



SUBJECT	UBC 2022/23 Institutional Accountability Plan and Report
SUBMITTED TO	Governance Committee
MEETING DATE	June 15, 2023
SESSION CLASSIFICATION	Recommended session criteria from Board Meetings Policy: OPEN
REQUEST	Action requested - Recommendation to Board for approval IT IS HEREBY RESOLVED that, under the authority delegated by the Board of Governors, the Governance Committee approves the 2022/23 Institutional Accountability Plan and Report.
LEAD EXECUTIVE	Robin Ciceri, Vice-President External Relations
SUPPORTED BY	Adriaan de Jager, AVP Government Relations & Community Engagement Erik Ilves, Senior Director, Government Relations

EXECUTIVE SUMMARY

The provincial government requires all public post-secondary institutions to submit an Institutional Accountability Plan and Report (IAPR) annually. The report is due to the Ministry of Post-Secondary Education and Future Skills (PSFS) by July 14, 2023. The Governance Committee is asked to review and approve the UBC IAPR for the 2022/23 reporting period.

The IAPR follows a format prescribed by PSFS. The Ministry requires an ‘accountability statement’/letter from the President and Board Chair and sections reporting on: the institution’s strategic context; how UBC is addressing Institutional Mandate Letter priorities set by the Minister; a set of standard metrics and financial information required by the Ministry; and how UBC is addressing its own strategic priorities. Units across UBC portfolios contributed to the report.

In reporting on UBC’s strategic priorities, the IAPR is organized under the four Core Areas of the *Shaping UBC’s Next Century* strategic plan, incorporating content from the Our Plan in Action reporting mechanism established three years ago.

As is the case each year, many of the fiscal year-end metrics and financial information are not yet available. These data will be included as they are finalized, usually mid-June to early-July, and before the Interim President and Board Chair sign the document for submission to the Ministry.

Next steps:

- With inclusion of final data, the report will be signed by the Interim President and Board Chair and submitted to the Ministry of Post-Secondary Education and Future Skills by the July 14 deadline

APPENDIX

1. Draft UBC Institutional Accountability Plan and Report 2022/23



THE UNIVERSITY
OF BRITISH COLUMBIA

Institutional Accountability Plan and Report

2022/23

The University of British Columbia

July 14, 2023

DRAFT

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 2022/23 reporting cycle.

While the 2022/23 academic year saw the gradual shift away from COVID-19 pandemic-related measures, new pressures such as geopolitical tensions, climate disasters, high inflation and broader economic uncertainty have added to an already fragile recovery. These pressures have impacted our province and the university's communities in many ways. While maintaining the university's core purpose of "pursuing excellence in research, learning, and engagement to foster global citizenship and advance a sustainable and just society", the university has also worked to respond to and support our community through this complex context, from supporting students from countries experiencing violent conflict, to hosting a National Forum on Anti-Asian Racism, continuing to provide more than \$130 million in internally funded student aid, and expanding student housing with over 820 new beds completed or under construction in 2022/23.

UBC is also helping equip BC and British Columbians by expanding new learning opportunities, innovating teaching and learning modalities, supporting cutting-edge research, and leveraging the university's operations. UBC has continued to make significant progress across a number of key strategic priorities. Highlights of these actions, which are outlined in further detail throughout this report, include important initiatives such as:

- **Learning:** UBC continues to exceed Ministry of Post-Secondary Education and Future Skills enrolment targets, with 50,976 *[preliminary figure]* government funded full-time-equivalent students in 2022/23 (118% of the ministry's target). To support student needs and to ensure curriculum and classroom technologies meet evolving demands across disciplines and fields, UBC's Teaching and Learning Enhancement Fund (TLEF) and Aspire-2040 Learning Transformation (ALT-2040) Fund are focused on enhancing support for program redesign around competencies; the development of problem-solving experiences; technology-enabled learning; and continued growth in work-integrated and professional education. In 2022/23, UBC awarded over \$2.6 million to aid UBC's goal of advancing transformative learning.
- **Research:** UBC is among the world's leading research universities, with \$738 million in funding attracted by UBC researchers in 2022/23, including nearly \$60M at UBC Okanagan. The university also supported 52 research excellence clusters across Vancouver and Okanagan campuses in 2022/23, with the UBC Life Sciences Institute becoming UBC's fourth Global Research Excellence Institute in May 2022.
- **Equity, Diversity and Inclusion:** Creating a safe, welcoming, diverse and inclusive campus community continues to be a strategic priority for UBC. In January 2023, UBC introduced the new Strategic Equity and Anti-Racism, or StEAR, Framework, which will guide the implementation of UBC's equity and anti-racism plans and recommendations. The StEAR Framework reflects the need for individual and systemic interventions across four nested organizational domains for change – structural, curricular, compositional, and interactional. In addition, we were able to advance EDI in our collective agreements through negotiations with unions in this round of bargaining.

- Indigenous Engagement and Reconciliation:** Guided by UBC's Indigenous Strategic Plan (ISP), which sets a bold and long-term vision for UBC as a leading university globally in the implementation of Indigenous peoples' human rights, the university took action to advance its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada. UBC's Indigenous Strategic Plan, launched in 2020, continues to guide many of our initiatives. The Indigenous Strategic Initiatives (ISI) Fund supports implementation of the ISP across both Vancouver and Okanagan campuses. In 2022/23 the ISI distributed \$3.4-million for 37 projects across 16 units and Faculties at both campuses. \$4.6-million (and growing) is set aside in Student Financial Aid specifically for Indigenous students each year. The Academic Excellence Funds provide over \$6.2-million funding for initiatives, including support for Indigenous student recruitment, Indigenous faculty hiring program, and Indigenous curriculum development expertise, among others.
- Climate Action:** Last year, UBC Vancouver released the Climate Action Plan (CAP) 2030, which outlines an ambitious path of GHG emission reductions for each campus, with forward-thinking actions including district energy decarbonization and building retrofits, while also providing opportunities for teaching, learning and research. CAP 2030 considers the inequitable impacts of climate change and subsequent responses on marginalized communities, including an understanding that the ability to partake in sustainable actions can be constrained by a lack of privilege and inequality. UBC's Vancouver campus has reduced offsetable GHG emissions by 25% compared to 2007, despite a 25% increase in building floor space. Per capita, GHG emission per student has decreased by 46% since 2007. UBC Okanagan advanced a remarkable array of actions identified in the UBCO CAP 2030 to reduce operational and extended emissions, operational risks to buildings and infrastructure and engage the community in climate action with strong academic leadership support. Targeting a 65% reduction in operational emissions by 2030, continued investment in low carbon energy and high building performance enabled the campus to remain 15% below its 2013 emissions baseline, despite a 23% increase in floor space and a 42% increase in student FTEs.

The university was also pleased to participate in the Post-Secondary Funding Review, which began in April 2022, and to engage with the government on the Future Ready post-secondary and skills development strategy. UBC supports the principles underlying the review and the development of a new funding model and hopes to collaborate with the Ministry on changes that support improved student services, reflect costs of program delivery and capital needs, incentivize collaboration and support alignment with student and labour market needs.

This report highlights the aforementioned and many other achievements that advance our strategic plan, *Shaping UBC's Next Century*, and support the objectives in the Ministry of Post-Secondary Education and Future Skills institutional mandate letter and service plan. We continue to be grateful for the support and partnership of the provincial government and we look forward to continuing our important work together in service of the province. As Board Chair and President, we accept responsibility for this report.

Yours sincerely,

Nancy McKenzie
Chair, Board of Governors

Deborah Buszard
Interim President and Vice-Chancellor

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I. INSTITUTIONAL OVERVIEW

First Nations Partnerships and Land Acknowledgement

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓ əm (Musqueam) people. The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation. The xʷməθkʷəy̓ əm and Syilx peoples have been stewards and caretakers of these territories since time immemorial. To acknowledge and support this important role, UBC strives toward building meaningful, reciprocal and mutually beneficial partnerships with the xʷməθkʷəy̓ əm and the Syilx peoples. We gratefully acknowledge that UBC facilities are located on traditional, ancestral and unceded territories of Indigenous peoples throughout the province.

About The University of British Columbia

The University of British Columbia is a global centre for teaching, learning and research, consistently ranked among the top 20 public universities in the world. UBC provides an excellent education to British Columbians and students from around 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 72,000 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 teaching and research sites across the province and world. In 2022/23, the overall student population was 73% domestic students and 27% international students.

With more than 19,500 employees, UBC is among the largest employers in BC and is a complex, dynamic and constantly evolving institution. UBC works in partnership with its students, faculty and staff, and their unions and associations, to strive to make the university an excellent place to work. In recognition of this, UBC is consistently selected as one of BC's Top Employers.

The university attracts over \$750 million in research funding for more than 10,000 projects annually and is recognized as North America's most international university, with an inclusive environment drawing talent and creating partnerships that contribute to BC's long-term prosperity.

UBC is an active partner within the BC public post-secondary system (example or two). The university also partners with institutions across the country (quantum example). In addition, partnerships with First Nations, community organizations and private sector stakeholders are increasingly a hallmark of the learning and research efforts underway (example or two).

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 teaching, learning, training and research take place in, and benefit, communities throughout the province,

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, in partnership with BCIT and SFU, is based at the Great Northern Way Campus in Vancouver's Mount Pleasant neighbourhood. And Innovation UBC hubs are based at UBC Robson Square and the Okanagan Innovation Centre in downtown Kelowna.

In addition, through community engagement, research and education, UBC is active in communities across the province such as in research forests in Williams Lake and Maple Ridge, the 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.

UBC trains health professionals across a wide range of programs and health disciplines that span its faculties, campuses more than 90 training sites across BC. 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 through the unique Distributed Medical Education Program. The program includes the Vancouver-Fraser Medical Program, the Northern Medical Program based in Prince George, the Southern Medical Program based in Kelowna, and the Island Medical Program based in Victoria. In addition to these four University Academic Campuses, UBC's Faculty of Medicine delivers innovative educational and research programs at 11 clinical academic campuses, 17 affiliated regional centres and 65+ community education facilities and rural and remote distributed sites. also provides

In 2021, UBC acquired property at the intersection of King George Boulevard and Fraser Highway in Surrey, expanding its already significant presence south of the Fraser River. The site is located close to SkyTrain, Surrey Memorial Hospital and other community amenities, and is anticipated to house academic facilities as well as residential and commercial space. In 2022, in partnership with the Ministry of Post-Secondary Education and Future Skills, UBC also announced the purchase the 23,000-square-foot second floor of the City Centre 1 building in Surrey adjacent to Surrey Memorial Hospital, which will house 20 new seats for UBC's master of physical therapy starting in Fall 2023 to help meet the growing needs of Surrey and the Fraser Health region.

In June 2022, UBC unveiled its bold new plans for UBCO Downtown, UBC Okanagan’s expansion to downtown Kelowna. UBCO Downtown will occupy 100,000 square-feet in a new building at St Paul and Doyle Avenue in Kelowna and is set to be occupied by 2026. UBCO faculties including the School of Nursing and School of Social Work will have a presence at the downtown campus, which will allow students to become further engaged in community-based academic work.

Student, Faculty, Staff and Alumni

72,585	Students at UBC (60,607 at the Vancouver campus, 11,978 at the Okanagan campus)
18,953	Faculty and Staff
375,000+	Alumni in 160 countries

Global Rankings 2022/23

13th	Times Higher Education Impact Rankings (2022) 1st globally for industry, innovation and infrastructure
44th	Academic Ranking of World Universities (2022) 2nd in Canada
40th	Times Higher Education World University Rankings (2022)
35th	US News & World Report Best Global Universities Rankings (2022)
37th	NTU World University Rankings (2022)
3rd	QS World University Sustainability Rankings (2023)

Among Current or Former Faculty and Alumni

8	Nobel Prize winners
22	3M National Teaching Fellows
289	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, enduring community support and partnerships, 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. UBC also has formal affiliations with both the Musqueam Indian Band and the Okanagan Nation Alliance, and many other forms of relationships with these and other First Nations and other Indigenous communities and organizations.

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 as an overview of the university's strategic context—the external and internal factors from the past year and the institution's 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 that:

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*, represents a roadmap that sets out our collective vision, purpose, goals and strategies. It guides our decisions and actions, by inspiring the very best in our students, faculty, staff, alumni and partners.

The strategic plan, launched in 2018, 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 committed to 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. With Santa Ono's departure as President, and under the leadership of interim President, Deborah Buszard the strategic plan implementation process continues to benefit from the appropriate oversight from UBC's Board of Governors, Senates, the interim President and Executive.

Lead responsibility for each core area of the strategic plan sits with members of the UBC Executive:

- People and Places: VP Human Resources and VP Students
- Research Excellence: VP Research and Innovation
- Transformative Learning: Provosts and VPs Academic (UBCV & UBCO)
- Local and Global Engagement: VP External Relations and Vice-Provost International

These executive leads provide oversight over the implementation of the strategies within their assigned Core Area, coordinate the roll-out of strategies in other Core Areas with their colleagues, as well as seek input from key community groups with roles related to these areas.

The Strategic Plan Implementation Advisory Committee (SPIAC) provides ongoing advice to the UBC Executive on processes and priorities for implementation. It comprises faculty representation from the Vancouver Senate and Okanagan Senate and the Faculty Association,

as well as representatives drawn from across senior faculty administration, student leadership, staff, the Board of Governors, unions, and the alumni association. While the makeup of the table remains the same, members serve terms to ensure diverse views are sought out and included.

Current Strategic Plan Priorities and President's Priority Areas

Each year, the university focuses its attention and resources on supporting priorities, with funding allocated 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 the aspirations and objectives of the strategic plan.

The following areas have been identified as Presidential priorities and also overlap with core areas of the strategic plan:

- Academic Transformation (All core areas)
- Indigenous Reconciliation (Core area: Local and Global Engagement)
- Equity, Diversity and Inclusion (Core area: People and Places)
- Climate Change & Sustainability (All core areas)
- Operational Excellence (All core areas)

The UBC Board of Governors approved UBC's 2023-24 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. UBC's Budget 2023-24 includes investments that maintain momentum in UBC's core priorities and critical operations. These include:

- Supporting students to make education affordable, accessible and equitable
- Advancing Indigenous reconciliation by supporting Indigenous staffing and initiatives, such as initiatives identified in the Indigenous Strategic Plan;
- Advancing anti-racism, equity, diversity, and inclusion actions across UBC's campuses;
- Promoting academic transformation and research excellence;
- Advancing UBC's Climate Action Plans and other initiatives to enhance sustainability
- Supporting operation excellence through fundraising and continuing long-term planning processes
- Investing in risk mitigation, compliance action and sustainment initiatives

Strategic Context

Fulfilling its province-wide mandate, UBC is playing a pivotal role in partnership with stakeholders, contributing to communities throughout the province, and shaping the overall development of British Columbia's economy and society.

The university's operating environment and its ability to advance its purpose are influenced by a number of internal and external factors which are reviewed in this section. Factors include the climate crisis, access to UBC education, the need to transform and continuously improve teaching and learning to meet students' evolving needs, systemic racism and discrimination, 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 operational challenges such as geopolitical and inflationary pressures.

Lasting Reconciliation and Partnerships with Indigenous Peoples

Reconciling our colonial history requires enormous effort and work that began with acknowledging the role that post-secondary institutions, including UBC, have played in colonization. UBC has taken, and continues to take, concrete steps to advance decolonization as a priority. There is a moral and ethical need and legal requirements to implement global human rights standards that prioritize and uphold Indigenous human rights.

As a public institution and a place of learning, the university takes its responsibility to cultivate genuine and lasting reconciliation with Indigenous peoples very seriously. UBC community members benefit greatly from the opportunity to study, live and work on these lands and engage and learn from indigenous knowledge keepers throughout the province. UBC strives to build meaningful, reciprocal and mutually beneficial relationships with our host nations, Musqueam and the Okanagan Nation Alliance, as well as with the many other Indigenous peoples and nations with whom UBC's teaching, learning, research and community engagement activities intersect locally and globally.

UBC's commitments and efforts to advance reconciliation span all areas of the university's mission and operations – from teaching and learning to research, and from student, faculty and staff supports to public engagement. And while many of these initiatives are long-standing programs that have grown and strengthened over time, UBC is also focused on introducing new ways to foster reconciliation and decolonization within our campus community. Truth and Reconciliation is an ongoing process that requires sustained commitment, which is why it is important that units across the university recognize and share the responsibility of advancing this goal.

UBC's Indigenous Strategic Plan (ISP), which launched in 2020, continues to guide UBC towards its goal of becoming a leading voice in the implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law. The 2020 ISP is a system 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 final report and its Calls for Justice and UBC Vancouver campus' response to the Truth and Reconciliation Calls to Action. In 2019, UBC Okanagan campus declared its commitments to Truth and Reconciliation. The ISP sets our series of goals and corresponding actions the university will collectively take in order to advance its vision.

The Office of Indigenous Strategic Initiatives (OISI) was created in February 2021 to coordinate the implementation of UBC's Indigenous Strategic Plan across UBC. Part of an innovative, Indigenous-led and Indigenous human rights-based implementation structure, OISI provides guidance to Faculties, departments, operational units and student groups across UBC's Vancouver and Okanagan campuses in their alignment with the ISP's goals and actions of the ISP. It also provides advice to UBC leadership on how best to improve the experiences of Indigenous students, faculty and staff across the university.

An integral part of the ISP's implementation is the ISP Guiding Network, which is an innovative, networked, Indigenous human-rights based model of ISP implementation support, which includes an interconnected network of Indigenous-led advisory and implementation committees,

a collective leadership model, and Indigenous people at the decision-making tables. The university-wide ISP Guiding Network builds upon the internal and external Indigenous leadership committees that already existed across both campuses and connects them into a full and robust network – horizontally and vertically – with the addition of two new committees, the Indigenous Strategic Plan Executive Advisory Committee (ISPEAC) and the Indigenous Strategic Plan Coordinating Committee (ISPECC). Both new committees, which began their work in spring 2021, mirror similar committees within the wider UBC Strategic Plan implementation process, but with an ISP-specific lens, meaning Indigenous-led and majority Indigenous membership.

The Indigenous-led network governance structure is the first of its kind in a major research university in North America. This structure is focused on a community-based, collective leadership, bottom-up approach to implementation, amplifying Indigenous voices, and with accountability spread across all levels of the university – and most importantly, at the points of decision making, budgets and authority. This model also helps reduce the burden of labour on Indigenous individuals.

Vice presidents, deans, department heads and unit across the university as well as the various governing bodies (i.e. Senates and the Board of Governors) are implementing the plan within their respective areas of responsibility. Implementing the ISP thus becomes a collective responsibility across the institution and UBC system and not the actual or implied responsibility of only one or two Indigenous individuals or offices. Each portfolio, faculty and unit will align with the ISP in their own context, and each portfolio, faculty and unit should be evaluated on their own plan's success.

The Indigenous Strategic Initiatives (ISI) Fund supports implementation of the ISP across both Vancouver and Okanagan campuses. In 2022/23, \$3.4-million was distributed to 37 projects across 16 units and Faculties at both campuses

In addition to the ISI Fund, UBC invests in other initiatives to support Indigenous students. UBC sets aside \$4.6-million in Student Financial Aid specifically for Indigenous students each year. The Academic Excellence Funds provide over \$6.2-million funding for initiatives, including support for Indigenous student recruitment, Indigenous faculty hiring program, Indigenous curriculum development expertise, among others.

A key commitment in our work with Indigenous communities is a commitment to language revitalization. In 2022-23, UBC Okanagan will be graduating its first cohort from the Bachelor of N'Syilx Language Fluency program. Additionally, we received approval from the Ministry to launch two new language fluency programs – the Bachelor of Nl̓eʔkepmx Language Fluency and the Bachelor of St'at'imc Language Fluency.

Additional examples of initiatives launched in 2022/23 that support and advance reconciliation, spanning teaching and learning, student support, research, public engagement and institutional operations, are detailed in the mandate priority reporting section of this report.

In collective bargaining and in many of our agreements, we were able to update bereavement leave language extending the benefit to better reflect the understanding of family and community for Indigenous employees, as well as introducing a paid leave for Indigenous employees to observe cultural, religious, and ceremonial events.

