, service advisories and much more.

- **Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;**
 - UBC is fully engaged and working with post-secondary partners such as BCNET, the ASDT and Education Planner to both deliver services and adopt tools and technologies in alignment with existing digital strategies and digital learning activities
 - Through BCNET, UBC hosts secure systems and storage, and learning technologies such as Kaltura for the broader higher education sector to leverage UBC's technology capability and capacity
 - UBC lends its purchasing power, even when not directly advantageous, to ensure the sector receives the best value in its contracts with vendors
 - On the national landscape, UBC is a founding partner along with five other post-secondary institutions in piloting a shared security operations centre which will form an important part of BC's post-secondary cybersecurity ecosystem
 - Through participation on the BCNET Board UBC helps guide the services offered via BCNET
 - UBC is participating with Education Planner BC and actively planning and developing the capability to implement.

- **Providing programming that meets local, regional or provincial labour market and economic needs;**
 - Thanks to the BC government's multi-year investments in technology and health education, UBC is creating additional undergraduate spaces in a number of high demand occupation areas. UBC continues to work with government and industry partners to expand opportunities for students in the province's health and technology sectors, as well as other emerging and high-demand industries.
 - UBC's enrolment and program planning processes continue to be informed by BC's annual Labour Market Outlook. UBC looks forward to the release of the 2020 Labour Market Outlook and the latest data on priority occupations, including regional priority occupations, to help inform these processes.
 - UBC maintains ongoing engagement with local, regional and provincial employers and industry associations to understand evolving graduate demand and changes in desired skills and competencies. Faculties maintain advisory committees including public, private and non-profit sector employers and industry representatives to inform curriculum and strategic directions for UBC programs.

- **Working with the Ministry to implement a student-centered international education framework that supports the success of domestic and international students.**
 - UBC is proud to welcome students, faculty and staff from around the world to learn, research and work at UBC, contributing to the diversity of opinion and perspective in classrooms, labs and workplace settings. International students

enrich the learning environment with unique and valued perspectives and help to create a diverse campus community.

- This diversity of UBC's student body and broader community is a significant factor in attracting international students. UBC can help students to connect to other cultures and languages by offering a supportive environment in which to meet, study, live and learn with people from other places.
- The COVID-19 pandemic and its economic impacts may have substantial implications for international enrolment in 2020/21 and beyond. UBC is taking steps to minimize the impact on international students and will harness technology-enabled distance learning to promote continued international student enrolment until the pandemic has eased.
- In the coming year, UBC will continue to work with Canadian and foreign governments, national and international funding bodies, philanthropists and foundations to identify funding and other support for UBC's international collaborations for research and student learning.
- UBC will ensure the availability of funding for international mobility programs from a variety of sources and will continue to increase student participation in mobility programs so more UBC students at both campuses have an international experience by the time they graduate.
- UBC will continue to build support systems to ensure that all international students have a rich learning and cultural experience during their time at UBC.

3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

- **Actively engaging with your local school districts to expand dual credit opportunities for students;**
 - UBC does not currently provide dual credit.
 - UBC provides a number of programs and services to support students' transitions to university life and studies before and once they have arrived on campus. Some examples include:
 - **Jump Start** is a five-day orientation program designed to give undergraduate students a first look at university life, to meet professors and the academic community and to make friends at UBC. In 2020, Jump Start will be held online due to COVID-19. Similarly, the **GradStart** program provides a series of orientation welcome events for graduate students.
 - **The Collegia** at UBC 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.
 - The **Aboriginal Access Studies Program** is an entrance program that prepares and transitions Indigenous learners into degree programs at UBC Okanagan.

