



THE UNIVERSITY
OF BRITISH COLUMBIA

Institutional Accountability Plan and Report

2020/21

The University of British Columbia

July 15, 2021

Letter from Board Chair and President

Dear Minister,

We are pleased to submit the University of British Columbia's Institutional Accountability Plan and Report for the 2020/21 reporting cycle.

Advancing a more sustainable and just society is a purpose shared across the UBC community. It is one we strive toward in the classroom, through research and through the impact we make locally to globally. Never has this common resolve been more evident than in the past year, which has been defined by the significant accomplishments of the UBC community during the COVID-19 pandemic.

The resilience and adaptability of UBC students, faculty and staff has helped the university progress on many fronts and continue to deliver excellence in teaching, learning and research. Across our campuses, the UBC community came together to reimagine the university experience, with faculty and staff transforming every aspect of university activity, from course delivery to student supports and engagement, the adaptation of research projects, and to new health and safety protocols.

UBC experts and students also mobilized quickly to respond directly to the pandemic. UBC researchers and spin-off companies have contributed fundamental components and technologies underpinning COVID-19 vaccines and therapeutics, while other researchers have been at the forefront of the public health response or advancing our understanding of the pandemic's social, cultural and economic impacts. UBC community members are also working on the front lines of health and community services and developing innovative personal protective equipment and medical devices. Many of these contributions have been undertaken in close partnership with community groups, industry, and all levels of government, in particular the Ministry of Advanced Education and Skills Training, health authorities and the Provincial Health Officer, and many more.

Although responding to COVID-19 has been at the forefront of work across the university this year, UBC has continued to advance a bold agenda focused on many key priorities. These priorities, outlined in further detail throughout this report, include important initiatives such as:

- **Reconciliation and Indigenous engagement:** This year marked the historic launch of UBC's Indigenous Strategic Plan (ISP), which will guide our vision for UBC as a leading university globally in the implementation of Indigenous peoples' human rights. Through this plan, UBC is the first university in North America to commit to implementing the United Nations Declaration on the Rights of Indigenous Peoples, and the Office of Indigenous Strategic Initiatives has been established to help guide the implementation of the ISP, relying on an innovative, cross-campus implementation governance model that is human-rights based and places Indigenous people at the decision-making tables for the first time. UBC Okanagan also released its first annual report on progress to meet its declaration in response to the TRC Calls to Action. This report details exciting work underway to advance Indigenous reconciliation, including the launch of the Bachelor of Nsyilxcn Language Fluency. With the launch of this program, UBC Okanagan becomes the first university in Canada to offer a bachelor's degree in Indigenous language fluency—a point of great pride for UBC.

- **Fostering equity, diversity and inclusion:** We continued to implement UBC’s Inclusion Action Plan, alongside renewed and focused commitments to address racism, and in particular anti-Black, anti-Asian and anti-Indigenous racism. Santa Ono’s statements in June 2020 on anti-racism and outlining the actions that the university will take to accelerate the efforts to build a more inclusive campus community have guided much of this work. Since then, the President’s Task Force on Anti-Racism and Inclusive Excellence has been formed, a Senior Advisor to the President on Anti-Racism and Inclusive Excellence has been appointed, an Anti-Racism Initiatives Fund has been created and co-executive leads on anti-racism (Drs. Ananya Mukherjee Reed and Ainsley Carry) have been designated. These, and many other initiatives underway across UBC, are now being reported on a new website – antiracism.ubc.ca.
- **Addressing the climate crisis:** UBC continues to take bold action to advance our position as a global climate leader. Following the university’s declaration on the climate emergency in 2019, the Climate Emergency Task Force undertook a community consultation process resulting in a report that identifies nine priority areas, spanning community, academic and operational dimensions of the university, to guide UBC’s climate emergency response. Work is now underway to fulfil the recommendations of the report, including the initiation of the Climate Action Plan 2030 (CAP2030) process on both campuses. CAP2030 will identify directions and targets for both campuses to align with or exceed the Paris Agreement targets that help limit global warming to 1.5 degrees and establish an accelerated pathway for both campuses to become net zero.
- **Supporting student success:** The COVID-19 pandemic necessitated the wholesale rethinking of the delivery of critical student services that support UBC students’ wellbeing. This included reimagining student programming and supports such as health and wellbeing services, career advising, co-op and work-integrated learning, recreation, orientation activities, student collegia and peer mentorship programs, among many others. This was in addition to redesigning 93 per cent of UBC courses for high-quality online learning. Students are eager to return to on-campus learning, and as we look forward to a return to on-campus activity in September, as guided by the Office of the Provincial Health Officer and the Ministry of Advanced Education and Skills Training, supporting student success will continue to be a priority for the university.

This report highlights these and many more achievements and initiatives both toward our strategic plan, Shaping UBC’s Next Century, and in support of the Ministry’s mandate and service plan. We are grateful for the provincial government’s continued support, particularly the dedicated support for students and institutions during the pandemic, and we look forward to continuing our work together to protect the health of our communities and to help British Columbia, Canada, and the world build back stronger. As Board Chair, and President, we accept responsibility for this report.

Yours sincerely,



Nancy McKenzie
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 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 70,000 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 2020/21, the overall student population was 74 per cent domestic students and 26 per cent international students.

The university attracts over \$700 million in research funding annually, and is recognized as North America's most international university. UBC teaching, learning, training and research takes place in communities throughout the province, such as the training of 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. In addition to the Vancouver-Fraser Medical Program, the provincial distributed platform includes the Northern Medical Program based in Prince George, the Southern Medical Program based in Kelowna, and the Island Medical Program based in Victoria.

With more than 17,000 faculty and staff, 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 Campuses and Learning & Research Sites

UBC's two main campuses are situated on the traditional, ancestral and unceded territory of the Musqueam people in Vancouver and on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation in the Okanagan Valley.

UBC's presence also extends beyond these campuses and university activities take place on the traditional, ancestral and unceded territories of many First Nations in BC. 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. The 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. UBC also provides clinical education to medical and health disciplines students at more than 90 training sites across BC.

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 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.

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

70,024	Students at UBC (58,462 at the Vancouver campus, 11,562 at the Okanagan campus)
17,000+	Faculty and Staff
362,000+	Alumni in 148 countries

Global Rankings 2020/21

13 th	Times Higher Education Impact Rankings 2 nd in Canada
38 th	Academic Ranking of World Universities (2020) 2 nd in Canada
34 th	Times Higher Education World University Rankings (2021)
31 st	US News & World Report Best Global Universities Rankings (2021)
33 rd	NTU World University Rankings (2020)

Among Current or Former Faculty and Alumni:

8	Nobel Prize winners
22	3M National Teaching Fellows
273	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 mandate to serve British Columbia and British Columbians as a centre of excellence in advanced education and research. Thanks to the support of successive provincial governments and the remarkable efforts of the university community, 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, agreements with leading international post-secondary institutions and research institutes, and active participation in the highly successful articulation among post-secondary institutions in BC.

Since the first UBC graduates received their degrees in 1916, UBC has realized a remarkable period of growth and maturity, 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](#), as well an overview of the university's strategic context—the external and internal factors from the past year and the institutions aspirations that shape how the university operates and defines itself.

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

Vision and Purpose

Vision

Inspiring people, ideas and actions for a better world

Purpose

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

Values

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

Excellence

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

Integrity

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

Respect

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

Academic freedom

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

Accountability

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

Goals

UBC is an institution which:

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

Themes

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

Inclusion

Embedding equity and diversity across university systems and structures

Collaboration

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

Innovation

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

Core Areas and Strategies

UBC's role as a public institution is represented by the plan's four core areas: People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement. Under these four areas, 20 strategies have been developed with each strategy intended to provide support and guidance to the activities of faculties, schools, departments and cross-cutting initiatives, as expressed in their respective strategic plans.

The areas and their strategies are as follows:

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. 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.

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*.

Successful implementation of the strategic plan continues to require sustained leadership, activity and resources. The strategic plan implementation process also continues to benefit from the 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 Relations and the Vice-Provost, International

These executive leads 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), co-chaired by the Vice-President, External Relations and the Dean of the Sauder School of Business, 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 remains the same, members 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 priorities and funding is allocated each year to support initiatives and programs that align with the focus areas for the upcoming year. This is in addition to supporting 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 2021/22 budget this April, which establishes spending priorities for the year ahead to advance the university's strategic plan.

The heart of UBC's strategic plan is to inspire and enable students through excellence in transformative teaching, learning, mentoring, advising, and student experience. A number of priority areas (many spanning across multiple strategic plan core areas) were identified in the last year. UBC has been actively focusing on and will continue to invest in over the next year, these include:

- Ensuring the university's ongoing capability to manage its recovery from COVID-19;
- Making additional investments in students, faculty, and staff, to better support and innovate as needed for remote teaching, learning, research, and working;
- Advocating for anti-racism, equity, diversity, and inclusion across UBC's campuses, and making meaningful progress through thoughtful and deliberate actions;
- Investing in additional resources and strategic initiatives to support the implementation of the Indigenous Strategic Plan;
- Implementing the President's Academic Excellence Initiative (PAEI);
- Championing the deployment of the recommendations of the Climate Emergency Task Force through the Climate Action Plan; and
- Supporting strategic student and faculty initiatives that will elevate UBC's teaching, learning, and research capabilities through faculty resources, the Academic Excellence Funds, and student-directed priorities

Strategic Plan Communication

The university is committed to open and active communications and engagement with the UBC community as various strategies are implemented. The strategic plan website continues to be used to update key audiences on the university's priority areas (as noted above).

Regular updates continue to be provided to the community on strategic plan implementation. On Feb. 16, 2021, President Santa Ono presented an update to the Board of Governors on the Strategic Plan in Action that details the university's activities over the last year.

A number of UBC faculties have also presented to the Board of Governors on strategic plan progress in their areas:

- [Faculty of Science Academic Presentation | Strategic Plan in Action](#): June 2, 2020
- [Faculty of Applied Science *Shaping UBC's Next Century* Implementation Progress Update](#): June 16, 2020
- [UBCO Academic Presentation: Local Approaches to Indigenous Wellbeing and Governance](#): Sept. 10, 2020
- [Faculty of Science, UBC Vancouver: Academic Presentation](#): Feb. 16, 2021
- [Faculty of Arts: Academic Presentation](#): April 8, 2021

The [strategic plan website](#) launched September 2019 with the intent of using real-time stories and updates to regularly highlight achievements from across both campuses. The site features 161 stories and updates highlighting progress across all of the strategies in the strategic plan, as well as

updates on funding calls and awards. From April 1, 2020, to March 31, 2021, the site received over 77,000 pageviews.

Campus partners work collaboratively to communicate strategic plan successes and updates. Stories are consistently featured across internal and external UBC communication channels to increase engagement and awareness of how the university is advancing against its strategic plan commitments.

Strategic Context

Fulfilling its province-wide mandate, UBC is playing a pivotal role in shaping the development of British Columbia's people, society and economy. As a globally renowned university, UBC is advancing world-leading research and, across both campuses, conducts 90 per cent of all the industry-sponsored research that takes place at BC universities. Since its inception more than a century ago, UBC has grown into a place where 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 are shaped.

The university's operating environment and its ability to advance its purpose is influenced by a number of internal and external factors reviewed in this section of the report. These include many ongoing challenges and imperatives, including addressing the climate crisis as set out in UBC's Climate Emergency Declaration, improving access to UBC education, addressing systemic racism and discrimination, and advancing meaningful and lasting reconciliation and Indigenous human rights both within the university and with Indigenous peoples across Canada, as well as significant but more acute challenges such as the COVID-19 pandemic which has so significantly shaped the past year.

Adapting and Responding to the COVID-19 Pandemic

The COVID-19 pandemic caused widespread and profound disruptions here and around the world, affecting the work of communities, businesses and sectors. The post-secondary education sector is no exception, with COVID-19 necessitating a full reimagining of how to deliver on institutional mandates in the context of a global pandemic. This urgency resulted in an academic year unlike any other in UBC's history, affecting university operations from teaching and learning to research and student services.

Within a matter of weeks, 93 per cent of UBC courses transitioned to online delivery, which continued throughout the 2020/21 academic year to ensure the safety of the university community and in accordance with BC's Restart Plan and Go-Forward Guidelines. To maintain a high-quality student experience, the university made, and is continuing to make, significant investments to support online learning and developing innovative new ways to help students build community and thrive in a virtual environment.

These efforts have been collaborative across the university and both UBC's Vancouver and Okanagan campuses. Students, faculty, and staff have come together to reimagine course delivery and rethink models for student interaction and relationship-building. New internships, training programs, and peer tutoring initiatives are bringing learners and teachers together in exciting new ways. And new online platforms are offering students innovative new ways to connect with each other, talk about their courses, help each other, and develop friendships.

Flexibility and equity are fundamental to UBC's approach to online learning to accommodate the diverse needs of students, many of whom are facing personal challenges and disruptions as a result of the pandemic. Throughout the 2020/21 academic year, students were able to access their courses in their regular time slots, while also having the option to access a mix of asynchronous and recorded elements if time-zones and schedules presented a challenge. This provides more flexibility for

learners managing a variety of demands, helping students maintain employment if they need or choose, help their families, and balance personal responsibilities.

All of UBC's student services have also been reimagined for both online and in-person environments to ensure students can receive the support they need, wherever they may be studying from. This includes career counselling, academic advising, financial support, and health and mental health supports.

The COVID-19 pandemic also had a profound impact on the research and scholarly activities of our faculty, students and research personnel. At the onset of the pandemic, researchers experienced curtailed and restricted access to campus research labs and offices, and were also unable to access critical archives and engage in planned fieldwork or in-person studies. As a result, projects were significantly interrupted and many graduate students have had to change the course of their degree. The university introduced new mechanisms to provide additional support to the research community, including new mechanisms to pay graduate student stipends, enhanced support for shared research facilities and emergency funds to support research trainees and personnel as well as costs related to research maintenance and ramp-up activities incurred due to the pandemic.

After curtailing all non-essential campus activities in March 2020, UBC began implementing a phased approach to the resumption of on-campus activities in June 2020 in accordance with BC's Restart Plan and Go-Forward Guidelines, and the public health requirements of the Provincial Health Officer, WorkSafeBC and regional health authorities. UBC's [COVID-19 Safety Planning Framework](#) outlines the university's approach to the phased reopening of our campuses and has provided safety planning guidance for UBC's diverse range of operations. Under the framework, each UBC Faculty and central administrative unit has been required to develop and maintain safety plans at three organizational levels to facilitate the safe re-occupancy of campus and workspaces.

Throughout the resumption, UBC's first priority has been protecting the health and safety of the university community, responding to the needs and concerns of our community, while meeting our commitment to high-quality teaching, learning and research. The scale of UBC's resumption activities has been significant, balancing the diverse needs of more than 70,000 students, 6,000 faculty, and 11,000 staff across two campuses that include over 14,000 student housing beds, a \$759-million research enterprise, and a range of ancillary services.

UBC's pandemic response, as demonstrated through the examples detailed below, has helped support UBC students, faculty and staff through these challenging times and has helped maintain the university's excellence in research, teaching and learning. The university's goal is to incorporate many of these innovative and successful new practices as we transition back to in-person activities, resulting in a transformed university experience and improving how we meet the needs of our diverse community.

UBC continues to adapt and improve its COVID-19 response based on community feedback and evolving public health guidelines. The university is actively planning for a broad return to on-campus activity in September 2021 and will be working closely with the Office of the Provincial Health Officer and the Ministry of Advanced Education and Skills Training to guide these efforts.

Selected UBC actions:

- **High-quality online teaching and learning:** With health and safety restrictions limiting in-person instruction, UBC faculty and staff worked diligently to redesign more than 3,000 courses within a matter of weeks for high-quality online learning. UBC provisioned significant additional resources throughout the academic year to support faculty in these efforts, including:
 - Greatly expanded workshops, consultations and resources from the university's learning support units, with thousands of faculty members and teaching assistants participating.
 - Digital infrastructure investments to support online learning, such as expanded use of existing platforms, new applications and tools, and lecture-capture and media production facilities.
 - Hiring and providing supplementary training opportunities for an increased number of co-op students, graduate/undergraduate academic assistants, and teaching assistants for building and delivering online courses, with a focus on student engagement and community-building.

- **Welcoming students online:** In September 2020, thousands of UBC students made history when they took part in the university's first-ever virtual orientation. UBC reimagined the entire orientation experience for students at all levels—from first-year to graduate studies. A number of online websites and resources were developed to provide students with the information they needed to start their journey at UBC, including Academic Essentials courses designed to help new undergraduate students transition to university. Orientation week included a series of engaging online events that offered a first look at university life and an opportunity to meet professors and peers.

- **Reimagining student programming and supports:** UBC reimagined its entire portfolio of student programs and services to be delivered in both online and in-person environments, as well as asynchronous and synchronous formats. This includes student counselling services, health and wellness services, academic and financial advising, career services and advising, the centre for accessibility, and recreational programming. Some highlights include:
 - UBC enhanced its entire portfolio of health and wellbeing services for both virtual and in-person delivery to better support students in accessing services from wherever they were located. This includes a new UBC Student Assistance Program that provides free, 24/7 personal counselling and life coaching for all UBC students.
 - Virtual career advising and workshops, networking opportunities, and employer information sessions have been made available for graduate and undergraduate students. UBC hosted two virtual career fairs in partnership with Simon Fraser University and the University of Victoria, in addition to four other fairs in 2020-21, that engaged over 5,700 undergraduate and graduate students.
 - UBC and UBCO Recreation have been providing virtual programming options to help students, faculty and staff stay active at home, in addition to in-person activities at UBC recreation facilities, under enhanced safety protocols and as allowed by provincial health guidelines.
 - Virtual Collegia and peer mentor programs that offer students an online platform for students to meet peers, connect with campus resources and access mentorship from senior students, faculty and alumni.

- **Campus safety during COVID-19:** Health and safety has been UBC's top priority throughout the pandemic and all visitors to campus are required to follow UBC's [COVID-19 Campus Rules](#), which have been continually updated in response to public health guidelines. Mandatory online health and safety training was launched for all students, faculty and staff coming to campus, to help them understand university safety procedures, expectations and available resources.
- **Helping students safely return to and enter Canada:** With many international students impacted by international travel restrictions, UBC International Student Advising has been helping students navigate evolving entry and visa requirements through virtual workshops and one-on-one advising. For students returning to Canada from abroad for the first time, UBC offered free accommodation and meals for returning students who needed to self-isolate upon arrival. Students in self-isolation are also connected with UBC's ambassador program to provide support and answer any questions that they may have while in self-isolation.
- **Maintaining and resuming UBC research:** After curtailing non-critical on-campus research in March 2020, research activities across campus began resuming in June 2020 under approved Faculty research resumption plans for those requiring on-site resources for their research programs. With support from the federal government's Canada Research Continuity Emergency Fund, UBC provided wage support to eligible research trainees and personnel and helped cover research maintenance and ramp-up costs incurred due to the pandemic. The university also developed new mechanisms to pay graduate student stipends and enhanced its support for shared research facilities
- **Campus vaccination site supporting provincial immunization efforts:** UBC has partnered with Vancouver Coastal Health to host a COVID-19 vaccination site on the Vancouver campus within the Pharmaceutical Sciences Building. The site is supporting B.C.'s COVID-19 Immunization Plan by administering vaccines to eligible members of the public, while ensuring convenient, local access to vaccinations for members of the university community and surrounding neighbourhoods.
- **Rapid testing pilot enhances on-campus screening:** A rapid testing pilot in UBC's Orchard Commons, a first-year residence building, helped reduce the risk of transmission on campus by identifying a small number of asymptomatic or pre-symptomatic cases amongst student residents and staff. The testing site enabled students and staff to receive test results within 15-20 minutes, with any positive results followed by PCR confirmatory testing on site and integrated into the health authority system. The pilot was coordinated with a working group convened by the Office of the Provincial Health Officer and in collaboration with Health Canada and Vancouver Coastal Health. UBC School of Nursing students administered the rapid tests under supervision of a UBC registered nurse.

UBC accelerating research and discoveries to address COVID-19

As one of the world's top research universities, UBC is playing a critical role in Canada and British Columbia's response to COVID-19. Many UBC researchers and scholars pivoted their activities to respond to the pandemic and its impacts. In April 2020, a website (covid19.research.ubc.ca) was created to facilitate collaboration and to profile UBC's research response to the pandemic.

Nearly 400 researchers across UBC's campuses and affiliated health research institutes are leading multi-disciplinary projects and collaborating with partners to address the pandemic. This work is helping treat, track and prevent the spread of the virus. It is fostering deeper knowledge of the pandemic's impacts and cultural, social and historical context. And it is helping advance public understanding, discourse and policy.

In particular, UBC researchers, UBC spin-off companies and affiliated BC companies have played a leading role in the development of COVID-19 vaccines and therapies. For instance, mRNA-based vaccines depend on lipid nanoparticle delivery systems that were advanced in UBC labs over the last 40 years, and several mRNA COVID-19 vaccine candidates were consulted, initiated or developed in partnership with Vancouver and UBC community members. One local success story, UBC spin-off AbCellera, has partnered with Eli Lilly to develop an antibody therapy for COVID-19 and recently became Canada's most valuable biotechnology company.

This success has been enabled thanks to decades of research and collaboration, and with the support of successive federal and provincial governments. Below are just a few highlights from UBC spin-off companies and more than 250 UBC research projects related to the pandemic.

Selected contributions from the UBC community:

Advanced Therapeutics and Vaccines

- **UBC spin-off Acuitas Therapeutics providing critical technology for Pfizer-BioNTech COVID-19 vaccine:** Acuitas Therapeutics, a university spin-off based on UBC's Vancouver campus, is playing a central role in the development of several COVID-19 vaccine candidates, including the Pfizer-BioNTech vaccine that is being rolled out across Canada. The biotechnology company is contributing lipid formulations that protect and deliver a critical vaccine component—messenger RNA—into human cells, where it produces an immune response.
- **UBC spin-off AbCellera supporting development of COVID-19 antibody treatments:** AbCellera, one of Canada's fastest-growing and most valuable biotechnology companies, is a spin-off incubated in UBC's Michael Smith Labs and headed by UBC professor Dr. Carl Hansen. The company's antibody discovery platform analyzes immune systems to find antibodies that can prevent and treat disease. AbCellera has partnered with Eli Lilly and Co. to develop antibody treatments for COVID-19, including the drug Bamlanivimab, which has received emergency use authorization from Health Canada and the U.S. Food and Drug Administration for treating mild to moderate cases of COVID-19.
- **UBC spin-off Precision NanoSystems supporting the development of RNA vaccines and establishing an RNA medicine biomanufacturing centre in Vancouver:** Precision

NanoSystems (PNI) is a global leader in technologies and solutions in genetic medicine. The company is leveraging its cutting-edge biomanufacturing platform to build one of Canada's first large-scale manufacturing facilities capable of producing mRNA vaccines and other genetic medicines. PNI is also supporting vaccine development, with over 14 clients developing vaccines for COVID-19.

- **UBC scientist leading Canadian arm of WHO global SOLIDARITY clinical trial:** Dr. Srinivas Murthy, a clinical associate professor in UBC's department of pediatrics, is leading the Canadian arm of the WHO's global SOLIDARITY clinical trial. Participation in the trial has given Canadians hospitalized with COVID-19 access to the drugs under study. It will also contribute to the evidence being gathered by the WHO on which drugs are safe and most effective.

Genomics and COVID-19 Variants

- **UBC researcher leading national project to sequence virus genome:** A national project led by Dr. Terry Snutch, UBC professor of psychiatry and Canada Research Chair in Biotechnology and Genomic-Neurobiology, aims to sequence up to 150,000 viral genomes isolated from people infected with COVID-19 to inform the development of therapies and vaccines. By sequencing the genome, Dr. Snutch and his team will be able to track how the virus mutates and how these variants impact ongoing vaccine and treatment efforts.
- **UBC researchers predicting the evolution of COVID-19 to help manage future outbreaks:** UBC's Dr. Robert Brunham, Dr. Steven Plotkin and Dr. Natalie Strynadka—along with a team of commercial and academic partners—are working to predict mutations in the novel coronavirus. The project brings together experts in artificial intelligence, computer modelling and structural biology to predict changes to SARS-CoV-2. The findings will inform the early design of effective tests, therapies and vaccines, allowing public health systems globally to prepare and ideally prevent future pandemics caused by evolving strains of the virus.

PPE and Health Technologies

- **UBC researchers developing portable ultrasound scanner network for COVID-19:** UBC researchers are collaborating with local partners to establish a network of portable ultrasound scanners that will accelerate COVID-19 diagnosis in B.C. and potentially beyond. The locally developed ultrasound device leverages an AI algorithm, allowing health care practitioners to diagnose COVID-19 at the point of care. The project is co-led by UBC professors Dr. Oron Frenkel, Dr. Teresa Tsang, Dr. Purang Abolmaesumi and Dr. Robert Rohling.
- **UBC Okanagan researchers develop solution to fogged-up face shields for frontline health workers:** UBC researchers at the Okanagan Polymer Engineering Research and Applications Lab have partnered with PRE Labs—a company that manufactures PPE including face shields—to develop advanced anti-fogging and anti-fouling coatings for medical face shields.
- **UBC researchers develop biodegradable medical mask for COVID-19:** Researchers at the UBC BioProducts Institute are working to addressing the need for sustainable PPE by designing the world's first fully compostable and biodegradable face mask. The mask frame is made entirely from B.C. wood fibres from sources such as pine, spruce, cedar and other softwoods. The project

is a multidisciplinary collaboration that includes Dr. Johan Foster, a NSERC Canfor Industrial Research Chair in Advanced Bioproducts, and Dr. Orlando Rojas, a Canada Excellence Research Chair in Forest Bioproducts.

Health, Social and Economic Impacts

- **UBC researcher leading national research project advancing understanding of COVID-19 and pregnancy:** Globally, there are limited data on COVID-19 in pregnancy to inform recommendations for pregnant women and their care providers. UBC's Dr. Deborah Money, professor in the faculty of medicines department of obstetrics and gynaecology, is leading a national surveillance project seeking to better understand the impacts of COVID-19 on pregnancy in order to provide critical data to inform pregnant women and their infants.
- **UBC researchers partnering with Canadian Mental Health Association to study mental health impacts of COVID-19:** UBC researchers, led by nursing professor Dr. Emily Jenkins, are partnering with the Canadian Mental Health Association on a three-part national monitoring survey on the impacts of COVID-19 on the mental health of Canadians. The research is helping uncover the mental health implications of the pandemic in order to inform effective interventions and supports to help Canadians.
- **UBC study highlights lessons learned at Long-Term Care Facility through the pandemic:** With the long-term care sector being the epicenter of COVID-19 in Canada, a team of UBC researchers led by Dr. Farinaz Havaei have evaluated the management practices of a large B.C. long-term care facility that successfully kept COVID-19 at bay at the start of the pandemic. The study highlights best practices that can help improve pandemic management in long-term care, as well as key challenges that long-term care facilities are grappling with.
- **UBC economists create tool to measure COVID-19 risk in B.C. jobs:** Researchers at the UBC Vancouver School of Economics have created a novel tool to assess the risks and benefits of reopening different sectors of British Columbia's economy amid the COVID-19 pandemic. The tool analyzes the benefits of reopening relative to the viral transmission risk in more than 300 occupations in over 100 industries. The VSE research team includes UBC economists Dr. Henry Siu and Dr. David Green. The VSE COVID-19 Risk/Reward Assessment Tool has been shared with the B.C. government and public health officials with the goal of informing policy recommendations for restarting work.
- **UBC research addressing the dual public health crises of COVID-19 and overdose:** A research team led by Dr. Amanda Slaunwhite is assessing the impact of new risk-mitigation guidance that permits prescribing of pharmaceutical alternatives to the toxic drug supply. The study will determine the effects of the pandemic and risk mitigation measures on COVID-19 infection, continuity of care for treatment of substance use disorders and non-fatal and fatal overdose in BC.

UBC experts are also leading contributions to provincial and national public health policy through a number of collaborative initiatives. This includes the National Advisory Committee on Immunization, COVID-19 Exposure Notification App Advisory Council, COVID-19 Vaccine Task Force, COVID-19 Therapeutics Task Force, COVID-19 Immunity Task Force, BC COVID-19 Strategic Research

Enhancing and Promoting Higher Education Accessibility

Post-secondary education allows young people and learners of all ages and backgrounds to pursue personal development, acquire advanced knowledge and build personal and professional connections and networks. Increased access to higher education creates new opportunities for a greater number and diversity of people to learn, grow and pursue their passions. The significant personal benefits that can come along with higher education make equitable access imperative to the goal of creating a more inclusive and just society.

Students from under-represented groups and lower income households, however, continue to experience significant barriers to accessing higher education. And the COVID-19 pandemic has disproportionately affected these very groups, leaving many unemployed or underemployed, and potentially left less able to access post-secondary education. While the pandemic is ongoing and its impacts are not entirely apparent, it is likely, as in previous recessions, that many Canadians will seek opportunities to upgrade their skills or retrain entirely. We anticipate that demand for accessible post-secondary education will increase as British Columbia emerges from the pandemic.

UBC, as a public post-secondary institution, is committed to providing a high-quality education for all qualified students from every region in BC. This strong commitment to student access is demonstrated in UBC Policy LR10, Access to University of British Columbia, which states that “no eligible domestic student will be prevented from commencing or continuing in his or her studies for financial reasons alone.”

UBC also applauds the provincial and federal governments for recognizing the strong impacts of the pandemic on students and their increased needs and providing additional emergency financial assistance. This emergency funding is in addition to the province’s BC Access Grant and other financial assistance programs which continue to provide undergraduate students with critical support.

Selected UBC actions:

- **Institutional Student Financial Support:** In 2020-21, \$392.3 million in total student financial support was provided to UBC full-time students (including support from UBC funds, along with government grants and loans), representing a \$50.8 million (15%) increase compared to the year prior. This is the seventh consecutive year in which there has been an increase in total funding provided.

Of the total \$392.3 million, UBC funding accounted for \$107.4 million (27%), increasing by \$3.8 million (4%) from the previous year. Over five years, total financial support for UBC students has grown by 49 per cent, with UBC funding growing by 45 per cent.

- **Student Financial Aid and Technology Support in Response to COVID-19:** To help support students throughout the pandemic, UBC increased emergency assistance by \$3.6 million. This emergency funding was provided to approximately 2,800 students (domestic and international undergraduate and graduate students) who had difficulty managing rental or

mortgage payments, food security, child care, or other living expenses as a direct result of the pandemic. This is in addition to UBC's \$26-million bursary program for domestic students and \$79-million in merit- and need-based scholarships, which is derived from operating funds. UBC also implemented the Technology Bursary, a one-time needs-based bursary to help students meet the basic requirements of online learning by supporting the costs of necessary equipment, such as headphones, web cameras, specialized accessibility technology, or internet access.

- **Blue & Gold Campaign:** The Blue & Gold Campaign for students was launched in 2017 with a goal of raising \$100-million. This goal was surpassed and now extended to raise \$200 million for student support by 2022. UBC is proud to have raised over \$176.7 million total for the campaign as of March 31, 2021, including more than \$23 million for bursaries, and incredible donor support has led to the establishment of 507 new student awards. In response to the COVID-19 pandemic in 2020, UBC donors were keen to help students deal with unexpected financial need related to the pandemic, and gave total of \$448,000 toward emergency bursaries at both campuses.
- **Supports for Indigenous Students:** UBC continues to prioritize increased access for Indigenous students:
 - UBC Okanagan admits every Indigenous student applicant to one of a variety of pathways to a university degree, some of which include tailored academic and cultural supports appropriate to their level of educational attainment.
 - Since the launch in 2018/19, seven new Indigenous specific Centennial Scholars Entrance Awards are offered annually in Vancouver. For 2021/22, four new Indigenous specific renewable Centennial Scholars Entrance Awards will be offered at the Okanagan Campus.
 - 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 2021, Destination programming has moved online due to COVID-19 and will provide opportunities for Indigenous students at the Vancouver and Okanagan campuses to connect with recruiter advisors, faculty advisors and other supports that will be available to them when they begin studying in September.
- **BC Graduate Scholarships:** UBC appreciates the government's recent re-investment in BC Graduate Scholarships. These scholarships are supporting hundreds of UBC graduate students, and attracting and retaining important talent for the province. Across both UBC campuses, \$6 million from the province supported 400 students over three years (2018-2021). Over the past three years, the BCGS also prompted a remarkable response from the donor community who contributed \$6 million to match the awards.
- **UBC Post Care Tuition Waiver:** The UBC Post Care Tuition Waiver (formerly known as Youth in Care Tuition Waiver) was introduced in September 2014 in response to a call to action for BC's post-secondary institutions by the BC Representative for Children and Youth. The BC Provincial Tuition Waiver was introduced in September 2017; however, with different criteria for eligibility, the need to retain the UBC Waiver program was apparent. As of May 2019, the age restriction for the UBC Post Care Tuition Waiver was removed 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 and this program further increases access to education for a vulnerable student population. In 2020-21, there were 78 students with lived experience being funded for tuition during their studies on either a Provincial tuition waiver or a UBC waiver of tuition. This number of students is up from 59 students in 2019/20 and from 17 students since the program began in 2014.