Promoting Equity, Diversity and Inclusion

Sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. Education is an enabler of social development and mobility, and UBC is intent on advancing the inclusion of all those who have been excluded based on gender, race, religion, sexuality, age, physical ability or economic circumstances. Inclusion is a commitment to access, success and representation of historically underserved, marginalized or excluded populations. As a public institution, UBC has the responsibility to ensure inclusion across students, faculty, staff and alumni, and through all external interactions. At UBC, equity, diversity and inclusion are regarded as a key strengths of the institution and fundamental to achieving excellence in teaching and learning, research and service. Through its commitment to Inclusive Excellence, UBC is taking steps to advance inclusion, diversity, equity and anti-racism in all areas of academic, work and campus life.

In January 2023, UBC introduced the new Strategic Equity and Anti-Racism, or StEAR, Framework, which will guide the implementation of UBC Vancouver and Okanagan's various equity and anti-racism plans and recommendations. The StEAR Framework reflects the need for individual and systemic interventions across four nested organizational domains for change – structural, curricular, compositional, and interactional. The framework grounds planning, implementation, and evaluation efforts to realize specific goals in each of the domains. The framework also provides a template for developing specific, measurable, assignable, realistic, and time-bound (SMART) objectives and identifying inputs (resources) required to sustain efforts, as well as measures of progress (outputs and outcomes) across the four aspirational goal over two, three, and five-year horizons.

In support of Black inclusion and excellence at UBC, the Vancouver Provost's office is inviting proposals for UBC's Black Faculty Cohort Hiring Initiative. The Black Faculty Cohort Hiring Initiative is aimed at increasing the representation of Black faculty members at UBC. This program has just launched, and UBC looks forward to inviting more outstanding Black scholars to the university in the coming years.

The Centre for Accessibility in Vancouver, and the Disability Resource Centre in the Okanagan, provides support and program initiatives designed to remove barriers for students with a disability or ongoing medical condition. A variety of support is available for eligible students. Students can register with the two Centres to receive academic accommodations such as exam adaptations or classroom material in alternate formats instead of print. The Centre for Accessibility and Disability Resource Centre provide non-academic accommodations and services including mobility training for students with visual impairments and priority placement for on-campus housing. UBC is also forming an Accessibility Committee whose purpose is to provide on-going guidance and advice to the university on the identification, removal and prevention of barriers to accessibility and to help fulfill the university's obligations and commitments to disability inclusion and justice principles. UBC will also be developing an Accessibility Strategy to support our ongoing commitments under the Accessible BC Act.

In March 2023, UBC was recognized as one of Canada's Best Diversity Employers by Canada's Top 100, an editorial competition organized by Mediacorp Canada Inc. that recognizes the best places in Canada to work.

In collective bargaining and in many of our agreements, we were able to revise and modernize the Preamble of all tentative and ratified renew collective agreement renewals to reflect the parties' mutual interest in an inclusive, diverse, respectful, and anti-racist workplace. All

renewals establish working groups to address improved opportunities for employees and prospective employees from historically underrepresented groups. Within specific agreements, there is specific language with respect to furthering apprenticeship opportunities for those from historically underrepresented groups, and in other agreements, the application of seniority for internal candidates from historically underrepresented groups to promotional opportunities is waived.

Additional examples of initiatives launched in 2022/23 that promote equity, diversity and inclusions are detailed in the mandate priority reporting section of this report.

Transformative Learning

UBC is recognized globally for its excellence in teaching and learning that form the core of the university's academic purpose. UBC uses student success as a key benchmark for measuring how the university is meeting its strategic goals.

UBC has a long-established track record in providing an enriched teaching and learning experience. The university is focused on enhanced support for program redesign around competencies; the development of problem-solving experiences; technology-enabled learning; and continued growth in work-integrated education. Sustained progress requires leadership across the institution to model, inspire and celebrate excellence in teaching and mentorship.

UBC offers a range of funding opportunities designed to enhance undergraduate and graduate courses. Teaching and Learning Enhancement Funding (TLEF) Programs grant over \$3.5-million per year through eight different funding opportunities to advance student learning and faculty teaching goals at UBC. In 2022/23, the Teaching and Learning Enhancement Fund awarded \$2.15-million in funding to 10 Large TLEF Transformation Projects and 43 Small TLEF Innovation Projects at UBCV. Approximately \$1.18-million of the funding was used to employ over 160 UBC graduate and undergraduate students on TLEF project teams.

On the Okanagan campus, the Aspire-2040 Learning Transformations (ALT-2040) Fund supports curriculum transformation, pedagogical innovation and open educational resource development. Since 2016, over 117 UBC Okanagan faculty and partners have transformed teaching and learning on our campus through their projects. A \$475,000 investment was made in 13 new projects this year.

The Open Educational Resources Fund builds on over a decade of work at UBC to support and champion the use of open educational practices and open scholarship. Since 2011 we estimate that Open Educational Resources in general have saved UBC students between \$10.1 and \$14.5-million since 2011.

In 2022, UBC launched the Students as Partners Fund as a special 2-year program that supported students as partners in course design, delivery and/or evaluation. To date, total of \$284,000 has been committed to Course Design grants in the first two calls, with 95% of funding going towards student wages.

UBC continues to invest in renewed teaching and learning spaces on both campuses. In the Okanagan, we invested \$300,000 to renew 6 classrooms in the Fipke Centre to create flexible, active learning spaces to ensure faculty and students had access to dynamic and inclusive classrooms. We also audited all of our learning spaces using the Educause Learning Spaces'

Rating System to identify areas for further development as part of our five-year Learning Spaces Plan for the Okanagan.

How UBC enables and empowers its students to succeed is one of our top priorities. The university's Blue & Gold Campaign completed in March 2022, bringing in over \$214-million, well over the initial target of \$100-million, and the adjusted target of \$200-million. *FORWARD*, the campaign for UBC, is currently raising funds in support of teaching, research and initiatives related to the themes of advancing healthy lives, creating solutions for the planet, and shaping thriving societies. More than \$16-million has been raised for the *FORWARD* for Students Affordability Initiative.

Responding to a commitment made by UBC in 2019 to develop a comprehensive plan to address affordability challenges that students face, the Student Affordability Task Force, which was comprised of students, staff and faculty from both campuses, began meeting in June 2021. In March 2022, the UBC's Board of Governors approved the Student Affordability Task Force (SATF) report. The final report included ten recommendations to advance the student affordability, including proposals for housing, food, learning resources, tuition, student aid, and continued research on affordability. Since then, UBC has established a SATF Implementation Committee including staff representation from across the two campuses and students, a Graduate Student Focused Working Group and a SATF. There continues to be focused work to advance the recommendations laid out in the

To support student success, UBC is also committed to ensuring students have access to affordable on-campus housing. In 2022, UBC Vancouver added 960 upper year and grad student beds added in 2022, bringing the total number of student beds on campus to 13,388 total. UBC Vancouver will also see the addition of 600 new beds in 2024 at Brock Commons, as Phase 2 of the Brock Commons project will bring the total capacity to 13,988 beds. Student Housing and Community Services is actively involved in both the 10-year Housing Action Plan review and the Campus Vision 2050 Plan development with a commitment of 4,300 additional student housing beds by the mid-2030, including 1,000 replacement beds, bringing the total number of student beds on campus to 17,300. Additional sites have also been identified and there is a commitment to explore opportunities to increase capacity in the longer term.

In May 2022, UBCV opened a geological field station in South Okanagan, funded by UBC Science alumni and donors, along with an industry partner, to allow students, researchers and community groups access to an expanded and enriched earth sciences learning environment.

Lastly, UBC continues to invest in the President's Academic Excellence Initiative – which has seen us welcome over 30 new faculty members, enabling new shared research infrastructure, addressed critical library collections gaps and provided much needed financial relief to doctoral students who contribute significantly to UBC's research enterprise through the PAEI partial tuition awards. The objective of PAEI is to elevate the overall research impact of UBC, and I'm excited to see the program continue to unfold.

Better Serving Communities Across BC

Construction on UBCO Downtown — a collaborative, multi-use space in the heart of Kelowna - is about to break ground. The university will occupy 100,000 square feet in a new building at St. Paul Street and Doyle Avenue. For UBC Okanagan students and faculty, having a presence downtown means those engaged in community-based academic work will be located in close proximity to partners, facilitating collaborations. UBCO's School of Nursing will now also have a

presence downtown, as will the School of Social Work and School of Exercise Science. The site will house a gallery space, that will support creative innovation and community engagement programming. In addition, there will be professional program space identified in the building.

In June 2022, UBC and its partners announced that a new Northern Centre for Clinical Research (NCCR) is being launched to create more opportunities for clinical and biomedical research and to improve care in the north of the province. Building on existing infrastructure and partnerships, the new NCCR is a collaboration between the UBC Faculty of Medicine, the University of Northern British Columbia (UNBC) and Northern Health. The centre will be housed at the University Hospital of Northern British Columbia in Prince George with potential future satellite centres across northern B.C. The NCCR will be focused on enabling clinical trials and research as well as biomedical science that is relevant to northern, remote and Indigenous populations.

The NCCR has been developed as an equal partnership between UNBC, UBC Faculty of Medicine, and Northern Health. It will build on successes in health professions education delivered in partnership in the north including the UBC Northern Medical Program, the UBC Master of Physical Therapy Program – North, and the UNBC School of Nursing. The centre will also engage with healthcare stakeholders, Indigenous communities, and patient partners across the northern B.C. region.

The Downtown Eastside Research Access Portal (DTES RAP) now makes it easier to find close to 2,000 academic and community items related to research and Vancouver's Downtown Eastside (DTES). The portal was created by the Making Research Accessible initiative (MRAi) as a response to community feedback that it was over-researched yet had little access to the research results, that it was hard to know what researchers were working on in the neighbourhood and influence the direction towards community goals, and that there was no secure place to preserve and share important community-generated materials.

The MRAi also supports researchers who are trying to engage in knowledge exchange to increase impact, but lack the tools, time, and expertise. Led by the UBC Learning Exchange—a hub in the DTES that offers free community educational programming—in partnership with the Irving K. Barber Learning Centre at the UBC Library, the MRAi works in consultation with DTES community organizations and residents, with input from the Vancouver Public Library and the Simon Fraser University Library, and in coordination with a number of UBC units and departments. The MRAi recently won the BC Library Association's Eureka award, given to an individual or organization that has created an innovative approach to address a barrier, solve a problem, provide a powerful new insight, or introduce an original idea in the library field.

UBC has acquired 5.5 acres of land near the King George Skytrain station and Surrey Memorial Hospital, with the intention of expanding UBC's already significant presence in Surrey and the Fraser Valley. Engagement with the UBC community on a vision for the site is underway, with plans to undertake further engagement with the City of Surrey, First Nations and other partners during the coming year and beyond.

Advancing Climate Action

In response to the unprecedented threats posed by climate change, UBC Vancouver released the Climate Action Plan 2030 (CAP 2030) in December 2021, which puts the university on an accelerated path to net zero emissions for buildings and energy supply, as well as to

significantly reduce greenhouse gas emissions for extended impact areas over the next 15 years - aligning with the Paris Agreement goal of keeping global temperatures within 1.5°C.

The Plan outlines an ambitious path of GHG emission reductions for each campus, with forward-thinking actions including district energy decarbonization and building retrofits, while also providing opportunities for teaching, learning and research through Campus as Living Lab initiatives that address the climate imperative. Through clean, renewable and low carbon energy solutions and energy-efficient technologies, CAP 2030 charts a course for UBC to reach net zero emissions in its campus operations by 2035, addressing emissions from buildings, campus energy facilities and fleet vehicles.

CAP 2030 considers the inequitable impacts of climate change and subsequent responses on marginalized communities, including an understanding that the ability to partake in sustainable actions can be constrained by a lack of privilege and inequality. UBC's Vancouver campus has reduced offsetable GHG emissions by 25% compared to 2007, despite a 25% increase in building floor space. Per capita, GHG emission per student has decreased by 46% since 2007.

UBC Okanagan continues the implementation of the UBCO Climate Action Plan 2030, targeting a 65% reduction in operational emissions, and a 45% reduction of extended emissions by 2030, to exceed the Paris Agreement's target to limit global warming to 1.5C.

UBC Okanagan's Clean Tech Hub, which launched in November 2022, has received an additional \$1.04-million in funding from the Pacific Economic Development Agency of Canada for circular economy research, and the Skeena Residence at UBCO became the first student residence in Canada to receive Passive House certification, and won BC's Net-Zero Energy-Ready Challenge and 2021 Canadian Green Building Awards.

Additional examples of initiatives launched in 2022/23 that support and advance climate action are detailed in the mandate priority reporting section of this report.

III. MANDATE PRIORITY REPORTING

Reporting by 2022/23 Provincial Institutional Mandate Letter Priorities

The annual Mandate Letter, received from the Minister of Post-Secondary Education and Future Skills 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. For this reporting year, BC's public post-secondary institutions were instructed to provide updates on the priorities set out in the 2022/23 Mandate Letter. The section below identifies and describes many of the specific actions UBC has taken, and the accomplishments achieved.

1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities throughout 2022/23 as you respond to COVID-19 impacts and recovery.

Resumption of on-campus learning and services; Supporting Indigenous communities and learners

Based on guidance from the Provincial Health Officer and experience to date within BC and other jurisdictions, controlled environments such as post-secondary educational settings are lower-risk sites for COVID-19 transmission. UBC employed multiple layers of infection prevention measures to help its campuses remain open and available for learners while successfully minimizing the spread of COVID-19 as well as additional prevention measures to address evolving public health concerns and needs. In September 2021 and again in January 2022, B.C.'s post-secondary institutions (PSI) successfully resumed on-campus teaching, learning and research by following the COVID-19 Return-to-Campus Guidelines and their own communicable disease plans. With a successful return completed, the Return-to-Campus Guidelines were retired April 25, 2022.

Prevention Measures

- UBC followed the COVID-19 Go Forward Guidelines for B.C.'s Post-Secondary Sector and BCCDC Public Health Post-Secondary Guidance and participated in the Ministry of Post-Secondary and Future Skills COVID-19 Steering Committee.
- UBC implemented a Communicable Disease Prevention Framework in 2022/23 that replaced Academic, Research, Administrative and Operational safety plans. The Framework outlines how Public Health, UBC and individuals can work together to prevent the spread of communicable disease. It is intended to educate members of the campus community on such measures so that everyone can better understand the layers of protection. The Framework includes information about active respiratory viruses, communicable diseases prevention measures, health checks, behavioural considerations, vaccinations, considerations in the immediate work environment, and the benefits of getting outside.
- UBC continues to provide university-wide messaging, social media, signage and website information on the status of immunizations, rapid testing, training, heating ventilation and air conditioning (HVAC), wastewater monitoring, travel, infection control and events.

- UBC Faculty of Medicine’s Centre for Excellence in Indigenous Health acknowledges that Indigenous Peoples in Canada are at particular risk regarding the impact of the COVID-19 Pandemic and provided culturally-appropriate resources and guidance to support Indigenous learners during the Pandemic.

Student Housing and Community Services (SHCS)

- UBC’s approach to housing and campus services evolved along with public health guidance through the many phases of the COVID-19 pandemic. Student Housing, with the exception of 1st year student housing at the beginning of the pandemic, remained open to students who required it throughout the pandemic. Various food service outlets and the UBC Bookstore remained open to serve the community throughout the pandemic. For a period of time, parking was also provided free of charge.
- UBC Child Care initially transitioned to essential service care only but transitioned back to full care as K-12 education and UBC re-opened for in person teaching and learning.
- By 2022/23 fiscal year, SHCS operations had returned to normal operations, albeit with lower volumes in all areas except student housing which returned to regular occupancy levels.

Athletics and Recreation

- Sport and Recreation facilities remained mostly open during the pandemic. The UBC Aquatic Centre was the first indoor pool to open in the province.

Return to Campus

- UBC maintains its COVID-19 Campus Rules, which includes self-monitoring for symptoms prior to engaging in in-person UBC activities on UBC Premises.
- UBC’s Office of the Vice President of Human Resources (VPHR) engaged in collaboration, consultation and partnership with other portfolios to identify guidelines for a general return to campus of faculty and staff in February 2022, which allowed VPHR to gain insights and its impact on UBC’s endeavours, people, and campuses. VPHR performed extensive consultations on Human Resources and Labour Relations aspects of the return to campus planning and impact on units based on feedback received.
- VPHR provided mental health resources and materials to support challenging issues related to anxiety, stress, substance use and burnout for the plan to return to campus.

UBC Hybrid Work Program

- In early 2022, UBC’s VP Human Resources portfolio developed and implemented campus-wide access to online principles and guidelines to support the administration of flexible work arrangements. As a result, in June 2022, the university proceeded to formally adopt remote work through the newly established UBC Hybrid Work Program for staff positions. The Remote Work Survey helped support the establishment of this program as it has been built on the core principles of workplace engagement, physical and mental health, and equity, diversity and inclusion and a reputation as an employer of choice.
- VPHR held regular meetings with senior HR leaders to engage in discussion and address cultural workplace impact for implementation of flexible work hours on and off campus. A balanced focus was also placed on regaining the vibrancy and the culture of on campus teaching, research and education. It was determined that not every position at the university can be hybrid as it is determined by the demands of the role and decisions are made within the faculties and administrative units. To support units in this regard, questions are developed for consideration to determine if a role is suitable for hybrid work.

- Central human resources advisors and faculty relations managers supporting academic units to provide operational guidance and HR support for business resumption activities which include support to department and units in return to on-campus activity where it may impact existing terms and conditions of employment and ensure all contractual and legal obligations are met.
- VPHR performed regular consultations with unions and associations representing UBC's employees to keep them informed, consider any concerns, and work collaboratively towards supporting a return to campus.
- VPHR implemented the campus-wide Hybrid Work Program which resulted in the creation of Hybrid Work Agreements (HWA) for employees and support to Managers in determining on-campus and off-campus work hours within their units. This included the integration of the safety work assessment.
- The HWA adheres to the program requirements by ensuring those working outside of BC and Canada are not eligible unless the work is normally required to perform in alternative locations. The Workday approval processes for additional remote days are now inclusive of Deans and Admin Head of Unit approvals when required.
- VPHR implemented the Workday system job posting community notifications that now indicate if a position can operationally support a hybrid work agreement.
- VPHR continued to support temporary workplace arrangements to assist those employees with difficulties returning to campus.
- VPHR created training and development courses, focusing on hybrid work arrangements, were created to support the community, on demand, through LinkedIn Learning and Leader's Edge and Learning Link newsletters.