- The **International Programs and Services (IPS)** at UBC Okanagan and **International Student Advising** in Vancouver provides advising, transition services and programs to ensure an integrated, safe and celebratory environment for international students on campus.
- **Supporting lifelong learning pathways across the public post-secondary system;**
 - UBC continues to be a strong partner in the transfer system in BC.
 - UBC continues to explore how to create and expand lifelong learning pathways for students at various points in their careers.
 - UBC appreciates the funding it received from the Ministry to create a Mid-Career Learner Technology Skills Program which will launch later in 2020. This will include streams around Emerging Technology for non-technical leaders; key capabilities in data science and data visualization and foundations of software engineering, with additional career navigation support options.
 - In 2020, UBC is offering two key university preparation courses: “Future Global Leaders” (in person through Extended Learning, moving to online for summer 2020), and “Univ101” (a preparatory course for new post-secondary entrants with disrupted year 12).
- **Advancing and supporting open learning resources.**
 - The advancement of open learning resources continues to be an area of focus for UBC.
 - In the 2019/20 academic year, an estimated 18,440 students enrolled in 52 courses or course sections used open or freely available resources in place of paid textbooks or readings at the UBC Vancouver campus.
 - This replacement of traditional textbooks with open educational resources has potentially saved UBC Vancouver students an estimated \$1.8 to \$2.5 million this academic year.
 - To further support these efforts for future years, in September 2019, UBC Vancouver committed \$1 million over four years for the development and integration of open educational resources into UBC credit courses. As of March 2020, the OER Fund has committed over \$230,000 in direct grants for 16 projects in six different Faculties. Additionally, both the Aspire-2040 Learning Transformation Fund (ALT-2040 Fund, UBCO) and the Teaching and Learning Enhancement Fund (TLEF, UBCV) encourage faculty to develop or integrate open educational resources. In the 2019/20 funding cycle, 34 TLEF and 4 ALT-2040 projects (\$1.6 million), identified an explicit open strategy.
 - UBC Okanagan is developing its overall open strategy, investing in additional librarian support for faculty members developing and incorporating open content and methods.
 - UBCO will also continue to develop and deliver innovative programs (funded through the ALT/ALT-2040 Fund) that leverage its new non-degree credentials and digital badges to provide skills training (e.g., making and design thinking, research

project management), promote interdisciplinary competencies (e.g. new Undergraduate Credit Certificate and Minor in Communications and Rhetoric, development funded in 2020), and enhance relationships with industry (new Industry 4.0 certification program, development funded in 2020).

- UBC is the first Canadian post-secondary institution to join the Center for Open Science's online platform, Open Science Framework Institutions (OSFI), which has tools that encourage best practices in project organization and reproducibility.

4. Strengthen workforce connections for student and worker transitions by:

- **Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood education and health);**

- Thanks to the BC government's multi-year investments in technology and health education, UBC is creating additional undergraduate spaces in a number of high demand occupation areas. The university is growing these programs in line with the funding and targets set out in the expansion plans.
- UBC continues to work with government and industry partners to expand opportunities for students in the province's health and technology sectors, as well as other emerging and high-demand industries.
- UBC's enrolment and program planning processes continue to be informed by BC's annual Labour Market Outlook. UBC looks forward to the release of the 2020 Labour Market Outlook and the latest data on priority occupations to inform these processes.
- UBC appreciates the funding contribution of \$583,040 over three years it received from the Ministry of Advanced Education, Skills and Training to support the delivery of the Early Childhood Education program.
 - The Early Childhood Education (ECE) program serves many students who may face barriers to accessing postsecondary education, often coming from underrepresented groups. The online format of the ECE basic certificate allows them to take courses at their own pace.
 - In 2019-20, the ECE basic certificate generated 27 FTEs against a target of 50. The program coordinators are focused on efforts to increase enrolments and achieve the targets, including offering three intake periods next year instead of two, streamlining the application process, and increasing marketing and promotion activities.
- UBC graduates across all disciplines continue to see excellent employment outcomes. UBC is one of only a handful of Canadian universities in the top 100 institutions worldwide in the Times Higher Education Global University Employability Ranking for 2019, as ranked by companies around the world.

- **Increasing co-op and work-integrated learning opportunities;**

- Across all programs and all faculties, the expansion of co-op and work-integrated learning opportunities continues to be a priority for the university.