Creating Lasting Reconciliation and Partnerships with Indigenous Peoples

Cultivating genuine and lasting reconciliation with Indigenous peoples is an imperative across Canadian society. UBC has a profound responsibility, as a public institution and a place of learning, to advance this work—a responsibility that the university takes very seriously. With a Vancouver campus located on the traditional, ancestral and unceded territory of the Musqueam peoples and an Okanagan campus that was founded in partnership with the Sylix Okanagan Nation, on whose territory the campus is situated, UBC holds a central commitment to lasting reconciliation with Indigenous peoples. Education and research under the auspices of the university occurs on the traditional lands of many other First Nations in BC and beyond.

In 2019, the government of British Columbia made history as the first provincial government to enact legislation designed to ensure that all provincial laws are consistent with the 46 articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) through the BC *Declaration of the Rights of Indigenous Peoples Act*. UBC is committed to advancing reconciliation in alignment with this legislation and the principles of UNDRIP.

On September 14, 2020, UBC's 2020 Indigenous Strategic Plan (ISP) was launched. The launch event was viewed by 1,500 individuals from across Canada and 19 other countries. The ISP is a culmination of input from over 2,500 students, faculty, staff, and Indigenous community partners and over three years of work. It outlines eight goals and 43 actions that UBC will collectively take in order to advance our vision of becoming a leading university globally in the implementation of Indigenous people's human rights. The goals and actions contained within the plan are intended to serve as a guiding framework for all faculties and operational units to develop their own implementation plans. The plan represents a university-wide response to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, as well as the UBC Vancouver campus' response to the Truth and Reconciliation Commission's Calls to Action. UBC is the first university in North America to commit to implementing UNDRIP.

Implementing the ISP will guide UBC towards the goal of becoming a leading voice in the implementation of Indigenous peoples' human rights. This requires introspection and change in all areas of the university—from decolonizing research practices to enable meaningful and reciprocal partnerships with Indigenous communities, to ensuring that the university is an accessible, welcoming and inclusive environment for Indigenous students, faculty, staff and community members.

Expanding educational opportunities for Indigenous students is a priority for the university. As of November 1, 2020, an estimated 2,134 Indigenous students were enrolled at UBC (743 on the Okanagan campus and 1,391 on the Vancouver campus), a 10 per cent increase over the previous year. The university works to support Indigenous students' academic and personal success through

Indigenous-focused programs and services, including priority assignment in student housing, dedicated financial awards and culturally relevant programs, services and spaces for First Nations, Métis and Inuit students.

Selected UBC actions:

- **Signing of Terms of Engagement for Co-developing a new Relationship Agreement with Musqueam:** In early February 2021, UBC President Santa Ono and Musqueam Chief Wayne Sparrow signed the Terms of Engagement that describes UBC's and Musqueam's intent to explore a new collaborative relationship by negotiating a replacement of the 2006 Memorandum of Affiliation. The new agreement will build on a number of initiatives and partnerships including academic, educational and research initiatives, and planning. UBC recognizes that we are connected with Musqueam through our shared past and future, and a meaningful and enduring relationship will strengthen our respective communities.
- **Office of Indigenous Strategic Initiatives:** Created to guide and support the implementation of the Indigenous Strategic Plan, UBC's Office of Indigenous Strategic Initiatives (OISI) has developed a set of tools to assist internal units in situating themselves in relation to Indigenous engagement and start aligning their work with the ISP. Reporting to the Senior Advisor to the President on Indigenous Affairs, OISI provides support for the innovative, human-rights based Indigenous Strategic Plan implementation governance network. The ISP implementation network model works on a cross-campus basis and places Indigenous people at university decision-making tables for the first time.
- **Senior Advisors on Indigenous Affairs:** Adrienne Vedan, member of the Sylix Okanagan Nation from the Okanagan Indian Band, was appointed Senior Advisor on Indigenous Affairs to the Deputy Vice-Chancellor at UBC Okanagan as of July 1, 2020, following the retirement of Ian Cull, the inaugural Senior Advisor. Dr. Sheryl Lightfoot continues in her role as the Senior Advisor to the President on Indigenous Affairs. In March 2021, Dr. Lightfoot was named the North American member on the United Nations Expert Mechanism on the Rights of Indigenous Peoples, marking the first time an Indigenous woman from Canada has been appointed to the prestigious position.
- **T̓silhqot'in Nation and UBC MOU and Indigenous Knowledge Protocol Agreement:** On August 11, 2020, the T̓silhqot'in Nation and UBC signed a memorandum of understanding (MOU) and an Indigenous Knowledge Protocol Agreement (IK Protocol). Led by Chief Russell Myers Ross, Vice-Chair of the T̓silhqot'in National Government (TNG) and Dr. Helen Burt, UBC AVP Research and Innovation, these agreements chart a path forward for collaboration, cooperation and partnership grounded in respect for the Indigenous Rights of the T̓silhqot'in Nation. The agreements also ensure that research will be undertaken with cultural safety as a key consideration, recognizing and addressing systemic power imbalances and fostering a culture free from racism and discrimination. Multiple research collaborations are underway between UBC and TNG, including a number of projects at the Centre for Environmental Assessment Research (CEAR) based at UBC Okanagan such as Indigenous-led impact assessment, mapping and visualization of landscape change, new approaches and technologies for wildlife monitoring, and water governance.

- **Bachelor of Nsyilxcn Language Fluency:** Responding to the urgent need to revitalize Indigenous languages and promote new, fluent speakers, UBC Okanagan, in partnership with the En'owkin Centre and Nicola Valley Institute of Technology, will become the first university in Canada to offer a bachelor's degree in Indigenous language fluency when it accepts its first incoming class in September 2021. Students who wish to obtain the four-year Bachelor of Nsyilxcn Language Fluency (BNLF) will complete their first two years in a certificate and diploma program in Nsyilxcn Language Fluency from the Nicola Valley Institute of Technology and finish their last two years at UBC Okanagan in the Irving K. Barber Faculty of Arts and Sciences undertaking a mix of classroom learning and work directly with the community.
- **Aboriginal Access Studies:** Aboriginal Access Studies is an entrance program that prepares and transitions Aboriginal learners into degree programs at UBC. The program, which combines academic and non-academic activities, has been running since 2007 and has assisted in welcoming a diverse range of Aboriginal applicants who may not have had the opportunity to become well prepared for direct admission into a degree program. In 2020, 41 students participated in the program in at the Okanagan campus. From 2007 to 2020, there were 423 distinct students registered in Aboriginal Access Studies at the Okanagan campus.
- **Installation of UBC's 19th Chancellor, Honourable Steven Point (xwě lī qwěł těł):** In a historic, virtual ceremony in November 2020, President Santa Ono installed the Honourable Steven Point as UBC's 19th Chancellor. Chancellor Point was formerly Governor General of BC, a provincial court judge and Chief Commissioner of the British Columbia Treaty Commission. Notably, Chancellor Point, a member of the Skowkale First Nation, is the first ever Indigenous person to be appointed to this role. In another first, the President and new Chancellor were adorned in Indigenous-themed academic regalia for the occasion. The new regalia, which acknowledges the relationship between UBC and the x^wəməθk^wəy^əm and Syilx Okanagan peoples was designed by Chrystal Sparrow, a x^wəməθk^wəy^əm artist.

Fostering Equity, Diversity and Inclusion

The call for all of society to join in the fight against racism was resounding over the past year. Activism in the United States following the murder of George Floyd in May 2020 also sparked outrage, protest, and conversations about racism in Canada, and underscored the need for further action to advance anti-racism work across Canada and right here in British Columbia. In addition, the disproportionate impact of the COVID-19 pandemic on marginalized communities served to illuminate persistent, long-standing societal inequities and to bring the conversation to the forefront.

These broader societal conversations are echoed loudly within UBC's community, underscoring the urgency to make further progress on the university's institutional commitments to equity, diversity and inclusion. In June 2020, UBC President, Santa Ono, reaffirmed the university's commitment to diversity and inclusion, and to combating racism and bias, and called for the acceleration of efforts to build a more inclusive campus community. A number of the actions and initiatives underway at UBC are detailed below, as well as in the strategic plan reporting later in this report.

Diversity is a strength of a great university—the integration of diverse perspectives and approaches enhances innovative thinking and problem solving, and enables sustained excellence in research, education and engagement. UBC is committed to tackling systemic racism and creating an inclusive

university, one where all students, faculty and staff are supported to succeed, especially those from historically, systemically and persistently marginalized populations. This is why continued promotion of equity, diversity and inclusion, with a particular focus on anti-racism, was a key strategic priority for the university over the past year, and will continue to be a focus in the coming year as well.

Selected UBC actions:

- **Inclusion Action Plan:** Since being endorsed by UBC's Board of Governors in December 2019, the Inclusion Action Plan (IAP) has now moved into its operationalization phase. Action Planning Teams have been created to design implementation proposals and an Inclusion Action Lead Community of Practice has been formed. Additionally, the Equity & Inclusion Office has published an Activating Inclusion Toolkit to assist units across the university to incorporate equity, diversity and inclusion into their strategic planning, priority initiatives, and systems and structures more broadly.
- **Together against Racism and Injustice:** In June 2020, 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 diverse communities that make up UBC about their experiences of racism on our campuses;
 - Establishing a taskforce 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 ensuring 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. Twice a year, in May and October, 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 support grassroots initiatives to advance the actions of the Inclusion Action Plan.
- **Senior Advisor to the President on Anti-Racism and Inclusive Excellence:** Dr. Handel Kashope Wright was appointed Senior Advisor to the President on Anti-Racism and Inclusive Excellence in November 2020. In this role, Dr. Wright will advise the President on issues of race, racism, representation and inclusive excellence. He will also liaise with senior leaders, support the implementation of the Inclusion Action Plan, and develop an outreach strategy to the UBC community to advance understanding of race, racism and anti-racist strategies and

facilitate town/gown relationships with anti-racism groups and communities of colour. Dr. Wright will also work with the Senior Advisor on Indigenous Affairs, Dr. Sheryl Lightfoot, to find intersections and collaborative opportunities. Dr. Wright joins the team of Senior Advisors that, in addition to Dr. Sheryl Lightfoot, includes Dr. Naznin Virji-Babul, Senior Advisor to the Provost on Women and Gender-Diverse Faculty, and Dr. Minelle Mahtani, Senior Advisor to the Provost on Racialized Faculty. Dr. Wright will also work with Ainsley Carry, Vice-President, Students and Ananya Mukherjee-Reed, Provost and Vice-President Academic, UBC Okanagan, who were appointed by President Ono as Co-Executive Leads for Anti-Racism in October 2020 in order to provide a bridge between the UBC Executive and IBPOC community members.

- **President's Task Force on Anti-Racism and Inclusive Excellence:** As part of UBC's institutional commitment to build a more inclusive university community, the Task Force on Anti-Racism and Inclusive Excellence was created. The Task Force consists of six committees, and membership spanning students, faculty and staff. It will examine issues and put forward recommendations both on an interim basis throughout its mandate and in a final report.
- **Trans, Two-Spirit and Gender Diversity Task Force:** The Trans, Two-Spirit and Gender Diversity Task Force was created to aid in efforts to ensure a more inclusive campus community and provide strategic direction to UBC's senior leadership in the area of gender identity, gender expression and human rights. The Task Force is comprised of 21 members (7 faculty, 4 staff, 7 undergraduate students and 3 graduate students) and has been meeting monthly since March 2020. A gender diversity audit is currently underway and will be drawn upon to craft the final recommendations of the Task Force.
- **Anti-Racism Initiatives Fund:** The Anti-Racism Initiatives Fund was created in response to the clear need articulated by members of the university community for funding to support their anti-racism initiatives. Established in 2021, the Anti-Racism Initiatives Fund supports UBC student, staff and faculty initiatives, projects, events, programs and activities that advance UBC's anti-racism efforts. An allocation of \$200,000 (\$100,000 at each campus) is available each year to fund proposals that directly support efforts to advance, raise awareness of, and celebrate diversity at UBC.
- **Anti-Asian Racism:** In March 2021, UBC President Santa Ono issued a statement on anti-Asian racism, recognizing the people murdered in the atrocity in Atlanta, Georgia who were predominantly Asian women and acknowledging the impact on UBC community members of the rise in hostilities and violence directed at Asian communities. Planning is also underway for a two-day virtual event to be hosted by UBC in June 2021, which will bring together a diverse range of perspectives relating to anti-Asian racism in Canada.

Supporting Student Success

While pursuing a post-secondary education can be incredibly rewarding, it can also be challenging. Students face many demands on their time and focus as they balance coursework and exams, part-time jobs, extracurricular activities, social lives, family obligations and more.

To support students throughout their academic careers and help set them up for success, UBC provides a series of student services, supports and programs focused on a variety of aspects: academic success, health and wellness, career supports and more.

Students and young people have undoubtedly faced new challenges as a result of the COVID-19 pandemic, including adjusting to online studies, experiencing sustained isolation, financial difficulties, lost or reduced employment opportunities and more. Many students have also worked part-time jobs throughout the pandemic in grocery stores, restaurants and other essential services. Demand for accessible supports, especially mental health services, has only increased.

Universities, government, health-care providers and community organizations all have a role to play in ensuring students have access to these supports when, where and how they need them. With the pandemic, many of these services have had to adapt to ensure they can be provided in a safe way (often virtually) and be accessible despite the financial difficulties experienced by students.

Selected UBC actions:

- **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. Responding to the COVID-19 pandemic, and corresponding shift in delivery of services, UBC offered several resources for students to access mental health supports depending on where they were located. These include the UBC Student Assistance Program, and online group counselling services for students of both campuses. Additionally, an online tool was developed to support students in navigating and identifying appropriate support options taking into account where they are currently located and what their support needs are.
- **Academic Essentials Online Course:** In summer 2020, nearly one third of the incoming class at UBC participated in a newly offered Academic Essentials program to help them start their university journey on the right foot. Over 7,000 students registered in this pilot year. Involving faculty, staff and students from across both campuses, Academic Essentials courses were free, self-directed and online, and were designed to help new first year UBC students develop learning skills and understand what they could expect to encounter in university level studies. Recognizing that the need to help students build confidence in their academic readiness will exist beyond the pandemic, the Academic Essentials program will continue to be offered in future years.
- **Mental Wellness Pilot Project for Black Students, Faculty and Staff:** This past year the UBC Black Caucus launched a new pilot project focused on wellness for Black students, faculty and staff at UBC Vancouver and Okanagan. Black counsellors from within the

community have collaborated with the UBC Black Caucus to provide virtual counselling at no cost to participants on a limited, first-come, first-served basis during the month of March.

- **Food Security Initiative:** UBC's Food Security Initiative (FSI), formed in 2020, is a cross-disciplinary collaboration on both Vancouver and Okanagan campuses toward a holistic, university-wide, and systems-based approach to alleviate household food insecurity and promote community food security. The FSI aims to: Deepen our understanding of food security within the higher education context, alleviate immediate pressures of campus-related food insecurity through dignified solutions, address longer-term campus community food security and affordability, and foster knowledge exchange and advocacy efforts to promote food security within UBC and beyond. Since its inception, FSI has launched several student-led interdisciplinary research projects, a cross-Canada institutional Food Security in Higher Education Conference, a "swipe it forward" meal donation program via campus meal dollars, and begun development of a Digital Food Hub to amplify and curate food security resources. On both campuses work has commenced to establish 'physical' community food hubs to engage and activate the community around food security.
- **UBC Wellbeing Mental Health & Resilience Committee:** Enhancing mental health literacy is an ongoing priority and strategic commitment at UBC. Supporting this work, the UBC Wellbeing Mental Health & Resilience Committee was reconvened in November 2020 with diverse representation from across UBC, including undergraduate and graduate students, faculty, staff, and senior leaders from UBCO and UBCV. The Committee's mandate is to facilitate collaboration and evidence-informed action towards enhancing mental health and resilience for all of our community members and supporting healthy and sustainable workplaces and learning environments.
- **Promoting Physical Activity:** Recognizing the importance for both mental and physical health of breaking up long periods of sitting with frequent bouts of movement, the [Get Active at Home](#) page in Vancouver and the [Get Active](#) page in the Okanagan were launched to encourage UBC community members to stay active when learning or working from home. These pages offer numerous resources such as movement challenges, short movement breaks, virtual fitness classes, exercise plans, 1-on-1 physical activity coaching, blog posts, and other resources that are accessible to anyone wanting to stay active during these uncertain times.

The annual Move UBC campaign was shifted into a virtual format, taking a harm reduction approach to sedentary behaviour by adopting the main message of breaking up your day with movement. Throughout the month of February 2021, students, faculty, and staff were invited to explore ways to move that feel empowering, comfortable, and motivating to them. In addition, the UBC Move U Crew continued to support physical activity in the classroom through providing short 5–15-minute movement breaks as requested for online classes. The [Classroom Physical Activity Toolkit](#) was also developed to help empower faculty to bring physical activity into their classroom themselves. Throughout the year, over 10,000 movement breaks across both campuses were supported.

Economic Landscape: Fiscal and Revenue Pressures

The 2020/21 fiscal year was unprecedented and challenging for the university in many ways, with the COVID-19 global pandemic introducing unexpected financial pressures for UBC. COVID-19 caused widespread effects and budgetary uncertainty throughout the year, and necessitated a new approach to the budget process for fiscal 2020/21. The planned budget was put on hold as the global health crisis evolved through March and April 2020 and a new approach was undertaken to adapt to the impacts of COVID-19.

To mitigate the ongoing uncertainty introduced by the pandemic, resources were shifted to ensure significant, extra support for learning, teaching and research. Non-urgent expenditures were transitioned to later years and discretionary spending was curtailed across the university. There is ongoing uncertainty related to the COVID-19 pandemic, which will undoubtedly have a multi-year impact on UBC's financial affairs, requiring the continual design, development, and adjustment of mitigating strategies.

Fortunately, UBC weathered the initial impact of COVID-19 more positively than initially feared. Both domestic and international enrolment numbers remained strong, despite the transition to a strong emphasis on online learning. However, COVID-19 has impacted major sources of revenue from ancillary services (such as housing and food services). The university has continued to invest in online teaching and student supports, with over \$13.7 million used to facilitate the shift to a high-quality online learning experience. The ongoing uncertainty as the university and global economy recover continues to require proactive financial strategies and conservative approaches.

UBC's fiscal position in 2020/21 also benefited from provincial government funding for general wage increases and a continuing commitment to improving routine capital funding.

A major systems renewal program to replace the aging Student, Human Resources and Finance systems (the Integrated Renewal Program) with modern cloud-based applications has been underway for several years. The Program drove the successful launch of the Finance and HR components on November 2, 2020 through a major implementation effort that was unimpeded by the pandemic. This was a large financial investment for the university with a large scope of implementation that was overseen with a robust governance structure, a strong Project Management Office, and external quality assurance. The launch of Workday in November 2020 was a critical step to modernize the university's core processes and improve accessibility and continuity of work. Work on the Student component is ongoing.

Selected UBC actions:

- **Guiding principles for budgeting during COVID-19:** Leadership worked to ensure that the university, as a steward of public funds, was financially prudent in its response when considering the actual and estimated impact of COVID-19 on the university's budget, while managing a high degree of uncertainty. Guiding principles for the 2020/21 budget process were established as follows:
 - Support the long-term health and wellbeing of students, faculty, and staff above all other considerations
 - Shift resources to continue to advance the academic mission

- Prioritize outcomes that limit disruptions to operations, while being fiscally responsible
 - Continue to leverage UBC's Strategic Plan "*Shaping UBC's Next Century*" to guide deployment of resources
 - Preserve core capabilities and make decisions that will promote excellence and ensure UBC's long-term sustainability
 - Continue to follow the guidance and direction of the Provincial Health Officer with respect to protecting health and public safety, and allocate funding to support UBC's ability to respond to new and emerging COVID-19 related needs
 - Seek innovative opportunities for revenue generation
 - Provide as much certainty as possible to all Faculties and administrative portfolios by making and communicating decisions as early as possible.
- **Planning to manage the net financial impacts of COVID-19:** A multi-year planning approach has been employed to ensure a "soft landing" for faculties and administrative units as they navigate the long-term financial impacts of the COVID-19 pandemic. In the 2020/21 fiscal year, mitigating actions to achieve the forecasted deficit included: immediately actioning non-disruptive mitigations, including the curbing of discretionary spending and the implementation of a hiring chill, to minimize financial impact and potential disruption; implementing already-identified mitigating actions as forecasting certainty increased; and proactively tracking and monitoring to enable fiscally prudent decision-making. The multi-year plan to manage the forecasted deficit focused on following the guiding principles and proposed approaches to managing the deficit specific to each group, and developing the multi-year model to enhance understanding of how to best manage the forecasted deficit (including impacts on future years).
 - **Integrated Renewal Program:** UBC's previous student, finance, and human resources enterprise IT systems were implemented over 20 years ago. In 2018/19, UBC began a critical transformation with the creation of the Integrated Renewal Program (IRP) which was tasked with sourcing and implementing a modern replacement system. The transition to Workday, the system selected, was a multi-year journey aligned with UBC's Strategic Plan, People and Places, Strategy 5: Systems Renewal. In November 2020, Workday was successfully implemented during the COVID-19 pandemic with minimal disruptions to business operations while UBC faculty and staff were working remotely.

Six months post implementation, the Workday system and new processes continue to be integrated into the normal routine of administration of the university, without major issues or disruptions. Support mechanisms are well-developed, including the new Integrated Service Centre unit focused on sustaining and enhancing Workday and providing user support to students, faculty and staff. The transition to Workday will be an ongoing adaptation for the university as it learns to harness and realize the value of the new system to inform its ongoing strategic and operational planning.

Making Impacts and Connections: From Local to Global

A fundamental role of post-secondary institutions is to ensure that the broader community benefits from the knowledge, innovation, and discourse that is fostered within the institution. Developing reciprocal relationships between the university and the communities it serves is critical to ensure that

prosperity and knowledge is shared. UBC has a long history of community engagement—from local to global, the university strives to ensure that the impact of research, public engagement, outreach, networks, and knowledge exchange reaches communities across BC, Canada and the world. Students and faculty are engaged in teaching, experiential learning, research and partnerships across the province, extending the university's presence in British Columbia far beyond our two main campuses in Vancouver and Kelowna. As BC's largest public university, UBC continues to seek out new ways to undertake transformative work in service to the province.

UBC students are learning and completing practical education across the province and using the opportunity to build connections, apply knowledge and give back to a diverse range of communities. In UBC's medical and health faculties, students are learning and training in communities throughout the province, with clinical placements provided at more than 90 training sites. UBC's Faculty of Medicine, the only medical school in the province, offers the first fully distributed medical education program in Canada, enabling students to train in Vancouver, Kelowna, Victoria and Prince George. And in UBC's Faculty of Education, teacher candidates are completing practical education through Community Field Experience and practicum placements throughout the province in a variety of different contexts, including with community partners.

From research partnerships, to co-op and work-integrated learning placements, and community service learning, UBC community members are engaging locally and globally to further the impact of their work. These partnerships are supported across the university, both within faculties and at the institutional level through teams such as Community Engagement, the Knowledge Exchange unit, the Centre for Community Engaged Learning, and the Office of the Vice-Provost International, among many others.

Preserving, and forging new, regional and global connections in order to extend UBC's impact beyond the university community has never been as important as it has been during the COVID-19 pandemic. Operating in a largely physically distant environment over the past year, UBC programs and research have adapted to the new reality by finding creative avenues to ensure that community partnerships can be maintained.

Selected UBC actions:

- **UBC Learning Exchange:** Based out of a building at 612 Main Street, in the heart of Vancouver's Downtown Eastside, the UBC Learning Exchange has been working for twenty years to become a trusted part of one of the most complex neighbourhoods in North America so that the university and community can learn from each other. At last count, the small team of 12 engaged with more than 2,500 community residents, more than 40 community organizations, and more than 80 faculty on a variety of projects, including a range of free educational programs, knowledge exchange events, and community-based research. It engaged with more than 1,000 UBC students on a variety of community-based experiential learning opportunities and, in the last three years, has produced more than 70 items of academic scholarship. While the COVID-19 restrictions present challenges for a unit premised on in-person relationships, the team has adapted and shifted a number of programs online and is continuing to offer important computer-access sessions for community residents.

- **Community-University Engagement Support Fund:** The Community-University Engagement Support (CUES) fund is designed to support collaborative research, teaching and learning projects that benefit communities across the province by offsetting non-research related costs for community partners collaborating with or seeking to collaborate with UBC partners. In March 2021, the fund awarded \$500,000+ to 21 diverse projects across the province. These include: a strategy and tools to ethically meet the research needs of the Haida Nation on Haida Gwaii; an urban farm in Vancouver’s Downtown East Side that addresses the acute food security crisis in the neighbourhood resulting from the Covid-19 pandemic; a science-based curriculum that combines a western ecosystems approach with Syilx Traditional Ecological Knowledge; a study to better understand families’ experiences with early childcare, in order to inform community-based decision making in Revelstoke. Driven by community needs, these projects stand to enhance reciprocal and equitable relationships between community organizations and UBC partners.
- **UBC Connects:** UBC Connects is a series of public events that provides a platform for esteemed thought leaders to share their unique perspectives and experiences with the UBC community and beyond. The series has welcomed many prominent speakers, including journalist Michael Pollan, civil rights activist and founder of the #metoo movement Tarana Burke, award-winning authors Chimamanda Ngozi Adichie and Isabel Allende, and most recently Desmond Cole, Robyn Maynard and Kevin Kwan. In response to the COVID-19 pandemic, UBC Connects programming went virtual, maintaining an engaging lineup of speakers to ignite important conversations around pressing issues facing our communities today. Contributing to a global community and extending the impact of this signature series, UBC Connects saw a significant growth in its audience over the 2020/21 virtual season, with attendees from countries across the world.
- **Canadian Pilot of the Carnegie Community Engagement Classification (CEC):** UBC Vancouver completed a system-wide assessment of its commitment to community engagement as part of Canada’s first national Carnegie Community Engagement Classification pilot. The CEC is the leading framework for institutional assessment and recognition of community engagement in US higher education. By participating in the pilot, UBC is part of a national movement towards acknowledging the important place of engagement in the academic mission of universities. Conducting a systematic mapping of community engagement activities at the university achieved a key first step toward UBC’s strategic goal of developing the “systems and processes that routinely assess institutional commitments and activities related to community engagement.”
- **Remote Communities Drone Transportation Initiative:** The COVID-19 pandemic resulted in the lockdown of many First Nations communities in BC—a necessary step in order to reduce the transmission of the virus in these vulnerable communities, but one which exacerbated inequitable access to health care supplies and services. UBC’s Faculty of Medicine, with grant funding from the 2020 TD Ready Challenge, launched a new initiative in collaboration with First Nations partners that will deploy drone technology to fly necessary health care supplies into rural and remote communities of BC. The initiative will be piloted with the Stellat’en First Nation, which is located about 100 kilometres west of Prince George, surrounded by forest and only accessible by rural road. Information from the pilot program will inform the goal of building toward a scalable model that can be replicated in other

communities across BC and Canada to enhance equity of access to healthcare for underserved Canadians.

- **Rural and Remote Nursing Practicum:** Nursing students at UBC Okanagan have the opportunity to undertake a unique learning experience by applying their nursing concepts and skills in a rural or remote setting in Canada, including, but not limited to, placements in Haida Gwaii, Oliver, Osoyoos, Enderby, other rural communities in BC and Dawson City, Yukon. In addition to practicing their technical skills, these placements provide students with an opportunity to apply and further their knowledge in the areas of community engagement, health promotion, community identified Indigenous health priorities, and cultural safety. The program aims to contribute positively to communities that are underserved and disproportionately impacted by health inequities, while providing a rich immersion opportunity that helps students better understand the complex health challenges that impact people with limited healthcare resources.
- **Global Engagement Strategy:** UBC's global engagement strategy, *In Service*, sets a path to harness the university's resources for the greater good. The strategy will guide global partnerships, educational initiatives, research collaborations and solutions-focused work both at home and abroad over the next decade. It will direct how commitments can deliver on UBC's purpose "to foster global citizenship and help build a more just and sustainable society." After extensive consultation beginning in late 2018, *In Service* was presented to stakeholders, including student leadership, the UBC Executive and the Board of Governors' People, Community International Committee for additional input in fall 2019. UBC deans and the executive conducted a final review in 2020. The Office of the Vice-Provost International launched the strategy on behalf of the university at a virtual event on April 12, 2021. *In Service* details four themes: UBC as a global actor, students as global citizens, issues of global relevance, and developing global capacity. The plan also identifies four action pathways: partnerships, educational experiences, infrastructure, and communications.
- **Global South Forum:** Because of the COVID-19 pandemic, the university has had to pause many student mobility programs. But the travel restrictions have also provided an opportunity to pilot innovative online formats. The Global South Forum is such an example. Originally envisioned as a four-day UBC Go Global study tour in Argentina for under-represented student populations in Canada, the concept was to create non-traditional exchange experiences for cross-cultural collaboration and professional networking. The program focused on giving UBC students sociological perspectives from other Indigenous peoples and exploring issues Indigenous communities face within Canada and the Global South. After the pandemic began, Go Global staff transitioned the format to virtual lectures and workshops. With the help of translators, 17 UBC Indigenous students joined counterparts from both Argentina and Brazil online Feb. 15 to 18. Professors from UBC and Universidad Austral in Buenos Aires collaborated on the curriculum. The future aim is to expand the forum into a larger collaboration with partners from the Global South.

Research Breakthroughs and Knowledge Translation

Over the past year we have seen the profound impact of fundamental research as we witnessed research conducted over the course of years unlocking critical solutions that are poised to bring an end to the COVID-19 pandemic. Governments in Canada, and around the world, have rolled out significant funding programs targeted at supporting research related to COVID-19 in a variety of disciplines, and UBC researchers have risen to the challenge, generating incredible outcomes as highlighted above. With governments around the world poised to make substantial investments in research and innovation as part of economic recovery strategies, the value of post-secondary institutions as incubators of research excellence and knowledge translation in the BC and Canadian economies cannot be understated.

As one of the world's top 40 research universities, UBC is recognized for excellence in research and the impact of this research on local, national and global communities. In 2021, UBC was ranked first in the world by Times Higher Education for impact on the United Nations' Sustainable Development Goal 9: industry, innovation and infrastructure; a ranking which measures universities' research on industry and innovation, their number of patents and spin-off companies, and their research income from industry.

Despite significant disruption caused by the COVID-19 pandemic, UBC researchers have continued to push the limits of knowledge, make new discoveries and translate research in areas that have tremendous impact on our province and beyond. Researchers at UBC continue to attract hundreds of millions of dollars of research funding to British Columbia and have made major breakthroughs in areas such as climate change, life sciences and biotechnology, forest bioproducts, quantum science, AI and more.

UBC strives to create an environment that supports its world-class faculty members and students in conducting exemplary research. Over the past year, the university has continued to adapt and enhance its support for the research community, including expanding shared research platforms such as the Facility for Infectious Disease and Epidemic Research (FINDER) and the Advanced Research Computing (ARC) unit. The Research Excellence Clusters program, which supports researchers to form new interdisciplinary clusters addressing key societal challenges, also continues to expand with a total of 43 clusters supported in 2020/21. This includes 26 clusters on the Vancouver campus and a further 17 on the Okanagan campus, many of which include cross-campus collaboration.

UBC's research enterprise provides training to graduate students and post-doctoral fellows, ensuring that the next generation of talent is equipped to contribute to a successful knowledge economy. Graduate education is essential to enabling innovative research and fostering solutions to society's most pressing challenges, and graduate students play a critical role supporting and contributing to the ground-breaking research underway at UBC.

UBC's pilot project of the federal Dimensions program is seeking to identify and eliminate systemic barriers and inequities experienced by members of historically marginalized, under-represented or excluded groups in the research ecosystem. In March 2021, UBC's Dimensions team released the self-assessment framework that will inform the development of an action plan that will build upon and reinforce UBC's Inclusion Action Plan, Indigenous Strategic Plan and anti-racism initiatives.

UBC's Okanagan campus continues to make significant strides toward meeting the Ministry-established mandate to 'develop a research-intensive university campus of UBC in the Okanagan'. The last several years have seen increasing research funding at UBCO, with overall research income at the Okanagan campus having grown more than three-fold since 2014/15 and has topped \$38 million in 2020/21.

In a world confronted with global crises such as pandemics and a rapidly changing climate, as well as numerous local challenges, UBC research is generating new knowledge and solutions to help advance our society. This research is a key economic driver for the province, fostering key talent, the commercialization of new technologies and start-up companies across a number of sectors. In addition to strong outputs in research related to COVID-19, as outlined above, UBC researchers were also involved in projects in a broad number of fields that have had notable milestones over the past year.