2. Work with the Ministry and your communities, employers and industry to implement postsecondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

Plans and progress to introduce and recognize micro-credentials that aim to meet local and regional needs and allow individuals to gain employment opportunities

- At the Vancouver campus, UBC Extended Learning (ExL) continues to develop and offer micro-credential and non-credit certificate programs, as well as supports other Faculties in their initiatives in this area. Many micro-credentials thus far offered have been funded by grants from the Ministry of Post-Secondary Education and Future Skills, with others funded through an internal funding program administered by UBC's Provost's office, the Continuous Learning Advancement Fund (CLAF).
- As of April 2023, there have been 10 micro-credentials launched at UBC Vancouver with 18 micro-credential programs in progress, all anticipated to launch by April 2024. These programs include those delivered by UBC ExL and by UBC Faculties of Arts, Forestry, Medicine, Land and Food Systems, Science, Applied Science, and the Allard School of Law.
- The 10 new micro-credentials launched at UBC Vancouver are:
 - Cloud Transformation and Technology Infrastructure Strategy
 - Cybersecurity Strategy and Risk Management
 - Blockchain Innovation and Implementation
 - Regulatory Affairs in the Life Sciences

- The Peter A. Allard School of Law Executive Learning Program in Mining Law and Sustainability
 - Micro-certificate in Food Safety Management
 - Climate Vulnerability and Adaptation
 - Co-Management of Natural Resources
 - Climate Action and Community Engagement
 - Forest Carbon Management
- The 18 micro-credential programs in development at UBC Vancouver are:
 - Cybersecurity and Ethical Hacking
 - Artificial Intelligence Cloud Solutions Strategy
 - Artificial Intelligence in Digital Media
 - Diversity, and Inclusion
 - Anti-Racism
 - Biomedical Visualization and Communication
 - Key Capabilities in Data Science
 - Coaching Skills for Leaders
 - Writing Skills for Digital Content
 - Writing Skills and Communication Skills for the Workplace
 - Ocean databases for sustainable blue economy development
 - Micro-certificate in Analytics for Leaders in Ocean Management
 - Managing Environmental Metrics for Sustainability Reporting
 - Managing Environmental Metrics for Sustainability Reporting
 - Tall Wood Structures
 - Fire Safety for Timber Buildings
 - Health Data Analytics: Opportunities and Applications
 - Clinical Research Professional Micro-certificate
 - Health Administration
- UBC ExL is pursuing a strategy to create portfolios of related micro-credential programs that complement one another, and in some cases stack into larger credentials such as UBC Certificates. For example, the current micro-credential programs in *Cloud Transformation and Technology Infrastructure Strategy* and *Cybersecurity Strategy and Risk Management* will be able to stack together with other upcoming offerings credentials towards the *UBC Certificate in Cloud and Technology Transformation* or *UBC Certificate in Cybersecurity*. In another example, course offerings towards the *UBC Certificate in Data Science* will complement upcoming micro-credential offerings such as *Health Data Analytics: Opportunities and Applications* or *Ocean Databases for Sustainable Blue Economy Development*.
 - UBC ExL is engaged with regional industry partners and industry-based experts to identify skills gaps and employer needs. Using this, along with additional labour market and industry research, UBC ExL is developing micro-credential programs that match both employer needs and learner demand. These relationships include economic development partners, industry associations, and leading tech firms. These partners' roles can include consulting regarding in-demand skills, providing subject matter expertise, sourcing instructors with direct industry experience, promoting programs to their stakeholder communities, and providing alignment with existing industry certifications.

In 2022/23, UBC Okanagan continued to build its inventory of micro-credentials, launching two STEM-focused credentials funded in the 2021-22 micro-credential funding calls. UBCO current micro-credentials include:

- Critical Skills for Communication in the Technical Sector
- Metabolomics
- Performance-based Design and Lifecycle cost Analysis of Bridges
- Skills in Industrial Automation: Programmable Logic Controllers (PLC)

In January 2023, faculty from UBCO put forward five successful proposals. Development of these micro-credentials is underway and they will be launched between May 2023 and January 2024. The five funded proposals included three micro-credentials focused in the environmental sector and UBC Okanagan's first two health-related micro-credentials:

- A Restorative Approach to Health and Social Service Policy and Process
- Advanced Physical Assessment for Primary Care Nursing
- Circular Economy: Principles and Applied Methods
- Fundamentals of Wildland Fire Ecology and Management (FWFEM)
- Wetland Delineation and Assessment

Note that both the PLC and FWFEM micro-credentials represent the first offerings in their respective series that will stack into higher level credentials.

In addition, UBC Okanagan staff and faculty contributed to/participated in Ministry-funded capacity building projects focused on micro-credentials: a pilot pathway to credit project (led by TRU) and the development of a micro-credential toolkit (led by BCcampus).

UBC offers the largest number of short-term programs eligible for the StrongerBC future skills grant (FSG) first announced by the provincial government in Budget 2023 and launched in May 2023 as a key part of the Future Ready Action Plan. There are 47 UBC programs across both campuses included in the FSG that are available to eligible learners for a September start. These include a subset of the micro-credentials mentioned above and established short-duration professional programs. Moreover, by January, all of the recently-funded and established micro-credentials will be available to people seeking retraining and upskilling.

Increases or expansions of co-op and work integrated learning opportunities

- 2022 was a year of recovery and growth for co-op programs at UBC and across Canada. UBC Co-op programs returned to stability after the COVID-19 pandemic and all programs, but in particular our STEM focused programs, experienced growth. Overall, UBC students completed 7,806 work terms, a 12% growth from 2021, again making UBC the second largest co-op program in Canada. UBC also saw a resurgence in international work terms as travel restrictions relaxed worldwide, with 188 international work terms during the 2022 academic year, 98 of which were undertaken by Engineering students. We are experiencing increasing interest in global opportunities from our co-op students, and many international employers who were forced to stop hiring during the pandemic are returning to UBC for their student hiring. We look forward to continuing to rebuild these connections with local, domestic and international partners to provide more UBC students with the opportunity to participate in work-integrated learning experiences.

- 2022 UBC co-op work term totals by program and percent increase compared to 2021 are as follows:
 - UBCV Arts: 670 (+6%)
 - UBCV Business: 620 (+5%)
 - UBCV Applied Science (Engineering and Design): 3021 (+17%)
 - UBCV Forestry: 153 (+55%)
 - UBCV Science: 3019 (+9%)
 - UBCO: 324 (+7%) *Note: the UBCO Interdisciplinary Co-op does not include Engineering. UBCO Engineering is part of the UBCV Applied Science Co-op Program and those work term numbers are included with that program total.*
- Over the past year, the UBC Co-op programs have continued to work towards growing the number and quality of opportunities available to students and reducing the barriers that students face in accessing work integrated learning. One of the major initiatives that was launched, made happen through funding from the Ministry of Post-Secondary Education and Future Skills was the hiring of two Indigenous Co-op Coordinators.
 - This was launched in partnership between the Arts, Applied Science, and UBCO Interdisciplinary Co-op Programs, with one coordinator located on the Vancouver campus, and one on the UBCO campus.
 - The goal of these roles is to increase the number of Indigenous students who participate in co-op programs, develop opportunities for Indigenous students in Indigenous organizations, and remove barriers to co-op participation for Indigenous students that were identified in a report outlining barriers to participation in work integrated learning for Indigenous students.
 - These roles have been very successful, and they have developed several new policies and structures in support of the aforementioned goals, which resulted in a notable increase in the number of Indigenous students accepted into UBC co-op programs in September 2022.
- UBC has also traditionally seen the largest number of students in Canada benefitting from industrial research internships supported by Mitacs, including at UBCO which saw a 182 percent increase in activity. In addition, the university works with students and employers to create valuable student work placement opportunities through federal and provincial programs such as, Innovate BC internships, the Innovative Work-Integrated Learning Initiative, and the Student Work Placement Program, among others.
- 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.
 - In the 2022/23 fiscal year, the Work Learn program received \$11,029,005.00 in funding requests for part-time work experiences from a total of 2,313 proposals to create 4,363 jobs, an increase of \$2,314,405.00 and 493 jobs in funding requests from the year prior (2021/22). The Work Learn program was able to fund 90% of these requests, resulting in 3,954 part-time work experiences for students.
 - Demand for student employment continues to rise with Work Learn receiving 43,390 student applications (6,190 unique applicants) for 2021/22, compared to 42,686 student applications (6,687 unique applicants) received in 2020/21.
 - Similar to 2020/21, UBC was able to secure funding through federal subsidy via the Student Work Placement Program with relaxed program criteria making post-secondary institutions eligible for this funding, in support of meaningful work experiences for UBC students across both campuses (\$1.3 million for 2021/22).

- This funding enabled Work Learn to increase its hourly wage subsidy, which has been stagnant over the last decade, to \$9 an hour, beginning in Summer 2022. This top-up is helping to alleviate the burden placed on UBC departments and units in order to meet increasing minimum wage requirements.
- Similarly, Work Study is the UBC Okanagan 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. In 2022/23, \$811,160 in minimum wage subsidy was provided to UBCO faculty and staff to hire 252 students through the Work Study program in support 66 unique employment opportunities. Work Study funding at UBCO provides 80% of the minimum wage to eligible UBCO departments and units to help fund student work.
- UBC Vancouver’s job posting and employer activity for 2022/23:
 - Unique student logins into job postings and learning opportunities: 37,011
 - Total job postings external to UBC: 10,804
 - Number of job applications by UBC students: 29,330
 - Number of job posting views: 886,370
 - 2,325 new employer accounts engaging with the UBC Career Centre
 - 99 Employers hosted Information Sessions with 2,100 students participating.
- UBC Okanagan’s Student & Alumni Job Board hosts hundreds of employment and volunteer opportunities both on and off campus available for students and alumni with a variety of experience levels and career aspirations. UBCO Student and Alumni Job Board activity for 2022-23:
 - Number of UBCO students who logged into the job board: 4,915
 - Total UBCO student logins: 41,629
 - Total job postings external to UBCO: 2,643
 - Total on campus job postings: 229
 - Number of job posting views: 196,335
- UBC Vancouver’s career fair activity for 2022/23:
 - Four career fairs hosted throughout the year where over 5,328 students and recent graduates connected with over 462 Employers and 817 representatives.
 - Hosted Graduate & Professional Schools Fair with 45 organizations including 80 representatives and 600 students and recent graduates participating.
- UBC Okanagan’s On-Campus Career Fair was hosted for the first time since 2015 as a partnership between the Career Development team and the SUO, and was open to students from all programs and disciplines seeking part-time, full-time, seasonal and co-op roles. Students were provided an opportunity to meet with potential employers and make valuable connections with local employers from a diverse range of industries such as agriculture, financial consulting, social services, energy, education, innovation technology and more. 40 employers were present and 1,200 students were in attendance.
- UBC Vancouver’s networking and mentorship activity for the 2022/23 year is as follows:
 - Students & Alumni connections in a mentor/mentee relationship on the online UBC Hub of Ten Thousand Coffees: 363
- UBC Vancouver’s career education activity for 2022/23:
 - 18,204 students and recent graduates accessed advising, workshops, panel events, or digital career resources.
 - 6,719 students and recent graduates developed job search skills and career management skills through workshops.

- 4,392 students activated LinkedIn Learning accounts to build their skills like Python, Excel, SQL or project management, and these users viewed 44,488 videos.
- 2,702 students and recent graduates visited one-on-one career advising through drop-in or booked appointments.
- 1,789 students participated in career development activities embedded within their classes.
- 1,668 students and recent graduates used online platforms like CareerCruising to gain valuable labour market information.
- 645 students and recent graduates attended networking events and panels focused on career development or job search learning.
- UBC Vancouver' Career Centre highlights and activity summary 2022/23:
 - The UBC Work Learn program funded 90% of wage subsidy requests, resulting in 3,954 part-time work experiences for students.
 - The Career Centre hosted the first fully in-person UBC Career Fair since the start of COVID-19 pandemic. 70 Employers with 190 representatives attended and over 1,100 students and new graduates participated.
 - The Career Centre introduced no-fee model for Employer Information Sessions starting in September 2022 to broaden industry representation beyond traditional large employers to reflect BC's diverse labour market including social enterprises, charities, not-for-profits, and other organizations.
 - The Career Centre continued partnership with UVIC and SFU to host West Coast Virtual Career Fair where private sector, public sector, and charities at regional, national, and international levels recruit BC talent.
 - The Career Centre expanded advising services through a revised model of service delivery resulting in +41% in capacity within the first month.
 - The Career Centre's partnership with WorkBC to host drop-in advising for non-student community members at UBC resulted in increased engagement with Midtown West WorkBC catchment.
- UBC Okanagan Career Development activity for 2022/23:
 - UBC Okanagan's Academic & Career Advisors saw a 103% increase in total points of contacts with students between Sept – Dec 2022 (1,141) over Sept -Dec 2021 (560).
 - 3 Career Peer Mentors offered resume, cover letter and job search support to 200+ students through 1-1 appointments and workshops
 - The Career Development team had 88, 1-1 discussions with unique employers primarily located within BC in an effort to build relationships;
 - 647 students across all faculties attended 14 on campus Career Connection events where they had an opportunity to learn from and network with industry professionals
 - Career Development partnered with faculty to embed career supports directly into 15 classes across 4 different Faculties
 - 350 students attended a series of 25+ in person workshops related to 'Tools to Get the Job', 'Tools to Market Yourself' and "Planning Your Career Journey'
 - The Career Readiness and Professional Development Micro Credential geared specifically to graduate students offered 9 in person workshops with 74 students attending.
 - 3 Undergraduate Research Ambassadors jointly supported by the Career Development Team and the Provost's Office worked to connect undergraduate students with research opportunities. The Undergraduate Research Ambassadors produced a monthly newsletter with 365 subscribers, held pop up information booths

- which provided support to 175 students and organized an Undergraduate Research Showcase which was attended by 50 students.
- To increase engagement and connection with students and employers the Career Development team created a LinkedIn page which to date has 1524 followers and for 2022/2023 had 26000+ unique impressions on the page and over 6000 clicks.
 - The Career Development team also uses the online and in person tool of Sparkpath Cards to encourage career exploration. This is done for group presentations in classrooms as well as for recruitment activities. In 2022/2023 there were 524 using the online portal and over 150 students using the cards in person facilitated by the Career Development Team.
 - UBC Okanagan's Indigenous Undergraduate Research Mentorship Program is an opportunity for self-identified Indigenous undergraduate students to gain practical research and laboratory experience while working with a UBC Okanagan faculty member or post-doctoral fellow. In 2022/23, \$96,000 in funding was provided in support of the program which had 13 participants, 4 of whom plan to continue through the summer. 20 past participants of the program have since gone on to pursue graduate studies.
 - UBC Okanagan Community Service Learning offers students opportunities to connect classroom learning with real life experiences in the community. CSL includes three key components: service that meets community needs; academic content; critical reflection – where participants analyze their experiences, attitudes, beliefs and how these were shaped or changed by the project. The focus of CSL is not only learning, but also service. The goal of CSL is to educate students about their roles as engaged citizens and leaders in their communities.
 - Program Plans are a new resource developed on the Okanagan campus to help undergraduate students navigate their UBC experience and make informed choices at all stages of their educational journey. Each of UBCO's 51 undergraduate programs has a unique Program Plan with: major-specific information; resources; program highlights; experiential education options; ways to engage locally and globally; and opportunities to build networks and social connections. Since launching in January 2023, Program Plans have 2,438 unique page views and have been downloaded 2,570 times.

Increases or expansion of high-demand occupation programming relevant to UBC

Health

- Thanks to new provincial government investments, the UBC Faculty of Medicine continues to advance distributed education in health and medical programs across British Columbia. Eight UBC Faculty of Medicine programs are concurrently expanding and distributing to the established regional programs across the province, beginning in the fall of 2023. Progress on UBC expansion and distribution in these areas includes:
- MD Undergraduate Program: The UBC Faculty of Medicine MD Undergraduate Program and its provincial academic partners – University of Northern British Columbia, University of Victoria, University of British Columbia (Okanagan) – with a lead time of less than one year, are increasing the provincially distributed MD Undergraduate Program by a total of 40 seats beginning in 2023. The increased 40 MD undergraduate seats will be distributed provincially across the existing four regional medical campuses, increasing the total MDUP class size from 288 to 328 over the next two years.

- Bachelor of Science in Nursing: In September 2022, Bachelor of Science in Nursing at the Vancouver campus expanded by adding 30 new students, a 25% increase from the previous year.
- Bachelor of Science in Nursing: In September 2021, the Faculty of Health and Social Development at the Okanagan campus grew its BSN program by 15 registered nursing seats. The seats were announced in February 2022 as part of a provincewide expansion.
- Bachelor of Science in Nursing: In September 2023, the UBC Okanagan School of Nursing will welcome 24 additional BSN transfer students in both year 1 and 2 from Okanagan College, consolidating nursing education opportunities in the Okanagan. Master of Nursing, Nurse Practitioner Program: The School of Nursing at the UBC Vancouver campus will be receiving 30 new seats to double the existing MN-NP program, starting September 2024.
- Midwifery Bridging Program (Internationally Educated Midwives): The Internationally Educated Midwives Bridging Program (IEMBP) aims to increase diversity and expertise within the midwifery workforce in BC. This eight-to-ten-month orientation program provides a means by which internationally trained midwives can be prepared to become registered for practice in BC. Eight additional seats were added to the IEMBP in Vancouver in 2022, for a total program intake of 16 seats in two cohorts annually. This is currently the only midwifery bridging program in Canada.
- Bachelor of Midwifery Program: The UBC Faculty of Medicine's Midwifery Program was the first to be established in western Canada, and the second in the country. The program has been educating midwives since 2002. Four additional seats have been added in Vancouver/Victoria/Online in 2022 and additional seats in the Fraser region in 2023, for a total program intake of 32 seats annually.
- Master of Social Work: In September 2022, the Faculty of Health and Social Development at the Okanagan campus received 20 additional seats to expand the Master of Social Work foundational two-year track program, one of two master-level program tracks offered by the School of Social Work.
- Master of Occupational Therapy: The UBC Faculty of Medicine's Master of Occupational Therapy program is a two-year professional master's degree program, and the only occupational therapy degree program in British Columbia. Building upon the eight-seat expansion of the Northern and Rural Cohort, 16 additional seats have been added in collaboration with the University of Northern British Columbia in 2022, and 16 additional seats in the Fraser region in 2023, for a total program intake of 96 seats annually.
- Master of Physical Therapy: The UBC Faculty of Medicine's Master of Physical Therapy program is one of the leading Physical Therapy Programs in Canada and among the top-ranked in the world. The program is fully-distributed and provides students with the opportunity to study in state-of-the-art labs at UBC's campus in Vancouver, in the Fraser Valley, and at UNBC's campus in Prince George. Building upon the program's expansion in Northern BC, 20 additional seats have been added in the Fraser region, for a total program intake of 120.
- Master Programs offered by the School of Audiology and Speech Sciences: The UBC Faculty of Medicine's Speech-Language Pathology program offers the best possible combination of theoretical foundation and real-life experience for a career in speech-language pathology. The Master of Science Program in Speech-Language Pathology spans two years. The majority of graduates are currently working in health authorities, school districts, and private clinics throughout BC and across Canada. A one-time lift of two additional seats in 2023 is taking place for a total of 38 seats and will return to 36 seats in Vancouver for the 2024 admissions. Audiology and speech-language pathology are both in-demand careers.

- Master Program in Genetic Counselling: The UBC Faculty of Medicine Genetic Counselling program is a two-year program dedicated to equipping the next generation of genetic counsellors with the skills, knowledge and mindset to flourish as part of an interdisciplinary team and work across a broad range of healthcare settings and specialties. The program will add two additional seats in Vancouver in 2023, for a total program intake of eight seats annually.

All of the above program expansions have been approved by university governance (UBC Senate and Board, where required) and external governance organizations (e.g., Canadian accreditation organizations, the respective health professional colleges/associations/regulatory organizations where required).

- Postgraduate Medical Education (PGME): Family Medicine Residency program will be increased by up to 30 new R-1 positions over the next two years, bringing the program's annual total positions from 174 to 204. These positions will be regionally distributed across UBC's family medicine residency training locations throughout the province. A further increase in residency seats, which mirrors the MDUP expansion, will be phased in to add another 48 R-1 postgraduate medical education positions for family medicine and other specialties, with a particular focus on the unique healthcare needs of communities across the province.

The Faculty of Medicine is also working closely with government to support and strengthen strategies within its provincial health human resources plan:

- In providing flexible and innovative solutions which meet the needs of communities and populations (e.g., PGME Re-Entry; PGME Enhanced Skills; Certificate Programs)
- In advancing plans for longitudinal care and fully integrated collaborative health education (e.g., Integrated Community Clerkships; Team-based Primary Care Learning Centres)
- In advancing programs to reinforce Reconciliation and Cultural Safety (e.g., Cultural Safety and Humility training programs such as the 23/24 program)
- In advancing programs to advance virtual health (ie tele dermatology, telerehabilitation)

In support of the Faculty of Medicine's Strategic Plan, *Building the Future*, the goal of the Education Pillar at the Faculty of Medicine is to educate, develop, and mentor future and current health practitioners, educators, and researchers who can work together effectively to serve evolving health needs. In particular, Education Strategy 1 (E1) aims to enhance program accessibility, inclusion and support services for current and further learners who identify as members of underrepresented groups. The Vice Dean, Education and the Senior Director of Education Programs and Services have formed an advisory working group to undertake two goals for this work: to increase enrolment in Faculty of Medicine programs of learners who identify as members of underrepresented groups (pre-admission); and to improve inclusion and support services available to learners who identify as members of underrepresented groups (post-admission).