- In June 2019, the BC Ministry of Advanced Education, Skills and Training announced \$9 million in funding to support the ecosystem for work-integrated learning within and across post-secondary institutions in BC. UBC applauds the government for this initiative, and appreciates the over \$800,000 provided for seven projects.
 - This funding will support innovative projects in a range of areas and across both UBC campuses.
 - This investment will support innovation across UBC's work-integrated learning network, positioning the university to continue to be a world leader in work-integrated learning programming.
 - The seven projects currently underway include:
 - **Pre-Employment Curriculum for the 21st Century Workplace:** developing a common co-op pre-employment curriculum that can be used across various faculties at UBC's Vancouver and Okanagan campuses.
 - **Effective Work-Integrated Learning Programs for Indigenous Students:** Working with Indigenous communities and businesses to explore barriers to Indigenous students' participation in co-op and work-integrated learning programs, and to develop a sustainable plan and resources to increase participation levels. This project is a partnership between UBC's co-op programs, Aboriginal Student Services (UBCO), First Nations House of Learning (UBCV) and Centre for Student Involvement and Careers (UBCV).
 - **Co-op for Arts PhD Students:** Engaging with faculty from humanities and social sciences to demonstrate value of graduate-level co-op work and increase participation of PhD students in co-op programs.
 - **Non-STEM Stream for the Canada-Japan Co-op Program:** A business development position was added to the Canada-Japan Co-op Program to create and support co-op work terms in Japan for students in non-STEM program areas.
 - **Tri-Universities Regional Partner Engagement Strategy:** This project aims to recruit regionally-based coordinators to engage with stakeholders across central and northern BC to identify barriers and create more work-integrated learning opportunities through a regional marketing and engagement campaign. This project is a partnership between UBCO, Thompson Rivers University and the University of Northern British Columbia.
 - **UBC Faculty of Arts Impact Internships and Incubator:** Develop a new internship program for MA and PhD programs in UBC's social science departments (Anthropology, Asian Studies, Geography, Political Science, Sociology); and

create a new "Faculty of Arts Incubator" that will leverage students' work-integrated learning experiences into self-directed projects that may include applied research, entrepreneurship, and social innovation work.

- **Virtual Coordination Hub for Clinical Placements in Rural and Remote Areas:** Partnership between UBC, CNC, UNBC to create "virtual coordination hub" that will support healthcare practitioners in supporting students pursuing clinical placements in rural and remote communities in the District of Bulkley-Nechako.
- The Work Learn program at UBC supports and subsidizes meaningful work experiences on campus that offer current UBC students the opportunity to develop their professional skills and learn in a work environment. This past year, UBC made progress on a pilot project involving coordinating Work Learn placements off-campus through the hiring of an external consultant to help with the initial development and design of the program.
- The Centre for Accessibility and the Equity and Inclusion Office and the Centre for Student Involvement and Careers developed [online career resources](#) to support job search strategies for students of colour, students with disabilities, and queer & transgender students. A project now underway aims to develop career development materials for Indigenous students. The goal of these guides is to help increase students' ability to successfully secure work-integrated learning opportunities at UBC.
- In 2018, the Centre for Community Engaged Learning (CCEL), the Centre for Student Involvement and Careers (CSI&C), and the Centre for Teaching, Learning & Technology (CTLT) hired a consultant and launched a two-year project to explore ways that UBC Vancouver can enhance experiential education, which includes work-integrated learning. Through a combination of research, dialogue, consultation, and outreach with more than 200 UBC faculty members, staff, and students some key recommendations and actions resulted that will guide future work at UBC towards increasing access to equitable work that supports the design and facilitation of experiential education, as well as student participation in such experiences across UBC. Two key recommendations included the development of online tools to guide stakeholders to resources, as well as to showcase different student narratives to increase visibility and exposure of various forms of experiential education and building a needs-based fund designed to decrease financial barriers to participation.
- Over the past year, the Centre for Student Involvement and Careers collaborated with faculty member Alison Taylor who is undertaking a research project on the impact of employment on undergraduate students' experiences at UBC. Through this collaboration, UBC is seeking to enhance an understanding of students' employment experiences. Various resources are in development (such as a [podcast](#) recorded from a workshop on Knowing Your Rights as a Student

Employee) that seek to minimize the stress or anxiety that these experiences can present for students (i.e. difficult conversations, navigating various workplace challenges, etc.).