Selected UBC accomplishments:

- **Newest Global Research Excellence Institute to strengthen BC's position as a green economy leader:** UBC's BioProducts Institute is leading the development of sustainable technologies, materials, chemicals and fuels using components produced in nature, such as forest biomass resources that are uniquely abundant in British Columbia. The group was recently approved as UBC's newest Global Research Excellence (GREx) Institute and is developing the resources, tools and infrastructure to make essential contributions to BC's status as a hub for global developments in this critical area. The Institute is led by Dr. Orlando Rojas, a professor in the faculty of applied science and Canada Excellence Research Chair in Forest Bioproducts.
- **UBC scientists detect 39 new gravitational wave events:** UBC researchers working on the LIGO-Virgo Collaboration, including Dr. Jess McIver, assistant professor in the department of physics and astronomy, detected new gravitational wave events that more than quadrupled the world's catalogue of these measurements. Gravitational waves are tiny ripples in the fabric of spacetime that carry information about the movement of massive objects in the Universe, like black holes and neutron stars. The results provide new clues about how stars live and die and first-ever observations of a neutron star colliding with a black hole.
- **Smart-city pilot project in downtown Kelowna explores ways to improve how we move around:** Canada's first real-world, 5G smart-city solution launched in Kelowna in June 2020 via a partnership between UBC, Rogers Communications and the City of Kelowna. The pilot project is using LiDAR sensors at key intersections to provide data on vehicle and foot traffic patterns, which will be used by UBC research students to help find ways to improve vehicle, pedestrian and cyclist safety.
- **Nisga'a scholar launches new Centre for Indigenous Fisheries at UBC:** Indigenous fisheries scientist, conservation biologist and Nisga'a Nation member Dr. Andrea Reid has joined UBC as principal investigator of the new Centre for Indigenous Fisheries. The centre will support the management of aquatic ecosystems and fisheries in Canada and beyond by combining Indigenous knowledge systems and modern science.

- **Made-in-BC method of producing life-saving radioisotopes:** A Canadian consortium, led by UBC, BC Cancer and TRIUMF, received Health Canada approval for a new approach to producing the most commonly used medical isotopes—technetium-99m (Tc-99m)—using small particle accelerators known as cyclotrons. The isotopes are used in tens of millions of cardiac tests, cancer scans, and other diagnostic nuclear medical procedures around the world each year. The new technology, which has been in development for over a decade, will help provide Canada with consistent access to domestic supply of the isotopes needed for life-saving medical scans.
- **New UBC professorship to advance addiction medicine in BC:** Dr. Nadia Fairbairn, a professor in UBC’s faculty of medicine, has been named the inaugural Philip Owen Professor in Addiction Medicine at UBC. The newly established professorship—the first of its kind in Canada—will help close the evidence-to-practice gap in the addiction system of care and improve the outcomes for British Columbians with substance use disorders.
- **UBC Okanagan researchers team up with Arc’teryx to develop sustainable and non-toxic water-repellent fabrics:** Researchers at the Okanagan Polymer Engineering Research & Applications Lab, including Sadaf Shabanian, a doctoral student at UBC Okanagan’s School of Engineering, are collaborating with outdoor apparel maker Arc’teryx to develop sustainable, non-toxic and high-performance water-repellent fabrics. By applying nanoscopic layers of silicon to fibres, rather than traditional PFCs that are harmful to human health and the environment, the researchers created a jacket fabric that repels water, sweat and oils. Arc’teryx is excited about the potential of the new technology, which is biodegradable and recyclable, and will be building on the proof of concept to improve durability and apply it to other textiles.
- **UBC chemist helps create new compostable coffee pod:** Dr. Zach Hudson, an assistant professor and Canada Research Chair in Sustainable Chemistry, has collaborated with Surrey-based NEXE Innovations to develop fully compostable coffee pods. The pods are made from two specially engineered components, including an outer fibre jacket and a bioplastic inner capsule designed to break down completely in as little as 35 days, with no microplastic left behind. The pods are compatible with popular coffee brewing systems from Keurig and launched commercially in February 2021—selling out of their entire launch inventory in one day.
- **UBC Okanagan research collaborations tackle challenges faced by rural communities:** UBC Okanagan researchers are collaborating with regional university partners to address the complex problems faced by rural British Columbians thanks to support from the Interior University Research Coalition’s Regional/Rural/Remote Communities (R3C) Collaborative Research Grant. Three newly funded projects grapple with a range of topics including aging, water treatment and mental health resiliency. One project, led by UBCO associate professor Dr. Nelly Oelke, aims to foster resilience in rural and remote communities by developing a greater understanding of the mental-health impacts of climate change and increasing incidents of flooding, wildfire and drought in rural communities.

Addressing the Climate Crisis

While the COVID-19 pandemic dominated attention over the last year, the global imperative to accelerate action to address climate change has only intensified. The climate emergency is one of the most pressing and existential problems of our time, posing extensive and disastrous threats to peoples' lives and livelihoods both locally and globally. This is a critical moment to consider how we can build cleaner, more sustainable communities as governments plan for how to recover from the pandemic—the BC government's focus on climate action as an essential element for building stronger communities in the StrongerBC recovery plan illustrates this. Tackling this complex, large-scale emergency will require innovative thinking, foundational research, new technologies and bold policy approaches that will enable the shift towards a low-carbon society—solutions that UBC is well-placed to incubate, foster and support.

Climate action continues to be a top strategic priority for the university, a commitment that was renewed explicitly with UBC's 2019 Declaration on the Climate Emergency. Notably, UBC is committed to advancing just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities.

UBC plays a unique role as a leader in climate action and sustainability. With an ambitious goal of achieving net zero emissions from the Vancouver campus by 2050, the university has embedded sustainability across its mandate—from campus operations and research to teaching and student engagement. This commitment has earned global recognition, such as being ranked third in the world, and first in Canada, by Times Higher Education for taking urgent action to mitigate climate change in their 2021 rankings. UBC was an early champion of sustainability and climate action with supporting investments that have helped elevate the university as a global leader and model. The university continues to report annually on initiatives to enhance sustainability through the [Annual Sustainability Report](#) and [Climate Change Accountability Report](#), which monitor progress and highlight achievements on both campuses

The climate emergency will not be solved in isolation, which is why UBC is committed to work collaboratively with partners using a solutions-oriented focus to drive sustainability responses that extend beyond our campuses. In 2020, UBC transitioned from founding member to assume leadership of the University Climate Coalition (UC3) partnership which brings together 22 major North American research universities to work collectively to accelerate climate action and encourage cross-sector collaboration. Partnerships are also being forged through research, both with external partners and across disciplines internally, and to enhance and examine scalability of our Campus as a Living Lab operations.

Selected UBC actions and initiatives:

- **Climate Emergency Task Force Report:** In order to develop UBC's Climate Emergency Response, the Climate Emergency Task Force (CETF), consisting of students, faculty and staff from both campuses, undertook an engagement process to develop community-informed recommendations that align with the spirit and intent of UBC's climate emergency declaration. Over 3,900 people participated in the process, sharing their views on actions that UBC could take to address the climate emergency. The CETF report, which was endorsed by UBC's Board of Governors in February 2021 and by both the UBC Vancouver and Okanagan

Senates in March 2021, identifies nine priority areas that span community, academic and operational dimensions of the university. The UBC Sustainability Initiative (USI) has assumed responsibility for convening and coordinating action towards fulfilling the recommendations of the CETF.

- **Climate Emergency Fund:** As a result of student activism and advocacy on the climate emergency, UBC created a new Climate Emergency fund of \$1.5 million to support student facing activity. Funds have been mobilized from redirected incremental funding from tuition over two years for UBCV student facing activities on climate that advance priorities identified in the CETF report. Input on distribution of these funds will be provided by a Climate Emergency Fund Advisory Committee comprised of students, faculty and staff.
- **Sustainability Scholars Program:** The Summer 2021 Sustainability Scholars applied research program includes 63 projects—the largest summer cohort to date. Approximately 41 of these projects explore ways to reduce GHG emissions from buildings, transportation and carbon sequestration. Through this innovative paid internship program, graduate students are matched with on- and off-campus sustainability partners to work on research projects that advance sustainability across the region. Over 400 students from 71 academic programs have worked as Scholars since 2010, working with over 32 different partner organizations on a range of real-world sustainability problems and benefiting from the opportunity to work with a mentor to apply their academic and research skills.
- **Climate Action Plan 2030:** To help meet the intentions outlined in UBC's Declaration on the Climate Emergency, the Climate Action Plan 2030 (CAP2030) process has been initiated on both of UBC's campuses. The CAP2030 plan will ultimately identify directions and targets for both campuses to align with or exceed the Paris Agreement targets that help limit global warming to 1.5 degrees. CAP2030 will allow UBC to extend its global climate leadership by going beyond the 45% Paris GHG reduction target by 2030 for campus operations and establishing an accelerated pathway for both campuses to become net zero. This will build upon the significant success that UBC has already had for campus operations, including a projected 62% GHG reduction over 2007 levels for UBCO in 2021 and a 33% reduction over 2013 levels for UBCV. A new focus for the university in CAP2030 will be tackling extended emissions sources, such as commuting, air travel, and low carbon food choices on both campuses. Incorporating 10 working groups with over 100 collaborators, the plan is targeting completion by the end of 2021.
- **e@UBC's Climate Venture Studio:** The Climate Venture Studio stream launched at entrepreneurship@UBC in September 2020, aimed at UBC researchers, scientists and founders working on scientific or technological innovation or disruption that tackles a widespread climate issue. The stream works hands-on with ventures to identify climate market opportunities, nurture high-potential climate solutions emerging from UBC research and help entrepreneurs build high-impact ventures. By offering entrepreneurs robust venture building and acceleration programming, direct access to industry leaders, funding opportunities and more, the Climate Venture Studio aims to launch the next generation of climate ventures from UBC.

- **Responsible Investing Strategy:** A comprehensive Responsible Investing Strategy was approved by UBC's Board of Governors in September 2020. Within this strategy, the university established the ambitious goal of reducing carbon emissions connected to the university's Endowment portfolio by 45% by 2030. Implementing this strategy will establish a socially and environmentally sustainable portfolio, position UBC as a leader in post-secondary investing and achieve divestment for the Endowment portfolio as one of the outcomes to support UBC's climate actions. To strengthen UBC's leadership in responsible investing practices, UBC became a UN Principles of Responsible Investing signatory and a founding signatory of Investing to Address Climate Change: A Charter for Canadian Universities.
- **Green Building Action Plan:** UBC continues to advance high performance, energy efficient building design through implementation of the Green Building Action Plan (GBAP). Key priorities in all new and renewed buildings, such as the new Gateway South building project currently being designed to achieve the Zero Carbon Building Standard through the Canada Green Building Council. Supporting the Climate Action Plan, the GBAP vision is for UBC's buildings to make net positive contributions to human and natural systems by 2035. Example elements of the plan include implementing energy use and greenhouse gas intensity reduction targets and requiring new buildings to be "climate ready" to ensure building designs can adapt to the impacts of climate change. The GBAP is also developing leading practice methods to measure and target reduced embodied carbon in both new and retrofit building projects.
- **UBC Okanagan Transportation Plan:** UBC Okanagan launched the development of a Transportation Plan that will provide a 20-year roadmap for supporting sustainable transportation at the campus. The Plan will establish targets, strategies and supportive policies to guide future transportation capital project decisions, infrastructure investment and programming for the community. Informing UBC Okanagan's emerging Climate Action Plan 2030 and in support of UBC's Climate Emergency Declaration, the Plan will support the move toward more sustainable modes of travel to reduce its largest source of extended impact emissions from commuting.
- **CDL-Vancouver Climate Stream:** Creative Destruction Lab (CDL), a non-profit entity, is anchored at ten research-intensive universities globally, including at UBC's Sauder School of Business. In summer 2020, CDL-Vancouver expanded its programming to specifically support early-stage ventures focused on providing solutions to climate change. In its inaugural year, CDL-Vancouver admitted a cohort of 20 ventures (from more than 150 global venture applications). Out of the five BC-based Climate ventures, four ventures are directly affiliated with UBC, either founded by a UBC professor or a student. For the upcoming October 2021 cohort, ventures will be aimed to commercialize technologies that fall into eight subthemes: greenhouse gas reduction, carbon sequestration and removal, renewable & alternative energy transition, infrastructure, mobility & transportation, resource extraction & processing, resource preservation & optimization, future of food systems, circular economy, and risk analysis & management.

III. PERFORMANCE PLAN

Reporting by 2020/21 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 2020/21 Mandate Letter.

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.

- UBC officially launched its Indigenous Strategic Plan (ISP) during the 2020/21 academic year, making UBC the first university in North America to commit to taking a human rights-based approach to its Indigenous strategic framework. Built upon the Aboriginal Strategic Plan launched in 2009, the ISP was developed with guidance from Indigenous Elders, learners, and other experts, through extensive dialogue with both Indigenous and non-Indigenous students, faculty, staff, and other members of the UBC community.

The ISP is an ambitious plan that will require hard work and commitment of the entire UBC community to respond to the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice (MMIWG). The plan, intended to be a guiding framework for the faculties, units and portfolios across both campuses to develop their own plans, outlines eight goals and 43 actions the university will collectively take to advance its vision.

- Additionally, other UBC key strategic plans and initiatives also recognize and prioritize the Calls to Action of the TRC as well as UNDRIP and the MMIWG Calls for Justice. Both the UBC Inclusion Action Plan, launched in 2020, and the UBC Climate Emergency Response Report, launched in 2021, for example, call for the support and alignment of the ISP.
- UBC Okanagan launched the first Indigenous language Bachelor degree in Canada with a joint announcement of the program with the Ministry of Advanced Education and Skills Training on March 29, 2021. The Bachelor of Nsyilxcn Language Fluency will welcome the first cohort of Indigenous students, transferring from the Nicola Valley Institute of Technology (working in partnership with the En'owkin Centre) in the fall of 2021. This is the first degree to realize the Indigenous Language Fluency Degree Framework created, in partnership, by multiple BC Post-Secondary Institutions, En'owkin Centre, The First Nations Education Steering Committee (FNESC) and the Indigenous Adults and Higher Learning Association (IAHLA). UBC Okanagan plans to continue developing more degrees of this kind to support other Interior Salish languages and looks forward to support and collaborate with other PSIs in BC to develop their own.

- In 2019, UBC Okanagan publicly declared its five commitments in response to the Truth and Reconciliation Commission's Calls to Action. The university continues to make progress towards fulfilling these commitments and has published an [annual report](#) detailing initiatives undertaken in 2020.
 - For instance, the School of Engineering at UBC Okanagan has made significant efforts to address the TRC Calls to Action, from the perspective of their profession and education. In 2009, the School adopted its own Indigenous Engagement Plan. As such, they continue to support a variety of curricular interventions:
 - Articulation of a program-level learning outcome: By the end of the successful completion of the Engineering degree at UBC Okanagan, students will demonstrate understanding of how and why to consult and engage with Indigenous communities in the context of engineering practice.
 - To deliver this learning outcome, the School has developed and delivered curricular initiatives in all four years of the undergraduate program, including by inviting Indigenous guest speakers, providing training to course instructors, and revising course calendar descriptions to ensure sustainability.
 - Co- and Extra-curricular initiatives: Mini-courses on 1) Intercultural Foundations (piloted in 2020); 2) Indigenous Foundations (pilot planned for 2021). These cohort-based, online mini-courses provide participants foundational knowledge and skills in intercultural development and Indigenous histories and contexts.
 - The UBC Okanagan School of Engineering is currently hiring three new Indigenous faculty members to serve in the Manufacturing, Electrical, and Civil Engineering programs, for a total of four Indigenous faculty members in the School.

- UBC Faculty of Medicine's multi-pronged initiatives and plans to promote Indigenous inclusivity and combat Indigenous specific racism encompass the recommendations in Mary Ellen Turpel-Lafond's independent investigation report "In Plain Sight", detailing racism in BC's healthcare system. Several of these initiatives manifest in action plans described in the Faculty's response to the Calls to Action of the Truth and Reconciliation Commission of Canada (TRC). The response was founded on and guided by the following statement: "*For [reconciliation] to happen, there has to be awareness of the past, acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behaviour*". A major focus for change is to create and sustain inclusive learning environments free from racism and discrimination in which we can prepare future health care professionals to provide culturally safe care. The Faculty is committed to:
 - Implementing strategies to enhance recruitment and admissions processes to more effectively attract self-identified Indigenous applicants to medical and health professional programs, and increasing retention by working to ensure that programs are inclusive, psychologically safe, and welcoming to Indigenous students
 - Addressing demographic imbalances by increasing intersectional diversity in the learning and work environments across the Faculty.
 - Transforming culture to create respectful, inclusive, safe, work and learning environments that reflect our values, are free from racism and discrimination and where people and excellence thrive.

- Establishing a longitudinal health curriculum for medical and health professional students and beyond embodying anti-racism as a core principle that will promote understanding of Canada’s colonial history and the impacts on Indigenous health and wellness
 - Expanding *UBC’s 23 24 Indigenous Cultural Safety Program* at the Centre for Excellence in Indigenous Health, a critical education initiative which is a necessary step to ensure the next generation of health and health related professionals have the foundation to adopt and implement culturally appropriate and safe practices and establish relationships that are anti-racist and reflect and support Indigenous ways of knowing and being.
 - Preparing for a public launch of the Faculty Response to the TRC at a joint ceremony of apology and declaration of commitments in June 2021.
- UBC continues to support and encourage Indigenous people to undertake studies at UBC through programs such as the Aboriginal Admission Policy and works to support Indigenous students’ academic and personal success through targeted programming. As of November 1, 2020, an estimated 2,042 Indigenous students were enrolled at UBC (712 on the Okanagan campus and 1,330 on the Vancouver campus), a 10% increase over the previous year. Indigenous learners are supported through Indigenous-focused programs and services, including priority assignment in student housing, dedicated financial awards and culturally relevant programs, services and spaces for First Nations, Métis and Inuit students. This includes specialized Indigenous student advisors and spaces such as the First Nations Longhouse at UBCV and the Aboriginal Centre at UBCO.

In its Accountability Framework guidelines for this report, the Ministry of Advanced Education and Skills Training asks that institutions complete a table that outlines 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. 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’s strategic plan, *Shaping UBC’s Next Century*, defines inclusion as “a commitment to access, success, and representation of historically underserved, marginalized, or excluded populations.” The Inclusion Action Plan (IAP) was developed to operationalize the inclusion theme of the strategic plan and serves as a guiding framework that identifies inclusion goals for the university and collaborative institutional actions needed to advance inclusion at UBC over the next seven to ten years. Five goals are contained within the IAP (recruitment, retention and success, systems change, capacity building, learning, research and engagement, and accountability) and a number of suggested actions to help achieve each one. Since being endorsed by UBC’s Board of Governors in 2019, the IAP is now in its implementation phase.

- UBC continues to support Policy LR10, Access to The University of British Columbia, which states that no eligible student will be prevented from commencing or continuing their studies at the university for financial reasons alone.
- Financial support is made available to students across both campuses who experience unexpected financial hardship, such as food insecurity or an unexpected change in living situation. This year, with the onset of COVID-19, emergency funding was significantly increased to support students with their unforeseen hardships including those who lacked the financial resources to purchase technology in support of the shift to on-line learning.
 - In 2020-21, \$392.3 million in total student financial support was provided to UBC full-time students, representing a \$50.8 million (15%) increase year over year. This is the seventh consecutive year in which there has been an increase in total funding received.
 - Of the total \$392.3 million, government funding accounted for \$229.0 million (58%), followed by UBC funding for \$107.4 million (27%), donor funding and external funding for \$30.9 million (8%) and \$25.1 million (6%), respectively.
 - Compared to the prior year, FY2021 government funding increased \$43.3 million (23%), UBC funding increased \$3.8 million (4%), donor funding increased \$2.7 million (9%), and external funding increased \$1.1 million (5%).
 - Compared to 5 years ago, the UBC total student financial support has grown by 49%, with government funding leading the growth at 60%, UBC funding at 45%, donor funding at 57%, and external funding decreasing slightly at 3%.
- A Student Demographics Data Project was launched to systematically, with appropriate privacy safeguards, collect demographic data on students across the institution. As UBC embarks even further on its commitments to anti-racism, equity, diversity and inclusion, there has been growing demand and increasingly recognized need for demographic data on students to better understand the current context and environment, and to plan, implement and evaluate policies, programs, and initiatives, that operationalize UBC's strategic commitments against racism and injustice to advance equity, diversity and inclusion.
- UBC applauds the provincial government for creating the BC Graduate Scholarship (BCGS) program in 2018 and for its reinvestment in this program in 2021. The BCGS is aiding in breaking down barriers for graduate students and improving the affordability of graduate studies across BC.
 - UBC received funding for 400 awards of \$15,000 each over three years, and was able to double this number through matching philanthropic donations of \$6 million.
 - In 2020, 57 per cent of UBC graduate students were women— up from 45 per cent in 1991.
 - 9.5 per cent of BC graduate scholarships at UBC have been awarded to Indigenous students, exceeding the government target of 5 per cent.
- 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.
 - For the 2020-21 academic year, there are 78 students with lived experience being funded for tuition during their studies. This number of students is up from 59 students in 2019/20 and from 17 students since the program began in 2014.

- A total of 129 students with lived experience in care have benefited from tuition waiver support at UBC.
 - 37 have graduated their undergraduate program. 4 returned for unclassified studies. 5 returned for graduate studies. 3 returned for a second degree.
 - A total of 37 Indigenous students with lived experience in care have accessed tuition waiver funding at UBC. This represents 28 per cent of the total number of students with lived experience in care that have accessed tuition funding at UBC.
 - 8 out of 37 Indigenous students with lived experience in care have graduated thus far. One Indigenous FYIC has returned to pursue a degree in law at UBC. Two Indigenous FYIC have returned to UBC for unclassified studies.
 - Diverse groups of students with lived experience in care are emerging at UBC. Youth currently (as opposed to formerly) in government care are being supported to transition to UBC. These students are funded by the Ministry of Children and Family Development and then supported to transition to a tuition waiver program upon turning 19 years old. In addition, more students with lived experience in care are being admitted through the mature student category since the 2019 removal of the age limitation of the UBC Post-Care Tuition Waiver.
 - UBC continues to support the academic success and health and wellbeing needs of students with lived experience in government care. The Youth in Care Alumni Program at UBC is strengthening campus partnerships and delivering program updates to the First Nations House of Learning and Faculty Advising Teams in order to promote awareness and enhance collaborative practices.
 - The Youth in Care Alumni program at UBC is continuing to engage in outreach within UBC and the broader community to develop and strengthen 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.
 - An advisory committee led by the United Way was established in 2014. Quarterly meetings include representatives from the Ministry of Advanced Education, Skills and Training, the Ministry of Children and Family Development, the Vancouver School Board and other post-secondary institutions, including UBC. The committee advises on the governance, marketing and fundraising of the Youth Futures Education Fund for Former Youth in Care. The Youth Futures Education Fund is dispersed annually to all post-secondary institutions in BC to provide additional funding to students with lived experience in government care.
 - The School of Social Work and PLAID consulting is actively conducting research on Former Youth in Care and transition support to post-secondary. A designated Enrolment Services Advisor acts as a consultant and subject matter expert for both of these projects and provides support with recruitment and coordination.
- 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 2020/21 academic year, 41 students participated in the program.

- This year, more than ever, earlier communications from Enrolment Services Advisors to new students, in particular Indigenous Students, was key in welcoming and supporting students with their onboarding to UBC.
 - Enrolment Service Advisors launched a call campaign to connect to all new-to-UBC Indigenous students; offering introductions, scholarship application webinars and financial information and planning support.
 - In collaboration with the First Nations House of Learning, Enrolment Services and UBC Wellness, welcome packages were provided to new to UBC Indigenous students.
 - Newly created websites specific to supporting Indigenous students were launched, such as the [Financial Resources for Indigenous Students website](#) and the [Awards for Indigenous Students website](#).
- The Vancouver Indigenous Student Collegium (VISC) is in its second year of operation at the First Nations House of Learning. It is open to Indigenous students in all years, including graduate students. Due to COVID-19, programming was moved online. The FNHL hires 8 Indigenous student leaders as Collegium Advisors and mentors to the students who attend programming.
- In 2020, the Indigenous Undergraduate Research Mentorship Program on the Vancouver and Okanagan campuses provide opportunities for Indigenous undergraduate students to be paired with a faculty mentor in the Winter Term II. This program continues to see success in helping students focus in on program specialties, goals of graduate school or other professional designations at UBC.
- 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. UBC's Policy 73 provides 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 Beyond Tomorrow Scholars Award was established to help remove financial barriers for Black Canadian students who have outstanding academic and leadership qualifications but who may not otherwise be able to attend UBC. The Beyond Tomorrow Scholar's Award will be awarded up to 10 exceptional students for 2021 Winter Session across both campuses. This important new award is part of the UBC Beyond Tomorrow Scholars Program, a university-wide initiative to actively recruit and support Black students. In addition to the financial award, the program offers tailored support that recognizes Black students' unique experiences and provides resources to help create a connected Black community at UBC.
- UBC's Equity and Inclusion Office (EIO) has been advising units and departments on setting up awards and scholarships for IBPOC students. Targeted awards and scholarships serve as incentives and provide assistance to address existing barriers to equitable access to post-

secondary education.

- The EIO supported the development of a student resource guide for UBC gender diverse students. This guide provides clear information for trans and non-binary students to assist them in accessing resources and support at UBC.
- The EIO supported the creation of a peer-led trans mentoring program.
- A number of successful programs and initiatives supporting equity, diversity and inclusion continued over the past year. These include, but are not limited to, the following:
 - Queer Orientation: In September 2020, the EIO hosted the annual Queer Orientation at UBC Okanagan. In response to the to the COVID-19 pandemic, Queer Orientation was held virtually with a series of online events celebrating sexual orientation and gender diversity. The events aim to provide an inclusive, supportive environment for students to connect with their peers.
 - Equity Ambassadors: This program brings together a diverse group of student leaders who raise awareness about social justice and human rights issues, through education and peer engagement on campus. Equity Ambassadors is a Peer Program run by the Equity & Inclusion Office in partnership with the Centre for Student Involvement and Careers. The Equity Ambassadors hosted four peer workshops and played an instrumental role in organizing each term's Get Connected events for BIPOC and queer and trans students.
- In 2020, a project titled, "Equity in Adjudication (Phase 2)" was initiated to improve UBC Admissions Personal Profile Readers' Indigenous Cultural Competency. The Equity and Inclusion Office participated in the testing phase and provided suggestions for the material development. The output of the project is a research-informed Canvas training course which has enhanced the existing training modules regarding EDI, decolonization and unconscious bias.
 - This training for personal profile readers has existed since 2017, and each year efforts have taken place to improve on the training. Over the last two years it has been expanded to provide not only general unconscious bias training but specific components related to Indigenous issues and perspectives, and trauma-informed theory and practices.
 - Completion of this training is a mandatory requirement for every Admissions Personal Profile Reader, and is also provided as part of the onboarding process for all new Undergraduate Admissions staff. Training has been provided to approximately 800 Personal Profile Readers and all UBC Admissions staff to date.
 - The success of the training as a broad introduction to EDI concepts has led to great interest from the university community and next steps include exploring how to broaden access of the EDI and unconscious bias training modules.
- The Equity and Inclusion Office partnered with Centre for Teaching and Learning Technology (CTLT) on developing resources on inclusive teaching, which assists building equitable and inclusive learning environments. The Inclusive Teaching @ UBC website was launched two years ago and was significantly updated over the past year to respond to the COVID-19 pandemic. The CTLT also offers an Anti-Racist Teaching Series targeted at UBC faculty, staff and educators who wish to cultivate a teaching or facilitation practice that serves as a form of solidarity, and is premised upon research and popular education pedagogy in the areas of anti-racism, equity and inclusion.

Ensuring safety and inclusion;

- As noted in the Strategic Context section of this report above, UBC's 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.
- In UBC President Santa Ono's June 2020 statement "Together against Racism and Injustice," the university also reaffirmed its commitments to combat racism. The actions identified in the statement are outlined in further detail in the Strategic Context section earlier in this report.
- In 2020, the Equity & Inclusion Office (EIO) launched the Trans, Two-Spirit and Gender Diversity Taskforce with representation of faculty, staff and students from both campuses to conduct an environmental scan and make recommendations to the Executive to make the campus more inclusive of trans, non-binary and gender diverse faculty, staff and students.
- Recognizing that the classroom is a key site for inclusion for students, the EIO worked with the Centre for Teaching and Learning Technology (CTLT), which supports professional development in teaching and learning across both campuses, to provide an anti-racism workshop series for UBC faculty, staff and educators.
- The EIO worked with a group of students to develop a set of scenarios simulating the types of microaggressions that could happen in the online classroom. Some scenarios drew loosely from student experiences shared anonymously through the BlackatUBC and SauderUnspoken social media accounts. A group of faculty members experienced with inclusive teaching practices developed responses to those scenarios, which will be made available through CTLT as a resource for faculty members and a way to advance inclusive teaching practices.
- In November 2020, as part of the university's commitment to address systemic bias and build a more inclusive university, UBC launched an external review of Campus Security operations on both campuses. The review is focused on the policies and procedures that govern the operations of Campus Security, including how officers respond to incidents on campus. The review also provides an opportunity for the university to understand what more can be done to ensure the safety of historically, persistently or systemically marginalized students, faculty, and staff.
- In Fall 2020, UBC began meetings with the RCMP to review and renew the relationship, align best practices between security teams and ensure that inclusivity continues to be fostered on both UBC campuses. Earlier in 2020, UBC Okanagan and the RCMP signed a new Memorandum of Understanding and have begun executing on this MOU.
 - Both the Campus Security and RCMP review processes included participation and advice from the Associate Vice-President, Equity and Inclusion to ensure an equitable process.
- The EIO continues to provide ongoing training workshops on equity, diversity, and inclusion with TAs, RAs, faculty and staff members who work with students, as well as student leaders who lead other students.

- At UBCO, in honour of Black History Month, the EIO partnered with International Programs and Services, the Provost's Office, Campus Health, the African Caribbean Student Club and OKGN Lifestyles to compile and distribute care baskets to Black/Caribbean/African community members.
- UBC is committed to providing high-quality, easily accessible health and wellbeing services for students. This includes primary health care, mental health care, and student health education and learning across both the UBC Vancouver and UBC Okanagan campuses. These services are foundational to students' learning, retention, persistence, safety, prevention of misconduct, and personal and academic success. In 2020-21, excellent progress was made to ensure that UBC services, programs, and systems were accessible to students and supported student safety and inclusion. Some university-wide achievements include:
 - The launch of the [Student Assistance Program \(SAP\)](#), through Aspiria, which offers all students from both UBCO and UBCV campuses, regardless of physical location in the world, access a free, 24/7 wellness resource. Services include personal counselling, life coaching, group programs and more.
 - Pivoting all student health units to full or partial virtual service delivery to ensure students could safely access care during the pandemic and deepening collaboration across UBCV and UBCO campuses to further stretch limited resources, build on best practices, and draw on specific expertise within each team. This included:
 - Providing telehealth virtual health appointments for students located in BC;
 - Counselling services pivoting to comprehensive virtual service via phone and video modalities, offering wellness advising, drop in counselling, brief individual counselling and group counselling services;
 - Moving wellness workshops online and creating new content to reflect presenting student needs;
 - Collaboration across campuses to expand virtual group services for students with specific therapeutic needs, for example the Safety & Resilience group for survivors of sexual assault;
 - The creation of virtual educational resources, which allowed the production of self-directed modules that any UBC student can access on the following: Opioid Overdose First Aid, Sexual Health, How to Help a Friend, and Wellness Resources, among others.
 - The Wellness Centre: An online Canvas course, has been used to share program information across health and wellness services, peer stories, educational modules, and resource information. Over 3,000 individuals are enrolled in this course and it will continue in 2021-22.
 - The Wellness Centre has offered virtual programming in the form of bi-weekly workshops with Mental Health Nurses, drop-in activities during exam season with Peer Health Educators, and bookable workshops for classes or meetings on a range of health topics.
 - Beginning the integration of health and wellbeing service units on the UBC Vancouver campus, to improve timeliness to care, clinical outcomes, access, equity/inclusion, and cost effectiveness. This included opening of a newly renovated clinic space in Orchard Commons, which is a collaborative, team-based 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.