In addition to seat expansions, several new initiatives starting this past year to help bolster UBC's health programs:

- In 2023 UBC was selected to lead one of five national biomanufacturing and life sciences hubs, and promptly launched Canada's Immuno-Engineering and Biomanufacturing Hub.
- In September 2022, UBC launched the Fraser Medical Cohort (FMC): Part of the Vancouver Fraser Medical Program but FMC students will enhance their learning about the unique

health care needs of the region through the majority of their small group learning, mentorships and clinical visits throughout the area in their first three years.

- In September 2022, UBC launched a new admission pathway for Black medical students. Black applicants to UBC's undergraduate MD program will now have the opportunity to apply through the Black Student MD Admissions Pathway and, as part of the admissions process, have their application essay reviewed by a sub-committee comprised of Black stakeholders from the B.C. medical community. The first cohort of successful applicants will enter the MD program in August 2023.

Tech Seats

Update on tech-seat expansion FTEs expected mid-June

- 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. Overall, UBC is achieving 1XX% of the Ministry target for technology-related program expansion with significant domestic enrolment growth in the Faculty of Applied Science and the Faculties of Science at UBC's Vancouver and Okanagan campuses over the past five years.
- At the end of the five-year growth plan, enrolment by program in 2022/23 was:
- The university also engaged with the Ministry of Post-Secondary Education and Future Skills and with industry partners throughout the year on the next round of tech-relevant program expansions, which are expected to be finalized by UBC and the Ministry in the first quarter of 2023/24.

Additional New Programs for High Demand Occupations

- The Bachelor of Arts in Urban Studies (approved by the Ministry in September 2022, launching September 2023) is a partnership between the Department of Geography in the Faculty of Arts and the School of Community and Regional Planning in the Faculty of Applied Science.
 - Over the next century, the world's net population growth will take place in urban regions, and nearly every aspect of economic, social, political, technological, and environmental change is now urbanized. The challenges and opportunities of the world are framed by urban problems and possibilities, and debates about urban futures have heightened during the latest global health pandemic. Cities are at the forefront of climate action; urban policy is seen by global and local governments as a catalyst for transition to a sustainable and just society; and the relevant data and technologies are leaping forward. Now, more than ever, we need people who are deeply trained to understand and shape urbanization from the public, private, and civic sectors.
 - This program enables UBC to offer a form of educational training that uniquely prepares students to address the most complex challenges faced by British Columbia's cities, such as climate change and incorporation of the rights of indigenous peoples. Professionals working in the private, public, and civic sectors have to reconcile these complex societal issues with particular interventions such as new developments, policies, or programs. Urban Studies is an excellent container for educating students with the requisite skills to be able to act in meaningful ways on the most challenging dilemmas faced by cities and society.
- The Graduate Certificate in Clinical Informatics (UBC Senate and Board approved, March 2023, launching Sept 2023): Developed in response to articulated needs from Health Authority leaders.

- The certificate is designed for healthcare professionals from Canada and Internationally who have a clinical practice license and who are either working in or interested in health informatics. The field of health informatics (also called biomedical informatics, eHealth, digital health) is at the intersection of multidisciplinary clinical practice, technology (computer science & engineering), patient data, and patient care.
- This program was developed at the behest of local healthcare leaders who are implementing electronic health records and who foresee this as an area of need for specially trained clinicians who will bring both an understanding of healthcare provider context and technology to support the provision of healthcare.
- Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context (pending final Senate and Board approval - expected by June 2023): Mechanical engineering working in consultation with EGBC has developed a short certificate aimed at helping foreign-trained engineers demonstrate relevant BC knowledge (ethical and legal competencies) necessary for registration as a professional engineer in BC
- Undergraduate Certificate in Climate Studies and Action (launched September 2022): Designed for current undergraduate students across UBC Faculties, providing them with the opportunity to obtain a credential focused on formulating science and justice-based interdisciplinary actions to address the climate emergency.
 - The courses offer opportunities for community-based learning and engagement, as well as academic literature, lectures and discussion that integrate climate science, justice, policy and action. This certificate seeks to advance the university's Climate Emergency Recommendations by expanding climate education opportunities and resources for the UBC community and broader public and fostering a culture of engagement and advocacy on climate action.
- The Master of Education in Indigenous Education is designed for teachers, administrators, community educators, early childhood educators, or other professions who wish to enhance their knowledge and professional practice in Indigenous education. It is also intended to create a pathway to graduate education for Indigenous learners, who are teachers or in education-related roles.
- At the Okanagan campus, the Faculty of Education's Okanagan School of Education announced a new Doctor of Education (EdD) program intended to provide current and aspiring educational leaders with opportunities to advance their careers while staying in their local community. Designed with flexibility in mind, the program offers a unique opportunity for educators and leaders to pursue their doctorate while balancing work and family obligations. The School will start accepting applications for the EdD program in summer 2023 and the first cohort will start in July 2024.
- The Faculty of Applied Sciences' School of Engineering at UBC Okanagan launched, in the fall of 2022, a new aerospace option available to students in the manufacturing and mechanical engineering students. This new option equips students with state-of-the-art skills, competencies, theories, and design methodologies to train engineering with specialized skill sets in aerospace engineering. This program will help grow local talent to grow the aerospace sector in Western Canada.

Overall numbers of Former Youth in Care accessing the Provincial Tuition Waiver Program

- 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.
- A total of 174 students with lived experience in care have benefited from tuition waiver support at UBC.
- For the 2022/23 academic year, there are 90 students with lived experience being funded for tuition during their studies. This number of students is up from 89 students in 2021/22 and from 17 students when the program began in 2014.
 - Sixty two of the 90 students were funded from the Provincial Tuition Waiver Program, receiving a total \$304,246.24 in funding from the program. This is an 0.85% increase from the 2021/22 year, where students received a total of \$301,677 in funding from the Provincial Tuition Waiver Program,
 - The remaining 28 students were funded from UBC funds, and received a total funding amount of \$164,343.71. These students were not eligible for the Provincial Tuition Waiver Program as they either did not meet the age or time in care requirements for the program.
- 58 have graduated from their undergraduate program. 6 returned for unclassified studies. 6 returned for graduate studies. 6 returned for a second degree.
- A total of 47 Indigenous students with lived experience in care have accessed tuition waiver funding at UBC. This represents 27% of the total number of students with lived experience in care that have accessed tuition funding at UBC.
- 9 out of 47 Indigenous students with lived experience in care have graduated thus far. Seven of these eight Indigenous FYIC have returned to pursue further education at UBC.
- In partnership with Enrolment Services, the Faculty of Graduate and Postdoctoral Studies has committed to a pilot project that intends to expand UBC Tuition Waiver programming to graduate students. The project will be effective for the Winter 2023 Session and administrative stakeholders are currently in the process of identifying eligible students.
- 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. Additionally, the age limitation imposed by the Ministry will also be removed beginning September 2023, providing additional access to support from the Provincial Tuition Waiver to mature students.
- Regardless of their eligibility for funding, all undergraduate students who self-identify with lived experience in government care are supported at UBC through a social community, dedicated programming, and cross-unit partnerships.
- Some notably new programming for this year includes a Summer Bridging and Mentorship Program. The Summer Bridging Program is meant to familiarize new students with UBC as a school and provide an opportunity to connect with other incoming students. Along with the Mentorship Program that kicks off in September, it's meant to strengthen the relationships and non-academic knowledge and skills that will help students succeed.
- An Enrolment Services Advisor (ESA) based in Student Support and Advising is designated to support this population of students. This position enhances and builds on the partnerships, programming, and relationship- and capacity-building work undertaken by the

Former Youth in Care (FYIC) team within Enrolment Services by organizing the “Youth in Care Alumni Program” student group, collaborating with academic, admissions, housing, and Indigenous units on campus, and participating in community organizations and communities of practice.

Participation in the Ministry-led Campus Navigator Community of Practice

- UBC’s dedicated former youth in care advisor continues to attend and contribute to the Ministry-led Campus Navigator Community of Practice on a monthly basis. Meetings include representatives from the Ministry of Post-Secondary Education and Future Skills and staff from PSIs that directly administer tuition waivers and other support for students with experience in care.
- As PSIs have different resources, institutional contexts, and approaches to supporting this group of students, the Community of Practice provides a venue to discuss strengths and challenges, offer insight on best practices, share ideas, and gain clarity on tuition waiver policy and process from the Ministry of Post-Secondary Education and Future Skills.
- The informal exchange of ideas in the group is extremely valuable, allowing UBC to share and gain feedback on internal programming like the student study lounge space, our summer bridging and mentorship programming. Awareness of initiatives at other institutions has also encouraged movement towards increased student ownership of the direction and facilitation of programming.

Coordinated and augmented wrap-around supports on campus and initiatives linked to community supports for vulnerable and under-represented students

- UBC has coordinated and augmented wrap-around supports on campus linked to community supports for vulnerable and under-represented students through bursaries for technology and housing costs, food insecurity, tutoring support, and entrance award top-ups. Work continues to be undertaken to improve visibility and access of student supports, including emergency bursary resources.
- All UBC students can receive free mental health support through Counselling Services, as well as the UBC Student Assistance Program. UBC provides virtual and in-person appointments for students in BC, to also increase accessibility, preference, and appropriateness of care.
 - For the 2022/23 academic year, UBC expanded the Counsellor in Residence program to four positions, primarily supporting first year students where they are and when they need this support, including weekends and overnight. This service also supports community care and recovery in the event of a significant incident that impacts the upper year and graduate student residential communities.
 - In addition, on the Okanagan campus Counsellors are embedded within Indigenous Programs and Services and the Global Engagement Office to provide focused support for both Indigenous students and international students
 - UBC also expanded the number of counselling and student health staff to provide better access to students requiring mental and physical health services and support.
 - UBC Provides 24/7 online counselling services to students online and in many languages to support students from all over BC, and outside of BC.
- UBC has also invested in mental health promotion through a range of programs and services to advance wellness in students, educate them in mental health literacy, provide tools for upstream prevention activities and learning to prevent more severe mental health

issues and advance stigma reduction in the broader UBC community for mental health issues.

- UBC continues to provide harm reduction services and expand these during higher risk events and times of the year, provide support for students who are in any stage of recovery from substance use to be able to continue with and complete their education, through a peer and professional support community for student recovery.
- On the Okanagan campus The Picnic space on the 1st floor of UNC has been repurposed as a Wellness Hub, designed to encourage wellbeing, improve food skills, and build community on campus. The Wellness Hub hosts a variety of programs and services to help students make healthy decisions including: food skills workshops (most of which were sold out on the first day); tips on safe substance use from the Harm Reduction Team (HaRT) including Naloxone training and drug testing; free or low-cost food support such as the Breakfast Program; Peer Nutrition Education Program; Weekly Nurse Drop in sessions. In 2022/23 the Wellness Hub had 800+ student interactions.
- Sexual health services were expanded on the Okanagan campus this year to include bi-weekly pop-up STI testing clinics in residence in an effort to normalize conversations about sexual health and provide low-barrier access to STI testing. In addition, Pre-Exposure Phylaxix (PrEP), long-acting reversible contraception and the Sexapalooza event were added this year.
- The Campus Partner Grocery Card Program on the Okanagan campus was offered by Campus Wellness in partnership with units on campus that support students who are at higher risk of food insecurity. \$27,000 in grocery cards were distributed among Disability Resource Centre, Global Engagement Office, Indigenous Programs and Services, Counselling/Clinic, the Office of the Ombudsperson, Sexual Violence Prevention and Response Office, and SUO Student Advocacy. Grocery cards are given to students at the discretion of the service provider and improves the unit's ability to provide low barrier support to students.
- The Centre for Accessibility in Vancouver and the Disability Resource Centre in the Okanagan provide support and program initiatives designed to remove barriers for students with a disability or ongoing medical condition. A variety of support is available for eligible students. Students can register with the Centres to receive academic accommodations such as exam adaptations or classroom material in alternate formats instead of print. The Disability Resource Centre and Centre for Accessibility provides non-academic accommodations and services including mobility training for students with visual impairments and priority placement for on-campus housing.
 - In 2022/23 an additional \$200,000 disability supports was funded on the Okanagan campus.
- Students with a chronic disability or medical conditions may be eligible for additional supports such as priority access to housing and awards for students with disabilities.
- UBC provides supports for student housing and community services such as:
 - A student housing guarantee for Indigenous and former-youth-in-care learners
 - Priority access to childcare services for Indigenous students with families and broadening the definition of family to better align with Indigenous family structures.
 - With support from Musqueam, UBC Child Care Services introduced an Indigenous Relations Engagement Pedagogist position in an effort better to support its educators, students and families on Indigenous curriculum and programming in UBC Child Care Services.
- UBC provides a variety of supports for Indigenous students, which is detailed further in the section reporting on Mandate Priority 3 and in Appendix 1.

- Wrap around supports for Indigenous students begin from the moment of application to undergraduate programs at UBC, whether through direct entry or transfer. Dedicated roles filled by Indigenous staff such as Student Recruiter Advisors, Admissions Advisors and Enrolment Services Advisors all support Indigenous students through their journey studying at UBC Vancouver. Staff who work in roles supporting Indigenous students at UBC are also brought together bi-weekly at the Indigenous Working Group to collaborate and build relationships across campus and across portfolios.
- UBC hired an Indigenous Student Health and Wellbeing staff cohort of Associate Director, Indigenous Student Health and Wellness, Indigenous Counsellor, and Indigenous Social Worker to support Indigenous students in a culturally responsive, sensitive, and safe manner and to build linkages with the broader First Nations House of Learning.
- UBC's Career Centre provides support for support for Indigenous students and students with disabilities such as:
 - Community Based Work Learn: 2 cohort-based workplace programs spanning 2022-23 and 2023-24 aim to provide meaningful and supportive workplace experiences for Indigenous students and students with disabilities. Indigenous students receive culturally relevant career coaching, while students with disabilities receive inclusive and accessible career coaching. Student participants receive paid pre-employment training to prepare them for success during their job search as well as during their placement. Professional development programming through small group coaching format continues during the workplace experience, so that students can continue to build their networks and deepen their learning. Employers hiring students from the program receive up to \$6,000 wage subsidy, participate in educational opportunities, and are asked to provide intentional and dedicated support to ensure students are successful in their roles.
 - Continued relationships with campus partners help foster direct referrals between campus service points, and dedicated staff like Career Strategist, Indigenous Students or specific Career Educator recommendations ensure students build trusting relationships with advisors.
- UBC's Career Centre provides support for support for Black students and racialized students such as:
 - The Beyond Tomorrow Scholars Program: continued support for Black scholars through workshops, one-on-one career advising, and intentional relationship building with cross-campus network of support led by BTSP Program Manager.
 - Community Connection Series and Alumni Office Hours: both series of virtual events are designed to provide networking opportunities and career development learning through brief mentorship moments. The calendar of programming was intentionally and purposefully refined to showcase professionals who are reflective of our diverse student community and can speak to their own lived experiences within their field.
- Support for Black-identifying and racialized students provided on the Okanagan campus for 2022/23 include:
 - A Black Student Success Coordinator was hired in January 2023 to develop, enhance and amplify programming; provide education; and foster community for Black-identifying students. Examples of events hosted include: 3 open house meet and greet events; 8 pop-up Black Resource Centre evenings providing an open house and safe space for Black-identifying students to connect during Black History Month; Celebrating Black Women at UBCO panel discussion celebrating Black

- women and their achievements, lived experiences, paths to success, and contributions to the UBCO community; Support for African Caribbean Students' Club initiatives including the ACSC Gala and Graduating Student send off. 100+ students participated in these events since inception in Jan 2023.
- Black Student Orientation: The Black Student Orientation aims to create a safe, welcoming space and sense of community for new Black students to UBC's Okanagan campus. In 2022, the BSO was integrated and formalized as part of Jump Start. In 2022/23, 3 orientation events were hosted with 148 participants.
 - Emerge is a series of events hosted by the UBC Okanagan Career Centre, in partnership with the Global Engagement office to support Black-identifying and Students of colour in exploring career paths and professional development. In 2022/23 10 events were hosted with 165 students participating
 - In response to the Russian invasion of Ukraine, UBC announced multiple strategies to support students who may be impacted by the conflict:
 - In March 2022, UBC announced it will allow students from Ukraine, Russia, and Belarus to defer their tuition.
 - Following guidance from the Province, UBC offers domestic tuition fees for students who enter or have entered Canada through the Canada-Ukraine Authorization for Emergency Travel (CUAET) measures.
 - UBC also offers emergency bursary support for living expenses up to \$12,500 per term for eligible students who are impacted by world events, including the war in Ukraine. This support is also available to eligible UBC students impacted by conflict in other countries across the world.
 - Through UBC's International Student Development office on the Vancouver Campus and Global Engagement Office on the Okanagan Campus, Regulated Canadian Immigration Consultants (RCICs) or Regulated International Student Immigration Advisors (RISIAs), students are assisted with the transition to life in Canada including assistance with visa, study permit and work permit applications, health insurance and connections to UBC and government/community agencies.
 - Global Education Week is an opportunity for the UBCO community to learn about all the ways they can engage around the world. As part of Global Education Week, the Global Engagement Office on the Okanagan campus ran several interactive events and presentations to recognize our international study body, intercultural learning, promote study abroad opportunities and highlight internationalization efforts on the Okanagan campus.
 - The Intercultural Development Program offered through the Global Engagement Office on the Okanagan campus provides intercultural learning through hands-on workshops and practical involvement, UBCO's Intercultural Development Program (IDP) helps students build cross-cultural skills and intercultural fluency to better understand the intersections of culture with power, politics, identity, media, art, and other social structures. In 2022/23: 538 students participated.
 - The Global Lounge provides a gathering space for students and offers language and other programming for international and globally-minded students
 - The Global Collegium on the Okanagan campus provides a gathering space for student to connect, unwind and socialize with peers.
 - UBC's Career Centre provides support for international students such as:
 - Work Learn International Undergraduate Research Awards (WLIURA): 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).

- In 2022/23, there were 399 research placements over the summer and fall terms, which is an increase of 28 since 2021/22. Funds for these research placements represent \$3.7 million in student grants (\$3.4 million in Fiscal Year 2021-22); externally \$1.4 million from NSERC, internally \$1.1 million from international student financial assistance funds and \$1.2 million from UBC Faculties as award “top-ups”.
- Students holding these research awards had an average salary of \$9,359 for full 16-week award terms. 55% of these research award recipients were female-identifying students (+6% compared to 2021/22) and 8% self-identified as Indigenous (+1% compared to 2021/22).
- The demand for these opportunities continues to rise with the Work Learn International Undergraduate Research Awards (IURA) program experiencing a 34% increase in unique students applying for these awards compared to Fiscal Year 2021-22.
- Launch Your Career in Canada: Since 2008, Launch Your Career in Canada has provided international students with relevant career development programming to meet their unique needs. In 2023, programming expanded to cover immigration updates, resume in-person networking with employers and alumni, and encourage students to participate in undergraduate research opportunities. 553 unique attendees participated in 8 events this year.
- Ignite is a 2-week career development series provided by the UBC Okanagan Career Centre, in partnership with the Global Engagement Office and the Career Centre on the Vancouver campus, aimed at helping international students navigate the Canadian job market and identify workplace expectations while developing intercultural competencies. Students build job search, interview, and networking skills. The series also provides students with information on pathways to permanent residency and the legal requirements to work in Canada. In 2022/23 10 events were hosted in person and virtually with 581 participants.
- Partnership with International Student Initiative: the UBC Career Centre was able to secure funding for three Co-op positions from UBC International Student Initiatives to support various projects for international students’ career learning, specifically around:
 - Career development program/service analysis and delivery for international students;
 - Career-focused events specifically for international students with a globally focused lens (i.e., international career fairs, information sessions, and alumni office hours); and Global outreach and engagement (focused outreach with global partners)
- Additional 2SLGBTQIA+ supports and programming provided on the Okanagan campus in 2022/23 include: Embedding queer programming directly into orientation programs
- Raising of Pride banners across the Okanagan campus
- Level 1 & 2 Queer Consent Workshops provided by the Sexual Violence Prevention and Response Office
- Pride Night hosted by Athletics & Recreation
- Gender Affirming care offered by the Student Health Clinic
- The Spiritual and Multi-Faith Space on the Okanagan campus was created to welcome the diverse spiritual and multi-faith practices of the UBC Okanagan campus community. The room can be used for a variety of spiritual and religious practices, including: group or

individual prayer; meditation and contemplation; group studies on spiritual or religious topics; conversation with other students or a spiritual mentor.