- **Responding to the reskilling needs of British Columbians to support employment and career transitions.**

- UBC departments and units are engaged in several programs supporting upskilling and reskilling of British Columbians in transition. As we continue to understand the impacts of the COVID-19 and a likely increased demand for reskilling programs, UBC will continue to be responsive and adaptable with new and existing programs.
- There are several new and exciting offerings either in development or ready for launch in 2020, which include:
 - Amazon AWS Academy Cloud Training programs to be certified as:
 - Cloud Practitioner
 - Solutions Architect – Associate
 - AWS DigiGov - Cloud Practitioner, an online course with a focus on government employees' transition to cloud services
 - Game Writing for Video Games- offered as a UBCx professional certificate of 6 modules.
 - Mining Law and Sustainability – a non-credit professional development (PD) certificate aimed at providing mining professionals and executives, lawyers, public servants, Indigenous leaders and non-governmental stakeholders with legal literacy and knowledge of key regulatory frameworks that govern extractive industries in Canada and abroad.

- **Supporting students' awareness of career planning resources (such as the Labour Market Outlook).**

- The Centre for Student Involvement and Careers at UBC connects students to experiences, resources and people that will help them achieve their personal and career goals. The Centre provides all UBC students with access and connection to workplace learning, mentoring, volunteer and leadership opportunities; and offers career and employment related services to students, academic departments, employers, parents and alumni.
- In collaboration with alumni UBC, UBC has expanded the university's digital resources (podcasts, videocasts), which explore sector trends, skills/labour market needs, and the school-to-work transition:
 - Alumni Voice and Employer Voices are captured on [Youtube](#), accessibly to students via CareersOnline.
 - A series of podcasts and videocasts called My Career Story are hosted on alumniUBC website. Two examples include:
 - [My Career Story: Journeys in Entrepreneurship](#)
 - [My Career Story: Making the Most of my International Internship](#)

- In 2019/20, UBC hosted new events that focused on key growing sectors in the province (in addition to engaging over 400 people at two, in-person events, these included associated communications and digital artifacts):
 - [Industry Night: Careers in Video Gaming](#)
 - [Industry Night: Spotlight on Cannabis](#)

Ministry Indicators and Performance Targets

2019/20 Performance Results^{1,2}

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2018/19	2019/20	2019/20	2019/20
STUDENT SPACES (Full-Time Equivalent students, FTEs)				
<i>i. Total student spaces</i>	46,923	42,784	47,882	Achieved
<i>ii. Nursing and other allied health programs</i>	3,161	3,084	3,234	Achieved
<i>iii. Medical school programs</i>	1,175	1,152	1,176	Achieved
CREDENTIALS AWARDED				
<i>Total</i>	11,653	11,753	11,680	Substantially Achieved
RESEARCH FUNDING				
	<i>DATA FROM 2018/19 FISCAL YEAR</i>		<i>DATA FROM 2019/20 FISCAL YEAR</i>	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$618.0 Federal: \$299.0 Provincial: \$62.5 Other: \$256.6	Total: ≥ previous year	Total: \$624.5 Federal: \$317.5 Provincial: \$101.5 Other: \$205.4	Achieved
ABORIGINAL STUDENT SPACES				
	<i>DATA FROM 2018/19 ACADEMIC YEAR</i>		<i>DATA FROM 2019/20 ACADEMIC YEAR</i>	
<i>Total spaces (FTE)</i>	1,523	≥ previous year	1,516	Substantially Achieved
<i>Ministry (AEST)</i>	1,523		1,516	

¹ 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

² Throughout the IAPR, Financials and FTEs are reported for the fiscal year. Enrolment and headcounts are reported as of our stable date of November 1, unless stated otherwise. Graduates are reported on the Calendar Year.