- Began/continued program design and development around Substance Use, Indigenous Health, International Students, Graduate Students, First Year Experience, Residence/Collegia, Prevention-Recovery, Culturally and Trauma Informed Care, LGBTQ2S+.
 - Continued provision of campus safety resources for students, including Campus Security and the Sexual Violence Prevention and Response Office (SVPRO).
- UBC intends to participate in the provincial Sexual Violence and Misconduct Student Climate Survey in the coming year.
 - The first data collection of the Canadian Campus Wellbeing Survey (CCWS) was completed in Fall 2020 and the second data collection for this survey was launched in Spring 2021. This data will help us understand the health and wellbeing needs for students in an intersectional way, with the ability to segment data by various important demographic characteristics and benchmark UBC responses against peer institutions across Canada.
 - UBC's health and wellbeing units also contributed to an accessible and relevant post-secondary system through student safety and inclusion through actions in a number of priority focus areas including:
 - Mental Health
 - Mental health continues to be a major focus for Student Health Services. Over the past few years, there has been an increased need to support students with mental health concerns to ensure student success. Students are screened for level of distress and those students with a high level of distress are provided with an urgent appointment. Family Physicians, Nurse Practitioner (s) and Mental Health Nurses collaborate to ensure that students receive timely access to care.
 - Student Health Services participated in the HeartsmapU research project to develop an online platform to screen for mental health and direct university students to appropriate services.
 - Health Promotion and Education began researching and building a robust campus-wide suicide prevention and training program across both campuses. The intention is to pilot a program in 2021 based on a fulsome literature review, research into effective program development, and consulting with experts in the field.
 - Student Health Services continued to focus on providing support for individuals from marginalized or other high-risk backgrounds for mental health conditions as a priority for the unit.
 - Student Health and Wellness at UBCO hired a second case manager to manage Early Alert and provide support to complex student situations in response to the increase in the number of Early Alerts submitted during pandemic. The unit is also revising the Blue Folder, an adaptation of the Green Folder already in use at UBC Vancouver. The Blue Folder is a resource for faculty and staff to use to know what to look for, say, and do to assist UBC students in distress.
 - Promoting equity, diversity and inclusion

- San'yas Indigenous Cultural Safety training will be completed by all staff in Student Health and Wellness at UBC Okanagan by Spring 2021.
- Student Health Services maintains a sustained focus on enhancing and expanding Indigenous wellness and support for Indigenous mental health. This includes active involvement in the Indigenous Wellness Committee, which focuses on improving services for Indigenous students at UBC, and providing a Nurse on Campus outreach program to Indigenous students in the First Nations House of Learning. The Nurse on Campus program plays an important role in connecting with Indigenous students, providing health information, addressing mental health concerns and connecting students with resources.
- Counselling Services developed and trialled a range of new student support groups across the year to meet unique student population needs, including support groups for international students, graduate students, student parents and BIPOC students.
- Substance Abuse
 - Student Health Services continues to be active in responding to the opioid overdose public health emergency through teaching on harm reduction and how to use Naloxone kits, and distributing naloxone kits to students and the campus community. This has included teaching sessions with UBC Security staff, residence life staff, and student clubs and groups.
 - Units collaborate to provide education about substance use through the Substance Use Education Working Group.
 - Began developing, and received funding for, a new Student Recovery Community program. The Student Recovery Community aims to provide critical support for students with addictions, increasing the ability for these students to succeed at UBC. The work has included an extensive review of literature and existing recovery ally training curriculums (RATC) at other universities and Student Recovery Communities (SRCs) with specific focus developing a RATC that centers empathy and inclusion for historically, persistently, and systemically marginalized groups. We are now in the process of setting up the program at both UBC Vancouver and UBC Okanagan.
 - Student Health and Wellness at UBCO launched a drug checking process through Campus Health, with support from other areas of Health and Wellness, which will continue through Interior Health Authority contract until the end of August, 2021.

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
- On March 24, 2021 UBC successfully migrated its application for undergraduate admissions to the EducationPlannerBC Application System. This was a soft-launch with full launch to occur for the 2022 Winter intake.
- UBC continues to co-chair the EducationPlannerBC Steering Committee.

Providing programming that meets local, regional or provincial labour market and economic needs;

- 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.
- UBC's enrolment and program planning processes continue to be informed by BC's annual Labour Market Outlook and other sources of data about both student and labour market demand for UBC programs.
- Over the past year, a number of programs that explicitly meet labour market and economic needs have undergone significant development or launched. These include, for example:
 - The Bachelor of Indigenous Land Stewardship (currently pending Ministry approval) was developed by the Faculty of Forestry and collaboratively designed to prepare students for careers working with and for Indigenous governments on land stewardship. The program has been developed by a steering committee with representation from the Faculty and from Nicola Valley Institute of Technology, and experts from various First Nations including Westbank First Nation, Tahltan Nation and Stó:lō Nation. The program has been designed to graduate a new generation of land and resource managers who have foundations in Indigenous knowledge, and in business, community development, communication, ecology, governance, law, remote sensing and mapping, wildlife management, and silviculture.
 - UBC Certificate in Biomedical Visualization and Communication has been developed in partnership between the Faculty of Medicine and Extended Learning recognizing that we live in a time of an acute science communication crisis where scientist lack the skills for compelling communication and those who are experts in media design and communication lack the scientific understanding to communicate this complex content effectively. This certificate is designed to help bridge that gap and educate people for a future that will rely increasingly on the use of visual media to communicate. Currently, UBC is unable to meet the demand for qualification in the field of biomedical visualization and communication. This is in contrast to economic growth in this area, catalyzed through

Canada's Digital Technology Supercluster and the Cascadian Innovation Corridor. UBC is mandated to meet the needs of the emerging BC economic sectors as they relate to digital media development and health. This certificate is clearly aligned with these objectives. The program targets two main cohorts of prospective students: those with a biomedical or health professional background and those with a media design or programming background. The aim of the program is to bring these students together in multidisciplinary teams so that they can learn from each other and create a unique and compelling approach to biomedical visualization and communication.

- The UBC Graduate Certificate in Primary Health Care was developed by the UBC Faculty of Medicine to support the transformation of health care in British Columbia signaled by the British Columbia Ministry of Health's adoption of an integrated primary healthcare model. This model prioritizes the delivery of primary health care through formalized interprofessional, collaborative teams involving a range of healthcare professionals including audiologists, dietitians, midwives, nurses, nurse practitioners, occupational therapists, pharmacists, physicians, physical therapists, social workers and speech language pathologists. The certificate is designed to prepare practising healthcare professionals to build their skills and apply the principles of team-based care, contribute meaningfully to an interprofessional team and lead change in their organization. The program is delivered part-time and primarily online.
- UBC Okanagan is a key partner in the development of the Okanagan region, and works with partners to realize its Outlook 2040 plan, which envisions a future of growth and innovation that will strengthen its contributions to the growing local, regional and provincial labour and economic needs. Outlook 2040 projects increased economic impacts for the Okanagan region, increasing from the current \$1.5 billion to \$4.8 billion.
- To meet the aspirations of Outlook 2040, UBC Okanagan has initiated several new infrastructure projects currently underway, with many more being considered, to meet enable it to meet current space shortfalls and future growth needs.
- In June 2020, UBC President Santa Ono announced the next major step in the evolution of UBC's presence in the Okanagan and in its ability to serve the needs of the BC Interior region. Planning for the downtown presence is currently underway, with construction expected to begin in Spring 2022. This new 80,000 sq. ft. building in the heart of Kelowna's downtown will provide new opportunities for students in public-facing programs to enrich their educational experience and interface with the community.
- Planning is also underway for the new Interdisciplinary Collaboration and Innovation (ICI) building, that will begin to address the critical space shortage on the Okanagan campus. This new project will advance the mandate of UBCO as a partner in regional development, with an expected occupation of January 2025. This new space will facilitate world-leading, interdisciplinary/ transdisciplinary research and academic programming.
- In March 2021, the Senate approved updates for the proposal and approval of new programs at UBC Okanagan. The updates support and require early engagement of program proponents with community members and future employers to align new programming with local and regional needs. The updated process also requires proponents to find relevant job opportunities for

graduates, increasing alignment of programming with the labour market in the province. The provincial labour market reports and forecasts, as published in WorkBC, continue to inform all new program proposals.

- Additionally, a UBC Curriculum Mapping Tool is currently under development to support program proposals in its early stages by offering labour market information to program proponents. This tool will also be available to current programs wishing to redesign their curriculum to respond to the labour market locally and provincially.

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 perspectives 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 helps 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. For example:
 - Celebrating its 10th anniversary year, the Simon K.Y. Lee Global Lounge & Resource Centre, located on the UBC Vancouver campus, mobilizes 42 globally-focused UBC student clubs and organizations, representing membership of more than 1000 students. With funding and operational support from the university, these groups are committed to dialogue and action, regularly sponsoring programs and initiatives that foster intercultural understanding and international engagement, drawing 13,000 attendees to 400 events, and building a community among students, faculty, and staff interested in global issues. During the pandemic, the Global Lounge, the tandem Language Learning Program and the UBC & AMS Global Fund pivoted to virtual delivery, continuing to offer a high level of engagement and dialogue on critical issue.
 - UBC Okanagan's Intercultural Development Program (IDP) helps students build cross-cultural skills and intercultural fluency that are required for academic and professional careers. Workshops, such as Intercultural 101, provide students with the opportunity to explore the relationship between culture, language, identity, politics and communication. Students develop meaningful strategies to communicate in culturally diverse communities in Canada and abroad, while bridging the gap between domestic and international students. Throughout the COVID-19 pandemic the program has moved into a virtual format with full online workshops/programming via Canvas and Zoom, as well as specialized intercultural programming/training for key groups on campus including peer mentors, residence assistants, the College of Graduate studies and the Faculty of Applied Science (UBCO).
- The COVID-19 pandemic and its economic impacts may have substantial implications for international enrolment in 2021/22 and beyond. UBC is taking steps to minimize impacts on international students and has harnessed technology-enabled distance learning to promote

continued international student enrolment until the pandemic has eased. UBC has made substantial efforts to support students, faculty and staff in engaging with and delivering effective synchronous and asynchronous academic activities and support services for students in disparate time zones, such as www.keeplearning.ubc.ca and www.keepteaching.ubc.ca. Along with peers and stakeholder groups, UBC has had regular and ongoing conversations provincially and federally to mitigate negative impacts of COVID-related travel restrictions and requirements on international student flows.

- In response to travel restrictions, UBC has developed subsidized self-isolation packages for students, faculty and staff traveling to Canada. The self-isolation experience has been welcoming and well received by students, utilizing a Staff Ambassador program to support student wellbeing and connection to the UBC community. Most importantly, it has also been a safe experience with no reported cases of COVID-19 transmission.
- 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 that more UBC students across both campuses have an international experience by the time they graduate.
- The university's global engagement strategy, *In Service*, launched on April 12, 2021. Situating UBC as a global actor, the plan focuses on two goals: to catalyze transformative learning experiences in global contexts, and on global issues, that will shepherd our students on their voyages towards global citizenship and leadership; and to enhance the impact of our scholarly activities, creative endeavours and service capacity to help build a better world.
 - The second theme in the plan, Students as Global Citizens, recognizes that the global citizenship of UBC students is enhanced through learning in global contexts and through internationalization at UBC.
 - To support this theme, the plan identifies the following action direction for educational experiences: Better equip students to respond to a globalized world by curating, facilitating and supporting curricular and co-curricular activities and experiences that: 1. Incorporate global perspectives and issues of global relevance; 2. Provide learning opportunities on UBC's campuses, in our local communities, in global contexts and via global virtual classrooms and 3. Are inclusive and accessible to all UBC students.

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. In 2020, due to COVID-19, these initiatives were adapted to virtual programming and much was learned that will influence future offerings. 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. **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. This program also continues to provide a flexible pathway for students to explore post-secondary courses on a part-time basis.
- 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 create and expand lifelong learning pathways for students at various points in their careers and UBC continues to be a strong partner in the transfer system in BC.
- UBC and Langara College are in the process of developing a new Collaboration Agreement after the expiry of the previous agreement in September 2020. This renewed agreement will reaffirm commitments to ensuring a pathway from Langara to UBC, with supportive advising, scholarships and a mentorship program to help new transfer students adjust to UBC campus life.
- The Future Global Leaders pre-university program for high school students, which was delivered as an intensive summer on-campus experience pre-COVID, has become a year-round series of online courses that introduce to and prepare students for university studies in academic topics including Business Foundations, Business and Social Impact, Digital Media Entrepreneurship, Engineering, Psychology, Biology, History and the Future of Cancer, and Crime and Society.
- UBC offers a range of programs that prepare students for moving along the pathways of higher education, including "Your Guide to Getting into a Canadian University", which is part of the Future Global Leaders portfolio, and the "Pre-Graduate School Online Program", which gives students the skills to choose, apply to and succeed in a Canadian master's program.
- UBC's Digital Credentials Working Group, co-chaired by Associate Provosts Simon Bates (UBCV) and Heather Berringer (UBCO), is studying digital credentials, or badges, as they relate to both higher education and professional training. The Working Group brings together representatives from various faculties, UBC centres which offer professional education, and both UBC campuses. The group will produce a report with policy options and recommendations to inform next steps by UBC senior leadership later in 2021.
- UBC's Senate is in the process of drafting a non-credit policy. This policy will create recognition for a 50-150 hour micro-certificate, in addition to full certificates of more than 150 hours.

- In response to an increased need for online Pro-D options accessible to any BC educator, UBC is developing the STEM-Ed Teacher Professional Development Program (STEM-Ed), a free online program focused on extending Grades K - 12 educators' capabilities and confidence in teaching engaging STEM activities in their classrooms. This program will consist of 12 courses in total that cover a multitude of topics within STEM and is intended to launch in Fall 2021.
- The UBC Centre for Excellence in Indigenous Health and Extended Learning relaunched a fully-online, updated and newly-named Certificate in Indigenous Health Administration and Leadership program to serve Indigenous learners and communities.
- Extended Learning hosts a lecture series for a general audience, including Academic Explorations (6-week sessions) and OneHour@UBC (individual lectures) and which feature UBC scholars on topics from arts, humanities and history, to literature, music, science, politics and more.
- Many programs across the university deliver ongoing professional education courses in a wide array of occupations and fields. A notable example from the past year of professional education that was adapted to the needs of learners is the course [Safe Surgical Care: Strategies during a Pandemic](#), which was offered in partnership by the Faculty of Medicine and Extended Learning. This course makes important, timely medical education available, and aims to inform surgical teams of the risk during pandemics, prepare them to respond appropriately, give them tools to ensure their safety, build pathways to maintain specific surgical services and anticipate and mitigate long term impacts.

Advancing and supporting open learning resources;

- The advancement of open learning resources continues to be an area of focus for UBC.
- In the 2020/21 academic year, 19,152 students at UBCV took part in an estimated 60 courses, or course sections, that were using open or freely-available resources in place of paid textbooks. This replacement of traditional textbooks with open educational resources has potentially saved UBCV students an estimated \$1.9 to \$2.7 million this academic year. This range reflects alternative buying options available for students, including new, used and rental textbooks. UBCO is implementing a tracking system this year.
- To further support and sustain these efforts, in September 2019, UBCV committed \$1 million over four years to the Open Educational Resources (OER) Fund for the development and integration of open educational resources into UBC credit courses. In 2021, UBCO established a pilot Open Educational Resources Grant program with funding from BCcampus and the Office of the Provost.
 - In 2020/21, the OER Fund at UBCV awarded \$175,950 across 24 OER projects in nine different Faculties. Two of these projects received matching or additional funding from BCcampus. At UBCO, the 2020/21 OER Grant program awarded \$41,525 across 9 projects to create or adapt open educational resources to be implemented in UBCO courses by January 2022.

- Additionally, both UBCO's Aspire-2040 Learning Transformation Fund (ALT-2040) and UBCV's Teaching and Learning Enhancement Fund (TLEF) encourage faculty to develop or integrate open educational resources. In 2021, 10 TLEF and 1 ALT-2040 projects (totaling \$531,000), identified an explicit open strategy.
- UBCO was awarded one of BCcampus' 2020 Open Education Foundation Grants for Institutions, which helped to accelerate UBCO's open education efforts.
- The UBCO Open Education Working Group was formalized in 2020. The Open UBC Working Group at UBCV has been meeting regularly since 2015. On their respective campuses, and in partnership with one another, these two groups enhance awareness and build capacity for the adoption, adaption, and creation of open educational resources by sharing information and coordinating efforts among key stakeholders and partners who lead and support open education initiatives at UBC (e.g., faculty members, Faculty instructional support units, teaching and learning centres, Library, Bookstore, the UBCO and UBCV student unions and BCcampus).
- Additional UBCO-supported initiatives to raise awareness and further open practices included:
 - In January 2021, a full-time, ongoing Community Engagement and Open Education Librarian was hired. Funds were also allocated for a student assistant to support the open portfolio.
 - The Students' Union Okanagan of UBC (SUO) launched an OER Champions initiative, with the first awards announced in late March 2021.
 - UBCO staff and faculty were instrumental in the development of a new first-year Geography online, open lab manual, published through BCcampus, that is being beta-tested throughout the province. The lab manual was used in a GEOG 108 and 109 (~500 students), resulting in a minimum of \$10,000 savings and avoidance of purchasing a ~\$100/student commercial text.
- UBCV supported a number of open initiatives and events to increase awareness and capacity for open resources, including:
 - Leaders in Open Learning 2020: A celebration of UBCV OER Champions, in which the UBC Alma Mater Society (AMS), in partnership with the UBC Library, the Centre for Teaching, Learning & Technology (CTLT), and the Vice-President Academic, recognized UBCV faculty who created or used OER in response to moving UBC courses online.
 - Open Scholarship in Practice 2020: A week-long event offering workshops and speakers in the areas of open access, open education, and open research.
 - The 2020 Virtual Student Learning Analytics Hackathon: A full day event which provided transparency into learning tools and data by having students create learning analytics tools using their own student data.
 - Program for Open Scholarship and Education: In spring 2021, the UBC Library and CTLT created and delivered a four-month open access course for faculty, staff, postdocs, and graduate students with an interest in open research, open access, open data, and open education. Approximately 60% of learners were from UBC with the remaining being from other institutions within BC, Canada, and abroad.
 - Ongoing open education workshops: In 2020/21, the CTLT and UBC Library hosted more than 30 different workshops focused on different aspects of OER, open pedagogy, and the use of open tools.

- UBC provides access and support for a large range of open technologies or platforms that facilitate the creation and use of open resources and pedagogies. These platforms include UBC Blogs/UBC CMS (WordPress), UBC Wiki (Mediawiki), WebWork, Open Journal System, Jupyter Notebooks, PressBooks, and more.
- In March 2020, the CTLT at UBCV published an open access statement affirming that it creates open and accessible educational resources, tools, and practices and encourages public sharing with an open license when agreed upon by all contributors.

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.
- 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:
 - Overall, UBC is achieving 136% of the Ministry targets for technology-related program expansion with significant domestic enrolment growth in the Faculty of Applied Science and the Faculties of Science over the past three years.
 - First year, domestic new to program FTE in the Bachelor of Applied Science are up 21% (117 FTE) in Vancouver for 2020 over 2018, and up 33% (79 FTE) over the same time in the Okanagan.
 - The Bachelor of Science program has increased first year domestic new to program FTE by 13% (164 FTE) in Vancouver, and 9% (42 FTE) in the Okanagan. These increases have led to both campuses exceeding their technology-related program expansion targets for Computer Science.
 - As part of the overall expansion of technology-related programs, 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 in Biomedical Engineering program welcomed its first cohort in September 2018, with the number of FTE students expected to total 355 by 2022/23. In 20/21, the program had 310 FTE compared to the ministry target of 261.
 - The Bachelor of Applied Science in Manufacturing Engineering launched at UBC in September 2019, enrolling a total of 35 students in the Okanagan campus and 89 in the Vancouver campus. This program supports the 4th largest industry in BC, and its graduates will contribute to the forecasted workforce shortages due to the ageing workforce in the industry. Graduates will also contribute to this evolving industry by

integrating new technologies and ongoing innovation, in alignment with the Science Technology and Innovation Council focus.

- The government's investments in health program expansion are enabling enrolment increases and the creation of new distributed sites for education across the province. Progress on UBC program expansion in these areas includes:
 - Across health professional programs with targeted ministry funding, UBC Vancouver enrolled 3,894 FTE in 2019 against a ministry target of 3,703 and 593 FTE against a target of 561 at UBC Okanagan.
- UBC appreciates the Ministry of Advanced Education and Skills Training's funding support for 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 20/21, the in-person and online delivery of the ECE basic certificate generated 43 FTEs against a target of 50. Focused efforts by the program coordinators to increase enrolments and achieve the targets, including offering three intake periods instead of two, streamlining the application process, and increasing marketing and promotion activities, resulted in a marked increase in FTEs compared to the previous year.
- UBC has also developed a new Master of Nutrition and Dietetics (pending Ministry approval) which is a graduate-level health professional program that meets credential requirements for graduates to license as a Registered Dietitian in Canada. Currently, the only pathway to becoming a registered dietitian in BC is a competitive five-year undergraduate program at UBC that graduates approximately 36 students per year. Approximately 35-40% of students who apply already have an undergraduate degree. The MND program will attract applicants from a variety of areas: students with health science, kinesiology, and biology/physiology backgrounds; individuals trained as dietitians external to Canada who wish to license in BC or Canada; and mid-career professionals who wish to change careers and pursue dietetics.
- As a young campus, UBC's Okanagan campus has a unique opportunity to adapt and grow alongside regional needs. This has allowed UBCO to be responsive to community demand with the introduction, new campus-wide co-op opportunities and expanded access programs for Indigenous students. In the 2020/21 academic year, UBC Okanagan introduced several new programming options that align with areas of high opportunity and growth for students while striving to support future labour market needs.

Increasing co-op and work-integrated learning opportunities;

- 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.

- UBC offers experiential and work-integrated learning opportunities for students through a variety of programs, including through faculty-based co-op programs, Work Study and Work Learn, research-based internships, among others.
- UBC students also access high quality internships and work-integrated learning opportunities through Mitacs. In 2019-20, UBC students participated in nearly 1,400 Mitacs Accelerate internships.
- The 2020 year was a challenging one for co-operative education programs at UBC and at institutions across Canada. The COVID-19 pandemic resulted in a decrease in the number of opportunities and work terms available to UBC students in the Summer and Fall 2020 terms. A total of 5,595 work terms were available in 2020, which was a decrease relative to the year prior; however, in Winter 2021 UBC Co-op programs experienced a recovery in the number of work terms, with a 4.4% increase relative to the same period in 2019. There is optimism that this trend will continue into 2021 and 2022. Despite these challenges, UBC remains the second largest co-op program in Canada, second only to the University of Waterloo.
- In order to mitigate some of the challenges brought on by the pandemic, the UBC Co-op Council and Co-op programs put significant effort into continuing and supporting high-quality experiences for students and employers. Some of the initiatives undertaken include:
 - Hosting a webinar for employers across all co-op programs to educate on the different funding options available to hire students. This webinar had over 400 attendees across multiple disciplines and sectors.
 - Partnering and leveraging the federal Student Work Placement Program (SWPP) to help hundreds of employers access funding to hire UBC Co-op students.
 - Enhancing outreach and support for faculty members to hire co-op students and connecting them with applicable funding to hire students.
 - Developing the High Risk Travel Authorization process with UBC Student Safety Abroad that enables students who returned home at the onset of the pandemic to undertake a co-op experience in their home country, providing they meet the appropriate requirements.
- UBC continued to work on the seven projects funded by the BC Ministry of Advanced Education and Skills Training through funding designated to support the ecosystem for work-integrated learning within and across post-secondary institutions in BC. UBC has greatly benefited from this funding, receiving over \$822,000 for seven projects. This funding supports a range of projects across both UBC campuses that helps the university to better understand and meet the evolving needs of our diverse student population as well as position UBC to continue to be a world leader in innovative work-integrated learning.
 - The seven projects currently underway include:
 - **Pre-Employment Curriculum for the 21st Century Workplace:** Developing a common employment training curriculum that can be integrated into the co-op programs at UBC's Vancouver and Okanagan campuses. Seven online modules have been built out in Canvas and currently under review by Faculty/School Co-op Offices.
 - **Effective Work-Integrated Learning Programs for Indigenous Students:** Develop a sustainable plan and resources to limit barriers to Indigenous student participation in work-integrated learning programs at UBC and increase

participating in these programs. This project is a partnership between UBC's co-op programs, Aboriginal Student Services (UBCO), First Nations House of Learning (UBCV) and the Centre for Student Involvement and Careers (UBCV).

- **Co-op for Arts PhD Students:** Increase participation of PhD students in the Arts co-op program by engaging with faculty from humanities and social sciences to demonstrate the value of graduate-level co-op work.
 - **Non-STEM Stream for the Canada-Japan Co-op Program:** Developing new non-STEM work term opportunities for students in Japan as part of the Canada-Japan Co-op Program.
 - **Tri-Universities Regional Partner Engagement Strategy:** In partnership between UBCO, Thompson Rivers University, and the University of Northern British Columbia this project is focused on developing new opportunities in central and northern BC for work-integrated learning through a campaign of regional marketing and engagement.
 - **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:** Supporting health care practitioners and students pursuing clinical placements in the remote communities in the District of Bulkley-Nechako through a "virtual coordination hub". This is a partnership between UBC, CNC, and UNBC.
- The Work Study program at UBCO 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. In the 2020/21 fiscal year, the Work Study program received \$1,410,316 in funding requests for part-time, on-campus and virtual work experiences (90 proposals; 259 jobs) which is an increase of \$44,640 in funding requests from fiscal year 2019/20. The program was able to fund 43% of these proposals, resulting in the creation of 178 part-time work experiences for students.
 - The UBC Okanagan Arts Career Apprenticeship Program (UBCO ACAP), which launched in spring 2021, connects upcoming arts, humanities and social sciences graduates from the Irving K. Barber Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies with Okanagan-based employers for one-year, paid, early career opportunities. Students will participate in a competitive application and interview process and gain professional experience and mentorship, while contributing to the growth and development of a local business or organization. The UBCO ACAP prepares students for career and employment readiness through support, training opportunities and workshops.
 - Work Learn is a signature UBC Vancouver work experience program, which, in partnership with faculty and staff, offers outstanding workplace learning experiences for students in labs, libraries, service delivery, and administrative offices. Positions are highly sought after - in research, campus life programming, and other workplace experiences.

- COVID-19 generated many unanticipated challenges for student employment across the institution. Despite these challenges, the Work Learn program was able to continue to provide funding and support to faculty and staff supervisors, and provide quality workplace experiences for students during this uncertain time. In the 2020/21 fiscal year, the Work Learn program received \$7,337,560 in funding requests for part-time work experiences from a total of 1,792 proposals to create 3,365 jobs, a decrease of \$1,238,766 in funding requests from the year prior. The Work Learn program was able to fund 95% of these requests, resulting in 2,553 part-time work experiences for students.
- Work Learn worked to address challenges associated with the transition to remote work and salary continuity in response to COVID-19 through activities such as virtual office hours, webinars on remote hiring and supervision, conducting virtual site visits, and developing a [digital resource guide for Work Learn supervisors](#).
- 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. 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).
- Multi-year funding (2019-2023) through UBC's Academic Excellence Fund enables support of an Off-Campus Work Learn pilot to support students from equity-deserving groups in work experiences, particularly students with disabilities and Indigenous students.
- The CSI&C is currently exploring funding options to further collaboration with faculty member Dr. Alison Taylor who is undertaking a research project on the impact of employment on undergraduate students' experiences at UBC (*Hard Working Student*) to further understand student employment trends. Various resources have been developed through this collaboration including a [website](#) that highlights important resources and 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;

- The pilot projects for Mid-Career Learners, which is a partnership between the Ministry of Advanced Education and Skills Training and UBC to develop short, market-driven educational offerings in key technical areas, has four program streams (Emerging Technology, Data Science, Python programming, and Software Development). Two of the four streams have launched and two have been delayed due to COVID-19.
- In fall 2020, funding provided by the Province of British Columbia and the Canada-BC Workforce Development Agreement, enabled UBC to develop and implement four micro-credential

programs. These non-credit programs present new options for both students and external learners to build their skills through short duration, flexible learning options that align with in-demand fields.

- In January 2021, UBC Okanagan launched the Skills in Industrial Automation: Programmable Logic Controller micro-credential program through the School of Engineering. This course is available to both students enrolled in current engineering programs as well as mid-career and external learners and offers a re-skilling option for this in-demand field.
 - UBC Okanagan also launched Critical Skills for Communication in the Technical Sector through the Department of Earth, Environmental and Geographical Studies in February 2021. This course offers technical communication training covering skills essential for employment and career advancement in the science and engineering sectors.
 - In early 2021, the Faculty of Forestry at UBC Vancouver launched the Climate Vulnerability and Adaptation micro-certificate. This program provides forest professionals with an understanding of climate science, vulnerability assessments, adaptation development, and how it is applied to management and business case adaptation.
 - UBC Extended Learning and Blockchain@UBC launched the UBC Micro-certificate in Blockchain Innovation and Implementation. This part-time program is designed for professionals who need to identify, assess and lead blockchain initiatives. The first program ran in spring 2021.
- UBC Extended Learning's Centre for Intercultural Communication has created a new Anti-Racism Program which aligns with the draft UBC Senate Micro-Certificate policy. As one of the first UBC programs to align with the Micro-Certificate policy, this program can offer learners a new type of credential—in-between the individual course and the full non-credit Certificate—in this critical topic. Learners will be able to ladder from the micro-certificate into a new UBC non-credit Certificate in Equity, Diversity, and Inclusion.
 - In 2020/21, several additional new programs that serve workforce needs for upskilling and reskilling launched including:
 - In partnerships with Amazon Web Services, the AWS Academy program in Cloud Computing launched in January 2021 with Cloud Foundations and Cloud Architecting courses.
 - UBC Extended Learning joined the Microsoft Canada Skills Program, with the first course in Microsoft Azure Cloud Computing launched in March 2021.
 - The [UBCx Human-centered Design in the Workplace](#) professional certificate program also launched this year. Taught by UBC faculty instructor, Patrick Pennefather, learners who complete this two-course professional certificate will gain a foundational understanding of human-centered design concepts and strategies, including rapid prototyping and iterative problem-solving.
 - The UBC Certificate in Biomedical Visualization and Communication, offered by Extended Learning in partnership with the Faculty of Medicine, launched this year with the first class beginning their program in January 2021. The certificate program is tailored to meet the needs of students with diverse backgrounds, providing training in integrated skills that blends scientific knowledge, critical thinking, co-creativity, teamwork and communication skills. The program also includes a focus on diversity and inclusivity in biomedical communications.

- Extended Learning has doubled the capacity of the Certificate in Organizational Coaching, which supports learners to become certified coaches. Many of these learners are transitioning in their careers or supporting others to do so.

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

- Career Services at UBCO connects students to experiences, resources and people that will help them achieve their personal and career goals. The Centre provides all UBC students and alumni with access and connection to workplace learning, mentoring, volunteer and leadership opportunities; and offers career and employment related services to students, academic departments, industry partners, and alumni.
- [UBCO Career Connections Series](#) focuses on connecting UBC students and alumni with employers from a variety of sectors nationally and globally. The series creates a space for conversation and questions about hiring and the labor market.
- In 2021, Career Services partnered with alumni UBC to host [Emerge](#) – a week-long event for students of color to connect and explore career pathways with alumni and community partners of colour who are navigating their own careers and to learn about the labour market from multiple perspectives.
- [Career Development Week for International students](#) is an annual event that focuses on the unique challenges and opportunities faced by International students when seeking employment.
- E-Careers is a 3-part series that consists of networking style events held for the individuals disciplines within the Faculty of Engineering – 2021 this program moved out of Careers and is now hosted by the Faculty.
- In collaboration with the College of Graduate Studies, Career Services has developed a non-credit credentialing program in Career Readiness and Professional Development. This program will launch in May 2021, but backdate student workshop attendance to Fall 2020.
 - This program consists of eight workshops, covering three themes (Career Exploration, Job Search Strategies, and Networking). These workshops will focus on building a strategy for personal career management, help students reflect on their experiences, create a future vision of their career, and learn strategies and skills to develop and grow professionally. Workshops are offered in partnership with relevant organizations on campus.
- The Centre for Student Involvement and Careers (CSI&C) at UBCV 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.
- The CSI&C saw 1,394 students (61% undergraduates) engaging in career advising and 2,870 students (62% undergraduates) participating in career workshops (workshops cover a range of topics including Designing Your Life, job search strategies, resume, cover letter, and interview

preparation, LinkedIn, Preparing for a Career fair, and Salary Negotiations) over the course of 2020/21, in which the following resources are used to help students explore opportunities and plan career pathways:

- Work BC (industry profiles/explore careers) – <https://www.workbc.ca/>
 - O-Net Online - <https://www.onetonline.org/>
 - Career Cruising - <https://public.careercruising.com/en/>
 - Government of Canada Occupation Search - <https://www.jobbank.gc.ca/trend-analysis/search-occupations>
- Work Learn designed a digital resource guide for Work Learn [student employees](#) that can be self-accessed by students to enhance support to students as they navigate their work experiences remotely (topics include: remote work environment, equity & inclusion, workplace mental health, and supporting student learning and career development outcomes).
 - In partnership with the Centre for Accessibility, Equity and Inclusion Office and the First Nations House of Learning, the CSI&C built on its collaboration from 2019/20 to develop [online career resources](#) to support job search strategies for students of colour, students with disabilities, and queer & transgender students and launched an [online resource for Indigenous graduates](#), specifically to support Indigenous graduates in successfully securing employment post-graduation during the global COVID-19 pandemic.
 - The CSI&C, in collaboration with Student Communications and faculty partners in Arts, Land & Food Systems, and Applied Science expanded its work completed with the Faculty of Science to build out 'What can I do with my degree?' resources for these respective Faculties. The goal of these resources is to provide degree-level career exploration guidance to support UBC students in connecting their academic and co-curricular experiences with their career goals and aspirations, as well as specific content for each specialization. The resources are designed to help students feel prepared and confident in their career exploration through a discipline-specific lens, and introduce them to various self-guided resources and experiential learning opportunities. These resources are also valuable for academic advisors, faculty members, and other campus career influencers.
 - In response to the global COVID-19 pandemic, the CSI&C made substantial pivots to transition its career resources into digital environments, including:
 - A [YouTube channel](#) featuring digital resources, recorded webinars, and event highlights to increase accessibility to content. Current playlists featured included *UBC Alumni Insights*, *Industry Highlights*, *Workplace Learning*, *Activate Your Career*, *Launch a Career in Canada*, and *First Year Experience*.
 - A LinkedIn Company page that is managed by staff and student staff to create an engaging professional community that facilitates connections among its membership (565 followers; 1,242 unique page views; 17,500 post impressions).
 - UBC Hub of [Ten Thousand Coffees](#), which is an online networking platform that connects UBC alumni with UBC students from anywhere in the world to gain insight on global job markets and industries, receive feedback on job search materials and online profile, or conduct informational interviews (2,942 student memberships; 2,222 alumni memberships).