- UBC Okanagan provides various Indigenous youth engagement and outreach activities to widen participation and access to university studies and has expanded or created new programming such as:
 - Indigenous Summer Scholars Camp for youth ages 12-14 expanded from 1 week to 2 weeks for summer 2023
 - A new grade 9-11 event for Indigenous students offered in alignment with Experience UBC
 - K-12 school and youth outreach throughout the year on campus or in community
 - Indigenous Grade 12 day
- UBC Okanagan provides wrap around services and programming for Indigenous students through Indigenous Programs and Services and includes:
 - Supportive Admissions Framework with multiple undergraduate admissions pathways for First Nations, Metis and Inuit learners
 - Indigenous Student Orientation and transition programming
 - Indigenous peer mentors and tutors
 - Experiential and career advising
 - A new Indigenous Graduate Advisor and Pathways to Graduate Studies initiative

Participation in Sexual Violence Misconduct Climate survey

- UBC participated in the Sexual Violence Perceptions survey from March 3 – March 20, 2022.

Participation in the Ministry's sexualized policy review

- UBC has participated in the Ministry's sexualized policy review including by having a representative on the Ministry of Post-Secondary Education and Future Skills' Sexual Violence Advisory Group. UBC will provide further feedback when the draft becomes available.

Ongoing activities and future plans to sustain efforts regarding sexual violence and misconduct prevention and response

- UBC Vancouver's Sexual Violence Prevention and Response Office (SVPRO) has two related but distinct responsibilities: providing prevention education and offering one-on-one and group support services to individuals who have experienced or been impacted by sexual or gender-based violence, harassment, and harm. As a fairly new campus service, its work covers all students, faculty, and staff within the UBC community, and SVPRO is working to raise awareness of its services among the entire UBC community. Each year SVPRO seeks to develop new partnerships across the university. Sometimes this takes the form of development of a protocol between two offices, other times this means providing training on trauma-informed service provision. While widely known as a service available to students, efforts to be better known to faculty and staff as a support resource for them will be expanded in the future.
- UBC Vancouver's SVPRO Support Specialists work with each individual to determine their needs and assist them in navigating how to have these needs met. The support SVPRO provides includes accompaniment to medical exams for forensic evidence collection, understanding reporting options and helping through the process if they choose to report, emotional support, referrals to counseling or other activities that speak to healing needs

(yoga, art, etc.), and academic concessions for students who have been made to endure a trauma so they do not lose their right to access a full educational experience including academic success and participation in extracurriculars. SVPRO also helps individuals navigate the criminal legal system and can accompany them to meetings with police and court.

- Additional supports include exploring and securing financial resources, resources that are relevant to individual unique identities where they will feel safest to seek help and healing assisting with emergency housing or relocation and exploring options for workplace support for employees.
- SVPRO's work is rooted in anti-oppression, decolonial practices meant to increase equity across the community. SVPRO understands gender inequity to be the number one predictor of sexual violence and gender-based violence and also recognizes no one has just a gender. We all have a unique nexus of identities, histories, geographies, and experiences that determine our positionality and relative power. With both our education and support initiatives we seek to build equity as a means of creating an environment resistant to and free from harassment and violence. SVPRO has seen an increase in clients each year of our existence (except 2020) and it expects this trend to continue as they develop a more visible profile within our community.
- UBC Okanagan's efforts regarding sexual violence and misconduct prevention and response include awareness campaigns such as:
 - We believe you
 - Did you know?
 - Sexual Assault Awareness Month
 - Red Dress Campaign
 - Moosehide Campaign
 - UBC Okanagan also enhanced their relationship with RCMP Vulnerable Unit.
- UBC also introduced Resource Respondent Specialists (RRS) on both campuses to provide policy and process supports for respondents in sexual misconduct, discrimination, and misconduct complaints. These resources aid in the process and work collaboratively with SVPRO and other units to further UBC's efforts in addressing sexual violence on campus.

Type and number of sexual violence and misconduct prevention education or training sessions offered to students, staff and/or faculty

- UBC Vancouver' Sexual Violence Prevention and Response Office (SVPRO) builds programs in-house to meet the needs of UBC's community. There have been 117 trainings/workshops between June 2022 and April 2023. Approximately 89 workshops were held for students and 40 for staff/faculty. This number does not add up to 117 because a number of the workshops provided were available to/attended by any community member identifying as a student, faculty, or staff.
- SVPRO's educational programming addresses the following:
 - Primary Prevention: Addressing root causes through individual and cultural change. Topics include Media Literacy, Inequity and Power Dynamics, Receiving Feedback, and Intoxication Impact.
 - Secondary Prevention: Addressing incidents as they occur through upstander intervention. Topics include Upstander Intervention, Consent Culture, and Leadership & Organizational Culture.
 - Tertiary Prevention: Addressing trauma that has occurred through empathy building. Topics include Neurobiology of Trauma, Supporting Survivors, SVPRO, and UBC's Sexual Misconduct Policy.

- Educational programming program formats include the following:
 - Tabling: SVPRO volunteers and staff are available to set up a table or booth to connect directly with the community, answer questions, and share our resources. This is a great way to create awareness of SVPRO and to build connections with people who might be interested in accessing SVPRO services.
 - Event planning/support: Event planning can involve considerations around inclusivity, accessibility, consent culture, safety, and harm reduction or including content related to the work of SVPRO. We support the community to address these pieces and/or advice regarding content development, speakers, or appropriate resources.
 - Media Literacy: SVPRO Media Literacy programming uses content from television, film, advertisements, music videos, or other platforms, to discuss the impact and ramifications of the messaging we are exposed to throughout our lives. We use an intersectional lens to take a critical look at the messages within the content.
 - Panel Participation: An intersectional perspective on sexual violence can enrich panel discussions on relevant and related themes.
 - Presentation and Q&A: SVPRO offers presentations on sexual violence prevention, response, and tailor it to specific context and audience. We introduce new information or deepen understanding on the root causes of harm, intervention, support, accountability, and UBC resources.
 - Workshop or Training: Through workshops/trainings SVPRO staff can provide tailored content connecting relevant information with specific roles and responsibilities. We work with teams/ groups to learn more about their needs to ensure that information shared can be applied to their unique context. We also provide customized online learning modules for unique audiences, typically in conjunction with in-person training.
 - Consulting (insight, guidance, or strategy): SVPRO's work to create safer environments, shift organizational culture, and adopt new policies and practices can be long term and require initial or ongoing support. SVPRO staff are available to work alongside departments, teams, professors, student societies and other groups in determining their unique needs and offering insight, guidance, and strategy.
- UBC Okanagan Trainings & Events facilitated 103 training and 19 outreach sessions during the 2022/23 academic year, compared to 30 training and 28 outreach sessions in the 2021/22 academic year. Training topics included the following:
 - Intervention training on managing problematic issues
 - Responding to disclosures
 - Boundaries
 - Consent training for all students participating in Jump Start new student orientation
 - Sexual Health Awareness Gala

Updates on the uptake of K-12 Transitions and Dual Credit Programming

- Although UBC does not offer any grade 12 equivalent courses, UBC Vancouver's Concurrent Enrolment Policy allows students who are enrolled in a B.C. secondary school to pursue concurrent studies if they meet eligibility requirements. Numbers for concurrently enrolled students are as follows:
 - 2022: 56 students submitted requests for concurrent studies and 23 students ended up taking courses at UBC.
 - 2021: 32 students submitted requests for concurrent studies and eight students ended up taking courses at UBC

3. Fully engage with government in implementing mandate commitments to support a future ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross- government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon the government’s CleanBC strategy and supports a clean economic future.

UBC initiatives that address mandate letter priorities related to supporting the development of a future-ready workforce, increasing access to UBC education, and responding to student and labour market demand in high-opportunity occupations are detailed above in the responses to mandate letter priority 2. This section addresses ministry indicators associated with mandate letter priority 3 as outlined in the 2021-22 Accountability Framework Mandate Priorities and Indicators Guide.

Initiatives that show support of broader government commitments; Climate action, anti-racism and Indigenization

In addition to initiatives outlined in the Strategic Context section earlier in this report, as well as the Performance Plan and Report and Appendix 1 that follow, UBC has undertaken the following initiatives in support of climate action, anti-racism and Indigenization.

Anti-Racism and Equity, Diversity and Inclusion:

- UBC’s Inclusive Action Plan (IAP) operationalizes the theme of inclusion, and supports the themes of innovation and collaboration in Shaping UBC’s Next Century: 2018–2028 Strategic Plan. This plan presents an opportunity for UBC to continue to develop its potential as a groundbreaking 21st century institution, including its leadership in creating global influence through its equitable, diverse, and inclusive campuses. The IAP represents the ideas, suggestions, and expertise of faculty, staff, students, and alumni from across UBC’s campuses. It proposes a high-level framework for supporting collective action toward advancing inclusion at UBC over the next seven years. The actions included in this plan reflect promising practices and suggestions gathered through extensive consultations, and are considered to be those actions most relevant to UBC’s current context. The actions cover a wide range of areas and in committing to making progress on specific actions, the plan proposes that divisions will pick and choose the ones that are most relevant to them, to their local context, and in areas where there is the potential for change to be tracked and measured
- In 2019, UBC endorsed the Dimensions Charter, which outlines the principles that institutions commit to, to foster increased research excellence, innovation and creativity through greater equity, diversity and inclusion.
 - Initiated by the Canadian federal government, the Dimensions program aims to enable transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities for marginalized and under-represented people. UBC’s participation in the Dimensions program reinforces UBC’s commitment to ensure equitable access to funding opportunities, increase equitable and inclusive participation in research and embed EDI-related considerations in research design and practices across the institution.

- UBC is one of 17 Canadian post-secondary institutions participating in the program, which seeks to identify and eliminate obstacles and inequities for marginalized and under-represented people in research.
- During the pilot period from 2020-2023, UBC had the opportunity to assess how its institutional policies, practices, programs, and initiatives affect equity, diversity and inclusion in its research community. The self-assessment team then developed an action plan to address gaps in, and barriers and obstacles to EDI within the UBC research ecosystem identified through the self-assessment.
- The self-assessment and action plan formed the foundation of an application for recognition from the federal Dimensions program that was submitted in October 2022.
- In April 2023, UBC was recognized by the Dimensions program as one of five post-secondary institutions that have reached the second (Construction stage) of four stages that reflect the process of carrying out equity, diversity and inclusion work and achieving success. Institutions at the Construction stage are recognized for strategically addressing EDI in a coordinated way.
- The Beyond Tomorrow Scholars Program launched in September 2021 to support recruitment and scholarships for Black Canadian students. This initiative, which provides both scholarships and a range of integrated institutional support to help provide a pathway to success for Black Canadian students at UBC, welcomed its second cohort of 20 students at the start of the academic year in September 2022. There is a total of 33 Black Canadian students in the Beyond Tomorrow Scholars program. Through the program, UBC students can access a variety of one-time and renewable awards of up to \$80,000 as well as programming that aims to build community among Black students at both UBC campuses through events, panel sessions, and more. Beyond Tomorrow Scholars have the opportunity to participate in dedicated programming with wrap-around cross-campus support that is shaped by five pillars of success: academic and career, leadership, community and belonging, financial, and health and wellbeing. Phase 1 of the program aims to support more than 100 students over four years, with the potential for further growth as funds are secured and the program develops.
- UBC's Student Demographic Data Project aims to provide the university and its community with more inclusive, demographically representative data on the student body. These data will better inform UBC's planning, reporting, and policy making with considerations of the distinct contexts and lived experiences of all students. This will contribute to creating a more inclusive and robust campus experience for all members of the UBC community.
 - UBC's Student Demographic Data Project aligns with the provincial mandate to tackle systemic discrimination. The project will contribute to the anti-racism data legislation objective of better identifying the gaps and barriers to achieve more equitable and inclusive communities.
 - This project is a joint initiative of the Equity and Inclusion Office (EIO), Enrolment Services, Planning and Institutional Research (PAIR), and Enterprise Data Governance.
- Is part of UBC's effort to build more equitable teaching and work spaces. The data is used to inform UBC's annual employment equity report the is shared with the Board of Governors, UBC executive leadership, Deans, heads of units, and other leadership.
 - The 2021 Employment Equity Report, the most recent iteration of the report, suggests strong representation of women across UBC's workforce, when compared with regional and national comparator data, though opportunities to continue to diversify UBC's workforce across other designated equity groups.
 - With respect to racialized employees, the data suggest that UBC's Vancouver campus workforce exceeds national labour market availability but falls short of

- regional availability, while at the Okanagan campus, the workforce exceeds regional and falls short of national availability.
- Since 2020, the Peter A. Allard School of Law has twelve new awards that have been created to support students who identify as Indigenous, Black or as a person of colour (IBPOC). Read on to learn more about each of these new awards, as well as other funding opportunities available to new and continuing Allard Law students.
 - This includes the Peter A. Allard School of Law Entrance Award for Black Students, which was first announced in February 2022 and provides an award in the value of first-year tuition to one Black law student each year for the next three years as well as the St. Pierre, Romilly, Nathanson Entrance Award in Law for Black Students, which was announced in June 2021 and provides \$15,000 for three domestic students entering the JD program who identify as Black, demonstrate financial need, and have a history of community service or volunteerism.
 - Other awards include the Peter A. Allard School of Law Diversity, Equity and Inclusion Award which provides awards to incoming JD law students who are from communities that have been historically, persistently and systemically marginalized. Launched in February 2022, this award is supported by alumni, donors and friends of the law school, who have made \$2,050 available for students as well as the Afreen Ahmed Memorial Award in Law provides awards totalling \$2,000 for second- or third-year JD students who are from communities that have been historically, persistently and systemically marginalized.
 - In support of the Faculty of Medicine's Strategic Plan, *Building the Future*, the goal of the Education Pillar at the Faculty of Medicine is to educate, develop, and mentor future and current health practitioners, educators, and researchers who can work together effectively to serve evolving health needs. In particular, Education Strategy 1 (E1) aims to enhance program accessibility, inclusion and support services for current and further learners who identify as members of underrepresented groups. The Vice Dean, Education and the Senior Director Education Programs and Services have formed an advisory working group to undertake two goals for this work: to increase enrolment in Faculty of Medicine programs of learners who identify as members of underrepresented groups (pre-admission); and to improve inclusion and support services available to learners who identify as members of underrepresented groups (post-admission).
 - In September 2022, UBC launched a new admission pathway for Black medical students. Black applicants to UBC's undergraduate MD program will now have the opportunity to apply through the Black Student MD Admissions Pathway and, as part of the admissions process, have their application essay reviewed by a sub-committee comprised of Black stakeholders from the B.C. medical community. The first cohort of successful applicants will enter the MD program in August 2023.

Climate Action:

- UBC has once again been ranked as a global leader in sustainability efforts, placing 7th overall (out of more than 1,400 institutions) in the 2022 Times Higher Education Impact rankings for climate action. The ranking measures universities' research on climate change, their use of energy and their preparations for dealing with the consequences of climate change
- In April 2023, UBC was awarded as one of Canada's Greenest Employer by Canada's Top 100, an editorial competition organized by MediCorp Canada Inc. In addition to UBC's range of highly-focused and employee-led sustainability initiatives and programs, UBC was selected for this award for the undertaking of the renewal energy hub / energy district, a

unique initiative designed at a city-scale to be a 'living lab' studying the critical links between energy, transportation and urban design.

- In 2021, UBC released its latest Climate Action Plan, Climate Action Plan 2030 (CAP 2030). CAP 2030's vision for both the Vancouver and Okanagan campuses is to *"position UBC as a model of how universities can mobilize to address the climate emergency and Paris targets through bold, impactful actions to accelerate and deepen GHG reduction across operations, and expanded action to reduce extended emissions."*
 - UBC Vancouver's plan includes the following GHG reduction targets against a 2007 baseline for UBC's Vancouver campus:
 - 85% reduction in campus operations emissions by 2030
 - 45% collective reduction in emissions from extended impact sources by 2030
 - 100% reduction in GHG emissions by 2035
 - UBC Okanagan's plan includes the following targets for 2030:
 - 65% operational GHG emission reduction below the 2013 levels
 - 40% reduction in commuting emissions from 2013 levels
 - 50% less waste per capita compared to 2020, progressing to a zero-waste community
- As part of the goals for UBC's Climate Action Plan 2030 (CAP 2030), UBC Vancouver will be updating its Zero Waste Action Plan to more strongly prioritize emissions reductions and circular economy opportunities including sustainable procurement and reuse. The new plan is set to release in 2023.
- UBC Vancouver continues to follow the Community Energy and Emissions Plan, a comprehensive framework developed in 2013 that addresses the sustainability challenges that accompany the growth and expansion of residential neighbourhoods at UBC
- UBC Vancouver's Green Building Action Plan, which was approved in 2018, provides ambitious goals, targets and actions to fulfill the Plan's vision for UBC's buildings to make net positive contributions to human and natural systems by 2035. The actions take place in eight distinct but interrelated component areas: energy, water, materials and resources, biodiversity, health and wellbeing, quality, climate adaptation, and place and experience.
- The Sustainability Scholars Program, UBC's flagship internship program for graduate students since 2010, has been steadily increasing in numbers. The 2022/23 fiscal year reached an all-time program high of 100 projects, with a summer cohort of 80 students and a fall/winter cohort of 20 students placed with mentors at a wide range of partner institutions across the region.
 - All project reports are available in the online project library. There are 75 positions open for grad students for summer 2023, including 17 with founding partner City of Vancouver, 4 with Metro Vancouver, 5 with Vancouver Coastal Health, and 11 supported by BC Hydro, another long-time partner. Other partner organizations include Herschel Supply, Translink, the Xeni Gwet'in First Nation Government, over a dozen NGOs, and more. A highlight this year was a lively showcase event at Vancouver City Hall in October, where three graduate students working with City mentors shared their key research findings with the Deputy City Manager and the City's Leadership Team.
- 2023 marks the second year of the three-year Fraser Estuary Research Collaborative, a subset of the Scholars program, focused on restoring and protecting the endangered Fraser Estuary at UBC's doorstep. UBC is in the process of filling 15 internships with partner NGOs ranging from WWF-Canada to the Rivershed Society of BC, Sierra Club and the Surfriders Association, and the Stó:lō Service Agency.
- UBC is also exploring connections with the First Nations Leadership Council (FNLC) on its 2022 BC First Nations Climate Strategy and Action Plan. Two Sustainability Scholar

research projects will take place in summer 2023: one for FNLC on transportation options for First Nations communities and one for UBC's Indigenous Research Support Initiative to catalogue Indigenous climate emergency research collaborations at UBC for their online repository.