PERFORMANCE MEASURE	ACTUAL		TARGET	ACTUAL		ASSESSMENT
	2018/19		2019/20	2019/20		2019/20
<i>Industry Training Authority</i>	n/a			n/a		
BACCALAUREATE GRADUATE SURVEY:	%	+/-		%	+/-	
Satisfaction with Education <i>Proportion of respondents "Very satisfied" or "Satisfied"</i>	90.4%	0.8%	≥ 90%	89.8%	0.9%	Achieved
<i>i. Assessment of quality of instruction</i>	92.5%	0.7%	≥ 90%	92.2%	0.8%	Achieved
<i>ii. Skill Development (avg. %)</i>	82.1%	0.8%	≥ 85%	84.8%	0.8%	Achieved
<i>iii. Assessment of usefulness of knowledge and skills in performing job</i>	82.8%	1.2%	≥ 90%	82.8%	1.3%	Substantially achieved
<i>iv. Unemployment rate</i>	7.7%	0.8%	≤ 9.1%	6.8%	0.8%	Achieved
Bachelor degree graduates' assessment of skill development						
Skill development (avg. %)	82.1%	0.8%	≥ 85%	84.8%	0.8%	Achieved
<i>Written Communication</i>	78.7%	1.1%		82.7%	1.1%	
<i>Oral Communication</i>	76.1%	1.1%		79.0%	1.2%	
<i>Group Collaboration</i>	79.1%	1.1%		79.3%	1.2%	
<i>Critical Analysis</i>	90.2%	0.8%		92.4%	0.8%	
<i>Problem Resolution</i>	76.9%	1.1%		80.9%	1.1%	
<i>Learn on your own</i>	89.0%	0.8%		90.1%	0.9%	
<i>Reading and Comprehension</i>	84.7%	0.9%		88.5%	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

IV. FINANCIAL OVERVIEW

UBC reported an \$89.7 million accounting surplus at March 31, 2020. This represents 3.1 per cent of consolidated revenue of \$2.9 billion and is slightly above the 1 to 3 per cent target range identified in the university’s fiscal strategy.

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. Tuition and student fees represent 31% and sales and services represent 14% of the UBC’s consolidated revenue. 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 \$1.8 billion in 2019/20—also plays an important role in UBC’s long-term financial sustainability, providing further resources to increase UBC’s excellence and impact. UBC continues to maintain a strong liquidity position and has invested \$609 million in operating investments.

Including provincial support, the university invested \$403 million in capital infrastructure and technology in 2019/20 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*. The COVID-19 pandemic has substantially impacted the university’s financial situation, operations and planning for the fiscal year 20/21. UBC continues to model and monitor the pandemic’s impacts and adjust the university’s fiscal strategy and operations accordingly.

The University is finalizing the COVID-19 financial impact and the fiscal 2021 financial budget. The financial budget is being developed with inputs that have high degrees of uncertainty, many of which the University has limited control over. These include enrolment projections, international travel restrictions, public health guidelines and directives, and the potential threat of a second wave of the pandemic in the absence of viable treatment or vaccine. The University will have a greater understanding of the impact of COVID-19 in the third quarter of the 2020/21 fiscal year as students commit to courses and pay student fees. There are possible scenarios where UBC could see an increase in revenue if international borders are opened and British Columbia is seen as a safe haven for international students, thus increasing demand.

The impact of COVID-19 may result in multi-year financial implications. The long-term effects of COVID-19 are being actively assessed. The financial landscape and operations of the

University will need to be recast in the post COVID-19 environment to reflect changing priorities, capture new opportunities and address emerging challenges.

To manage the financial uncertainties and ensure the preservation of the long-term sustainability of the University, the University is developing contingency plans and mitigation strategies. Additional funding will be dedicated to pursuing high standards of research, teaching and learning, ensuring quality across programs, supporting the phased ramp-up of research activities, promoting the health and safety of all students, staff and faculty, and adequate contingency to support unanticipated COVID-19 related impacts.

Taken together, these financial moves, along with prudent management, helped UBC balance its budget in 2019/20 and earn a credit rating from Moody's of Aa1 and Standard & Poor's of AA+.

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