- [Career Activation Video Series](#) which students can use to hone their career knowledge on their own time. This video series launched in February 2021 and features “how to” videos to provide students with information and tips they can use to activate their career.
- The CSI&C, in partnership with Simon Fraser University and University of Victoria, hosted [two virtual career fairs](#) (in addition to 4 other fairs in 2020-21, engaging a total of 5,700+ undergraduate and graduate students):
 - West Coast Virtual Fair – Fall (180 organizations)
 - West Coast Virtual Fair – Spring (100 organizations)
- The CSI&C expanded the scope of [Launch a Career in Canada](#) to a week-long virtual networking experience (11 unique digital events over 6 days), providing UBC international students an opportunity to connect and learn from international UBC alumni who have successfully transitioned to the Canadian workplace. This year’s programming saw 243 student participants, 4 guest speakers, 7 panelists, 3 international student moderators, and 27 international UBC alumni.
- UBC’s Customer Relationship Management platform (‘CareersOnline’ via Symplicity), which is used to manage all career-related activity, hosted 6,007 jobs posted by external employers and organizations, with 30,626 unique logins from students/alumni active on the platform.
 - The platform also hosts a digital library of curated resources such as webinars and recorded employer events for on-demand access.
- In collaboration with alumni UBC, the CSI&C contributed to expanding 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.
 - A series of networking sessions (Community Connection Series) intended to connect UBC students from equity deserving populations and diverse backgrounds with alumni and employers who express strong interest in hiring diverse talent.
 - The university hosted 13 Alumni Office Hours sessions (May 2020 – February 2021) with 200 students participating (90% of students self-reported that they strongly agree/agree that these conversations were very valuable).
- In partnership with alumni UBC and the Hari B. Varshney Business Career Centre, the CSI&C compiled resources including virtual career events, guidance from fellow alumni and employers, online resources from career experts, and relevant job postings and recruitment events providing valuable career resources from across UBC to help graduating students and alumni make the most of their talents, interests, and education in a changing world of work:

<https://www.alumni.ubc.ca/careers/your-next-step/>
- UBC built on its success in 2019/20 hosting events focused on growing industry sectors in the province and hosted a second ‘Industry Night’ ([Video - Industry Nights: Careers in Video Gaming](#))

Mandate Priority #1 Progress Report

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New² • Planned vs In Progress vs Implemented or • Ongoing <p>If there is no relevant program show as N/A.</p>	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details initiatives 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. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<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>PROGRESS</p> <p>In Progress</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p> <p>The School of Social Work (SSW), Okanagan campus, continues to increase the amount of field education sites with Indigenous communities and agencies, so that students can complete their 450 hours of practicums in these Indigenous community settings. The School's goal is to reach a proportion of 25% of sites in Indigenous communities over the next five years.</p>

¹ "... " represents omitted text not related to post-secondary education from the original Call to Action.

² New initiatives start in the current reporting year and have not been previously reported on.

In Progress	SSW is in the final stages of hiring a full-time faculty member with Indigenous background (Assistant Professor-Teaching Stream) to start July 1, 2021. In addition to teaching, the new faculty member will be involved with a number of school activities, including student recruitment and advising, and further community engagement.
Ongoing	<p>The Master of Social Work program at UBCO 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 is a core/required course for all Foundational Track students in their first year. It provides an overview of historical and current issues confronting social work with First Nations, Métis, and Inuit individuals, families, and communities within Canada including but not limited to child protection; critical assessment of theories for social work practice with Canada's Indigenous peoples. • <i>SOCW 560 Braiding Indigenous Knowledge into Clinical Practice</i>: this elective course, offered on an annual basis, integrates Western and Indigenous knowledge in clinical social work practice. • <i>HINT 508 Cultural Safety in Health: Indigenous Perspectives</i>: This Interprofessional elective course, also offered on an annual basis, provides 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>Additionally, the School of Social Work intentionally integrates Indigenous content in the following six 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> • <i>SOCW 551 Advanced Clinical Social Work Theory and Practice</i>
New	The Faculty of Health and Social Development (of which the School of Social Work is a member) recently appointed an EDI leader, Rishma Chooniedass, Lecturer, School of Nursing. Our School regularly receives input from Rishma, and various Faculty-wide committees under her leadership. These will additionally shape the scope of TRC's Calls to Action responses.
Ongoing	<p>The School of Social Work, Vancouver campus, continues to offer the following courses:</p> <p><i>SOWK 570B: Advanced Indigenous Peoples and Critical Social Work Analysis (3 credits)</i> Covers a critical analysis of the impact of colonization on Canadian Indigenous individuals, families, and communities; identification of the differences of resource allocation and 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>SOWK 442: Policy and Practice in Child Welfare (3 credits)</i></p>

	<p>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 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><i>SOWK 325: Indigenous Peoples and Critical Social Work Analysis (3 credits)</i> 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>The School offers practicum placements at Aboriginal Delegated Agencies and Indigenous programs, including: 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>Indigenous Elders and knowledge keepers join in courses and Indigenous-focused materials are intentionally integrated into various courses in all cohorts. The School maintain an Indigenous Advisory Circle, an Elder Scholar, an Indigenous student advisor and a school-wide Indigenous program committee. There are two Indigenous faculty members in the School.</p> <p>Indigenous Cultural Sharing Recess Series: Virtual presentations from community agencies on November 20, 2020 and March 26, 2021 marked the third year of these inhouse events. The series is continuing in 2021-2022.</p>
New	<p>The School of Social Work on the Vancouver campus undertook the following new initiatives in 2020/21:</p> <ul style="list-style-type: none"> • School of Social Work's Statement of Accountability: Virtual public presentation on November 3, 2020; in the statement the School declares its commitment to reconciliation and acknowledges the role social work and the School have had in colonial policies and actions that have, and continue to, impact Indigenous peoples. • Development of the School's "Reconciliation, Indigenization and Decolonization 4 Year Action Plan"; implementation of its five goals are underway: 1. Indigenize social work curriculum; 2. (a) Support the academic success of Indigenous students (b) Increase enrollment and retention of Indigenous students; 3. Support Indigenous centered research; 4. Increase engagement with Indigenous communities; 5. Increase the number, retention and promotion of Indigenous staff and faculty and the quality of their experience. • Inaugural Indigenous Distinguished Speaker Series: Dr. Raven Sinclair virtually presented on March 2, 2021. The series is continuing in 2021-2022.

	<ul style="list-style-type: none"> Orange Shirt Day 2020: Virtual presentation from founder of Orange Shirt Day Phyllis Webstad on September 17, 2020. Planning underway for Orange Shirt Day 2021.
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<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>
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	Faculty of Arts and Social Sciences UBCO:
New	Bachelor in Nsyilxcn Language Fluency – for Sylix speakers, community-based learning (2 years in NVIT and 2 years at UBC Okanagan).
Planned	<p>Three new hires:</p> <ul style="list-style-type: none"> Assistant Professor Tenure-Track hired, starting July 1, 2021. A fluent Sylix speaker. Associate Professor for the Community, Culture and Global Studies department. Starting July 1st. An Indigenous Scholar. Assistant Professor for the Community, Culture and Global Studies department. Starting July 1st. An Indigenous Scholar.
Planned	Center for Interior Salish Studies: This center will be a cultural and research center, located in the Innovation Precinct. It will focus on language revitalization of Interior Salish First Nations, building on the current Bachelor of Nsyilxcn Fluency Language. In addition to language revitalization, language lab enrichment environment, and archive and depository building, the Center will expand its mission to include Indigenous Knowledge systems. It will be a research and teaching center, serving First Nations communities in the interior British Columbia and educating undergraduate and graduate students at UBCO.

In Progress	<ul style="list-style-type: none"> • The Institute for Critical Indigenous Studies (CIS) at UBCV is currently conducting a number of faculty searches, which will expand both the First Nations and Indigenous Studies and First Nations and Endangered Languages programs. Several of these searches are expected to result in joint appointments with other UBC departments, which will broaden the capacity for collaborative work across UBC. • The Musqueam Language Program will be renewed, following a one-year hiatus due to COVID. • An “In the News” initiative is promoting Indigenous research and knowledge, and sharing news and events that impact the community. • CIS is in the process of hiring an Outreach and Engagement Specialist, which will help to foster relationships with community by developing and implementing Indigenous engagement strategies.
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23: HEALTH-CARE PROFESSIONALS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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Ongoing	<p>School of Health and Exercise Sciences UBCO:</p> <ul style="list-style-type: none"> • Delivering INDG 319 to Human Kinetics (HK) students as an upper year elective. • Continue to work with Aboriginal Programs and Services to allow more Indigenous students to enter into the BHK program via the Aboriginal Access Program • Continue to work with Nursing to have more and more HK students complete HINT 408 which is the cultural safety course • At the graduate level, we have had more seminar series/community talks dedicated to EDI and Indigenous health/sport/physical activity topics. In addition, some research labs have started to EDI-themed meetings (15 students/postdocs) these meetings have covered Indigenous issues on several occasions through watching online webinars and having discussions on how it relates to university and personal life. • Increase of Indigenous content in multiple courses – specifics below: <ul style="list-style-type: none"> a. HEAL 200 – Social Determinants of Health there is specific attention on Colonialism and Health. In addition, every week of class draws attention to systems of power and oppression and their intersections with health outcomes. b. HMKN 206 – Health Research Methods has a module on the unethical research conducted on Indigenous populations as well as how that led to the establishment of the OCAP principles which is a required reading. c. HMKN 105 – Canadian Healthcare System: Reviews governance of First Nation Health Authority BC; Reviews the governance Canada Health Act & related content applicable to Federal vs Provincial operational jurisdiction of on reserve, community vs urban aboriginal population, impact of care delivery; Inequities and how that translates to health issues; Recognizing Pathways of discrimination; Culturally safe practice; Differences in burden of health, social health issues; Inequities of earlier disease prevalence, & average life expectancy differences between populations; Understanding and Practicing Social Determinants of Health; Dimensions of Patient & Family Centered care; this year’s “In Plain Sight” report addressing Indigenous-specific racism & discrimination in BC Health Care.
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<p>Implemented and Ongoing</p>	<p>UBCO School of Nursing:</p> <p>UBCO School of Nursing has committed to accepting all Indigenous students who apply for our program, either as Category 1, 2, or 3 admissions. We have a supportive admissions program for Indigenous applicants, and this has resulted in a substantial increase in the number of students admitted to and graduating from our program. At present, 10-15% of our BSN students self-identify as Indigenous and the rate of attrition from our program is similar between Indigenous and non-Indigenous students. We remain committed to this goal and are also looking at additional ways to further increase the number of Indigenous applicants to the BSN program.</p> <p>The data below shows the number of Indigenous students who were admitted to and graduated from our program over the past 10 years. The data reflect the students who completed based on the year (cohort) of admission. For students who entered the program in 2018-19 or later, the number completed is based on those students who are still in the BSN program. The attrition numbers</p> <table border="1" data-bbox="638 604 1243 1023"> <thead> <tr> <th>Cohort</th> <th>Admitted</th> <th>Completed</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>6</td> <td>5</td> </tr> <tr> <td>2011-12</td> <td>8</td> <td>6</td> </tr> <tr> <td>2012-13</td> <td>7</td> <td>6</td> </tr> <tr> <td>2013-14</td> <td>17</td> <td>17</td> </tr> <tr> <td>2014-15</td> <td>20</td> <td>17</td> </tr> <tr> <td>2015-16</td> <td>12</td> <td>12</td> </tr> <tr> <td>2016-17</td> <td>8</td> <td>8</td> </tr> <tr> <td>2017-18</td> <td>22</td> <td>21</td> </tr> <tr> <td>2018-19</td> <td>13</td> <td>13*</td> </tr> <tr> <td>2019-20</td> <td>17</td> <td>16*</td> </tr> <tr> <td>2020-21</td> <td>21</td> <td>21*</td> </tr> </tbody> </table> <p>*Not yet complete but remain enrolled in the BSN program</p>	Cohort	Admitted	Completed	2010-11	6	5	2011-12	8	6	2012-13	7	6	2013-14	17	17	2014-15	20	17	2015-16	12	12	2016-17	8	8	2017-18	22	21	2018-19	13	13*	2019-20	17	16*	2020-21	21	21*
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<p>New/Planned</p>	<p>UBCO School of Health and Exercise Sciences:</p> <ul style="list-style-type: none"> Starting in 2022, all incoming students will have to complete one Indigenous health course as a graduation requirement. Development of an Indigenous Health Certificate in collaboration with the Indigenous Studies program that students will be able to take along with their degree – They will complete 15 credits (5 courses) within Indigenous Studies as part of their 120-credit degree. 																																				

Ongoing	<p>UBC 23 24 Indigenous Cultural Safety Program 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. Expansion of UBC 23 24 has been proposed and is currently being considered.</p>
Ongoing	<p>The Faculty of Medicine recently established the Indigenous Student Engagement and Pathways Working Group, and is studying and making 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>A second group, the Socioeconomic Status Working Group, was also recently established with a mandate 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>
Ongoing	<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>

Ongoing	<p>The Faculty of Medicine'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 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>
Ongoing	<p>The Faculty of Medicine continues to implement a number of culturally appropriate and relevant services and activities that are intended to help meet the needs and expand opportunities of Indigenous medical students across a broad spectrum of domains throughout their studies. The Faculty's Indigenous Student Initiatives Manager, Mr. James Andrew, a member of the Lil'Wat Nation, plays a critically important role in this regard for the MD Undergraduate Program. Mr. Andrew has been leading the development and management of Indigenous medical student support programs, in addition to working with medical students and residents who have an interest in Indigenous health, and advising Indigenous medical student representatives. Of note, Mr. Andrew travels to each of the distributed program sites several times a year to ensure that the academic and community needs of Indigenous students in the MD Undergraduate program are being met. He is also a member of the Indigenous Student Engagement and Pathways Working Group, and together with the Indigenous Initiatives and Admissions Coordinator, attends numerous career fairs and community events and travels to colleges and post-secondary institutions to connect with potential Indigenous students and provide them with information and support on the MD Admissions process. Staffing in the Indigenous MD Admissions Program has been increased to allow him to more fully focus on assisting Indigenous medical students and performing outreach activities.</p>

Ongoing	<p>The Faculty of Medicine has also implemented a number of programs intended for high school aged Indigenous youth interested in pursuing careers in health and sciences programs.</p> <p>The Centre for Excellence in Indigenous Health’s Summer Sciences Program is a cultural, health, and science program aimed at engaging younger (Grade 9-12) Indigenous students. Running for two one-week sessions each year, the Program hopes to promote interest in health and sciences programs among Indigenous youth by providing them with personal experiences at the UBC Vancouver campus. Informing students of health and science career opportunities and providing information on prerequisites, course planning, and admissions processes are key goals of the program. A holistic educational experience is offered with cultural practices and knowledge woven into daily activities. During their time in the program, attendees connect with Elders and other role models who work in health care and sciences fields. Due to the COVID-19 pandemic, the Summer Science Program was offered virtually through the Virtual Indigenous Science Experience in 2020. Given the success of this inaugural program, the Centre is keen on keeping it running even after the on-campus Summer Science Program is reinstated following the pandemic.</p> <p>ICORD (International Collaboration on Repair Discoveries), a spinal cord injury research centre of the Faculty of Medicine and the Vancouver Coastal Health Research Institute, in partnership with the Faculty of Applied Science’s School of Biomedical Engineering, also holds a Summer Research Program for Indigenous Youth, open to Indigenous high school students in Grades 10 and 11 residing in BC who are considering careers in biomedical research. Successful applicants will have the opportunity to participate in real-life lab projects under the supervision of leading researchers in the field, and it is hoped that this will encourage more learners to enroll in the science, technology, engineering, and math programs at UBC after graduating from high school. The Program is just one part of the School’s larger planned initiative to create a more accessible educational pathway spanning its undergraduate and graduate programs for young people from Indigenous communities.</p>
Ongoing	<p>During the first week of class at UBC’s Vancouver campus, Indigenous health professions students can elect to participate in the Indigenous MD Student Orientation program at the First Nations Longhouse that includes a drum-making workshop led by Elder Old Hands of the Shoshone First Nation. A traditional feast occurs at the end of the day where Indigenous students will have the opportunity to connect with Indigenous faculty members and senior students of their respective programs. Indigenous and non-Indigenous students may also choose to attend the Annual Sweat Lodge Ceremony, which gives them a further opportunity to engage with the spiritual side of their educational experience at UBC in a safe ceremonial space.</p>

Ongoing	Mentorship is a central component of the Faculty of Medicine's efforts to create a sense of community for Indigenous students. Through the Faculty's Medicine Cousins program (which also provides help for prospective recruits at the pre-admission stage), junior students are paired with senior students, who are in turn paired with practicing physicians with the intention of providing Indigenous learners with a reliable source of guidance in navigating their careers while at UBC. The annual Medicine Cousins Mentorship Luncheon allows mentors to introduce themselves to new mentees, and gives returning participants the opportunity to get reacquainted. The annual Indigenous Medical Education Gathering seeks to provide an additional venue where relationships between students and practicing physicians can be formed. A wide gamut of topics is discussed at these seminars, ranging from traditional healing methods to career development.
Ongoing	The Indigenous MD Graduation Celebration that takes place at the First Nations Longhouse on campus each spring marks the end of the undergraduate careers of Indigenous students in the MD program and represents a commemoration of the graduating class' achievements over their time at UBC. Graduates enter the Longhouse through a ceremonial door in procession, guided again by Elder Old Hands, in a ceremony symbolizing the start of their journeys as future practitioners.

Ongoing	<p>The Faculty's Health Professional Programs have undertaken numerous measures to increase the recruitment of Indigenous students.</p> <ul style="list-style-type: none"> • The School of Audiology and Speech Sciences gives special consideration to Indigenous applications by waiving BC residency considerations in reviewing their applications, provides Indigenous applicants with pre-admissions advising and financial support through entrance scholarships, as well as other supports where Indigenous applicants may be missing certain pre-requisites due to geographical or other conditions. • The Master in Genetic Counselling Program's Strategic Plan for 2018-2022 includes recruiting and enrolling Indigenous students. A one-time diversity scholarship was available in the 2020 admissions cycle, prioritized for a Canadian Indigenous applicant, followed by any Indigenous applicant, but ultimately was awarded to an individual from a population that is underrepresented in the genetic counselling profession due to the lack of eligible Indigenous applicants. The program participated in an online recruitment fair for underserved and underrepresented populations in the fall of 2020, and plans to participate in future fairs. The program will work with the Faculty of Medicine's Indigenous Student Engagement and Pathways initiative to support applicant development among Indigenous undergraduate students. • The Midwifery Program interviews all Indigenous students who meet the interview criteria and holds two (of 20 total) of its seats specifically for Indigenous applicants in addition to any Indigenous applicants who rank in the top 20. The Program employs an Indigenous registered midwife who serves as a part-time Indigenous Midwifery Student Coordinator. The Coordinator participates in interviews, holds Indigenous student orientations and cultural events, works with students on Indigenous issues, and assists the Midwifery faculty in providing a curriculum that is culturally safe for Indigenous students. The 2020 National Aboriginal Council of Midwives competencies for Indigenous midwives, used across Canada, will be threaded through the Midwifery undergraduate curriculum during a May 2021 update. • The Master of Occupational Therapy Program interviews all Indigenous applicants who meet the admission criteria. Further work to support rural, remote, and Indigenous communities is taking place. Beginning in 2020, the Master of Occupational Therapy program admitted a Northern Rural Cohort of students who will complete the majority of their clinical placements in northern, rural and remote settings. In 2022, the MOT program will shift from a Northern Rural Cohort to a fully distributed program with an additional 16 seats located at the University of Northern British Columbia. As part of this expansion, the program will hire an Indigenous Advisor to support the integration of Indigenous curriculum and community outreach. In addition, the program has advanced plans to hire a Justice, Equity, Diversity and Inclusion Adviser to review curriculum, and to sit on the departmental Justice, Equity, Diversity and Inclusion committee. • With the 2020 increase in cohort size to 100 seats, the Master in Physical Therapy Program now has 6 seats set aside for Indigenous students who meet the admission criteria. The MPT program includes 20 seats as a distributed program in the north at the University of Northern British Columbia. These students
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	<p>focus on practice in rural and remote areas, which includes Indigenous communities. The Program is in the process of strengthening its commitment to Indigenous students and will be hiring an Indigenous program coordinator, as well as a Justice, Equity, Diversity and Inclusion Adviser who will review and advise on all aspects of department functioning.</p>
Ongoing	<p>The Aboriginal Health and Community Administration Program is a one-year 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>
Ongoing	<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>
Ongoing	<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 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>SPPH (IHHS) 408 – Topics in Indigenous Health: A Community-Based Experience 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>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>

24: MEDICAL AND NURSING SCHOOLS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Implemented and Ongoing	<p>The UBCO School of Nursing (SON) has provided a required cultural safety course to all BSN students since 2007. The curriculum for this course was developed by our Indigenous partners and it is currently offered in collaboration with Knowledge Keepers and Adjunct Professors from Westbank First Nation. We also offer a similar course (HINT 408/508) to other Undergraduate and Graduate students across UBCO.</p> <p>The School of Nursing at the Okanagan campus offers:</p> <ul style="list-style-type: none"> • <i>NRSG 111 Foundations of Health: Meaning of health and healing.</i> Recognize diversity of beliefs, values, and perceptions of health. Introduction to the Canadian Health Care System, conceptual frameworks of health promotion, determinants of health, disease and injury prevention, and primary health care • <i>NRSG 313 Relational Practice: Understanding and respecting the complexities of difference and diversity with clients in nursing practice.</i> A critical exploration of cultural identities and racism from an Indigenous perspective facilitates development of evidence-informed practice for culturally safe care for all peoples in a variety of contexts (health care, research, institutions, and society). • <i>HINT 408/508 Cultural Safety in Health: Indigenous Perspectives: 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.</i>
Ongoing	<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>
New	<p>Within the School of Nursing administration, we have recently established an Equity and Inclusion Committee and have committed to further reviewing our program(s) and structures in light of the recommendations in the Turpel-Lafond Report.</p>

<p>In Progress/Ongoing</p>	<p>Continuing since 2018, the UBC Vancouver School of Nursing has implemented a required course in the BSN program, NURS 353, <i>Nurses Promoting the Health of Indigenous Peoples</i>. This 2-credit course is taken by all undergraduate nursing students at the UBC Vancouver campus during Term 4 of their 5-term program. The students bring their learning of social justice, relational practice, critical perspectives, health equity and the social determinants of health from Terms 1-3 to their learning about historical and ongoing colonialism's influences on Indigenous Peoples health, health outcomes and well-being to focus on developing the skills of cultural safety and addressing Indigenous-specific racism and discrimination within Canadian health care. During Terms 1 and 4, all BSN students are also enrolled in the UBC Health Indigenous Cultural Safety Training. This training is embedded within Term 1 within NURS 352 (Relational and Ethical Practice) and Term 4 within the Indigenous Health specific course NURS 353. This course is co-taught by the Director of the First Nations House of Learning (Dr. M Moss, Nursing) and non-Indigenous faculty, Dr. H Brown where reconciliation and ally-ship is the pedagogical approach in partnership with Indigenous Elders, community partners, graduate students, nurses and First Nations Health Authority nursing leaders.</p> <p>School of Nursing faculty member Dr. Margaret Moss participated in the investigation of allegations of racism within the BC health care systems that resulted in the In Plain Sight Report. Dr. Moss is co-leading anti-racism and Indigenous human rights action within the School of Nursing while also acting as Director to the UBC First Nations House of Learning and implementation of the Indigenous Strategic Plan, which are leading and guiding curricular and school-wide decolonial action, Indigenous Elder and student celebrations, along with NURS 353 classes being held on site for enhanced student learning experiences in that Longhouse setting.</p> <p>Since 2016 (until the pandemic limited the opportunity to travel) faculty and nursing students travelled to Y'alis Alert Bay ('Namgis First Nation Territory) for an immersive learning experience in a rural Indigenous community. Funded in 2018 and 2019 by the School of Nursing, Dr. H. Brown brought a group of 20 BSN student to participate in an Indigenous Wellness and Healing Celebration as an additional learning in community. The School has had strong community connections with the 'Namgis Peoples for more than 10 years; faculty conducting research with Indigenous communities have engaged an array of Indigenous scholars, Elders and partners who are invited speakers into classrooms, research projects and School-wide events.</p>
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<p>In Progress/Ongoing</p>	<p>Since 2018, the UBCV School of Nursing has had a standing committee of faculty: <i>Indigenous Cultural Safety Strategic Initiatives Committee (ICSSI)</i>. ICSSI members are appointed by virtue of SON role and as a faculty community are focused on decolonization, equity and cultural safety across every facet of the School of Nursing: student engagement/support, curriculum, undergraduate and graduate programming and admissions, research, teaching and learning and community engagement & partnerships. ICSSI's strategic plan is derived from the TRC Actions items 23/24, UNDRIP, the UBC Indigenous Strategic Plan and Implementation Action and the most recent document/directives to be addressed in the School of Nursing. Since 2018, ICSSI has implemented and continues the following initiatives and partnerships:</p> <ul style="list-style-type: none"> • Revisions to BSN admissions process, including a supplemental application that asks all applicants to answer 2 questions about nursing commitments to Indigenous Peoples evident within the TRC, UNDRIP, MMIWG Calls for Justice and In Plain Sight and the relevance to nursing and health care. Admissions are underway and barriers within processes are being reduced for Indigenous applicants to increase to the largest enrollment of Indigenous student in the 2021 September cohort. • BSN information sessions in 2020 were held and specifically designed for Indigenous applicants. • An Indigenous Advisory Circle (IAC) was appointed to the School in 2020 to guide all ICSSI work; the IAC is made up of Indigenous nurses, graduate students and alumni, Indigenous Elders, and Indigenous nurse leaders from FNHA. The IAC welcome ceremony was recorded to show the School's honouring of their knowledge and guidance for our decolonial action across all aspects of the school work. • In 2020, a graduate program pilot integration of Indigenous history voices and perspectives and cultural safety learning within NURS 502, 506 and 560 was implemented. Indigenous scholars were invited to classes, assignments provided students positionality reflections in relation to colonialism and impacts on health, evaluation is ongoing informed by the UBC. • ICSSI works closely with and is informed by the UBC Applied Science Indigenous Engagement Committee and UBC Indigenous Research Support Initiative. Dr H. Brown is one of only 2 non-Indigenous advisory committee members to the VPRI's office which creates mutual benefit for the School of Nursing. • In 2020, ICSSI partnered with the School's Anti-racism task force to generate recommendations and action (underway) for Indigenous specific anti-racism, acknowledged in the public statement on the School's website that now guides strategic ICSSI work. • In 2020, a focus on faculty engagement and learning in critical and decolonial pedagogy, Indigenous Peoples rights, histories and knowledges for promoting health equity and wellbeing within nursing and health care continued. In 2020-2021, 6 nursing faculty joined UBC Health project to advance decolonization and Indigenization of health curriculum under the leadership of the Faculty of Medicine's Centre of Excellence in Indigenous Health; these faculty will become School-wide champions and resources across programs at the BSN and graduate level.
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New	<p>The Faculty of Medicine has hired or is in the process of hiring the following new personnel:</p> <ul style="list-style-type: none"> • Director of Indigenous Engagement • Curriculum Lead, Indigenous Health, Undergraduate Medical Education • Indigenous Initiatives Advisor
Ongoing	<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>
New	<p>Expansion of UBC 23 24 is currently being considered. The proposed expansion plan calls for the course to be taken by all health professional and health sciences faculty and staff at UBC, as well as graduate students, residents, and clinical fellows. Doing so, will positively impact not only the work and learning environments for Indigenous students, faculty and staff, but also the clinical practice space because our clinical faculty, of which there are thousands, are medical and health professionals as well.</p>
Ongoing	<p>The Centre for Excellence in Indigenous Health (CEIH) performed an environmental survey of all Indigenous health-related content used in UBC's various health sciences programs, resulting in the development of 16 case-based learning modules which examine determinants of health in an Indigenous context. Further, the MD examination question bank was reviewed to ensure that test questions do not reinforce negative and racist stereotypes of Indigenous peoples. The Undergraduate Medical Education Committee also recently formed a Curriculum Review Working Group that conducted a formal review of the mission and goals, exit competencies, and curriculum of the MD Undergraduate Program. These have now all been revised and approved by the UGME Committee and the Faculty of Medicine for implementation in the Academic Year 2021-22.</p>
Ongoing	<p>Various placement opportunities in Indigenous communities are available in certain Faculty of Medicine Programs to help learners gain real-life experiences in these environments. All students in the MD Undergraduate Program are expected to visit the traditional territories of the sites of their enrolment during the first week of their second term, for instance. And, in partnership with Carrier Sekani Family Services, medical students have the further option of taking on northern rural placements within Indigenous communities, where they can learn first-hand about providing care in an atmosphere of cultural safety and humility. As well, the Department of Physical Therapy's Northern 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>

Ongoing	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.
Ongoing	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.
Ongoing	Indigenous Patient-Mediated Continuing Professional Development is a Faculty of Medicine Continuing Professional 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.