- UBC has committed to the integration of operational and academic efforts in sustainability and the system-wide Sustainability Hub (formerly known as the UBC Sustainability Initiative), established in 2010, is UBC's way of advancing this broad goal. The Sustainability Hub undertakes key cross-cutting functions such as connector, curator and facilitator of a wide breadth of sustainability programs and activities across campus.
 - Sustainability Hub and the Learning Exchange are working with three community organizations: the Eastside Movement for Business & Economic Renewal Society (EMBERS)' Eastside Works, Working Gear, and Recycling Alternative on a collective project to share accessible information about climate change with Downtown Eastside (DTES) residents and provide training through community partners on climate impacts and programs in Vancouver. The project will co-develop strategies to make climate data and research meaningful to DTES residents and to provide them with skills and resources to participate in climate policy and program development with the City of Vancouver through peer training and supporting residents' self-advocacy.
 - The Sustainability Hub is working on a project "Replicating the Nature Positive Universities framework to assess the biodiversity footprint of UBC's food procurement and consumption" with SEEDS and Professor Claire Kremen's graduate class in conservation science. UBC is using the framework of Nature Positive Universities, (NPU) a global network of 500 universities led by the University of Oxford and UNEP to systematically assess the environmental impacts of UBC's food procurement (including GHG emissions, land and water use, air, and water pollution) and then combine all these impacts into an overall end-point impact on biodiversity. As a member of NPU, UBC is committed to analyzing its impacts on biodiversity. Supply chain impacts have not been studied to date, so this will be an important new precedent with the potential to improve UBC's procurement policy.
 - The Sustainability Hub is assisting with the new school of Climate and Sustainability led by the Dean of the Faculty of Science. The Hub is assisting with the data compilation of courses, departments, researchers, and research groups. This work draws from our existing course listings on sustainability (over 700 courses listed) and climate (over 50 courses listed).
 - The Sustainability Hub was granted \$700,000 from Environment and Climate Change Canada for the project: "Removing the barriers to the effective implementation of policies and actions that reduce the embodied carbon emission of building materials." This project builds on our work with Brock Commons Tallwood House and life cycle assessments. It will help advance embodied carbon policy development at UBC and beyond. The main project activities are to convene faculty researchers, industry practitioners and local government partners and share lessons learned; train students; and develop policy proposals and knowledge mobilization materials. Embodied carbon emissions refer to the GHG emissions attributed to materials throughout their life cycle – resource extraction and production, installation, use, and end of life – typically reported in kilograms of carbon dioxide equivalent (kg CO₂ eq).
 - For emissions related to food systems and waste, immediate (now), short (by 2024) and medium term (by 2030) actions have been identified by Okanagan lead and support units for implementation. Okanagan's leadership, and in some cases,

- Okanagan's ability to implement Vancouver's policy leadership, will move UBCO towards achieving the targets set out in this plan.
- UBC's Campus as a Living Lab (CLL), a cross-campus Sustainability Hub initiative, has been providing demonstrated, innovative solutions to global sustainability issues – facilitating learning opportunities, knowledge exchange & dissemination that impact real world practice and policy.
 - CLL announced 6 new grant winners for faculty-operational staff led projects for the 2022/23 in this year's on-campus CLL competition, now in its 3rd year of operation
 - CLL supported the development of a parallel CLL program at the UBC Okanagan campus. There were 2 winners in the inaugural competition at UBC Okanagan.

Reconciliation and Indigenization:

- UBC continues to support the implementation of the Indigenous Strategic Plan (ISP), launched in 2020, and the human rights-based approach that it provides to UBC's Indigenous strategic framework. The 2020 ISP is a system-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 final report and its Calls for Justice and UBC Vancouver's response to the Truth and Reconciliation Calls to Action. In 2019, UBC Okanagan campus declared its commitments to Truth and Reconciliation.
- As detailed earlier in the report and in Appendix 1 the Office of Indigenous Strategic Initiatives and the Indigenous Strategic Plan Implementation Committee continue to coordinate the implementation of the ISP across UBC and the Indigenous Strategic Initiatives Fund launched this year to support the implementation of ISP.
- The ISP is guided by several governing principles:
 - Transparency: this extends to open decision-making processes, open reporting mechanisms and open communication.
 - Work that is grounded in relationship and community: this work can be fostered by listening, respectful dialogues and information sharing.
 - Amplification of Indigenous voices, perspective and experiences to implement structural and innovative change: this moves beyond inclusion and requires the acknowledgement of specific histories, experiences and lived realities associated with and impacted by colonialism.
 - Building a strong foundation: supporting faculties, departments and units in the implementation activities will first require building a strong and ethical foundation for this work to thrive.
 - Collaboration, collectivity and coordination: as the ISP is the collective responsibility of the UBC community it necessitates a collaborative, collective and coordinated approach.
 - Broad accountability: this extends across all levels of the university, as all of UBC is responsible for the ISP's implementation, progress and success.
- UBC continues to support and encourage Indigenous people to undertake studies at UBC through programs such as the Aboriginal Admissions Policy and works to support Indigenous students' academic and personal success through targeted programming. As of November 1, 2022, an estimated 2,303 Indigenous students were enrolled at UBC (745 on the Okanagan campus, and 1,558 on the Vancouver campus), a 4% increase over the previous year.

- Ongoing support is in place for the Indigenous Students Collegium which was recently gifted the name šxʷta:təχʷəm by representatives of Musqueam First Nation. The šxʷta:təχʷəm Collegium, as it's now called, furthers the First Nations House of Learning's mandate to ensure the Longhouse continues to be a "home away from home" for Indigenous students.
- At UBCO, the Bachelor of Nl̓eʔkepmx Language Fluency (B.Nl̓ek.) and the Bachelor of St'át'imc Fluency degrees have received Ministry approval. In the coming year, UBC will have its first graduating class of the Bachelor of Nsyilxcn Fluency degree, and the first cohorts of the Bachelor of Nl̓eʔkepmx Language Fluency and Bachelor of St'át'imc Fluency starting. These degrees will offer courses taught in the community by Elders and language speakers.
- The Bachelor of Nsyilxcn Language Fluency (BNLF) degree responds to the urgent need to revitalize Indigenous languages and deliver language speakers at a high proficiency level through full immersion in their communities. Community leadership is fundamental to the BNLF, with courses taught in the community by Elders and language speakers, allowing for the full immersion of students. Students who wish to obtain the four-year Bachelor of Nsyilxcn Language Fluency (BNLF) 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 Social Sciences undertaking a mix of classroom learning and work directly with the community. The program will be graduating its first cohort in June 2023. The next cohort is onboarding.
- UBC Sauder School of Business is working to expand access to business education for remote Indigenous communities in BC, such as the Tsilhqoti'in communities in the Cariboo, and has made progress on the UBC Teaching and Learning Enhancement Fund initiative, "Enhancing Business Education with Indigenous Knowledge," with the goal of the project to weave Indigenous perspectives, knowledge, and competencies into the pedagogy of UBC Sauder, and to ensure Indigenous students are engaging in a healthy, supportive learning environment.
- In January 2023, with the support of funding from the Ministry of Post-Secondary Education and Future Skills, the UBC Vancouver School of Nursing piloted a "bridging program" that welcomed Indigenous RNs from across the province to apply to take an online Masters-level course NURS 512 – Leadership in Nursing and Health as non-degree students. The funding received supported four Indigenous RNs to enroll in this course, as well as providing support and mentorship from an Indigenous Ph.D student. The goal of this project is to support Indigenous nurses interested in pursuing graduate education to gain experience with graduate-level coursework that is transferable to future degrees, while also receiving mentorship to prepare for application to a master's program
- Over the past year, the UBC co-op programs have continued to work towards growing the number and quality of opportunities available to students and reducing the barriers that students face in accessing work integrated learning. One of the major initiatives that was launched, made happen through funding from the Ministry of Post-Secondary Education and Future Skills was the hiring of two Indigenous co-op Coordinators. This was launched in partnership between the Arts, Applied Science, and UBCO Interdisciplinary co-op Programs, with one coordinator located on the Vancouver campus, and one on the UBCO campus. The goal of these roles is to increase the number of Indigenous students who participate in co-op programs, develop opportunities for Indigenous students in Indigenous organizations, and remove barriers to co-op participation for Indigenous students that were identified in a report outlining barriers to participation in work integrated learning for Indigenous students. These roles have been very successful, and they have developed several new policies and

structures in support of the aforementioned goals, which resulted in a notable increase in the number of Indigenous students accepted into UBC co-op programs in September 2022.

- Funding has been secured by the Allard School of Law to develop a new recruitment plan for Indigenous students, building on approaches undertaken prior to the pandemic and using refreshed marketing materials. Possible strategies may include attending local and regional community events and providing presentations or lunch and learn opportunities with current students at colleges and targeted information sessions to advisors at colleges and in community. This will be in addition to participating with relevant pipeline work at UBC and through other partner organizations, including Experience UBC, the Mentoring Society Law School Week, Level Justice, which are all involved in encouraging high school students to consider university and legal studies. These strategies will complement the participation of ILS staff in general Allard School of Law recruitment events.
- UBC Vancouver 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. The Indigenous Teacher Education Program (NITEP) disburses \$23,450 in scholarships in 2022/23. With support from the BC Ministry of Post-Secondary Education and Future Skills, UBC's Faculty of Education and NITEP completed its first of several community-based teacher education programs.
- There has been deep and meaningful engagement with the Musqueam community including engagement on recreational opportunities and through two major initiatives:
 - A new Musqueam designed Thunderbird logo / artwork, which was two years of work to co-create a piece which symbolizes our partnership. This artwork was unveiled on campus at Storm the Wall
 - A celebration of the 100 year anniversary of the Great Trek (which was the 1922 student protest march that was pivotal in the founding of campus) was transformed to recognize the university community's privilege and express gratitude for the UBC campus being located on the beautiful, traditional, ancestral, and unceded territory of the Musqueam people.
- Student Housing worked closely with Musqueam on Musqueam knowledge and awareness opportunities at a new residence complex at UBC Vancouver - tə šxʷhələləm̓s tə kʷaʰkʷəʔaʔi i - including residence and house naming in the hən̓qəmiñəm̓-language, installation of Indigenous artwork and storyboards and planting and signage of Indigenous plantings. In September 2021, q̓əłtələməcən leləm̓ (Orca House) and qʷta:yθən leləm̓ (Sturgeon House) opened. s̓ləwət̓ leləm̓ (Herring House) opened in January 2022 and təməs leləm̓ (Sea Otter House) and sqiməkʷ leləm̓ (Octopus House) opened in April 2022.

Progress in implementing the education-related TRC Calls to Action relevant to UBC

- In its Accountability Framework guidelines for this report, the Ministry of Post-Secondary Education and Future Skills 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 in Appendix 1 to this report. Further actions the university is taking are elaborated upon throughout this report, notably in the Strategic Context and mandate letter reporting sections above and in the reporting on UBC's strategic priorities in the section below.

UBC staff participation in the funding review process and any steering committee/working groups

- UBC is participating in the Provincial Funding Formula Review. Members of UBC's leadership team met with the leads on the review on a number of occasions and the university provided a detailed response to questions posted by the review lead in June 2022.

Submission of annual tuition and mandatory fees data to the Ministry

- UBC continues to submit annual tuition and mandatory fees data to the Ministry.
- In 2022/23, UBC tuition and mandatory fee increases complied with the government's Tuition Limit Policy.

Adoption of the EducationPlannerBC application and transcript exchange services

- UBC went live with the EducationPlannerBC application service in Fall 2021 and is now fully onboarded with all aspects of EducationPlannerBC services.
- Over 47,000 undergraduate applications were received via EducationPlannerBC for both campuses in Fall of 2022.
- UBC continues to look for additional partners to further leverage this application portal technology. For example, we are discussing opportunities for onboarding the Faculty of Law's JD admission process.
- Additionally, transcript exchange services are fully leveraged and all data arriving from BC high school students and select post-secondary institutions arrive through the service.

Tools for all formats of learning; including online, in-person and hybrid

The Teaching and Learning Enhancement Fund (TLEF) was created in 1991 to enrich student learning by supporting innovative and effective educational enhancements.

- In 2022, UBC announced the newest funding round is dedicated to academic units interested in experimenting with hybrid and multi-access course redesign projects and funding will be made available to support teams whose goal is to redesign multiple courses within a program to maximize flexibility and accessibility for students by combining both in-person and online elements within and/or across course activities.
- The 2023-2024 TLEF funding round will provide \$2.07 million to support 46 new and returning TLEF project teams.

There are several notable projects TLEF-funded proposals that support learning and that received funding for from the 2023-2024 year, including:

- The Bachelor of Indigenous Land Stewardship (ILS) Redesign. ILS is a new four-year undergraduate credit program offered by the Faculty of Forestry that aims to prepare both Indigenous and non-Indigenous students for careers working with and for Indigenous governments on land stewardship. The program combines Indigenous and western knowledge, with an experienced team of First Nations and non-First Nations professionals and educators co-creating and co-delivering the courses. Following extensive consultation with First Nations communities, team members proposed redesigning the ILS program courses for multi-access, to support learners and their ability to attend in-person classes because of remoteness or commitment to self-governance. This redesign will enhance their interest in, access to, and participation knowledge holders on both the Point Grey campus and in more remote communities..

The team proposes improved accessibility with live streaming and recording options for all lecture-focused courses.

- The Faculty of Land and Food Systems' (LFS) Flexible Hybrid Writing Instruction Throughout Undergraduate Curricula Project. LFS and Forestry recognize the fundamental importance of supporting our students' growth and development as writers, researchers, and contributors to disciplinary conversations. Through this project, they will strengthen first-year students' foundation in scholarly writing and scaffold further development of writing skills throughout undergraduate curricula in their Faculties by i) transforming two multi-section first-year scholarly writing courses into outstanding hybrid learning experiences and ii) creating context-specific online learning modules for second-, third-, and fourth-year courses, to provide ongoing scaffolded instruction in scholarly writing and argumentation.
- Allard School of Law's Online Open Access Critical Thinking Tutorial. This project seeks to create an online, open access critical thinking tutorial for law students, with other UBC students and legal professionals as secondary audiences. Through self-paced learning, the tutorial will help students develop both basic and advanced critical thinking skills essential to the practice of law. Topics covered will range from introductory topics in logic and argumentation to understanding scientific studies, data, and social and cognitive biases. The tutorial will help students learn through examples, including both broadly accessible examples and law-specific examples.
- The Department of French, Hispanic, and Italian Studies (FHIS) Hybrid Opportunities for Students. FHIS plans to develop a new model for hybrid language teaching and learning, and implement it in twelve first-and-second year language courses across three language programs (French, Italian, Spanish), over a two-year period. The model will leverage the critical feedback and experience from FHIS students and faculty, as well as the findings from research and discussions of FHIS's Online Curriculum Committee, and build on the pedagogical considerations, innovations, structures, and materials developed in the last years of remote language teaching.

Cybersecurity measures at UBC that align with the Office of the Chief of Information Officer directive and UBC's participation in the External Security Services activities

- In 2022/23 two new programs were introduced to improve collaboration and engagement across UBC:
 - The Compliance Support Program exists to communicate essential controls, clarify accountability for securing information systems, and support units in understanding their gaps so as to be able to develop plans and processes to improve security.
 - The Champions Program helps to promote and facilitate Privacy and Information Security Management (PrISM) led community events and information sessions on an ongoing basis. In the event of a cybersecurity incident, Champions help to distribute communications and timely announcements to faculty and staff within their unit(s).
- Representatives from the UBC's Office of the Chief Information Officer (OCIO) Cybersecurity team join and engage with the monthly Information Sharing Conference calls hosted by the Government of BC Ministry Information Security Office (MISO). This is attended by government funded IT and Cybersecurity teams across the province, including K-12 and Higher Education. OCIO delivers presentations during the monthly calls, covering topics such as Self Phishing, mandatory training, the PrISM governance model, and the importance of balancing people, technology, and processes. OCIO assists MISO with developing their own initiatives and overcoming obstacles during the calls and captures all of the materials discussed in those calls (as long as they are not confidential) to circulate internally as appropriate.

- OCIO joins the Canadian Centre for Cyber Security (CCCS) calls bi-weekly to review critical infrastructure threats and updates specific to academia.
- OCIO receives the monthly awareness program materials from both CCCS and the Government of British Columbia, and then works with UBC's Privacy Matters team to create artifacts and articles specific to UBC, leveraging those materials as appropriate.
- OCIO creates copies of UBC's cybersecurity training and awareness materials available to other institutions upon request.
- OCIO are the recipients of the vulnerability reports that are circulated by the MISO, and the team acts on those by posting on internal channels as appropriate to alert IT System Administrators across UBC.
- The "Privacy Matters @ UBC" website goes through continued improvement and there have been a number of additions over the past year including articles and support to address cyberbullying and cybersecurity tips for students.

Addressing 2022/23 Minister's Letter of Direction Priorities

The Minister's Letter of Direction builds on the expectations outlined in the 2021/22 Mandate Letter, clarifying priorities and expectations. For this reporting cycle, post-secondary institutions were asked to below identify and describe actions that UBC is undertaking to address and respond to the Minister's Letter of Direction.

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: working to align education and skills training to the goals of the BC Economic Plan; and supporting the implementation of Skilled Trades Certification

- UBC acts as a lead partner with multiple post-secondary institutes to advance sector initiatives:
 - UBC maintains active partnership agreements with colleges and teaching universities, enabling student to take the first year of a program at another institution prior to transferring to UBC. Transfer students are highly valued by programs and agreements include the BC Engineering Transfer Program, Camosun College Bridge Program, Okanagan College Bridge Program, NVIT Block Transfer UBC collaborates closely with several of B.C.'s other post-secondary institutions to offer specialized, blended programs of study that maximize the unique strength and characteristics of each institutions, Examples include the UBC-UNBC Bachelor of Applied Science in Environmental Engineering, the UBC-BCIT Honours in Biotechnology, and the Maser of Digital Media Program offered jointly by UBC, Emily Carr University of Art + Design, the British Columbia Institute of Technology, and Simon Fraser University.
 - Population Data BC facilitates interdisciplinary research on the determinants of human health, well-being, and development and provides a suite of services to researchers, ensuring timely access to data and training required to address research questions on population health. Its origins traces back to the 1970s and has gradually expanded over several decades with the help of grant funding. UBC has supported its expansion over time to include Simon Fraser University and the University of Victoria in a partnership consortium that forms the organization's governance.
 - UBC is one of three founding partners of BCNET, a not-for-profit shared services organization representing the interests of its post-secondary institution members and

regularly engaging with members to explore and develop solutions that meet their unique needs. It aims to add value to the post-secondary education system through collaboration, realize cost efficiencies, and enhance service quality to further the mission of each of its members. BCNET now comprises of 41 universities, colleges, institutes, and research institutes from across the province.

- UBC's Faculty of Medicine offers innovative educational and research programs in health care and life sciences through an integrated model that distributed across BC. In addition to the medical programs hosted at UBC's Vancouver and Okanagan Campuses, the Northern Medical Program is delivered in Prince George through partnerships with the University of Northern British Columbia and the Island Medical Program is delivered in partnership with the University of Victoria.
- UBC actively supports the provision of training in high-demand occupations, including in the technology sector, life sciences and health professional programs, as outlined earlier in this report and looks forward to working with the Ministry to align education and skills training to support growth in these, as well as other high-demand, areas.
 - In 2022/23, UBC achieved 1XX% 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 at the Vancouver and Okanagan campuses over the past four years. UBC was actively engaged in the planning process with the Ministry of Post-Secondary Education and Future Skills for the creation of additional tech-relevant spaces.
- UBC has significant research and education strengths in areas highlighted in the BC Economic plan, including life sciences and biomanufacturing, agritech, forest bioproducts, health and social services, clean technology and natural resources, and many others that contribute to meeting the Plan's key goals of clean and inclusive growth.
- UBC maintains ongoing engagement with local, regional and provincial employers and industry associations to understand evolving graduate demands 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 Labour Market Outlook and other sources of data about both student and labour market demand for UBC programs.
- UBC maintains ongoing engagement with local, regional and provincial employers and industry associations to understand evolving graduate demands 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.

Contribute to Ministry engagement on upcoming initiatives, including: The Future Ready: Skills for the Jobs of Tomorrow plan; The Ministry's sexualized violence policy review; Further tech-relevant seat expansions; and the funding formula review of provincial operating grants.

- As detailed above, UBC engaged with the Ministry of Post-Secondary Education and Future Skills on the development of the Future Ready: Skills for the Jobs of Tomorrow plan, the sexualized violence policy review, the funding formula review and further tech-relevant seat expansions, and looks forward to collaborating on their implementation over the coming year.

IV. PERFORMANCE PLAN AND REPORT

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 həŋqəmiŋəm – 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.

UBC's progress in the core area of People and Places supports the Ministry of Post-Secondary Education and Future Skills' service plan by advancing initiatives that contribute to making the university increasingly diverse, equitable and accessible – reducing barriers and ensuring that post-secondary education is accessible for British Columbians. Focusing on UBC's people and places is also aligned with several foundational principles outlined in the Ministry's mandate letter to the university, including putting people first, equity and anti-racism and lasting and meaningful reconciliation.

Selected Strategic Plan Initiatives 2022/23

Gold Certification for Mental Health in the Workplace

In November 2022, UBC was presented with the Gold certification for its approach to mental health in the workplace by Excellence Canada, an independent, not-for-profit corporation and a national authority on quality and healthy workplace practices.

Excellence Canada, a management consulting company assessed UBC's approach to mental health in the workplace against their Mental Health at Work® Framework, focusing on certain drivers such as Leadership & Commitment, Planning & Risk Management, Implementation & Evaluation, and People & Well-Being. This framework aligns closely with the National Standard of Canada for Psychological Health and Safety.

Excellence Canada cited UBC's long-term focus and commitment to wellbeing and mental health and resilience with UBC's Focus on People 2025 Framework, UBC's Wellbeing Strategic Framework, and UBC's leadership role in first adopting the Okanagan Charter.

In addition, UBC was acknowledged for its increased availability and awareness of mental health and mental health resources and training across the UBC, such as through the Employee and Family Assistance Program and extended health plan; the Healthy Workplace Initiatives Fund; and Thrive, UBC's month-long mental health campaign.

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 November 2022, UBC announced the five recipients of the President's Service Awards for Excellence, the 11 recipients of UBC Vancouver's President's Staff Awards and the five individuals and one team recipients of UBC Okanagan's Staff Awards of Excellence. These awards are presented by the university annually to recognize staff

members who demonstrate outstanding achievement and excellence within the UBC community.

Significant Strides in Campus Planning

Campus Vision 2050 is a comprehensive, 2.5-year public planning process to update two key land use policy documents for the Vancouver campus, the Land Use Plan (LUP) and the Vancouver Campus Plan (VCP). Campus Vision 2050 will ensure the future direction for the campus builds on what makes UBC a special place and enhances the livability, sustainability and character of the campus within its unique context while continuing to support the needs of the university, the multiple interests of Musqueam and the UBC community.

The plan considers the diverse perspectives of all those who are invested in the success of this place – from the descendants of its first inhabitants; to the 15,000 neighbourhood residents who live in the community today; to the students, faculty and staff who learn, teach and work at UBC; to the donors who have generously supported UBC. The campus lands serve many purposes and have helped UBC achieve a level of excellence in support of the university's academic mission.

On January 17, 2023, UBC released a Draft 30-Year Vision for the Vancouver campus, which includes updates to the LUP and VCP. The Draft is an ambitious, long-range plan for how the physical campus will change and grow to support the needs of the university. The long-term plan supports the needs of the university and balances the multiple interests of the university, the UBC community, Musqueam and the broader region.

The Draft 30-Year Vision resulted from a comprehensive community engagement effort that took place in fall 2022 and is anchored around six big ideas:

- The Learning City: Prioritize collaboration, creativity and knowledge exchange, and Musqueam and Indigenous knowledge, through inviting, accessible and flexible buildings and outdoor spaces for all and blurring the divide between academic and neighbourhood activities in formal and informal spaces throughout the campus and neighbourhoods.
- Restorative and Resilient Landscapes: A network of connected green public spaces, courtyards, corridors, green roofs, and places for respite and social connection work alongside academic and neighbourhood buildings
- More Housing and Expanded Affordability for UBC: increasing affordable, walkable housing that is accessible for all.
- Connected Campus: Prioritizing more active and sustainable modes of transport over less sustainable modes while ensuring the safety and comfort of more vulnerable road users.
- A Community of Communities: Creating a mosaic of connected communities, each with their own local heart, unique features and identity, a strong Musqueam presence, and a blend of housing, work spaces and open space to provide a socially-connected, approachable, urban campus.
- Climate Mitigation and Adaption: A whole systems and compact communities approach to reducing emissions and preparing the campus for the effects of climate change influences all aspects of campus planning, development and operations.

The Draft 30-Year Vision will be presented to UBC's Board of Governors in June 2023 for approval. Once approved, the Land Use Plan will be submitted to the provincial government for adoption.

Making Accessibility Accessible to Everyone

A common perception about disability is that it is visible and identifiable. Contrary to this perception, however, not every disability is visible, and often, it is a subject less spoken about. At a time when raising disability awareness has become more important than ever before, and in response to feedback from individuals with disabilities in the UBC community, the university launched the Centre for Workplace Accessibility in April 2022. The creation of the centre has also been informed by the university's Inclusion Action Plan.

The Centre for Workplace Accessibility is a central hub for resources, tools and programs to create inclusive workspaces for UBC faculty and staff with disabilities and medical conditions, with the team being committed to normalizing the idea of having conversations about accessibility and disability inclusion in the workplace.

Faculty and staff are at the heart of the team's work, and people are at the centre of the decision-making process. The team meets people where they are in their journey and gives them the flexibility to choose how they want to meet. Whether faculty and staff need to discuss accommodation or simply want to learn more about accessibility resources available at UBC, they can get in touch with the team to meet in person, over a virtual call, or speak over a phone call. The centre also manages the Workplace Accommodation Fund, which enables faculty and staff with disabilities or chronic medical conditions to access equipment or services to support their work and remove or reduce barriers, in a timely manner.

Targeting Passive Housing Certification

In August 2022, residents moved into Evolve, the new 110-unit faculty and staff rental building in UBC's Wesbrook Place neighbourhood. The building is targeting Passive House certification, a designation that indicates a building consumes up to 90 per cent less heating and cooling energy than conventional buildings.

The first of its kind on UBC's Vancouver campus, Evolve aims to be one of the most energy-efficient multi-family residential buildings in Canada. It will provide an unprecedented opportunity to study the benefits and trade-offs of Passive House construction and share the learnings for the public good.

Metrics – People & Places

Data to be updated when available

Domestic student enrolment

- XX,XXX government-funded FTEs (1XX% of Ministry FTE target)
 - XX,XXX government-funded FTEs at UBC Vancouver (1XX% of Ministry FTE target)
 - X,XXX government-funded FTEs at UBC Okanagan (1XX% of Ministry FTE target)

International student enrolment

- 28.5% (2022/23) of students on the Vancouver campus are international (up from 27.9% in 2021/22)
- 22.3% (2022/23) of students on the Okanagan campus are international (up from 21.8% in 2021/22)

UBC is home to 19,909 international undergraduate and graduate students from 162 countries (154 countries at the Vancouver campus and 120 countries at the Okanagan campus), who contribute to a global learning environment.

Student residences

- UBC Vancouver: Currently has 13,388 student beds with (new beds planned for next several years) + recap of beds added last year
- UBC Okanagan: Currently has 2,120 student beds. (beds added last year plus new bed plans)

Workplace Experiences Survey

- In the 2021 Workplace Experiences Survey, the most recent survey year, 75% of faculty and staff report having the opportunity to learn and grow professionally at UBC, which is consistent with the 2017 Workplace Experiences Survey and 3% lower than the 2019 Workplace Experiences Survey Pulse.
In the 2021 Workplace Experiences Survey, 63% of faculty and staff feel that they are part of a community at UBC, a 6% decrease from the 2017 Workplace Experiences Survey and a 9% decrease from the 2019 Workplace Experiences Survey Pulse.

Faculty and staff voluntary turnover (“regular” employees, calendar year)

- 2022: 7.6%
- 2021: 6.1%

Note: we are only able to provide two years of “regular employee” turnover as UBC changed over to a new HCM system (Workday) and prior to this we were not able to differentiate between employee types for turnover rates.

Together, UBC’s 19,500+ 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 onboarding program, recognition programs, health and wellbeing initiatives and leadership development programs.

FORWARD, the campaign for UBC

In 2022, UBC launched FORWARD, the campaign for UBC which will benefit research, teaching and learning across both the Vancouver and Okanagan campuses in three key areas—advancing healthy lives, creating solutions for the planet, and shaping thriving societies. Donors and alumni are the catalyst to make it happen.

This past year, UBC engaged 95,145 alumni in more than 1 million interactions both in person and digitally. \$242.5 million was raised over the year with \$16 million specifically for FORWARD

for Students: the Affordability Initiative to help address student affordability challenges in today's economic climate.

Research Excellence

Research conducted at UBC advances knowledge and leads to significant social 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 systems that are based in large part on research metrics. In many disciplines, the university ranks within the top 40 — and, in some fields, 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, population health, 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 global 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.

The pursuit of research excellence at UBC supports the Ministry's service plan and the university's mandate letter by equipping British Columbians to be job-ready with post-secondary education and workforce opportunities, particularly through broadening student access to research experiences. Interdisciplinary perspectives and research clusters are contributing to fighting climate change and innovative research that is being effectively translated into action is helping to build a strong, sustainable and equitable economy.

Selected Strategic Plan Initiatives 2022/23

Safeguarding Drinking Water

Delivery of safe and high-quality drinking water is an essential public service, but it's not easy to monitor water quality in real-time close to customers' homes. Thanks to a research partnership launched in 2022 with the Natural Sciences and Engineering Research Council of Canada, TELUS and the Regional District of North Okanagan, researchers at UBC's Okanagan campus will begin to address this gap by leveraging new sensors to wirelessly monitor water quality in the distribution system.

This new smart monitoring solution aims to improve how municipalities monitor water and its quality at the tap for thousands of residents across the Okanagan. “Our eventual goal is to improve drinking-water-system-management and enhance the safety of residents across British Columbia,” says Dr. Nicolas Peleato, Assistant Professor with UBCO’s School of Engineering. “Through the use of these sensors, water providers such as municipalities and regional districts will be able to identify water quality issues more accurately and faster than what is currently feasible.”

Decolonizing African Collections

UBC’s Museum of Anthropology (MOA) boasts over 5,000 objects from Africa. However, many of these objects arrived at MOA without historical and cultural context, resulting in inaccurate and incomplete descriptions in the museum’s displays and online catalogue.

Beginning in 2019, a group of UBC students had the opportunity to change that. The *Decolonizing the African Collections and Displays at MOA* (DAC-MOA) project was formed by Arts student Njamba Koffi (Africa Awareness Initiative), Savannah Sutherland (Black Students Union), Adam Rudder (Hogan’s Alley Society), UBC History professor Dr. David Morton, and MOA curator Dr. Nuno Porto and funded by the UBC Program for Undergraduate Research Experience.

The two-year project employed and trained 32 students with a background in African Studies to research and update the descriptions of approximately 1,000 objects. The students researched where these objects originated from, what languages were used to describe them, their cultural importance, and present-day contexts.

Wood-Based Alternative to Single Use-Plastic

A new biodegradable packing foam developed at UBC not only potentially addresses the world’s plastic pollution crisis but also serves as an equal and true partnership example of working with First Nations.

The team includes UBC researchers Dr. Feng Jiang and postdoctoral fellow Dr. Yeling Zhu, as well as Reg Ogen and Joe Wong, president and CEO and vice president respectively of Wet’suwet’en First Nation’s Yinka Dene Economic Development Limited Partnership, and the office of the Chief Forester in the Ministry of Forests.

Researchers developed a cellulose film that looks like plastic and behaves like plastic—but is biodegradable. The process breaks down wood fibres (sourced from forest waste) in a solution of cold sodium hydroxide combined with mild mechanical blending. The sodium hydroxide is then recycled. The result is a translucent, strong and water-resistant film.

Dr. Jiang and his team hope to bring their film to market within a few years to offer an alternative that is environmentally friendly and marks a new use for forest byproducts. “Styrofoam waste fills up to 30 per cent of global landfills and can take more than 500 years to break down. Our biofoam breaks down in the soil in a couple of weeks, requires little heat and few chemicals to make, and can be used as substitute for packaging foams, packing peanuts and even thermal insulation boards,” says Dr. Jiang. He adds that the project also helps repurpose wood waste that is often left behind after trees are harvested. “Less than 50 per cent of harvested trees are used in the wood industries—the rest is left behind in the forest, serving as potential fuel for devastating wildfires.”

“A unique feature of this project is that the intellectual property is shared between UBC and First Nations,” says Dr. Jiang. “This project highlights the benefits of forging meaningful partnerships by first identifying the problems—reducing waste from each tree harvested, mitigating the impacts of wildfires, and ensuring participation in the forest sector by First Nations—before moving towards a solution with First Nations as a true partner.”

Industry Partnerships for Battery Research

Despite the growing popularity of electric vehicles, researchers are still working to develop a smaller, longer-lasting battery to power the vehicles. Current battery research at UBC Okanagan has led to additional funding from industry partner Fenix Advanced Materials to lead the charge when it comes to battery development.

Dr. Jian Liu, the UBC Okanagan Principal’s Research Chair in Energy Storage Technologies and an Associate Professor in the School of Engineering, is developing a solid-state lithium battery that will increase performance and stability specifically for powering EVs.

The new batteries, which could extend an EV’s driving range and safety, are made of raw and recycled materials procured by Fenix in Trail, BC. This expanded partnership with Fenix is an important step toward building a battery supply chain locally while strengthening the Canadian company’s international position in the growing battery market.

“This research aims to develop a battery that doubles the energy density of today’s lithium-ion batteries while at the same making considerable improvements to its safety,” says Dr. Liu. “We replace flammable liquid electrolytes in lithium-ion batteries with air-stable solid electrolytes in the new battery chemistry, therefore avoiding the safety risks of current EV batteries. Our province has a wealth of these materials, and we need to solidify our research and development to ensure we put these materials to good use,” he adds, explaining the batteries use tellurium, a copper by-product, iron and other base-metal-rich ore bodies.

Life Sciences Leadership

The Life Sciences Institute has been designated a UBC Global Research Excellence Institute (GREx) and is ready to formally launch the Biological Resilience Initiative (BRI).

As the first initiative in Canada to study life science questions through the lens of innate resilience, the BRI will be a generative hub, focusing innovative, interdisciplinary collaborations on the grand challenges that face human health — and the health of our planet — including but not limited to:

- The race against antimicrobial resistance
- Cancer as a failure of biological resilience across scales
- Cellular plasticity in immune resilience
- Metabolic stability and resilience in healthy aging
- Harnessing microbial resilience for sustainability

UBC GREx institutes advance global excellence in collaborative and interdisciplinary research. They aim to integrate fundamental and translational research and allow

research clusters to realize their full potential and impact. The LSI becomes the fourth GREx institute at UBC.

UBC was also selected as one of five national life sciences and biomanufacturing hubs through a federal funding competition. UBC will lead Canada's Immuno-Engineering and Biomanufacturing Hub (CIEBH). The BC-based research and innovation hub brings together a coalition of provincial, national and international partners to position Canada as a global epicentre for the development and manufacturing of next-generation immune-based therapeutics.

- A primary goal of CIEBH is to establish a seamless drug development pipeline that will enable Canada to respond to future pandemics and other health challenges in fewer than 100 days.

Metrics – Research Excellence

Data to be updated when available

Total research funding

- 2022/23:
- 2021/22: \$774 million
- 2020/21: \$759 million
- 2019/20: \$672 million
- 2018/19: \$669 million
- 2017/18: \$658 million

Total Tri-Agency funding

- 2022/23
- 2021/22: \$249 million
- 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

- 75% 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

- 59% 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)

40th – Times Higher Education ranking, 2023

44th – Academic Ranking of World Universities ranking, 2nd in Canada, 2022

35th – U.S. News & World Report Best Global Universities Rankings, 2023

37th – NTU World University Rankings, 2022

3rd – QS World University Sustainability Rankings, 2023

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.

Initiatives in the realm of transformative learning are supporting Ministry objectives by training a future-ready workforce, adapting to the needs and realities of current learners, as well as the current and future demands of the job market, and providing practical learning opportunities that will equip students to enter the workforce upon graduation. These initiatives are also ensuring that post-secondary education at UBC is both responsive and relevant to the changing needs of learners and continues to be high-quality.

Selected Strategic Plan Initiatives 2022/23

Enhancing Medical Student Training in the Fraser Valley

In September 2022, the UBC Faculty of Medicine introduced a new opportunity for medical students to further dedicate their learning and clinical training in the Fraser Valley. The Fraser Medical Cohort (FMC), which is part of the larger Vancouver Fraser Medical Program (VFMP) that continues to train in the Fraser, will enable students in the FMC will enhance their learning about the unique health care needs of the region through small group learning, mentorships and clinical visits throughout the area in their first and second years.

For more than a decade, UBC's distributed medical education program has been successfully training the next generation of doctors through the Northern Medical Program, Island Medical Program, Southern Medical Program and the VFMP.

Each year, close to 5,000 UBC medical student and resident doctor rotations take place in hospitals, primary care settings and clinics across the Fraser every year. The students will have the opportunity to train alongside UBC clinical faculty in high-demand fields such as family medicine, emergency medicine and psychiatry.

New Courses Tackle Real-World Problems

New classes and labs rolled out this past year gives UBC Science students the opportunity to tackle climate change with community partners, transition into first-year as part of a data science cohort program, explore non-animal testing methods, and more.

In response to UBC's 2019 declaration of the climate emergency, faculty and staff from UBC Science and Arts went to work developing the now-approved Certificate in Climate Studies and Action, and a series of Climate Action Labs that address pressing climate issues. With the interdisciplinary nature of the courses—combining students from different degree backgrounds and years and community partners from outside the university—students will work together to put what they learn into action.

September 2022 saw the launch of the Bachelor of Sustainability (BSust) program at the Okanagan campus, which inspires students to address complex environmental challenges by integrating knowledge from different academic subjects, with hands-on and community-based learning. Students may choose from one of four concentrations: environmental analytics, environmental conservation and management, environmental humanities or green chemistry. BSust graduates will be well-positioned to seek employment in numerous sectors including natural resources management, environmental impact assessment, project management and education, or to continue their studies in a graduate-level program.

First-Year Focus—Computation, a hybrid program offering online and in-person learning launched in 2021, is geared towards helping students transition into university. Students take courses together in a standard timetable, providing them with a community of classmates, mentors and instructors focused around a central theme: computation. The First-Year Focus Seminar is a new addition to the program that provides students with a new way to meet in-person and spend time with upper year undergraduate students who mentor them through different academic, problem-solving, and information literacy skills.

To help students take advantage of growing industry demand for data visualization skills, UBC is now offering its first undergraduate option in the field—Introduction to Visualization (CPSC 447). The subject was previously only available in the Master of Data Science program.

Impacts of New Award for Black Law Students

In June 2021, upon recognizing the urgent need for more Black lawyers and judges in the legal profession, the Honourable Judge David St. Pierre, the Honourable Selwyn Romilly, Vancouver lawyer Matthew Nathanson, and two anonymous donors established Allard Law's first-ever award to support incoming Black JD students. This \$225,000 fund, which includes a contribution from UBC, will support 15 law students with their tuition and fees over five years.

A year later, when asked about what receiving this award meant, recipient Ateshia Irabor said “Considering a lot of the systemic factors affecting Black people, it meant a lot that there was an award that recognized Black students. Law school is expensive, and that can disincentivize people from going into the legal field. This award can encourage people who are Black to pursue a legal career, if that’s something they’re interested in.”

Recipient Nonye Ngwaba said “It’s an indescribable feeling to know Honorable Judges in such esteemed positions believe in this cohort and are prioritizing the success of the next generation of Black legal professionals. This scholarship for me is a relief, it’s a burden lifted and it’s affirmation that I can do this.”

Science at the Crossroads of Creativity and Ethics

Dr. Robin Young, Assistant Professor of Teaching in the Department of Biology of the Irving K. Barber Faculty of Science at UBC Okanagan, has redefined this conventional perception of the discipline through a thoughtful convergence of three seemingly disparate areas: research, ethics and creativity.

Traditionally, cell biology courses have laid great emphasis on grades and exams. But Dr. Young designs projects to help her students make strong connections between biology and justice. “I want to ensure that my students’ projects are topical, so I focus on issues that are relevant in the current news,” she says.