Ongoing	<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 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 emphasize 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 emphasizes 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>
In Progress	<p>The Faculty of Medicine is working to streamline online support, so that all resources relevant to Indigenous students are available in one easily accessible and clearly presented webpage.</p>

<p>New/Ongoing</p>	<p>In order to fulfill the Faculty of Medicine’s vision of “transforming health for everyone”, work is underway to transform our learning and work environments by eradicating racism and discrimination in all its forms. The Faculty recognizes that there remains a need for significant improvement and have taken and plan to take steps to raise awareness of racism within the Faculty and to promote Anti-Racism actions through a Faculty wide education and skills training program that will align with similar initiatives across the University. We are also reviewing our reporting and response processes to respond to incidents of racism, discrimination, harassment, and unprofessional behaviour.</p> <p>The Dean’s Task Force on Respectful Environments played a key part in developing a proactive approach to dealing with these issues more broadly. This Task Force was charged with identifying problems and recommending solutions that will help ensure creation and maintenance of respectful work and learning environments for everyone in the Faculty. These recommendations, along with recommendations in other UBC and Faculty framework documents such as the UBC Inclusion Action Plan, the Indigenous Strategic Plan, and the Faculty’s response to the TRC Calls to action collectively provide a roadmap for developing and implementing the specific systemic and interpersonal actions changes that will support the Transforming Culture Initiative goal to create and sustain respectful and inclusive working and learning environments.</p> <p>The Faculty has also been developing and refining processes and online tools that provide mechanisms to report and address complaints or concerns regarding occurrences of mistreatment, including disrespectful or discriminatory behavior, harassment, bullying, assault, lapses in professionalism, and deficiencies in the learning environment We have developed a website for use by all learners enrolled in the Faculty of Medicine’s various programs that provides them with information regarding mistreatment in the learning environment, and identifies various ways, including an on-line reporting tool through which they can report their experiences either confidentially or anonymously. These reports are assessed and triaged by a Learning Environment Advisor in the office of Respectful Environments, Equity, Diversity & Inclusion to the appropriate persons responsible for addressing such concerns. A similar website and reporting system will be implemented for faculty and staff.</p>
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New	<p>Of great relevance to our plans to optimize the working and learning environments and address Indigenous-specific racism, discrimination, and bias is the recent establishment of the Office of Respectful Environments, Equity, Diversity & Inclusion (REDI), which brings together in one office the expertise and leadership in issues affecting the work and learning environment. The Assistant Dean Equity, Diversity & Inclusion and three advisors: Learning Environment, Anti-Racism, and Indigenous Initiatives, provide Faculty-wide leadership and support in areas critical to realizing our goal to change our working and learning environments. The Office is leading the Faculty's Transforming Culture Initiative, coordinating the development and implementation of action plans related to the adopted recommendations for action, including those from the Dean's Task Force on Respectful Environments. This coordinated approach will ensure that processes and tools are aligned with our values and responsibilities and are operational, relevant and meet the needs of our students, faculty, and staff. REDI will provide guidance and support for the development of respectful, culturally safe, anti-racist and discrimination free work and learning environments across the Faculty.</p> <p>The Faculty will be culturally sensitive when responding to reports made by Indigenous students of racism, learner mistreatment, or unprofessional conduct that adversely affect the learning or work environment. In the process of addressing concerns or complaints REDI is committed, whenever appropriate, to engage relevant Elders, or other cultural consonant supports identified by Indigenous learners who use the reporting system. REDI is also reviewing the reporting system to identify ways in which reporting concerns can be adapted to meet the needs of Indigenous learners. A respectful and educative approach will be followed that is designed to raise awareness, provide tools to change behaviour, and to evaluate to ensure change in behaviour occurs and that individuals are accountable for their actions.</p>
Ongoing	<p>The Faculty of Medicine is also committed to ensuring diversity among faculty and staff. Many of the recommendations of the Transforming Culture Initiative will build upon and strengthen our systems and processes to improve recruitment and retention of Indigenous faculty and staff members. Use of an online course on equity, diversity and inclusion, developed by the UBC Equity and Inclusion Office, will be of great assistance in achieving this. The online course is mandatory for all members of search committees for faculty and academic leaders.</p>
28: LAW SCHOOLS	
<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 competency, conflict resolution, human rights, and antiracism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing/Implemented	As of Fall 2020, the mandatory first-year JD curriculum includes LAW 200 – Indigenous Settler Legal Relations, a 3-credit course providing a critical examination of the history and legacy of colonial legal orders in Canada.
Implemented	The law school secured external grant funding for a term position providing strategic support in a process of curriculum review and development in the direction of integrating the topics in Call to Action No. 28 across the law school’s JD curriculum. After completing a curriculum scan, the position focused on the development of an online toolkit as a resource for instructors to introduce Indigenous perspectives and issues into their courses and curriculum.
Planned	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). (Delayed due to COVID)
New/ongoing	The law school welcomed one additional Indigenous faculty member in Fall 2020, bring the total number to six (out of 56). One Indigenous faculty member is retiring in 2021, so we have applied to the BC Human Rights Commission for permission for a dedicated Indigenous hire. In addition, the school has two Indigenous staff members, and several Indigenous adjunct professors.
Planned	The law school is funding a dedicated Indigenous Strategic Plan development process (delayed until the 2021/22 academic year due to COVID).
New	An ILS Summer Intensive program offers an orientation program for incoming Indigenous students to build community and provide in-depth academic programming and student support prior to the regular start of the first-year program. In 2021, this program has expanded considerably from the two-week pilot in 2020, and now provides students with full credit for their first year Torts course. It will be taught in a hybrid format to allow students to attend remotely or in person.
Ongoing	The Peter. A. Allard School of Law offers: LAW 291 (2) Aboriginal and Treaty Rights, is a first year compulsory course in Canadian constitutional law. This course examines the major decisions considering s. 35 of the <i>Constitution Act, 1982</i> , and the consistency of this case law with the UN Declaration on the Rights of Indigenous Peoples.
Ongoing	Indigenous Cultural Competency Certificate , an elective non-credit year long program for faculty, staff and students, which enhances experiential learning opportunities and the ethics requirement, allowing participants to connect with the Indigenous community and draw on cross-cultural learning opportunities.
New/ongoing	The law school offers seven upper-level elective courses in Aboriginal and/or Indigenous Law topics , and is piloting a land-based experiential learning full-term course in Indigenous laws on Vancouver Island in Fall 2021.

57: PUBLIC SERVANTS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New	At UBCO, Indigenous culture orientation material has been developed and piloted in small groups within the AVP Students, Enrolment Services and Residence & Housing. Plans are being made to expand capacity to deliver the program to all faculty and staff
New	UBCO Health and Wellness staff are participating in the San'yas: Indigenous Cultural Safety Training Program delivered by the Provincial Health Services Authority.
New	<p>The UBCO Office of the Vice-Principal, Research and Innovation (VPRI), in collaboration with the Eminence Clusters, supported and co-funded two-day Cultural Competency Training. The material was co-created by Interior Health Authority facilitators, Leslie Bryant and Vanessa Mitchell, along with Elders Christine Marchange and Eric Mitchell from the Sylix Okanagan Nation, and Elder Roberta from the Snuneymuxw and Cowichan First Nations, and Chris Macklin, a member of the Métis Nation of BC. The training provided a basic level of Indigenous cultural competency in order to:</p> <ul style="list-style-type: none"> • Create an inclusive culture within the research community that values Indigenous peoples, perspectives, and ways of knowing; and • Create a learning and research environment where Indigenous students feel a sense of welcome and belonging.
In Progress	Going forward, we anticipate significant additional training opportunities for faculty and staff. Action 34 in UBC's Indigenous Strategic Plan is "develop and deliver 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."

Ongoing	In November 2020, all UBC Undergraduate Admissions staff completed a mandatory online course that is the result of a project titled “Equity in Adjudication (Phase 2): Improving UBC Personal Profile Readers’ Indigenous Cultural Competency.” The development of this course was led by UBC Enrolment Services’ Associate Director of Strategic Indigenous Enrolment Initiatives. The course consists of a number of a research-informed training modules and includes content intended to respond to and implement UBC’s Indigenous Strategic Plan, and UBC’s Inclusion Action Plan. In addition to topics on equity, diversity and inclusion learning modules include: a brief history of Indigenous educational policies in Canada including the impact of the Indian residential school system, Indigenous resilience and perspective, Truth and reconciliation at UBC and a trauma-informed approach to assessment and cultural safety.
Ongoing	This year’s Annual Advising Conference was transformed into a virtual series of professional development workshops. As part of this series, a six-part workshop was developed as an exploration of decolonization, Indigenization, and reconciliation through the work of Tanya Talaga’s 2018 Massy Lecture series “All Our Relations: Finding the Path Forward”. The group used the “Pulling Together: A Guide for Front-Line Staff, Students Services, and Advisors” to explore different themes and dynamics, as well as specific discussion questions to guide the learning.
New	The Indigenous Student Support team is offering regular professional development opportunities for staff within Student Support & Advising including a land acknowledgment session at the staff retreat in November2020 and follow-up sessions in March2021. The team also launched a staff movie/book/podcast club for staff who want in continuing to learn about Indigenous themes and engage in conversation on different Indigenous perspectives that help with addressing Truth and Reconciliation Commission of Canada report . This optional discussion group is being developed as part of our SS&A strategic goals and UBC’s mandate to work towards reconciliation.
New	The UBC Anti-Racism Task Force was created to provides one accountability mechanism for UBC’s efforts. It is a call to action for all community members to confront hatred, oppression, violence and injustice and to support and elevate those who are traditionally, systemically and historically marginalized. Listening sessions were held with Santa Ono with Indigenous staff, students and faculty as well as the Black Committee and People of Color Committee. Input from these listening sessions will help guide the work of the Task Force moving forward to help build a more inclusive university community.

Ongoing	<p>The majority of senior leadership at UBC (including vice- presidents and deans) received TRC and UNDRIP training, with additional senior leaders to complete training once in-person sessions can resume.</p> <p>A core group of UBC wellness professionals has 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 KAIROS Blanket Exercise 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> <p>Aboriginal Programs and Services at UBCO 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
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62: TEACHER EDUCATION

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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Ongoing	<p>The Okanagan School of Education (OSE) continues to offer its post-bachelorette 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. Indigeneity, anti-racism, SOGI, inclusivity, and equity pedagogies are purposefully embedded throughout the design—offering sustained engagement, enlarging and deepening understandings. This has engaged faculty, staff, and students in much new learning and unlearning. Activities include:</p> <ul style="list-style-type: none"> • Orientation Day – Includes territorial acknowledgements, opening comments from Elders and Water Ceremony. This is done to situate ourselves within Okanagan Territory for students to understand where they will be learning, living and growing as educators. Introduction to Indigenous language and ceremony. • Blanket Exercise – Introduction to Canada’s Past – An Indigenous Lens of Canada’s 150 years. • Teambuilding through and Indigenous Lens – To foster a Learning Community with Teacher Candidates. • First Schools Visits – Gathering Rooms to meet with Indigenous students and Indigenous staff. This was to deepen scholar-practitioner identity. • Land-Based Pedagogies – To guide our Pedagogy using the First Peoples Principles of Learning and local teachings/protocols. • Embedding Indigenous Pedagogy Through Storytelling - This is meant to share Indigenous protocols for engaging students in storytelling • Understanding Past Educational Practices to Unlearn/ReLearn/Transform Educational Practice – This is meant to provide authentic resources and primary sources of information. • Reconciling Pedagogies – To deepen pedagogical stance and understandings; to hear the stories from Indigenous and non-Indigenous scholars to reconcile pedagogies. <p>The below courses continue to be offered:</p> <ul style="list-style-type: none"> • <i>EDUC 562 Coyote Stories: Pedagogy and Praxis</i>; 3 credit Graduate level course. • <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.
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Ongoing	<p>The Okanagan School of Education:</p> <ul style="list-style-type: none">• Hiring a Syilx Scholar/Educator July 1, 2020, tenure track• NITEP field centre in Okanagan. Developing a pathway into OSE for NITEP students. https://nitep.educ.ubc.ca/admissions/pathway-to-nitep/• New Language fluency degree in Faculty of Arts. A pathway into OSE. https://ccgs.ok.ubc.ca/undergraduate/nsyilxcn/• SSHRC Partnership Grant - Co-Curricular Making: Honoring Indigenous Connections to Land, Culture, and the Relational Self. https://education.ok.ubc.ca/research-partnerships/co-curricular-making/• Indigenous Education Council. Providing curricular guidance for OSE. https://education.ok.ubc.ca/research-partnerships/indigenous-education-council/
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Ongoing	<p>UBCV offers the Indigenous Teachers Education Program, 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>
Ongoing	<p>The Faculty of Education offers EDUC 440 – Aboriginal Education in Canada, 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>
In progress	<p>With support from the BC Ministry of Advanced Education, UBC’s Faculty of Education and NITEP is completing the first of our community-based teacher education programs. In 2020-2021, the pilot program was implemented 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 well as a 3-week Community Field Experience in non-formal education settings in the Cariboo area for the 2020-2021 academic year. The next offering of this program will be in 2022-2023 for the Bella Coola region.</p>
New/In progress	<p>New Post Degree Specialization in Indigenous Education (NITEP). Beginning in May 2021, Indigenous students will complete a 4-month specialization and then enter the 11-month B.Ed. program to complete a Specialization in Indigenous Education.</p>
New/In progress	<p>With support from the Ministry of Advanced Education, Skills, and Training, the Office of Indigenous Education (OIE) and the Teacher Education Office (TEO) put out a call for curriculum enhancement projects that focus on one or more of the following goals:</p> <ul style="list-style-type: none"> • Enriching the curriculum of teacher education with Indigenous perspectives, knowledges, pedagogies, and experiences • Supporting pre- and in-service teachers to address Canada’s Truth and Reconciliation (TRC) Calls-to-Action in the professional practice as emerging and established educators • Redress the colonial legacy of schooling for Indigenous learners, families, and communities by attending to anti-Indigenous racism, anti-oppressive practices, and decolonization/Indigenization • The relationship of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) to the TRC commitments, which are both aimed at improving the rights and well-being of Indigenous people. <p>With this initiative we were able to fund 13 projects. An example project included the redesign of five core courses in the Early Childhood Education program by introducing and elevating indigenous pedagogies, and complementing dominant paradigms - collaboration between UBC ECE faculty and community Elders, Knowledge Keepers, leaders, Indigenous students, and Indigenous scholars in a culturally sensitive, responsive, and meaningful manner.</p>

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

In progress

2 tenure track hires within the Faculty of Creative and Critical Studies (FCCS), UBCO: Drs. Kerrie Charnley (Indigenous Composition and Rhetoric) and Monica Good (Indigenous Languages and Culture) for 3 full time tenure track faculty members now.

2 new courses developed by Drs. Charnley and Good:

- *CORH 206: The Rhetoric of Indigeneity* - Language, concepts, and contexts of Indigeneity communicated historically and contemporarily in popular and academic discourse, with a focus on critical discourse analysis conducted through engagements with Indigenous Peoples' perspectives and Indigenist methodologies.
- *WRLD 340: Tales of Resistance: Indigenous Voices in Central America* - Indigenous literature (including oral traditions, myths, legends, stories, songs testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.

Ongoing

2020 Honourary degrees for Syilx elders Eric Mitchell and Chris Marchand, who hold ongoing positions within FCCS as Adjunct Professors.

FCCS Indigenous Art Intensive: Ongoing summer institute, funded for 3 years.

New/planned

New collaboration between the Okanagan Nation and Department of Creative Studies faculty member, Aleksandra Dulic, on signs for local rail trail.

Public talk sponsored by FCCS: *Why we capitalize the 'I' in Indigenous* by Dr. Kerrie Charnley, which will "help participants to realize the Truth and Reconciliation of Canada's 92 Calls to Action and particularly in Educational contexts." April 1, 2021.

<p>In Progress</p>	<p>The Faculty of Creative and Critical Studies, UBCO 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> <ul style="list-style-type: none"> - <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>In 2020/21, the School of Journalism, Writing, and Media hired an Indigenous journalist as a part-time sessional lecturer to lead the Reporting in Indigenous Communities Course.</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, and students who are interested, including colleagues from different faculties. <ul style="list-style-type: none"> - 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>The mandatory Media Ethics and Leadership course is taken by all first-year graduate journalism students. 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. Visiting professor and CBC Indigenous journalist, Angela Sterritt, presented a lecture on the coverage of racial injustice and the ethics of covering Indigenous communities in Canada (please see below for more information about Angela Sterritt as a visiting professor at UBC). 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> <p>In addition, the Masters of Journalism program offers one elective that also addresses the TRC Call to Action #86. The program offers the Reporting in Indigenous Communities course. It was launched in 2011 as the only journalism course of its kind in Canada. The course focuses exclusively on Indigenous news stories, introducing students to First Nations' ethics, cultures, histories, and politics, including discussions of UNDRIP, treaty and Aboriginal rights, Indigenous law and Indigenous-Crown relations. It is taught by an Indigenous journalist and faculty member. Students immerse themselves in several different Indigenous communities in BC's Lower Mainland. Participating First Nations include Squamish Nation, Tseil-watuth First Nation, Sto:lo Nation and Sto:lo Tribal Council. Their studies ultimately lead to a series of multimedia news stories in print, audio, and video, which have been published with mainstream media partners such as CBC.</p>
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	<p>The School of Journalism, Writing, and Media also offers an elective fourth-year undergraduate course called Feminist Postcolonial Critique and Journalism in a Digital Age, open to undergraduate and graduate students. This course examines feminist and postcolonial critiques related to professional norms and practices of journalists, examining underlying democratic ideals in a rapidly evolving media landscape. It addresses professional ethical practice, what kinds of knowledge 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> <p>In 2020W, the School welcomed award-winning journalist, Angela Sterritt, as Asper Visiting Professor. The purpose of the Visiting Professor Program is to provide students with additional opportunities to learn from professionals from the field of journalism, as well as to provide the recipient with an opportunity to think and teach about journalistic themes and issues.</p> <p>Ms. Sterritt is an Indigenous journalist and author with over two decades of experience in covering and sharing impactful stories on the lives, communities, and injustices of Indigenous people. Sterritt is author of the column, Reconcile THIS (CBC Vancouver), which explores the tensions between Indigenous people and institutions and has won several awards.</p> <p>During her tenure as Asper Visiting Professor, Ms. Sterritt lectured in several Master of Journalism classes and met with students one-on-one. The School of Journalism, Writing, and Media also partnered with the Institute for Critical Indigenous Studies to present a lecture by Ms Sterritt called, “Decolonize THIS (media).” In the lecture, Ms. Sterritt aspired to reveal a cultural partiality in Canada and stir thoughts about our unconscious worldviews. She explored the ways in which bias or impartiality is situated for journalists and addressed considerations of what is considered neutral when we live in a society that was and continues to be shaped by colonialization. The public talk was moderated by JWAM associate professor, Dr. Candis Callison.</p>
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92: BUSINESS SCHOOLS

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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Ongoing	<p>Post-experience Master of Management degree program at UBCO includes topical contributions to the following courses:</p> <p><i>MGMT 537 (0.5-3) Leading and Citizenship:</i> Study professional and citizenship obligations within and between organizations, institutions and communities - regionally, nationally, and globally. Reflect collaboratively and individually to challenge diverse orientations to the social responsibilities of organizations. Pass/Fail.</p> <p><i>MGMT 538 (0.5-1.5) Communicating:</i> Explore and implement various approaches to oral, written, and other forms of management-based communication. Pass/Fail.</p> <p><i>MGMT 539 (0.5-1.5) Ethics:</i> Study methods of ethical analysis and apply them in analyzing and developing action plans that ensure ethical practice. Pass/Fail.</p> <p><i>MGMT 543 (0.5-3) Managing Change:</i> Consolidate and integrate material, concepts, and ideas studied in earlier courses. Focus on the importance of people when managing change, including their roles, adaptive capacity, and conflict management. Pass/Fail.</p> <p><i>MGMT 544 (1.5-6) Applied Project:</i> Apply what has been learned through the Master of Management program to provide thought leadership and innovative capacity to one or more organizations to help them make progress on an issue they face. Pass/Fail.</p>
Planned	<p>Faculty of Management, UBCO:</p> <ul style="list-style-type: none"> • Contributions take the form of site visits and guest speakers from the Westbank First Nation community. • Dual degree Master of Management program, approved at Senate in January 2021, integrates Indigenous content with the help of Aboriginal Programs and Services. Awards will be developed for Indigenous students interested in the Dual Degree Master of Management

New	<p>The Sauder School of Business at UBC Vancouver undertook the following initiatives:</p> <p>Charter Membership of Luminary In June 2020, Sauder joined as a charter member of <u>Luminary</u>, an initiative by <u>Indigenous Works</u> to design and implement an Indigenous innovation strategy and plan leading to economic transformation and wellbeing in Canada. Charter members, including many other Canadian universities, colleges, government bodies and organizations, will pursue five themes: 1) innovation awareness and education, 2) research collaborations, 3) knowledge transfer and dissemination, 4) knowledge mobilization and Indigenous business innovation, and 5) Indigenous research talent.</p>
New/Planned	<p>Musqueam Art Installation in the Henry Angus Building Thanks to the generous support of one of our donors, a significant art installation has been commissioned and is currently in design by renowned Musqueam artist Susan Point to figure prominently in the Henry Angus Building main foyer. This installation will serve as a focal point for students, faculty, staff and visitors to recognize and reflect on the school’s cultural heritage and the diversity of its community while challenging viewers to consider the role of business in a broader social context. The expected installation date is 2021.</p>
Planned	<p>New Concentration in Indigenous Business (proposal stage) To both serve the social justice imperatives of reconciliation and to better prepare students for success in an economy in which Indigenous communities have increasing control over key resources, the school is developing an Indigenous Business Concentration as part of the BCom program. Students will learn about the history of Indigenous-Crown relations in Canada, the economic state of Indigenous communities, the evolving governance models in Indigenous communities and the priorities of contemporary Indigenous leadership. Courses for the concentration will include new and existing UBC Sauder courses in Indigenous Business as well as an approved set of electives with significant focus on applications in Indigenous contexts from those listed through First Nations & Indigenous Studies.</p>

Ongoing

The Sauder School of Business at UBC Vancouver supports the following ongoing initiatives:

Progressive Aboriginal Relations (PAR) Certification Program

As a member of the Canadian Council for Aboriginal Business (CCAB) the Sauder School commenced the Council's three-year **Progressive Aboriginal Relations (PAR) program certification program** in winter 2020. In January 2021, UBC Sauder achieved Committed Level 1 certification.

PAR is a certification program that confirms organizational performance on Aboriginal relations and signals to the Aboriginal community that the School is a good partner, a good place to work, and demonstrates commitment to prosperity for Aboriginal communities. The key drivers for PAR certification are leadership actions, employment outcomes, business development and community relations.

More information: www.ccab.com/programs/progressive-aboriginal-relations-par/

Teaching and Learning Transformation Project: “Dang Gwa Sk’adga Guda: Enhancing Business Education with Indigenous Knowledge”

This new UBC TLEF-funded initiative supports the Sauder School's **development of Indigenous business curriculum through an Indigenous lens** and the creation of an online repository to house course resources and training materials for faculty. Over the next three years the school will:

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.

Spitz Fellows Program

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 April 2021, 11 female Aboriginal BCom students have been awarded the Spitz Fellows award.

Accelerated Business Program (ABP)

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.

	<p>Given COVID-19 restrictions, the school converted in-situ programming to online format and delivered programs to the Squamish Nation, Aboriginal Management Program Alumni, and is working with Métis Nation on a new program for 2021-22.</p> <p>Aboriginal Management Program (AMP) Delivered onsite at UBC Sauder since 2002, the AMP is an executive education style management program targeted at aspiring Indigenous entrepreneurs from across Canada.</p> <p>Given COVID-19 restrictions in place, the School is delivering its courses through online format.</p> <p>Ch’nook Scholars Program The 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> <p>Given COVID-19 constraints, the school provided online Indigenous networking events in 2020-21.</p> <p>UBC Sauder Staff and Faculty Information Sessions New Staff orientations incorporate an Aboriginal Culture session providing information on issues relating to decolonization, reconciliation, and importance of Land Acknowledgements.</p>
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UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

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:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Article 15

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

Article 21

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.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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New/Ongoing	<p>UBC's 2020 Indigenous Strategic Plan (ISP) was launched on September 14, 2020. The ISP outlines eight goals and 43 actions that UBC will collectively take to advance our vision of becoming a leading university globally in the implementation of Indigenous people's human rights. The goals and actions contained within the plan are intended to serve as a guiding framework for all faculties and operational units to develop their own implementation plans. The plan represents a university-wide response to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, as well as the UBC Vancouver campus' response to the Truth and Reconciliation Commission's Calls to Action. UBC is the first university in North America to commit to implementing UNDRIP.</p> <p>An Office of Indigenous Strategic Initiatives has been created to guide the implementation of the ISP and has developed a set of tools to assist internal units in situating themselves in relation to Indigenous engagement and start aligning their work with the ISP. This Office, which reports to the Senior Advisor to the President on Indigenous Affairs, provides support for an innovative, cross-campus implementation governance model that is human-rights based and places Indigenous people at decision-making tables for the first time.</p>
New	<p>UBC Okanagan will become the first university in Canada to offer a bachelor's degree in Indigenous language fluency when it accepts its first incoming class in September 2021. Students who wish to obtain the four-year Bachelor of Nsyilxcn Language Fluency (BNLF) will complete their first two years in a certificate and diploma program in Nsyilxcn Language Fluency from the Nicola Valley Institute of Technology and finish their last two years at UBC Okanagan in the Irving K. Barber Faculty of Arts and Sciences undertaking a mix of classroom learning and work directly with the community. This is the first degree to realize the Indigenous Language Fluency Degree Framework created, in partnership, by multiple BC Post-Secondary Institutions, En'owkin Centre, The First Nations Education Steering Committee (FNEESC) and the Indigenous Adults and Higher Learning Association (IAHLA). UBC Okanagan plans to continue developing more degrees of this kind to support other Interior Salish languages and looks forward to support and collaborate with other PSIs in BC to develop their own.</p>
Ongoing	<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>
Ongoing	<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>

Ongoing	<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 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>
Ongoing/In Progress	<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 həŋqəmiñəm – the traditional language of the Musqueam.</p> <p>At UBC Okanagan, <u>bilingual street signs</u> feature both English and Nsyilxcen, the traditional language spoken by the Okanagan’s original people. Campus Planning is working with the En’owkin Centre on an initiative to update additional existing street signs with the English translation of their Syilx names. The project will include the translation of eleven street signs that exist throughout campus.</p>
Ongoing	<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.</p>
Ongoing	<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>

Ongoing	<p>UBC's <u>Indigenous Research Support Initiative (IRSI)</u> 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>
Ongoing	<p>UBC's <u>Centre for Excellence in Indigenous Health</u> was formally established on January 1st, 2014, after an extensive one-year consultation process with Indigenous communities, the First Nations Health Authority, educational partners, government and non-profit groups. The Centre is a single coordinating point for Indigenous health initiatives within UBC and acts as a contact for communities and organizations external to UBC. The Centre is dedicated to advancing Indigenous people's health through education, innovative thinking, research, and traditional practice. It will work to improve wellness, health care and patient outcomes, and promote self-determination that includes increasing Indigenous leadership in all aspects of health and health care.</p>
Ongoing	<p>The School of Community and Regional Planning at UBCV 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>
Ongoing	<p>The UBC Sauder School of Business at UBCV offers the <u>Ch'nook Indigenous Business Education</u>. This professional development program includes the Aboriginal Management Program (AMP) and Ch'nook Scholars. The AMP provides Indigenous leaders, entrepreneurs and aspiring business professionals with the knowledge and skills to bring economic development and opportunity to their communities. The Ch'nook Scholars program gives Indigenous post-secondary business students the tools and connections needed to succeed in their studies and careers, as well as a range of other benefits.</p>

Ongoing	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.
Ongoing	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 to retention and completion, and supporting a good experience at UBC.
Ongoing	Ongoing work continues to further integrate Indigenous perspectives and knowledge in curricula across the re-designed Bachelor of Arts in UBC Okanagan's Irving K. Barber Faculty of Arts and Social Sciences, including mandatory Indigenous courses. This work is similarly underway in UBCO's Irving K. Barber Faculty of Science for the Bachelor of Science, which also includes mandatory Indigenous courses. 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.
Ongoing	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). In 2020/21, the ISC was offered virtually.

New/Ongoing	<p>The Xwi7xwa library at UBC, which is the only Aboriginal branch of an academic library in Canada, 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 Xwi7xwa library also launched a new Canvas course that provides a comprehensive introduction to UBC Library for students in the Indigenous Teacher Education Program (NITEP) in the Faculty of Education at UBCV. The self-enrolled course provides supports for Indigenous teacher candidates with modules that cover topics like library resource searching, citing sources, and using research guides. The course is also an important resource for students at NITEP's three field centres around BC, currently located in Bella Coola, the Cariboo, and the Okanagan.</p>
In Progress	<p>In the fall of 2019, Campus Planning at UBCO retained the architectural services of Formline Architecture, an award winning Aboriginally owned architectural practices firm, to work with the university to generate a concept plan for an outdoor gathering space and classroom. Through a series of workshops, a draft concept design has been created that reflects both the tule mat house and winter home architecture utilized by the Syilx Okanagan people. Based on the concept plan, a Class D cost estimate was completed. Once funding is secured, next steps will include further site and functional programming work.</p>
New	<p>A \$3 million donation from alumnus Michael Audain, OC, OBC, enabled the creation of the <i>Audain Chair in Historical Indigenous Art</i>. The position will focus their study on works from the 18th to early 20th centuries, and lead research on Northwest Coast Indigenous art in the context of Indigenous and global art history. The scholar in this position will have access to the worldwide collection housed at the Museum of Anthropology for their research and teaching. This position will be within the UBC department of Art History, Visual Art & Theory.</p>
Implemented	<p>UBCO Faculty of Science</p> <ul style="list-style-type: none"> • End-end hiring practices modified to support hiring of Indigenous peoples. • Organized a 2-3 Indigenous students' cohort for the MSc Biology/Ecology program. This was first implemented in 2019 and will continue through the 2022/23 academic year
New and planned	<p>UBCO Faculty of Science</p> <ul style="list-style-type: none"> • Indigenous Science Lecture Series: Open to all campus community members, these five to six planned lectures aim to educate the academic community on what it means to be doing science as an Indigenous person.

Ongoing	<p>UBCO Faculty of Management:</p> <ul style="list-style-type: none"> In co-operation with the Admissions office, established a “category 2” admissions pathway for self-declared Indigenous applicants to complement the Aboriginal Access Studies pathway and general admission pathway
New	<p>UBCO Faculty of Management:</p> <ul style="list-style-type: none"> Faculty budget for 2021 allocated for the recruitment of: <ul style="list-style-type: none"> a post-doctoral Indigenous scholar in the area of leadership or related area. an Indigenous scholar to lead the development of curriculum in the management subject areas as part of the Social and Economic Change Laboratory. The objectives are to develop courses and programming on terms suited to indigenous peoples, especially the Okanagan Nation peoples; and to offer all students on campus both stand-alone courses and a certificate program
New and Implemented	<p>The UBCO College of Graduate Studies launched a credential in Cultural and Social Awareness in 2021, consisting of eight workshops over three themes (Interculturalism, Equity and Inclusion, and Mental Health and Wellbeing). These workshops will focus on building awareness around social and cultural difference, diversity, inclusion, and equity, and will be offered in partnership with relevant organizations on campus.</p>
Implemented and Ongoing	<p>The College of Graduate Studies offers eight 2-year, \$10000 per year, Aboriginal Graduate Fellowships in order to improve access to graduate education for Aboriginal students.</p>
Implemented and Ongoing	<p>The College of Graduate Studies reserves two British Columbia Graduate Scholarships exclusively for Aboriginal students.</p>
Implemented and Ongoing	<p>In Tri-Agency scholarship competitions, each institution is permitted to nominate any number of Aboriginal candidates, in addition, to the institutional quota of nominations. The College of Graduate Studies has made use of that opportunity to support Aboriginal scholars.</p>
New and Planned	<p>The College of Graduate Studies, in collaboration with Aboriginal Programs and Services, is in the process of hiring an Indigenous Students Graduate Advisor, to provide a culturally-appropriate single point of contact to assist with the application process, through the student lifecycle, and beyond to potential postdoctoral positions.</p>

Implemented	Through a successful application to the Equity Enhancement Fund, the UBC Okanagan Library was also able to hire two undergraduate students for 2020-2021 academic year to support programming, events, outreach, and research guide development from the student perspective related to the Indigenous Strategic Plan and Inclusion Action Plan.
New and Planned	In addition, UBC Okanagan Library is in the process of hiring an Indigenous Initiatives Librarian in to a term position, which will support existing projects related to the Indigenous Strategic Plan, UBC Okanagan's Declaration of Truth and Reconciliation Commitments, and ongoing work with collections, programming, outreach and engagement, and language fluency.
Implemented and ongoing	The library has continued to build its collaborative relationship with En'owkin Centre in service of processing the Centre's own archives. Digitization of these language resources, predominantly audio-visual materials, is planned for immediate implementation in December 2020 and early 2021. The result will support student learning in the Bachelor of Nsyilxcn Language Fluency (BNLF) degree and the Indigenous Studies major.

IV. 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 həŋqəmiŋəŋ – the traditional language of the Musqueam people. The Okanagan campus also

displays street signs featuring both English and Nsyilxcen, the traditional language spoken by the Okanagan's original 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 2020/21

[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.

In September 2020, UBC Vancouver announced the five recipients of the President's Service Awards for Excellence and the 13 recipients of the President's staff awards. These awards are presented by the university annually to recognize staff members who demonstrate outstanding achievement and excellence within the UBC community.

Every year, UBC Okanagan awards five staff members the Staff Awards of Excellence. The Awards Committee received a record number of nominations in 2020, nearly double that of any previous year and totally an impressive 36 nomination packages. During the awards ceremony, Gill Henderson, Executive Director of UBCO Human Resources, noted that this number of nominations is a testament to both the incredible dedication of UBCO staff and the important role that staff recognition holds at UBCO.

Adapting the University to New Ways of Working

In March 2020, the outbreak of COVID-19 brought many changes to how UBC faculty, staff and students interacted with the campus, as we transitioned to online learning and remote working for most.

The shift brought with it the need to adapt quickly to meet new operational and safety requirements. Over the past year, a new communication series by UBC Internal Communications on the UBC Today website recognized faculty and staff who adapted to new ways of working as a result of the COVID-19 outbreak. These stories recognized staff who still worked on campus, performing roles in maintenance, security, food services and more, as well as staff who made the transition to online work and studies.

[Strategy 2: Inspiring Spaces - Create welcoming physical and virtual spaces to advance collaboration, innovation and community development](#)

UBC to Establish New Downtown Kelowna Presence

UBC and the City of Kelowna announced plans in June 2020 for a significant new university presence in downtown Kelowna, featuring a mixed-use development comprising community-facing academic and administrative space and university rental housing.

UBC has long had an off-campus presence in Kelowna, through the Kelowna General Hospital Clinical Academic Campus, the Okanagan Innovation Centre, the Rotary Centre for the Arts, the Okanagan Regional Library downtown branch and through public events at the Kelowna Community Theatre. With this new initiative, a downtown presence is the logical next step in the evolution of the campus.

The university continues to work with faculty and staff, as well as partners such as the City of Kelowna, Indigenous communities and the public to determine exactly what the new space should look like and what needs it should serve.

Musqueam Art Installation at UBC Bus Exchange

A cast bronze art installation by Musqueam Artist Brent Sparrow has been installed at UBC Vancouver. Collectively known as ʔəlqsən (Point Grey), the 10 cast bronze pieces created by the Musqueam artist were recently installed on concrete pillars lining the walkway separating the UBC Bus Exchange from the new MacInnes Field.

Sparrow carved the pieces from wood and cast them in bronze. Trained as a welder, he apprenticed and carved alongside his mother, master carver Susan A. Point, and master carver John Livingston.

Building Resilience Around MOA's Irreplaceable Collection

The Museum of Anthropology (MOA) at UBC Vancouver has begun preparations for a rebuild of its iconic Great Hall that will upgrade the resiliency of the space and protect its irreplaceable collection in the event of a major earthquake.

The most recent round of UBC building evaluations, undertaken as part of a campus-wide seismic resilience plan, identified the great Hall as one of the spaces at greatest seismic risk. Based on simulations for major earthquake scenarios, the Great Hall was quickly elevated on the university's priority list for seismic upgrading. Construction is expected to progress throughout 2021, with the aim of re-opening the Great Hall in late 2022. MOA is remaining open during the seismic upgrades of the Great Hall.

The seismic upgrades will be achieved using state-of-the-art base isolation technology. In this type of construction, the Great Hall will be placed over rubber or sliding bearings (known as base isolators) in between the foundation (footings) and the superstructure (columns and beams). As the ground shakes, the isolators will allow the building to move, taking up most of the energy and protecting the building's structure.

[Strategy 3: Thriving Communities](#) - Support the ongoing development of sustainable, healthy and connected campuses and communities

UBCO 2030 Competition Attracts Bold New Student Ideas

Despite the challenges of COVID-19, a competition organized by the UBC Sustainability Initiative drew more than 40 inspiring visions and solutions from students and student groups, centred on the theme: “What will sustainability at UBC look like in 2030?”

Posting to Instagram using the hashtag #UBC2030, students got creative with 30-second video clips, photo series, mock newspaper/magazine covers, songs, and multimedia art. Ideas ranged from ways to end environmental injustice, transform food systems, protect nature, improve green building and building retrofits, achieve zero waste, and more. Winning submissions included a video by student group Climate Justice UBC (Rachel Cheang and Nafeesa Alibhai), using a myriad of styles to highlight all the different voices that must be counted to shape a sustainable tomorrow.

Championing Sustainability at UBC for 20 Years

The Sustainability Coordinator Program provides staff, faculty and graduate students with opportunities to promote sustainability at UBC. The program is a grassroots initiative that empowers its volunteer coordinators as they create sustainability practices tailored to the unique needs of their unit, from laboratories, office spaces, classrooms, and more.

Since its origins in 1999, the program has grown to 120 coordinators across the Vancouver campus. To celebrate the 20th anniversary of the program, three Sustainability Coordinators who have been with the program from the beginning share their insights into supporting sustainability at UBC. Read about the experiences of Kerry Boulton (Retail Floor Supervisor at the UBC Bookstore), Erin Kastner, (Geospatial Information Manager with Energy & Water Services) and Peggy Ng (Administrator in the Department of Statistics) at the UBC Sustainability website.

UBC Research Driving the Future of Clean Transportation

An innovative UBC project is converting one block on the Vancouver campus into an integrated energy system. The project led by Dr. Walter Mérida, a professor in Mechanical Engineering and Senior Advisor to President Ono, was supported by an initial \$11.6M investment from the Canada Foundation for Innovation and the B.C. Knowledge Development Fund. The new infrastructure will become a world-leading platform to test how interactions between vehicles, infrastructure and pedestrians can be optimized. Its findings may ultimately enable the transportation sector to boost energy efficiency and cut GHG emissions.

As part of the project, solar technology is being integrated into UBC parking infrastructure, thanks to an investment of \$2.7M from Western Economic Diversification Canada. In addition to charging the parked vehicles, the solar energy that is generated could also support the electrical grid or generate hydrogen to refuel fuel cell vehicles—thereby solving many of the storage issues relating to intermittent renewable electricity. Funding from the Province of British Columbia’s Low Carbon Fuel Standard will also provide \$5.6M to support this project. Dr. Omar Herrera, Senior Program Manager for Transportation Futures, notes that the project will be the first of its kind in the world.

When it is completed later this year, the project will demonstrate how vehicles and buildings can be active participants in city-scale energy transactions. In partnership with BC Hydro and supported by a \$2.3M investment from Natural Resources Canada, UBC researchers aim to

transform vehicles from net power consumers into energy storage devices—batteries on wheels. By integrating underutilized infrastructure such as parkades and UBC’s fleet of charged vehicles, the system has the potential to store hundreds of megawatts in vehicles that can be used when needed by the grid.

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

Inclusion Action Plan and Institutional Commitments to Anti-Racism

As outlined in the Strategic Context and Mandate Letter priorities reporting sections above, UBC’s work to create a more inclusive campus community is guided by the Inclusion Action Plan (IAP). This commitment has also been reaffirmed by statements issued by UBC President Santa Ono.

Inclusive Teaching @ UBC: Maximizing Success in Diverse Classrooms

Inclusive Teaching @ UBC is a partnership between the Centre for Teaching, Learning and Technology (CTLT) and the Equity and Inclusion Office (EIO) that aims to align efforts to create a learning environment at UBC where all students feel that their differences are valued and respected, have equitable access to learning and other educational opportunities and are supported to learn to their full potential.

Instructors across the university have been doing amazing work in this area for a long time, but there wasn’t a central place for people to go and learn, explain Hanae Tsukada and H  l  ne Frohard-Dourlent, EIO Educational Strategists who collaborated with the CTLT to develop the platform.

Faculty who are interested in learning more about inclusive teaching are invited to start with the introductory online course created by Tsukada, Frohard-Dourlent, and their colleagues at the CTLT and the EIO, which began as a collaboration project between UBC and Queen’s University. The course covers topics such as navigating difficult conversations and making course design more inclusive.

Linked to these efforts, and emerging in response to the urgent need to address systemic bias and racism in higher education, CTLT and EIO have also launched a five-part Anti-Racist Teaching Series of workshops for UBC faculty, staff, and educators. Workshops are designed to guide participants through a reflection on their own roles, experiences, insights, as well as fears and concerns as educators, and develop an introductory understanding of concepts such as anti-racism, privilege, allyship, and solidarity especially in the context of online teaching and learning.

As courses and learning opportunities move online in response to COVID-19, the Inclusive Teaching @ UBC website also provides resources for instructors as they adapt courses and material to online formats, to help make them as accessible and inclusive as possible while avoiding unintentionally reproducing or exacerbating inequities.

Anti-Racism in Academia

Dr. Hanae Tsukada, Dr. Kari Grain, and Dr. Hartej Gill have worked together to create resources for anti-racism in academia. Their work includes a distilled, non-exhaustive list in a UBC newsletter of key considerations and resources for educators wishing to cultivate anti-racism and solidarity in their teaching practices. They also provided a list of introductory resources for anti-racist teaching. They also curated a list of resources that provide an introductory understanding of some of the key ideas and practical tips for nurturing an anti-racist teaching practice. These concepts were explored further in the Anti-Racist Teaching Series of Workshops, which the CTLT and EIO partnered to launch in October.

Dr. Tsukada works in a cross-unit role with the Equity & Inclusion Office and the Centre for Teaching, Learning and Technology (CTLT). Dr. Grain is a sessional instructor in UBC's Faculties of Education and Arts, and an educational consultant in the CTLT. Dr. Gill is an associate professor in the Faculty of Education, specializing in anti-colonialism, decolonization, post-colonial studies, leadership and pedagogy.

[Strategy 5: Systems Renewal - Transform university-level systems and processes to facilitate collaboration, innovation and agility](#)

UBC launches Workday, a new HR and Finance System

After years of preparation, UBC launched its new HR and Finance system on November 2, 2021. The move to cloud-based software Workday allows UBC to modernize our core business processes and improve accessibility and continuity of work for all employees.

The next step for the Integrated Renewal Program is moving forward with the renewal of UBC's Student Information Ecosystem, anchored in the Workday Student platform. This will create an integrated HR, Finance and Student administration environment, opening the door to innovation and ongoing improvements in how we support UBC's academic mission.

To support the UBC community in working with Workday, UBC created the new Integrated Service Centre (ISC) as a central hub to support questions to do with the new system. The ISC currently has over 60 staff working to answer questions, solve problems, and make improvements for the UBC community in using Workday.

In March 2021, the ISC successfully completed implementation of the first regularly scheduled Workday release since launch. Over the course of three weeks, teams tested and implemented 437 Workday features. This is an example of the collaboration and partnership between the ISC, UBC IT and the broader community, in seeing a successful release during one of the busiest times of year for the HR and Finance community.

Preparing for Digital Recovery in Advance of Disaster

For years, British Columbians have been preparing for "the Big One" as the province sits on a seismic fault line. Regardless of the size or nature, disasters (natural or man-made) can have major implications to global research institutions like UBC. Today, when technology is fundamental in the learning and research ecosystems, a compromised IT infrastructure have a significant impact to the university. In 2019, the university established an UBC IT Disaster Recovery plan (DRP) to prepare in advance of any disaster.

The next phase is to use the plan as a foundation to expand to other on-premise systems that were not in-scope with the initial plan. UBC Okanagan is also in the midst of aligning their IT recovery process to the central IT disaster plan.

As it is just as vital to ensure other services at the university is prepared for a disaster, Disaster Recovery will soon be launched as a service for the university. Faculties and administrative units will be able to replicate the solution and self-manage their own disaster recovery plans.

Why Privacy Matters at UBC

Higher education institutions are often the target of data breaches, which not only affect the individuals whose personal information is compromised, but also the organization experiencing the breach. At UBC, we handle a substantial amount of personal information relating to students, faculty, staff, alumni, and donors. Protecting this information is everyone's responsibility.

To address this need, and as a result of significant advocacy from Safety and Risk Services, Office of the University Counsel, the Chief Information Security Office and UBC IT, the Privacy and Information Security Management (PrISM) program was formed. Using the branding "Privacy Matters @ UBC", the program has introduced governance, resourcing and a mandate to reduce the assessed risk. This includes campaigns related to technology, maintenance, data mapping and risk management, training, awareness, and communications.

With the publication of the [Privacy Matters @ UBC website](#), users now have a single repository of resources and documentation regarding privacy and information security. By far the most critical element available from the Privacy Matters @ UBC website from an awareness perspective is the mandatory online [Privacy & Information Security – Fundamentals training](#) that launched in 2017. This training is divided into two parts, each containing five modules with videos, a synopsis of key points, and a short quiz to embed the lessons learned.

Increasing Cybersecurity to Support Working from Home

As staff, faculty and researchers moved to remote teaching, learning and working in March 2020, UBC Cybersecurity and local IT support sprang into action to protect and secure thousands of devices. In April 2020, UBC published increased security precautions for faculty, staff and researchers. Among other actions, these precautions mandated that anti-malware and Endpoint Detection and Response software approved by UBC Cybersecurity be installed on all UBC servers that access, process, or store Medium Risk, High Risk or Very High Risk information.

The UBC IT website also now includes an online guide to working remotely, with information on how to access emails and files, tools and best practices for virtual meetings and security requirements.

Domestic student enrolment

- 49,515 government-funded FTEs (115% of Ministry FTE target)
 - 41,189 government-funded FTEs at UBC Vancouver (115% of Ministry FTE target)
 - 8,325 government-funded FTEs at UBC Okanagan (118% of Ministry FTE target)

International student enrolment

- 26.5% of students on the Vancouver campus are international (down from 28.1% in 2019/20)
- 20.9% of students on the Okanagan campus are international (up from 20.4% in 2019/20)

UBC is home to 17,918 international undergraduate and graduate students from 152 countries (147 countries at the Vancouver campus and 111 countries at the Okanagan campus), who contribute to a global learning environment.

Student residences

- UBC Vancouver: Currently has 12,446 student beds with 1,565 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 2023 and spring 2024. UBCV has land set aside to accommodate up to 18,000 student housing beds.
- UBC Okanagan: Currently has 1,900 beds with 220 under construction now and opening in summer 2021.

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)

- 2020: 5.1%
- 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

- \$176,666,702 million raised (initial target of \$100 million met, doubled target to \$200 million in September 2019)
 - Student Awards: \$157,484,232
 - Student Support: \$19,182,469

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 2020/21

[Strategy 6: Collaborative Clusters](#) - Enable interdisciplinary clusters of research excellence in pursuit of societal impact

Gynecologic Cancer Initiative Accelerating Transformative Cancer Research

The Gynecologic Cancer Initiative is one of thirty-five research excellence clusters led by researchers on the Vancouver campus that will be funded through the Research Excellence Clusters initiative in 2021/22. These clusters are inter-departmental networks of researchers at UBC who collectively represent leaders in a particular field of study.

The Gynecologic Cancer Initiative (GCI) will accelerate transformative research and translational practice on prevention, detection, treatment and survivorship of reproductive cancers. This work will be done in collaboration with women throughout BC and through strategic partnering of research institutions, scientists and clinicians to reduce the incidence and mortality of these cancers by 50 per cent in the next 15 years.

Research Cluster Promotes Traditional Indigenous Knowledge Science Collaboration

A group of researchers at UBC's Okanagan campus are working to find sustainable ways of managing the Okanagan landscape in collaboration with Syilx traditional knowledge holders, with support from UBC research cluster funding. Enhancing Ecosystem Sustainability: A Syilx/Settler Science Collaboration is an interdisciplinary research cluster that aims to contribute solutions to issues of importance to the Okanagan Nation. It illustrates how UBC is providing researchers with the support needed to collaborate with each other and with local and global partners (Strategy 6: Collaborative Clusters).

Led by Dr. Jeannette Armstrong, an Associate Professor in Indigenous Studies at the Irving K. Barber Faculty of Arts and Social Sciences, and Lael Parrott, a Professor in Sustainability at the Irving K. Barber Faculty of Science and Director of the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services, the Project aims to demonstrate ways in which Western scientists and Indigenous knowledge holders can work together and co-produce knowledge. Through meetings with leaders of the Okanagan Nation Alliance and associated chiefs, two initial areas of focus where UBC's research expertise could address important issues for their communities were determined: sustainably managing and restoring the habitats of Chinook salmon and grizzly bears on the Okanagan traditional territory.

Embodied Carbon Pilot Helps Building Industry Address Climate Change

The UBC Sustainability Initiative's Urban Innovation Research group is conducting a multi-year pilot focused on improving the practice of life cycle assessments (LCAs) used to estimate the embodied carbon emissions of buildings throughout their life cycle.

The first phase of the pilot leveraged UBC's Campus as a Living Lab initiative to study embodied emissions of campus buildings: a total of nine studies across three buildings. Findings so far indicate the key factors that influence the accuracy of LCAs and support recommendations to ensure LCAs provide standardized information on embodied emissions for future benchmarking. The second phase of the pilot is currently underway.

The results of this work will be used to collaborate with the building sector and policy-makers on ways to further reduce emissions and address climate change.

[Strategy 7: Research Support - Strengthen shared infrastructure and resources to support research excellence](#)

Investment in Digital Research Infrastructure

UBC's Advanced Research Computing (ARC) has overseen an investment of more than \$18m in recent years to create new digital research infrastructure for UBC researchers. This investment has enabled ARC to develop a high-performance computing platform, UBC ARC Sockeye, with nearly 16,000 CPU cores and 200 GPUs, and a new object storage platform, UBC ARC Chinook, which launched in September 2020. The new infrastructure was built to meet immediate needs of UBC researchers in all disciplines and provides a secure and compliant platform for researchers working with health and other sensitive data.

In 2020/21 this vastly accelerated the research discoveries of researchers such as Dr. Muhammad Abdul-Mageed, who uses simulations to train language models in deep learning, and allowed other researchers to pivot their research to address COVID-19. Drs. Natalie

Strynadka, Robert Brunham and Steven Plotkin accessed the platform for a research project utilizing artificial intelligence, computer modelling and structural biology to predict the evolution of the SARS-CoV-2 virus, while Dr. Artem Cherkasov leads a team using a novel deep learning platform to identify potential viral inhibitors among huge libraries of molecules.

UBC Facility for Infectious Disease and Epidemic Research Becomes a Shared Research Platform

The onset of the global pandemic brought with it an acute demand from researchers to access facilities where they could safely study live specimens of the SARS-COV-2 virus that causes COVID-19. The virus, which is classified as a Risk Group 3 pathogen for its potential to cause serious disease in humans through inhalation, can only be studied in highly secure and specialized laboratories with level-3 containment designation. The university's Facility for Infectious Disease and Epidemic Research (FINDER) was established more than a decade ago and is one of only three such facilities in B.C., with specialized and unique engineering and design features to contain and secure biohazardous agents and materials.

FINDER transitioned into a Shared Research Platform in July 2020 to enable research on SARS-COV-2 and simultaneously ensure the safety and welfare of the increased number of researchers in the facility, many of whom had not worked in level-3 facilities before. Becoming a shared research platform provided increased financial stability for FINDER, with funding coming from the Faculty of Medicine, Genome BC and the Office of the Vice-President, Research & Innovation. The funding allowed for the acquisition of specialized equipment to enable SARS-CoV-2 discovery research, infrastructure upgrades, and the purchase of essential personal protection equipment. Most importantly, it enabled the recruitment of additional personnel dedicated to meeting and overseeing the facility's increased operational needs, including the delivery of biosafety and biosecurity training and assessments required for new users to be able to work in the facility. FINDER currently supports 30 UBC researchers who are aiming to study the biology of the SARS-CoV-2 virus, discover novel therapeutics and diagnostic tools for COVID-19, or are conducting research related to other infectious diseases such as the bacterium that causes tuberculosis.

[Strategy 8: Student Research - Broaden access to, and enhance, student research experiences](#)

UBC's Program for Undergraduate Research Experience

Broadening access to, and enhancing, undergraduate research experiences is a key priority in UBC's strategic plan. The Program for Undergraduate Research Experience (PURE) supports innovative pilot projects that will advance this priority. PURE was designed and developed by a Steering Committee using background material from the report of the UBC Vancouver Senate Undergraduate Working Group.

In 2019, 66 applications were submitted at UBC Vancouver and 29 were submitted at UBC Okanagan. Across the two campuses, 17 projects were funded, representing a 17.9% success rate and a total funding allocation of \$1.3 million from Academic Excellence Funds over 2 years.

Fifteen of the seventeen funded projects received two-year funding terms but with the transition to remote work, many of the activities scheduled for 2020-21 were postponed and projects received extensions to deliver their objectives in 2021-22. In spite of these

challenges, however, some activities were able to continue. For example, the Sustainability Science: An Immersive Research Training Experience in Socio-Ecological Systems project was able to transition to provide an interdisciplinary research-training course and online mentorship, and the Undergraduate 3-Minute Thesis held a virtual competition in February 2021, with presentations from twelve finalists. This second competition was facilitated by a no-cost extension to the initial one-year PURE award in order to replicate the success of the initial 2020 competition.

The principal applicants of the funded projects included twelve faculty members, three staff members and two undergraduate students. Eight projects were led by women and nine were led by men. The projects were sponsored by a range of faculties, units and portfolios, including Applied Science, Arts, Education, Forestry, Medicine, UBC Sauder, Science, Health and Social Development, Centre for Teaching, Learning and Technology, Materials and Manufacturing Research Institute, First Nations House of Learning, Museum of Anthropology, VP External Relations and AVP International.

Indigenous Methodologies: Building Capacity for Telediabetes in Urban (and Rural) Indigenous Communities

The Multidisciplinary Undergraduate Research Projects in Health (MURPH) is a new undergraduate research program at UBC Okanagan, awarded through the UBC's Program for Undergraduate Research Experience (PURE) competition. This program aims to offer a unique cross-disciplinary platform to undergraduate students for engaging in academic research, while also providing professional training through custom-designed workshops. One project receiving funding through MURPH features two students working with Dr. Donna Kurtz (Nursing) and Dr. Charlotte Ann Jones (Southern Medical Program) to answer the question: "Can we increase access to culturally safe diabetes/obesity care for urban/rural Indigenous communities in the BC Interior?"

The research team partnered with six urban/rural BC interior, Indigenous communities, UBC and IHA, using community-led Indigenous methodologies, Traditional and Western knowledge to co-develop and deliver a policy brief emphasizing the health care calls to action to be enacted on by the Partnership Accord to improve access to culturally safe health programs and services for urban/rural Indigenous communities. The team is also co-designing and implementing a culturally relevant Indigenous-led telediabetes/obesity program in these communities.

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

Knowledge Exchange Unit Highlights

The UBC Knowledge Exchange Unit (Kx Unit) builds capacity among researchers, students and staff across disciplines to develop and share impactful knowledge through connections and exchange with communities, government, not-for-profit organizations and the general public.

2020 was a busy year for the Kx Unit, as its members worked with the rich network of collaborators and sectors that form the Kx ecosystem at UBC, and beyond, to ensure greater coordination among initiatives and expand their supporting capacity.

The unit published the first UBC Kx strategy that lays out the institution's priorities and programming in knowledge exchange for 2019-2022, represented UBC at the Research Impact Canada and Community-Based Research Canada networks, and delivered the first online Summer Institute, with a cohort of 30 researchers, staff and students who learned throughout the week how to engage publicly with their research. Approximately 350 people within the academic community at UBC attended events that Kx organized over the past year.

The Kx Unit offered support (including workshops and web resources) to researchers to help them pivot their research during the COVID-19 pandemic.

Speeding up COVID-19 Testing with Artificial Intelligence

A UBC-led study has identified a computer technique that health facilities can use to screen, diagnose and monitor COVID-19 pneumonia more efficiently.

The researchers found that a pre-trained neural network called DarkNet-19 can rapidly and reliably detect COVID-19 on chest X-rays. The network recognized the disease's imaging patterns on nearly 6,000 chest X-rays with 94 per cent accuracy, outperforming 16 other available networks.

Mohamed Elgendi is the study's lead author and an adjunct professor of electrical and computer engineering at UBC. The study, whose authors also include researchers from Simon Fraser University, the University of Oxford and the Massachusetts Institute of Technology, was recently published in the journal *Frontiers in Medicine*.

UBC Tele-rehab Program Brings Care Closer to Home

The Faculty of Medicine's Program for Excellence in Telerehabilitation Education and Research (PETER) was launched in 2018 to educate and train clinical faculty and physical therapy students — as well as the Faculty's other rehabilitation programs including occupational therapy, midwifery, audiology and speech therapy — in virtual care to expand access to services in rural and remote areas across BC.

Today, all physical therapy students complete the training as part of their clinical education.

Dr. Alex Scott, UBC professor in the department of physical therapy, and Dr. Joseph Anthony, associate dean, health professions, are the driving force behind the program, which got its start through a grant from the Faculty's Strategic Investment Fund.

Since the pandemic hit, Dr. Scott and McAllister were able to rapidly extend telerehabilitation training to any physical therapist who needed it.

Ecologically Friendly Agriculture Doesn't Compromise Crop Yields

Increasing diversity in crop production benefits biodiversity without compromising crop yields, according to an international study comparing 42,000 examples of diversified and simplified

agricultural practices. Diversification includes practices such as growing multiple crops in rotation, planting flower strips, reducing tillage, adding organic amendments that enrich soil life, and establishing or restoring species-rich habitat in the landscape surrounding the crop field.

The research, published in *Science Advances*, is based on 5,188 studies with 41,946 comparisons between diversified and simplified agricultural practices. Crop yield was in general maintained at the same level or even increased under diversified practices. The enhanced biodiversity benefited pollination and pest regulation by natural predation. It also improved water regulation and preserved soil fertility. Diversification, however, had variable effects on climate regulation. In some cases, it increased greenhouse gas emissions.

UBC professor, Claire Kremen, is the co-author of the study.

Empowering Entrepreneurs

Located in Kelowna, BC, entrepreneurship@UBCO (e@UBCO) provides resources for eager participants with creative skills and an entrepreneurial drive. Whether it's scoping out an idea or helping to build a new company, e@UBCO is tailored to each individual.

Through a series of online courses and one-on-one mentoring with industry experts, e@UBCO participants get access to the ins-and-outs of developing a venture. The curriculum follows the pace of the participant's venture, covering topics ranging from customer discovery, intellectual property and prototyping to business plans, go-to-market strategies, sales and fundraising. The program is open to UBCO students, faculty, staff and recent graduates in any discipline.

Since its inception in 2018, e@UBCO has mentored more than 1,000 participants and more than 50 'campus grown' businesses have been launched.

Wine Centre Poised for Growth

The Wine Research Centre has expanded to the Okanagan campus. The Centre is now a dual campus initiative as it sets down roots at UBC Okanagan, in the heart of BC's wine region. It is led jointly by Land and Food Systems and UBC Okanagan's Faculty of Management and Irving K. Barber Faculty of Science.

Jacques-Olivier Pesme, who's worked with the B.C. wine industry since 2012, is the Centre's new Director. Based at the Kelowna campus, he works in the Faculty of Management, and is also a Professor in Wine Business at the University of Adelaide (Australia).

The Centre's new Associate Director is Simone Castellarin, Canada Research Chair Tier 2 in Viticulture and Plant Genomics. An LFS Associate Professor, Castellarin has been involved with the Centre for six years, providing continuity and research expertise.

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

UBC Participates in Federal Dimensions Pilot Program

UBC is one of 17 Canadian post-secondary institutions that are participating in the federal Dimensions pilot program, which seeks to identify and eliminate systemic obstacles and inequities for marginalized and under-represented people in research.

The objectives of the UBC Dimensions pilot include the following: develop a diverse and inclusive self-assessment team, conduct an institutional self-assessment and create an action plan to improve equity, diversity and inclusion in UBC's research ecosystem.

UBC's participation in the Dimensions program reinforces our commitment to ensure equitable access to funding opportunities, increase equitable and inclusive participation in research and embed equity, diversity and inclusion related considerations in research design and practices across the university.

UBC Supports Interdisciplinary Research Clusters

Research clusters at UBC are interdisciplinary networks of researchers focused on solving key challenges facing society that transcend the traditional boundaries associated with departments, institutions and funding agencies.

At UBC Okanagan, the fourth cohort of research clusters received funding in 2020, including projects focusing on optimizing active and healthy aging at home for seniors, breaking the chain of airborne transmission in health care and advancing watershed science to connect water functions and values.

At UBC Vancouver, 26 research excellence clusters were funded through the Research Excellence Clusters initiative in 2020/21. Projects focused on a variety of topics, including reducing male suicide, bee health, a balanced supply of housing, biomedical imaging and artificial intelligence, quantum computing and more.

UBC Researchers play Pivotal Role in Confronting COVID-19

The COVID-19 pandemic has highlighted challenges, exacerbated inequalities and sparked uncertainty for many. But one area of particular strength and inspiration is Canada's research community and its response to the pandemic.

According to UBC Vice-President Research and Innovation Gail Murphy, the support of successive federal and provincial governments has allowed Canada to cultivate a world-class university research community – one that is playing a critical role in confronting COVID-19.

“As well as advancing our knowledge of the world and our place in it, this community is shaping public policy, supporting the commercialization of new innovations, and providing critical insights and solutions to the fundamental challenges of our time,” says Murphy. “In doing so, this community also develops incredible talent supporting students in their pursuit of knowledge, preparing them for their careers and aspirations, and empowering them to become engaged and active global citizens.”

Murphy says researchers spanning many disciplines and leading countless collaborative relationships with the public and private sector are critically positioned to not only inform how to treat the virus, but how we can adapt to such a profound disruption to daily life.

Over the past year, more than 350 UBC researchers engaged in over 250 research projects and initiatives related to COVID-19, many supported by significant government funding. These projects range from efforts to understand disease transmission and develop vaccines and treatments, to addressing issues such as healthcare delivery, mental health and wellbeing, economic recovery and the social and cultural impacts of the pandemic. This work is taking place all across BC at UBC's Vancouver and Kelowna campuses, health research sites throughout the province and in partnership with public and private sectors partners.

A great example is AbCellera, one of Canada's fastest-growing biotechnology companies and a UBC spin-off that began in UBC's Michael Smith Labs. The company has developed an antibody discovery platform that is supporting the development of treatments for the novel coronavirus. One of these treatments began clinical trials in June. The federal government announced \$175.6 million to support AbCellera's platform for COVID-19 antibody treatments and to build technology and manufacturing infrastructure for antibody therapies.

A NSERC Alliance COVID-19 grant is supporting research in Kelowna, a partnership between researchers at UBC Okanagan and a BC industry partner, Advanced BioCarbon 3D, to develop sustainable filtration masks from medical-grade lignin and cellulose.

Alongside this work, UBC researchers have also played a prominent role in the public dialogue on the virus. Through various media and platforms, UBC researchers are correcting misinformation about COVID-19 and helping the public keep informed and safe. These researchers have addressed a wide range of topics including the impacts of COVID-19 on children, on vulnerable and marginalized populations, on physical activity, on the shifting workplace, and on the progress of vaccine development.

Successful Aging

Researchers at UBC Okanagan's Faculty of Health and Social Development are exploring how to help Canada's growing older population age successfully and how to are examining how to best support the goals of our aging population to help them age successfully and with satisfaction.

Nelly Oelke, an associate professor at UBC Okanagan's School of Nursing, and others from UBCO's Institute for Healthy Living and Chronic Disease Prevention (IHLCDP) research team are exploring how to reach seniors who need assistance, assess their needs and implement programs to bring them back from the brink of loneliness to a caring community.

Total research funding

- 2020/21: \$759 million
- 2019/20: \$672 million
- 2018/19: \$669 million
- 2017/18: \$658 million

Total Tri-Agency funding

- 2020/21: \$270 million
- 2019/20: \$235 million
- 2018/19: \$223 million
- 2017/18: \$201 million

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

Institutional field Normalized Citation Impact

- 80% 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, 2021
- 38th – Academic Ranking of World Universities ranking, 2nd in Canada, 2020
- 31st – U.S. News & World Report Best Global Universities Rankings, 2021
- 33rd – NTU World University Rankings, 2020

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 2020/21

[Strategy 11: Education Renewal](#) - Facilitate sustained program renewal and improvements in teaching effectiveness

Teaching Online: Guiding Principles

Throughout the COVID-19 pandemic, UBC supported educators in successfully adapting courses for online delivery. UBC strives to offer an equitable experience to all students enrolled in courses, and in an online delivery model, this includes minimizing and mitigating barriers to student access and success that may be experienced with online teaching and learning.

To address this, in mid-2020, more than 100 faculty and a number of student leadership organizations from across UBC Vancouver were invited by the Office of the Provost & Vice-President, Academic to think through some of the widespread, pressing issues in online course design and delivery.

The resulting guiding principles document, initially prepared for fall 2020, offers guidance and suggestions for designing and teaching courses online. It includes six high-level guiding principles, accompanied by implications for instructors, UBC, faculties and programs.

Techniques and Practices of Outstanding Teachers at UBC

On June 9, 2020, a number of UBC faculty gathered virtually to celebrate the commitment, innovation and dedication of their colleagues in the second annual Celebration of Teaching Excellence. This event shone a spotlight on how faculty are using a diversity of teaching

approaches to support student learning through evidence-based teaching, mentorship and enriched experiences.

UBC tool innovates peer feedback process

ComPAIR, a cross-disciplinary teaching and learning tool, continues to offer an innovative 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. The tool was also 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.

Faculty of Education Tackles a Teaching Conundrum

Delivering course materials in a virtual setting comes with plenty of challenges. For those who teach UBC's Bachelor of Education (BEd) program, the situation is particularly complex. Not only are education faculty shaping the next generation of teachers, they're preparing them to work in classroom settings, without being able to step into classrooms themselves.

Meeting the pedagogical needs of this year's cohort of student teachers has required more than a simple shift to online lessons – it has involved a complete rethink of how to effectively deliver the program. For Andrea Webb, Assistant Professor of Teaching in the Faculty of Education's Department of Pedagogy and Curriculum, that means a focus on developing new ways of teaching, with a use of online tools to help aid the learning experience, all to support how student teachers are gaining new learning experiences.

[Strategy 12: Program Redesign - Reframe undergraduate academic program design in terms of learning outcomes and competencies](#)

A Thoughtful Online Transition

Due to the COVID-19 pandemic, post-secondary institutions faced a new reality of teaching and learning (mostly) online in March and April, and into the fall term as well.

The Centre for Teaching, Learning and Technology (CTLT) launched an Online Teaching Program (OTP) in June to help faculty adapt courses for an online environment and teaching online. The program covers topics such as designing online assessments, developing engaging learning activities and creating a supportive learning environment. The flexible program included online workshops with experiential learning opportunities, self-paced online modules and one-on-one consultation support with an educational consultant.

The CTLT developed the OTP modules so that they are publicly available online and openly licensed so that they may be adapted and reused. The CTLT hopes that the program will be helpful for educators at UBC and beyond.

Reorientations: Small Strategies to Support New Learners Including Ourselves

Orienting students within an online teaching and learning environment presented a new challenge. Dr. Laurie McNeill, a professor of teaching and chair of first-year programs at the Department of English Language and Literatures and Kim Kiloh, director of the Centre for Student Involvement and Careers, through their experiences supporting new learners, developed “first year experience” core principles and other resources to support new learners.

To help students develop an understanding of academic integrity and why it should matter to them, Dr. McNeill and Kim Kiloh developed “Introduction to Academic Integrity”, a short Canvas module for first-year students in JumpStart and Imagine UBC and available for use in other courses by all instructors at UBC. This module situates academic integrity in the context of why it matters to everyone at UBC and beyond.

Dr. McNeill and Kim Kiloh summarized other small, but important, strategies for supporting new learners as guest editors for the August edition of Edubytes, a UBC newsletter.

Undergraduate Program Evaluation and Renewal

Undergraduate Program Evaluation and Renewal (UPER) supports faculties at UBCV to engage in broad curriculum redesign with a focus on program level learning outcomes and competencies. A total of 10 projects have been funded across four UBCV faculties: Applied Science, Arts, Land and Food Systems, and Science. Four of these projects will complete their proposed work in 2021. The other six have been funded for a third and final year and will complete in 2022.

Projects are led by faculty who, with support from curriculum consultants in CTLT and local resources, are working through an iterative planning process to develop program level learning outcomes or competencies, to evaluate whether their program provides the right balance of opportunities for students to achieve these outcomes or competencies, to determine where curricular changes can be made to improve the program and student learning, and to design an evaluation plan to assess these changes and/or overall student achievement in the program.

The outputs of these UPER projects vary across projects. Current projects are working on or have completed the following: advising tools to help students make more informed choices about courses, identifying specialization streams within programs or merging previous streams into a new interdisciplinary program, developing tools to “audit” how programs address concepts such as Indigeneity, equity, diversity and inclusion, developing tools to visualize connections across courses and developing tools to assess how well a program addresses the development of graduate attributes.

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

New UBC Okanagan Arts Career Apprenticeship Program

The UBC Okanagan Arts career Apprenticeship Program (UBCO ACAP) launched in spring 2021. The program connects upcoming arts, humanities and social sciences graduates from the Irving K. Barber Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies with Okanagan-based employers for one-year, paid, early career opportunities.

Students participate in a competitive application and interview process and gain professional experience and mentorship, while contributing to the growth and development of a local business or organization.

Partnering to Ensure Students Gain Practical Experience in a COVID-19 Labour Market

UBC's Sauder School of Business is the pilot school in a network of Canadian business schools to partner with Mitacs, a national not-for-profit organization whose mandate is to work with universities, companies and governments to support industrial and social innovation.

The Mitacs Business Strategy Internship program launched in May 2020. Through the efforts of the team at the UBC Sauder Hari B. Varshney Business Career Centre, over 260 graduate and undergraduate students have been placed in summer internships with small- to medium-sized enterprises and not-for-profits. Students are paid a \$10,000 stipend shared by Mitacs and the employer.

The program was so successful for both students and employers that Mitacs has extended the funding through the Winter 2021 and Summer 2021 school terms, for up to 300 new internship opportunities being offered through the Business Career Centre.

UBC Resident Doctor Pursues Northern and Rural Pediatric Learning

It has been an exciting year for UBC Northern Medical Program (NMP) graduate Dr. Gurkirat Kaur Kandola. After finishing medical school last spring, she then entered UBC's Pediatric Residency Program – Community Impact (CI) stream in July – a unique training experience that offers northern and rural learning as part of its core goals.

Launched in 2019, Dr. Kandola is one of the first residents to enter the CI stream which provides training in Prince George at the University Hospital of Northern BC, in addition to ongoing training at BC Children's Hospital in Vancouver. It also offers a variety of opportunities to learn about the practice of pediatric medicine in northern B.C. and to learn about the challenges faced by rural pediatric care providers.

After spending the summer at BC Children's Hospital in Vancouver, Dr. Kandola returned to Prince George in the fall, and has since completed rural outreach rotations in Terrace and the First Nations community of Takla.

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

UBC Warm Welcome Incoming First Year Students During COVID-19

Last summer, nearly one-third of the incoming class at UBC participated in a newly offered program to help them start their university journeys on the right foot. Academic Essentials

courses are free, self-directed and online, designed to help new UBC students develop the learning skills they'll need to succeed in first year at UBC and beyond.

Joanne Fox, Professor of Teaching at UBC Vancouver and Principal of Vantage College, was at the helm of a massive, university-wide effort to give students a solid foundation to build on in September. In a matter of months, a team of more than 20 faculty, staff and students from across both campuses came together to conceptualize the program, develop the courses and deliver them.

Interprofessional Health Learning Program Fosters Patient-Centred Care for Chronic Illnesses

In 2020, the Health Mentors Program at UBC celebrated its tenth year in operation. The program brings together students from ten different health disciplines at UBC to learn from and with a mentor who has a chronic condition or disability or is a caregiver of someone who has one.

Angela Towle, Associate Professor in the Department of Medicine, who, along with William Godolphin, Professor Emeritus in the Department of Pathology and Laboratory Medicine, used funding from the Teaching and Learning Enhancement Fund (TLEF) to launch the program.

Recognizing that many health professionals are involved in the care of a person living with a chronic condition, Towle and Godolphin involved students and faculty from across the health disciplines at UBC in designing the program. They also included the community from the outset, as they wanted students to have the opportunity to learn directly from patients, given the expertise that they have in managing their own conditions.

To date, 1,500 students have participated in the program, which brings together groups of four students and a mentor to meet over the fall and winter terms for self-directed study that focuses on conditions as varied as Alzheimer's disease, arthritis, cerebral palsy, epilepsy, HIV, mental health, multiple sclerosis, spinal cord injury and stroke. In April 2020, due to COVID-19, the program's annual symposium was held virtually, with participants sharing their learning with other UBC students, faculty and the community through tweets and a variety of digital presentations.

Vantage College Podcast

Hosted by Jodie Martin, the UBC Vantage College [podcast](#) explores how to make language your superpower. The podcast reports on the latest and greatest news from UBC Vantage College where English language experts are working side by side with discipline-specific faculty to help students power up their communication and academic literacy skills so that they can thrive in a rigorous academic setting.

TLEF-Funded Projects Enhance Student Learning

The Teaching and Learning Enhancement Fund (TLEF) at UBC provides funding for projects that employ students who are helping to reimagine education. Faculty members like Dr. Katherine Lyon, Dr. Siobhán McPhee, Dr. Claudia Krebs, and Dr. Suzie Lavallee are all leading innovative TLEF projects. They are working to redefine the way faculty members teach, by leveraging emerging technologies, such as augmented reality, virtual reality, and videography, into educational tools to enhance student learning.

Dr. Lyon and Dr. McPhee's TLEF project, "Turning Public Spaces into Learning Spaces" helps students in large first-year sociology and geography courses understand the historical and social context of social problems learned in class. Dr. Lyon and her team created a mobile app that takes students on a tour of different Vancouver neighborhoods, where they can listen to community members recount significant events that took place in the neighborhood. When students hold up the camera on their phone at specific geographical points, augmented reality videos and images pop-up on the screen painting a picture of the stories.

Dr. Krebs is the founder of the Hackspace for Innovation and Visualization in Education (HIVE), a lab that create stools using emerging technology to teach students in health science. Her TLEF-funded project is a series of anatomy modules called "Anatomy learning Ecosystems", used not only at UBC but around the world.

Dr. Lavallee, a Professor of Teaching in the Department of Forestry and Conservation Sciences, hired two graduate Ras to write scripts and record voice overs for a series of three-minute YouTube videos that describe the taxonomic features of birds for a third-year course lab.

[Strategy 15: Student Experience - Strengthen undergraduate and graduate student communities and experience](#)

Student Volunteers at the Heart of the Agora Café Experience

Agora Café, a staple in the Faculty of Land and Food Systems since 2005, is a student- and volunteer-run café operating out of the MacMillan building. Guided by a philosophy to provide affordable, accessible, healthy, local and organic food choices to their community, the student-led team focuses on helping their volunteers learn about food service and business management. On average, 100 students volunteer at the café each term, representing a variety of programs and faculties across the Vancouver campus.

Sustainability is at the heart of every decision. The café supports local and organic agriculture by purchasing the majority of its produce from the UBC Farm and Orchard Garden. Waste is minimized by redirecting organic matter into compost, and reusable dishware encouraged. These measures are now common at most campus food outlets, but at Agora, they have been a staple since the beginning.

New Allard Summer Programs Provide Support for Indigenous Students

To support this year's new student cohort, Allard Law launched a successful initiative over the summer of 2020- the Indigenous Legal Studies (ILS) Academic Leadership Certificate – Summer Intensive.

Guided by Lee Schmidt Associate Director for Indigenous Legal Studies and funded by the Law Foundation of BC, the program provided incoming Indigenous law students with an opportunity to build skills and community while also creating space to connect with Allard Law students, faculty and staff. For two weeks in June and five hours a day online, students participated in a range of programming aimed at providing a glimpse into the law school experience and building community with their peers, faculty and the Indigenous legal

profession. Lectures, workshops, daily reflections, panels and talking circles were all part of the innovative programming.

Metrics – Transformative Learning

Total Students at UBC

- 70,024 student headcount in 2020/21

Degrees granted

- 14,942 in 2020, up 3.5% from 14,441 conferrals in 2019

Student Satisfaction

- 84% undergraduate student satisfaction with their overall academic experiences at UBC Vancouver (from the 2021 Undergraduate Experience Survey)
- 84% undergraduate student satisfaction with their overall academic experiences at UBC Okanagan (from the 2021 Undergraduate Experience Survey)

Over the previous six years, the percentage of favourable responses to an Undergraduate Experience Survey question assessing satisfaction levels has remained remarkably high at both campuses (at 94% in 2019/20). The drop to 84% in 2020/21 reflects the shift to remote learning and major limitations on university student life brought on by the pandemic.

Adapting Our Teaching Methods

- 151 enhanced courses at UBC Vancouver, reaching 22,810 students (16,224 unique students)
- 33 enhanced courses at UBC Okanagan, reaching 5,673 students (3,660 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)

- 2020/21: 207
- 2019/20: 195
- 2018/19: 197

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 responsibly 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 2021, 59% of 4th and 5th UBC undergraduate students at both campuses reported having participated in enriched educational opportunities at UBC.
- In 2021, 61% of 4th and 5th year UBC Vancouver undergraduate students reported having participated in enriched educational opportunities while attending UBC.
- In 2021, 46% of 4th and 5th year UBC Okanagan undergraduate students reported having participated in enriched educational opportunities while attending UBC.

Interdisciplinary Learning

- 238 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 362,000 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 2020/21

[Strategy 16: Public Relevance](#) - Deepen the relevance and public impact of UBC research and education

UBC Climate Hub Takes Bold Climate Action

The [UBC Climate Hub](#) is a university-wide initiative that aims to connect and empower university and community stakeholders to take bold climate action for a just future.

Created in 2018 with funding through the Academic Excellence Fund, the Climate Hub focuses on how the people who make up UBC can facilitate the transformational social change needed.

The Climate Hub's student-staff model has created a dynamic space to support student leadership on climate, test innovative student-led programming, and connect the community working on climate. By creating a space for student and community leadership, the Hub has helped to advance UBC's commitments to climate justice.

Between May 2019 and June 2020, the Climate Hub collaborated with over 50 groups across UBC as well as youth groups, community non-profits, and members of local government. The

projects ranged from co-organizing events to developing major programs and seeking joint funding, from research projects, social media, and coordinated communications, to speak engagements, and more.

As one example of a project developed and led by students, the Climate Hub Mentorship Program launched in fall 2018, creating a space for multidisciplinary learning and cross-faculty dialogue for students interested in taking action in relation to climate. In its first year, the program grouped 100 undergraduate students and 40 graduate student mentors in 13 'pods', each with a specific theme related to climate change (such as climate change and art, climate policy, climate and biodiversity).

The Mentorship Program encouraged students to flourish in a vibrant and connected climate community, enabling them to expand their understanding of climate issues and solutions while building their personal and professional networks.

Geering Up for a Changing World

As BC schools closed to in-person classes in order to slow the spread of COVID-19, a UBC Applied Science-based education organization worked quickly to bring its STEM-themed programs to online platforms for homebound kids and teens.

Since March, Geering Up has provided daily Internet-based content to help youths from kindergarten to Grade 12 connect with STEM subjects — and fellow students — remotely. In addition to YouTube Live sessions, which have covered topics like bionics and engineering with newspapers, the online offerings have included weekend STEM clubs, homework clubs and “activity clubs” focused on science and coding.

These programs have supplied thousands of hours of virtual face-to-face learning to more than 550 students. And in the coming months, Geering Up will continue to grow, with more summer offerings planned than ever before. To support this expansion, the organization has hired 50 additional UBC undergraduate science and engineering students, many of whom saw their summer work plans vanish due to the pandemic.

UBC Team Launches Art Initiative to Support Mental Health in Prison

UBC School of Nursing Professor Helen Brown and her team have launched a project to support the mental health of people disproportionately impacted by the Canadian criminal justice system, through the distribution of “art and reciprocity kits.” The kits will be distributed across two medium-security federal prisons, five halfway houses and selected urban Indigenous community members across the Lower Mainland and Fraser Region.

The team hopes to support people who are incarcerated in creating and sharing their art with other members of the community, including people at halfway houses and urban Indigenous clients served by the Fraser Region Aboriginal Friendship Centre Association (FRAFCA).

The UBC team was inspired by the Work 2 Give initiative, a partnership originally developed in a collaboration between the Correctional Service of Canada and the Tsilhqot'in First Nation.

Allard Law's Indigenous Community Legal Clinic Goes Virtual

Like so many downtown storefronts impacted by physical distancing measures, boards have gone up over the office windows of 148 Alexander St., the home of Allard Law's Indigenous Community Legal Clinic (ICLC). But the ICLC's much needed services are far from shut down.

Located in Vancouver's Downtown Eastside, the ICLC provides free legal services to the Indigenous community throughout the province, helping clients with needs in a wide variety of legal areas including criminal law, family law, civil rights law, labour and employment law, and aboriginal law. It also provides students with an invaluable opportunity to learn critical lawyering skills in a supervised setting, complementing their classroom studies.

The ICLC is an example of faculty commitments that are forming UBC's response to the Calls to Action released in 2015 by the Truth and Reconciliation Commission of Canada (Strategy 17: Indigenous Engagement). To learn more about the ICLC, visit the Peter A. Allard School of Law's website and a recent profile about the extraordinary steps students are taking to continue pro bono legal work during the outbreak.

Midwifery Student Connects Midwives with Personal Protective Equipment

As a fourth-year student in the UBC Bachelor of Midwifery program, Emily Baxter's clinical placement was unexpectedly cut short in mid-March because of COVID-19. She found herself looking for a way to help her colleagues in the midwifery community before graduating and starting practice in May.

She quickly identified a pressing need: PPE – such as masks, surgical gowns and surgical caps – for midwives doing home visits and providing home births to healthy, low-risk clients during the pandemic.

Reaching out to her contacts in the community, she connected with a grassroots network of volunteers eager to contribute their skills, time and materials by sewing reusable caps and gowns, as well as non-surgical face masks. Along with the home-sewn PPE, Baxter also found herself coordinating the collection and distribution of other PPE such as disposable surgical masks donated by members of the community eager to help. The Masks to Midwives initiative was born, and quickly gained momentum.

Working with Alison Campbell, interim lead and instructor in the midwifery program, Baxter set-up a Facebook group to help coordinate requests and distribution. In addition to many individual volunteers, donations were also collected from organizations such as the Taiwanese Canadian Women's Association of Vancouver.

With the help of five of her fellow midwifery students, who are part of the UBC Midwifery COVID-19 Volunteer Relief task force, Baxter is collecting the items to be safely distributed. To date, Baxter and her fellow volunteers have distributed more than 200 reusable surgical cap and gown sets, 2,000 surgical masks and 150 home-sewn masks to more than 40 midwifery practices in communities around B.C., including in Vancouver, Victoria, Salt Spring Island, Kelowna, Cranbrook and others. Her goal is to supply 50 more practices with sufficient PPE before she begins working.

[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.

UBC Community Celebrates Launch of New Indigenous Strategic Plan

Created with input from more than 2,500 students, faculty and staff across our campuses – both Indigenous and non-Indigenous – as well as from Indigenous community partners, UBC's new Indigenous Strategic Plan is an important milestone in UBC's commitment to truth and reconciliation. Launched in September 2020, the plan represents a university-wide response to the United Nations Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice. It also represents the UBC Vancouver campus' response to the Truth and Reconciliation Commission's Calls to Action.

The plan, intended as a guiding framework for faculties, units and portfolios to develop their own plans, outlines eight goals and 43 actions the university will collectively take to advance its vision of UBC as a leading university globally in the implementation of Indigenous peoples' human rights (Strategy 17: Indigenous Engagement). It seeks to amplify Indigenous voices across our campuses and guide our collective action towards a more just and equitable future for all.

UBC Okanagan School of Engineering Addresses TRC Calls to Action

The School of Engineering at UBC Okanagan has made significant efforts to address the TRC Calls to Action, from the perspective of their profession and education. In 2009, the School adopted its own Indigenous Engagement Plan.

Ian Foulds is a UBC Okanagan Principal's Research Chair (Tier 1) in Indigenous Reconciliation in Engineering. He is passionate about teaching students how to engage and consult with Indigenous communities in engineering contexts.

As an engineer and member of the Métis Nation British Columbia, Foulds understands the importance of connecting engineers and aspiring engineers with Indigenous peoples and culture.

In his role as a Principal's Research Chair, Foulds is developing a framework to prepare engineers for engagement with Indigenous communities. This includes developing models and best practices for incorporating Indigenous knowledge and perspectives into engineering curriculums, promoting engineering to Indigenous students and establishing a multi-institution hub within BC for Indigenous reconciliation in engineering.

The UBC Okanagan School of Engineering is currently hiring three new Indigenous faculty members to serve in the Manufacturing, Electrical, and Civil Engineering programs, for a total of four Indigenous faculty members in the School.

Ch’Nook Indigenous Business Education Prepares Students for Next Career Step

The Aboriginal Management Program (AMP) is offered by UBC Sauder’s Ch’nook Indigenous Business Education. Open to Indigenous learners from across Canada, the five-month program integrates core business disciplines and management skills with practical experience.

This year, the cohort of 13 explored core business topics such as Economics, Strategy, Marketing, Human Resources, Operations, Finance and Accounting. As part of the program, they developed a capstone project and applied their key learnings to design a business plan for a new product, service or initiative.

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

Reimagining Homecoming in a Virtual Way

In a year with in-person gatherings on pause due to pandemic, planning for back-to-school Homecoming events faced a reckoning - how could such celebrations of campus spirit move online?

The Homecoming organizing committees at UBC’s Vancouver and Okanagan campuses rolled up their sleeves, and put together reimagined events that highlighted the opportunities and ideas that bring the campus community together, with a view to keeping everyone safe while raising school spirit.

At UBC Vancouver’s campus, Homecoming guests enjoyed a pre-recorded online show broadcast on Friday, September 25, with a "tailgate music party," featuring Juno-nominated Canadian singer-songwriter Scott Helman, The Tenors (featuring UBC alum Fraser Walters), and UBC’s own Missy D, followed by a celebration featuring a *who’s who* of the UBC community. Over the weekend, Homecoming attendees took part in a plethora of virtual activities, including wine-tasting; drawing, stretching, and cooking classes; and a quiz. Close to 800 people participated in the virtual Vancouver Homecoming Celebration.

For its third annual Homecoming, UBC Okanagan reimagined the event as a digital celebration of the campus and its 15-year anniversary. "Homecoming at Home" was an opportunity to engage with alumni and students around the world through a broadcast that reflected uniquely Okanagan campus memories, along with messages from alumni UBC Board Chair Ross Langford, President Santa Ono, and Deputy Vice Chancellor & Principal Lesley Cormack. Segments included "Alumni Around the World" and a highly entertaining compilation of UBC professors reading their "Rate My Professor" reviews. More than 200 alumni and community members joined the celebrations.

UBC Doubles Student Fundraising Target to Help More Students Reach their Potential

UBC announced the extension of its Blue & Gold Campaign for Students in September 2019, doubling the target to \$200-million by 2022. In November 2017, UBC set an ambitious fundraising target of \$100-million in three years to ensure more promising students had the financial help to access life-changing education and enhance the student experience. Two years on, the campaign hit this bold goal through the generosity and support of its donors.

The Blue & Gold Campaign is the largest fundraising campaign for students in UBC's 104-year history. It supports a range of student awards, including fellowships, scholarships, bursaries, and experiential learning opportunities for undergraduate and graduate students at the Vancouver and Okanagan campuses. Areas of emphasis include awards that support students in need, students from under-represented communities, leadership-based academic awards, and graduate students.

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

University Climate Change Coalition (UC3) Leadership

In June 2020, UBC President Santa Ono assumed leadership of the University Climate Change Coalition (UC3), a network of 22 leading North American research universities working together to accelerate local and regional climate action.

As UC3 lead, Santa Ono will coordinate the participation of university presidents and chancellors in the coalition, guide the development and execution of strategic projects and continue to build the coalition's robust network of external partnerships with government, business and community leaders.

This leadership transition came at an important moment for the coalition, which recently launched its 2020-2025 Strategic Plan.

Celebrating UTokyo-UBC Friendship

In March 2021, UBC President Santa Ono and University of Tokyo President Makoto Gonokami participated in a virtual gathering with scholars and athletic representatives, celebrating the friendship between the two universities.

The two universities maintain strong ties. President Gonokami visited UBC in 2019, when he received the UBC President's Award of Excellence from Santa Ono. Santa Ono travelled to UTokyo in 2017 and 2018 to sign the trilateral agreement to create the Max Planck-UBC-UTokyo Centre for Quantum Materials. He also accompanied the UBC baseball team to play a series of games against UTokyo and other Japanese universities.

Whole New Perspective- Exchange Inspires Seattle Scholar

In 2019, Seattle student Owen L. Oliver spent a semester at UBC on exchange as a prestigious Corbett Scholar. An American Indian Studies and Political Science major at UW, Oliver had grown up in both Seattle and Alaska.

Walking among the collection at X̱wi7x̱wa Library, visiting the First Nations Longhouse, seeing Indigenous art and language all around, he was struck by the presence, and prominence, of

Indigenous culture on campus. His time on the Vancouver campus caused him to revisit the past – and his personal experiences growing up as a member of the Quinault and Isleta Pueblo tribes.

Particularly inspiring was the walking tour of Musqueam house posts – evidence of campus co-ownership between the Musqueam and the institution – created by Jordan Wilson, a UBC alumnus and Musqueam member. Back in Seattle, Oliver decided to curate a similar UW tour, in the form of a photo booklet narrated with his reflections. His aim: to showcase the resilience of Indigenous knowledge systems, and share highlights of local Indigenous culture and landmarks with Natives and non-Natives alike.

The Indigenous Walking Tour at the University of Washington debuted in spring 2021.

Dr. Sumaila Sustainable Ocean Management Global Partnership

When Dr. Ussif Rashid Sumaila was a boy, running and playing with other kids around his home in Nigeria, his grandfather would say, “Children, why are you hitting the ground so hard? You should walk on the earth as if it feels pain.” Only later did Dr. Sumaila begin to understand that his grandfather was, in fact, espousing sophisticated environmentalism.

Today, environmental considerations are Dr. Sumaila’s life’s work. But it’s not the land whose pain he is focused on, but that of the oceans. A professor and Canada Research Chair in Interdisciplinary Ocean and Fisheries Economics at UBC’s Institute for the Oceans and Fisheries, he is making waves felt around the planet. The World Trade Organization, World Bank, United Nations, Convention on Biodiversity, to name a few, widely utilize and cite Dr. Sumaila’s research and analysis related to bioeconomics, fishing subsidies, climate change and ocean resource management.

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

Community Based Research in Action at the UBC Learning Exchange

Community-based research (CBR) is an approach that works in partnership to produce academic scholarship while also addressing pressing community goals. Put simply, it tries to ensure mutual benefit for everyone involved. Not an especially difficult concept, but sometimes a complex one to put into practice in the academic world—it requires the time and resources to build reciprocal understanding, relationships, and trust.

In its location on Main Street, the UBC Learning Exchange has been building those relationships since 2000 by co-developing programming in partnership with communities in Vancouver’s Downtown Eastside. As these relationships deepened over 20 years, community members and university researchers alike began reaching out to Learning Exchange staff to broker research connections.

With support from the Carraresi Foundation and UBC’s Strategic Initiatives Fund, the Learning Exchange hired Dr. Heather Holroyd (UBC PhD ‘16) as a Community-Based Research Coordinator to respond to these requests and to connect community members and university

researchers. Her role is unique, in that she is affiliated with a place-based unit that has a mandate to support community-university engagement.

Centre for Community Engaged Learning Faculty Toolkit

Over the past year, the Centre for Community Engaged Learning at UBC proactively pivoted its efforts toward online engagement to both ensure continued transformative learning and programming for students and community partners, and to support the community and UBC faculty in finding new ways of working together on societal issues that were previously unknown or unexpected.

A key strategy was the development of an online toolkit that provided faculty and educators with the knowledge, tools and resources to develop and deliver community engaged learning courses and programs. The toolkit included resources designed to enable the design and delivery of community engaged learning courses and projects; partnership and project development tools; sample online community engaged learning projects and assignments; and strategies, tactics, and structures for supporting and evaluating student learning.

This work enabled instructors and educators to transition existing course and community engagement models to an online context, provided opportunities for students to meaningfully engage with community and provided community partners with access to students. In total, there were 7500 participants in these various community engaged learning opportunities over the past year.

Opening Doors

The Transitioning Youth with Disabilities and Employment (TYDE) project at UBC Okanagan empowers young people with disabilities to find meaningful paid work, unlocking the door to a world of possibilities.

Like many online learning platforms, the TYDE program offers interactive step-based learning with integrated milestones. The first few modules focus on general topics like the benefits of having a job and employee rights, followed by more tailored content exploring different types of jobs and employee responsibilities. The final modules discuss how to get and keep a job.

Led by Rachelle Hole, an associate professor at UBC Okanagan's School of Social Work and funded by the Canadian Institutes of Health Research and the Social Sciences and Humanities Research Council, the project includes three universities, nine community organizations, two government partners, and several paid self-advocate consultants in this collaboration

Indigenous Student Enrolment

According to the UBC student data there are:

- 2,134 Indigenous undergraduate and graduate students and medical residents at UBC
 - Up from 1,934 last year
- 3.2% of domestic students at UBC Vancouver are Indigenous
- 8.1% 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

- 464 UBC Vancouver undergraduate students participated in an international experience
- 100 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.

Engaged alumni

- 82,134 alumni engaged with UBC (surpassing a goal of 81,000, up 4.7% from 78,460 in 2019/20)

A record number of alumni engaged with UBC in 2020/21, 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 four 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

- 1149 contracts and agreements with governments and non-profit partners in 2020/21
- \$101 million total funding (7% increase from 2019/20)

Greenhouse Gas (GHG) emissions

- 60% reduction in GHG emissions per student FTE since 2007, UBC Okanagan (2020) (due to the availability of data, 2007 baseline includes buildings' emissions only)
- 29% absolute reduction in GHG emissions since 2007, UBC Vancouver (2020)

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: 144,583 UBC-related stories shared
- Top tier mentions: 1,564 mentions of UBC in top-tier media
- Op-eds: 269 op-eds by UBC scholars
- Social media engagement: 7% increase in the number of social media followers from 2019
- UBC News views: 1,213,786 (up 28%)

Ministry Indicators and Performance Targets

2020/21 Performance Results^{3,4}

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2019/20	2020/21	2020/21	2020/21
STUDENT SPACES (Full-Time Equivalent students, FTEs)				
<i>i. Total student spaces</i>	47,882	42,995	49,515	Achieved
<i>ii. Nursing and other allied health programs</i>	3,234	3,112	3,311	Achieved
<i>iii. Medical school programs</i>	1,176	1,152	1,177	Achieved
CREDENTIALS AWARDED				
<i>Total</i>	11,680	11,780	11,780	Achieved
RESEARCH FUNDING				
	<i>DATA FROM 2019/20 FISCAL YEAR</i>		<i>DATA FROM 2020/21 FISCAL YEAR</i>	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$624.5 Federal: \$317.5 Provincial: \$101.5 Other: \$205.4	Total: ≥ previous year	Total: \$652.6 Federal: \$328.7 Provincial: \$111.3 Other: \$212.7	Achieved
ABORIGINAL STUDENT SPACES				
	<i>DATA FROM 2019/20 ACADEMIC YEAR</i>		<i>DATA FROM 2020/21 ACADEMIC YEAR</i>	
<i>Total spaces (FTE)</i>	1,516	TBI	1,639	TBI
<i>Ministry (AEST)</i>	1,516		1,639	
<i>Industry Training Authority</i>	n/a		n/a	

³ 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

⁴ 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
	2019/20		2020/21	2020/21		2020/21

BACCALAUREATE GRADUATE SURVEY:

	%	+/-		%	+/-	
Satisfaction with Education <i>Proportion of respondents "Very satisfied" or "Satisfied"</i>	89.8%	0.9%	≥ 90%	90.4%	0.8%	Achieved
<i>i. Assessment of quality of instruction</i>	92.2%	0.8%	≥ 90%	92.5%	0.7%	Achieved
<i>ii. Skill Development (avg. %)</i>	84.8%	0.8%	≥ 85%	83.2%	0.8%	Substantially achieved
<i>iii. Assessment of usefulness of knowledge and skills in performing job</i>	82.8%	1.3%	≥ 90%	84.9%	1.2%	Substantially achieved
<i>iv. Unemployment rate</i>	6.8%	0.8%	≤ 17.7%	10.7%	0.9%	Achieved
Bachelor degree graduates' assessment of skill development						
Skill development (avg. %)	84.8%	0.8%	≥ 85%	83.2%	0.8%	Substantially achieved
<i>Written Communication</i>	82.7%	1.1%		80.6%	1.1%	
<i>Oral Communication</i>	79.0%	1.2%		77.8%	1.1%	
<i>Group Collaboration</i>	79.3%	1.2%		76.9%	1.1%	
<i>Critical Analysis</i>	92.4%	0.8%		91.3%	0.7%	
<i>Problem Resolution</i>	80.9%	1.1%		79.3%	1.1%	
<i>Learn on your own</i>	90.1%	0.9%		88.3%	0.9%	
<i>Reading and Comprehension</i>	88.5%	0.9%		87.8%	0.9%	

Target Assessment Scale

Achieved	100% or more 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 \$81.7 million consolidated surplus at March 31, 2021. This represents 2.8 per cent of consolidated revenue of \$2.9 billion and is within the 1 to 3 per cent target range identified in the university's fiscal strategy.

Despite the consolidated surplus, UBC reported a \$63 million operating fund deficit in 2020/21 primarily due to the impacts of COVID-19, with declines in ancillary revenues, specifically student housing and food services, as the largest contributors. The operating deficit was offset by non-operating surpluses due to gains on sale of spin-off companies, higher investment returns within the Endowment Fund, and higher income related interest rate hedges.

UBC continues to diversify its revenue sources and sustainably manage its assets, especially given current financial risks and constraints such as competition for research dollars and for student enrolment globally. Tuition and student fees represent 31.5 per cent and sales and services represent 8 per cent (Fiscal 2020 :14 per cent) of the UBC's consolidated revenue. Sales and Services revenue declined in the 2021 fiscal year due to the impacts of COVID-19. Revenue from new program offerings and international student tuition has enabled the university to increase student financial aid, enhance the student experience and invest in a world-class teaching environment for all learners.

The growth of the university's endowment—up to \$2 billion in 2020/21—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 \$912 million in operating investments.

Including provincial support, the university invested \$380 million in capital assets, mainly capital infrastructure and technology, in 2020/21 to create exceptional facilities for teaching and research excellence. In 2020/21, in response to the impact of COVID-19, UBC invested over \$13.7 million to facilitate the shift to a high-quality online learning experience.

Despite ongoing uncertainty, prudent financial management and close monitoring of the university's liquidity position led Moody's to reaffirm UBC with a rating of Aa1 in February 2021. In March 2021 the university was also re-issued an AA+ rating from Standard & Poor's.

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*. While the 2021/22 budget continues the university's strategic financial response to COVID-19, which is centred on supporting the long-term health and wellbeing of students, faculty, and staff, it also includes ongoing investment in UBC's core priorities and critical operations. UBC's 2021/22 budget projects a \$10 million consolidated surplus, however, this includes a \$61 million operating budget deficit, primarily due to the continued loss of ancillary revenues in the first and second quarters while teaching, learning and administrative activities are still largely being delivered remotely. The university anticipates these revenues will return to normal levels as pandemic related restrictions and curtailment of on-campus activities are removed.

UBC has weathered the initial impact of COVID-19 through 2020/21 more positively than anticipated; however, uncertainty remains high across many areas of the university and that impact may have flow-through effects on subsequent years. Consequently, the university is committed to being proactive in its financial strategies and conservative in its approach.

Please see UBC's 2020/21 consolidated financial statements available at the following URL:

https://finance.ubc.ca/sites/finserv.ubc.ca/files/Consolidated_Financial_Statements_20210331.pdf