“The Black Lives Matters movement that came to light in 2020 was a perfect opportunity to remind my students of the types of disparities that exist in scientific research. It gave us a chance to talk about why certain topics are traditionally covered while others have been overlooked or left out of our textbooks. We talked about how scientific research has perpetuated racism by not embracing diversity to the extent that it should, and is therefore not a level-playing field for under-represented minorities.”

Towards Unity for Health Conference

In August 2022, UBC welcomed nearly 250 in-person and virtual delegates from over 50 countries at the 2022 Towards Unity for Health (TUFH) conference held at the Vancouver campus. TUFH is an international, intersectoral, and intergenerational global health conference that brings together health partners, universities, community institutions, and thought leaders from around the world.

Hosted by The Network: Towards Unity for Health, Rural Coordination Centre of BC, and BC Patient Safety and Quality Council, TUFH 2022 focused on fostering equitable community-oriented health services, education, and research, with the goal of improving health locally and globally. With a commitment to equity, diversity, and inclusion, UBC Health supported efforts to ensure equitable participation in the conference and sponsored six students from lower income countries to attend the conference.

Metrics – Transformative Learning

Data to be updated when available

Total Students at UBC

- 72,585 student headcount in 2022/23

Degrees granted

- 15,410 in 2022, down 2% from 15,720 conferrals in 2021

Student Satisfaction

- 88% undergraduate student satisfaction with their overall academic experiences at UBC Vancouver (from the 2022 Undergraduate Experience Survey)
- 87% undergraduate student satisfaction with their overall academic experiences at UBC Okanagan (from the 2022 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). The drop in 2022 reflects the shift to remote learning and major limitations on university student life brought on by the pandemic, and the subsequent shift back to in class courses.

Adapting Our Teaching Methods

- 149 enhanced courses at UBC Vancouver, enrolling 30,379 students (18,818 unique students)
- 38 enhanced courses at UBC Okanagan, enrolling 5,565 students (3,872 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)

- 2022/23: 225
- 2021/22: 201
- 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 2022, 53% of 4th and 5th year UBC undergraduate students at both campuses reported having participated in enriched educational opportunities at UBC.

- In 2022, 56% of 4th and 5th year UBC Vancouver undergraduate students reported having participated in enriched educational opportunities while attending UBC.
- In 2022, 46% of 4th and 5th year UBC Okanagan undergraduate students reported having participated in enriched educational opportunities while attending UBC.

Interdisciplinary Learning

- 248 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 public discourse and to playing a key role in its local communities and beyond.

The university is focused on building and maintaining connections with the more than 387,000 UBC alumni who work and live in 160 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.

Enhancing UBC's local and global engagement supports Ministry goals in a number of ways: promoting lasting reconciliation through wide-ranging Indigenous engagement, supporting a strong, sustainable economy by broadening the impact and public relevance of UBC research and putting people first, ensuring that UBC's positive impacts are shared in regions throughout the province to fulfill our mandate as a university for BC.

Selected Strategic Plan Initiatives 2022/23

UBCO Expansion to Downtown Kelowna

After living on the outskirts of the city for more than 16 years, UBC Okanagan plans to open its doors in a new location immersed in the heart of the city. With nine faculties and schools, close to 12,000 students and 700 faculty members, UBC Okanagan has

established itself as an innovative hub for research and learning dedicated to serving its community.

Dr. Phil Barker, Vice-Principal, Research and Innovation says “The goal is to create opportunities for knowledge exchange, social innovation and creative expression and this new facility will help us explore that in interesting new ways.”

For UBC Okanagan students and faculty, having a presence downtown means those engaged in community-based academic work will be located in close proximity to partners, facilitating collaborations.

To accommodate these interactions, the university will occupy 100,000 square feet in a new building at St. Paul Street and Doyle Avenue. In addition to teaching and research, the building will offer leased office space and university rental housing, as well as a range of amenities.

UBCO’s School of Nursing will have a presence downtown, as will the School of Social Work and School of Health and Exercise Sciences. The site will house an art gallery, that will support creative innovation and community engagement programming. In addition, there will be space for professional education programming.

Eliminating Health Inequities in Rural Communities

The road to improved health isn’t always smooth for people who live in small and rural communities. “Diabetes, cardiovascular disease, asthma, poor mental health and obesity are higher in rural and remote areas than in urban communities in Canada,” explains Dr. Kathy Rush, Professor in UBCO’s School of Nursing. “Such health inequities are exacerbated by geography.”

Hazardous mountain passes, snowstorms, ferry schedules, travel time and fuel costs all are challenges people in rural places face when trying to meet their health-care needs. Knowing these challenges so well, Dr. Rush and other UBC Okanagan faculty across multiple disciplines teamed up to create the Rural Health Equity Cluster. Their goal is to improve the lives of rural residents through conducting community-based rural health research.

The cluster’s latest research examines how technology can better connect rural residents to health-care services. Participants from 10 rural communities in BC’s interior were asked to brainstorm technology solutions. They then rated the solutions on both their feasibility and their importance. Lastly, the researchers and participants came together as a group to interpret the results. “The participants in this study made clear that digital literacy is often overlooked in the development of technology solutions,” says Dr. Eric Li, Associate Professor in the Faculty of Management and fellow co-lead of the cluster. “This confirmed for us that rural voices must be included in the design and delivery of tools to advance health equity.”

Bringing Indigenous Ways of Knowing into Mental Health Supports

While young people may not use the term “cyberbullying”, they sure know when somebody is mean to them online. That can take different forms, from having an unwanted photo of them shared on social media to being excluded from a group chat. They could be targeted by a spam social media account or have their account used to spam others.

Researchers know that cyberbullying impacts youth mental health and can lead to anxiety, depression and substance use. But they don't know if Indigenous youth are being targeted differently than other youth—through hate speech or online discrimination, for example. They also don't know how best to help them cope.

Dr. Johanna Sam, an assistant professor in UBC's Faculty of Education and a citizen of the T̓silhqot'in Nation, is researching how cyberbullying impacts the mental health of young people, including the relationships between online aggression, resiliency, academic achievement and wellness.

"I'm really interested in mental health promotion," she says. "How do we prevent mental health problems from happening down the road? How can we help young people be resilient, and how can we support them?"

Dr. Sam leads a team of researchers in the Community-based Indigeneity, Resiliency and Cyberbullying Lab in Education (C.I.R.C.L.E) at UBC. The team connects with teens, community members, educators and researchers to promote youth wellbeing in online spaces. Their main project, researching how both Indigenous and non-Indigenous youth cope with cyber aggression, takes a "two-eyed seeing" approach.

UBCO's Indigenous Micro-Forest

UBCO's Indigenous Micro-Forest project will endeavour to establish a self-sustainable, green, biodiverse ecosystem on UBC Okanagan campus, guided by Indigenous traditional ecological knowledge to reintroduce and foster native species that create green spaces and offer ways to mitigate and adapt to climate change. The permacultural initiative will provide students, faculty, staff and the community a beautiful space for learning and reflection.

New funding from UBC's Indigenous Strategic Initiatives Fund will enable relationship building with the Syilx Okanagan People to establish an Indigenous-inspired natural space for teaching and learning. The ISI Fund seeks to advance the rights of Indigenous peoples as well as the crucial journey towards meaningful reconciliation.

At the root of the project proposal's success is a strong and diverse team with existing relationship and collaboration with the Syilx Peoples, UBC faculty, staff and students. Indigenous voices and perspectives will lead the project with members of the Syilx community co-creating the design and the project throughout its stages. The Forest also recognizes the integral connection of UBC with Indigenous partners, and the land with which it resides.

Public Scholars Initiative Welcomes 45 Scholars

Now in its eighth year, UBC's Public Scholars Initiative (PSI) has announced 45 new doctoral students for the 2022/23 academic year. UBC's Public Scholars Initiative (PSI) was launched in 2015 to support UBC doctoral students whose research extended beyond the academy, and beyond traditional disciplinary approaches, to have a tangible impact for the public good through collaborative, action-oriented, and/or creative forms of scholarship in their dissertation work.

In addition to interdisciplinary and collaborative research, the PSI also introduced two new elements for the 2022/23 cohort. For the first time since its inception, seven PhD students from the Okanagan campus were added to the cohort.

Another new element this year is the introduction of a climate stream. Scholars in this climate stream are focusing their research on sustainability, climate justice, or environmental impacts of climate change.

The scholars are from nearly every faculty and discipline and showcase the breadth and depth of research at UBC.

Metrics – Local and Global engagement

Data to be updated when available

Indigenous Student Enrolment

According to the UBC student data, there are:

- 2,303 Indigenous undergraduate and graduate students and medical residents at UBC
 - Up from 2,218 last year
- 3.6% of domestic students at UBC Vancouver are Indigenous
- 8.0% of domestic students at UBC Okanagan are Indigenous

UBC is committed to addressing systemic challenges for domestic Indigenous students seeking post-secondary education and is 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

- 699 UBC Vancouver undergraduate students participated in an international experience
- 41 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

- 95,145 alumni engaged with UBC (up 10% from 86,161 in 2021/22)

Alumni engagement is guided by alumni UBC's new strategic plan, From Here Forward, which is in its second year of implementation. alumni UBC aspires to be a leading and innovative higher education alumni engagement organization supporting a diverse, inclusive and proud global community. Through data analytics and outreach, we will increasingly offer services and experiences based on individual backgrounds and interests. We will offer them with consistency and integrity, and be a reliable and trusted voice.

Contracts and agreements with governments and non-profits

- 1078 contracts and agreements with governments and non-profit partners in 2021/22
- \$109 million total funding (8% increase from 20/21)

Greenhouse Gas (GHG) emissions

- 31% reduction in GHG emissions per student FTE since 2013 baseline, UBC Okanagan (2021)
(due to the availability of data, the 2007 baseline includes buildings' emissions only)
- 46% reduction in GHG emissions per student FTE since 2007, UBC Vancouver (2021)

UBC has been a global leader in sustainability for more than two decades, opening Canada's first sustainability office in 1997 and meeting the 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 by 67% by 2020 and 100% by 2050, from 2007 levels.

Sharing our stories

- 79,804 UBC-related stories shared in 2022
 - Up from 47,570 UBC-related stories shared in 2021
- Top tier mentions: 738 mentions of UBC in top-tier media in 2022
- 336 op-eds by UBC scholars in 2022
- 11.7% increase in the number of social media followers from 2021

Ministry Indicators and Performance Targets

Data to be updated when available

2022/23 Performance Results ^{1 2}

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2021/22	2022/23	2022/23	2022/23

STUDENT SPACES (Full-Time Equivalent students, FTEs)

<i>i. Total student spaces</i>	50,755
<i>ii. Nursing and other allied health programs</i>	3,453
<i>iii. Medical school programs</i>	1,161

¹ Further information on the indicators can be found in the Ministry of Post-Secondary Education and Future Skills *Accountability Framework Standards Manual and Guidelines*, https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resourcesadministration/accountability-framework/standards_manual.pdf

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

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2021/22	2022/23	2022/23	2022/23

CREDENTIALS AWARDED

Total 12,001

RESEARCH FUNDING

DATA FROM
2021/22 FISCAL
YEAR

DATA FROM
2022/23 FISCAL
YEAR

i. Sponsored research
funding from all sources
(million \$)

Total: \$726.8
Federal: \$443.3
Provincial: \$81.8
Other: \$201.7

Total: ≥
previous
year

Total:
Federal:
Provincial:
Other:

INDIGENOUS STUDENT SPACES

DATA FROM
2021/22
ACADEMIC YEAR

DATA FROM
2021/22 ACADEMIC
YEAR

Total spaces (FTE)

1,803

≥ previous
year

Ministry (PSFS)

1,803

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2021/22	2022/23	2022/23	2022/23

BACCALAUREATE GRADUATE SURVEY:

% +/-

% +/-

Satisfaction with Education

Proportion of respondents
"Very satisfied" or "Satisfied"

90.8% 0.9%

≥90%

88.6% 1.0%

Substantially Achieved

i. Assessment of quality of instruction

91.6% 0.8%

≥90%

91.4% 0.9%

Achieved

ii. Skill Development (avg. %)

82.9% 0.8%

≥85%

82.8% 0.9%

Substantially Achieved

PERFORMANCE MEASURE	ACTUAL		TARGET	ACTUAL		ASSESSMENT
	2021/22	2022/23	2022/23	2022/23	2022/23	2022/23
<i>iii. Assessment of usefulness of knowledge and skills in performing job</i>	83.7%	1.3%	≥90%	82.9%	1.4%	Substantially Achieved
<i>iv. Unemployment rate</i>	8.8%	0.9%				
Bachelor degree graduates' assessment of skill development			≥85%			Substantially Achieved
Skill development (avg. %)	82.9%	0.8%		82.8%	0.9%	
<i>Written Communication</i>	81.2%	1.2%		81.1%	1.2%	
<i>Oral Communication</i>	77.2%	1.2%		76.6%	1.3%	
<i>Group Collaboration</i>	78.1%	1.2%		77.1%	1.3%	
<i>Critical Analysis</i>	91.1%	0.8%		90.8%	0.9%	
<i>Problem Resolution</i>	78.0%	1.2%		79.5%	1.3%	
<i>Learn on your own</i>	87.5%	1.0%		87.7%	1.0%	
<i>Reading and Comprehension</i>	87.1%	1.0%		86.5%	1.1%	

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

V. Financial Overview

[Link to 2022/23 Consolidated Financial Statements when ready – usually mid/late-June](#)

DRAFT

Appendix 1 – Template for Reporting on Lasting and Meaningful Reconciliation

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. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	Provide key details on 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.
1: SOCIAL WORK	
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.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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.

<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>New</p>	<p><u>UBC Vancouver</u></p> <p>Cultural Training & Knowledge</p> <p>Courses: The School of Social Work, Vancouver campus, continues to offer the following courses:</p> <ul style="list-style-type: none"> • <i>SOWK 570B: Advanced Indigenous Peoples and Critical Social Work Analysis</i> (3 credits). This elective course covers a critical analysis of the impact of settler colonialism on First Nations, Métis and Inuit individuals, families, and communities; the impact of past and current social work policies and practices on First Nations, Métis and Inuit peoples; and culturally safe, respectful social work practice. • <i>SOWK 442: Policy and Practice in Child Welfare</i> (3 credits) . This is a required course for students seeking a child welfare field placement and an elective for all other students. It covers basic knowledge and skills relevant to current policy and social work practice in child welfare settings. Students explore the historical, socio-political, philosophical, and value bases of contemporary practice in child welfare. This will facilitate the critical examination of some of the pressures on child welfare practice and the skills necessary for effective intervention. Particular attention is focused on child welfare practice within Indigenous contexts. • <i>SOWK 325: Indigenous Peoples and Critical Social Work Analysis</i> (3 credits). This is a core/required course that covers a critical exploration of contemporary social issues facing First Nations, Métis and Inuit peoples and communities examined in the context of the history of Euro-Canadian First Nations, Inuit, and Métis relations; the impact of past and current social work policies and practices on First Nations, Métis and Inuit peoples; and culturally safe, respectful social work practice. <p>Practicums: The School offers practicum placements at Indigenous-focused agencies and Aboriginal Delegated Agencies in the BSW and MSW programs.</p> <p>Leadership and Faculty: The School has an Indigenous Advisory Circle, an Elder Scholar, an Indigenous Student Advisor and a school-wide Indigenous program committee. There are two Indigenous faculty members.</p> <p>Initiatives and Projects</p> <p>The School of Social Work, Vancouver campus, received funds from the UBC Indigenous Strategic Initiatives Fund for a two-year project titled <i>Moving Beyond a Statement of Accountability and Commitment: Actions towards Indigenous Resurgence in the School of Social Work</i> (2022 – 2024). The priority goal is to decolonize the BSW program and Field Education in the School of Social Work. The project also aims to provide resources, articles, presentations etc. locally and nationally to support other social work departments in their efforts towards decolonization.</p>
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Ongoing	<p><u>UBC Okanagan</u></p> <p>Cultural Training and Knowledge</p> <p>Practicums: The UBC Okanagan School of Social Work (SSW), continues to increase the amount of field education sites with Indigenous communities and agencies, so that students can complete their 450 to 900 hours of practicums in 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> <p>Courses: 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 Indigenous peoples 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>
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
	<p><u>UBC Vancouver</u></p> <p>Cultural Training & Knowledge</p>

Ongoing/New	<p>Courses:</p> <ul style="list-style-type: none"> • UBC Vancouver’s Early Childhood Education (ECE) Unit in the Faculty of Education offered a graduate level special topics course in Indigenous Early Childhood Education (ECED 565) in Summer 2022. ECE intends to offer this course on a rotating basis to complement its undergraduate course. • <i>ECED 442 Supporting Indigenous Infants and Young Children in the Context of their Communities:</i> This is required as a core course or elective in all Early Childhood Education (ECE) diploma or certificate programs at UBC Vancouver. We continue to review and update the course each year. • ECE at UBCV received internal funding for an initiative to revise several undergraduate/certificate courses to include greater context on decolonization and increased content on work with Indigenous young children and their families in community. This work continues as a part of course revisions • ECE at UBCV Vancouver continues to Review all course syllabi to ensure that all courses have land acknowledgements and objectives related to diversity and services to Indigenous young children and their families. • As online course offerings are revised, ECE is working to ensure there are readings and topics related to diversity and services and engagement with Indigenous populations to inform course content. • All canvas shells for creating new ECE courses have land acknowledgements, a photo of the Musqueam totem from the UBC campus and links on how to engage in land acknowledgements. • ECE has developed a partnership to create an online course (MOOC) on Indigenous Early Childhood Education. • ECE created a new course, <i>ECED 4800: Land and Young Learners: Facilitating Early Childhood Education Outdoors</i>. This course has a significant component on approaches that are decolonizing, and the literature brings in Indigenous perspectives
New/Ongoing	<p>Faculty and Instructors:</p> <ul style="list-style-type: none"> • Two Indigenous members were added to the ECE program Executive and Advisory Committees and another was added to the curriculum advisory. • ECE has continued to extend our outreach to have more of our adjunct and sessional instructors who are Indigenous and have a background in Early Childhood. ECE will continue this effort in the future with our program graduates and NITEP, UBC Vancouver’s Indigenous Teacher Education Program. • ECE is working with colleagues in NITEP and others in the Faculty of Education to support the recruitment of more Indigenous students into ECE programs at UBCV.
New/Ongoing	<p>Outreach and Initiatives</p> <ul style="list-style-type: none"> • ECE is working in partnership with colleagues in the School of Kinesiology at UBCV on a UBC Infrastructure Development proposal: “Campus as a Living Lab: (Re)Imagining Indigenous Centred UBC Campus Recreation”. • ECE is the lead sponsor for the bi-annual Early Years Conference. A significant component and focus of this conference as represented in the program participants, advisory, and planning committees relates to early childhood children and families in Indigenous communities and Indigenous populations

Ongoing	<p><u>UBC Okanagan</u> Although the Okanagan School of Education does not offer the early childhood education programming of the Faculty of Education, the School offers the following courses 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> • <i>EPSE 468 Creating Positive Learning Environments for Inclusive Education</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	<p><u>UBC Okanagan</u> <u>Faculty</u> UBC Okanagan Faculty of Arts and Social Sciences (FASS) obtained five complementary hires that embed the language program in a broader scholarly and community context:</p> <ul style="list-style-type: none"> • Dr. Peter Hutchinson, Assistant Professor, Research Stream, Tenure Track; Metis Scholar; starting July 1, 2023; Indigenous Health, Public Health (CCGS) • Mandy Na'zinek Jimmy, MA, Assistant Professor of Educational Leadership, Tenure-Track; Indigenous scholar; started July 1, 2022; Nle?kepmx Language Fluency coordinator and community liaison' (CCGS) • Dr. Colin Osmond, Assistant Professor, Research Stream, Tenure Track; starting July 1, 2023, Indigenous History (History & Sociology) • Dr. Benjamin Ramirez, Assistant Professor of Educational Leadership, Tenure-Track; starting July 1, 2023. An Indigenous Scholar; Indigenous Pedagogy (CCGS) • Dr. Emily Snyder, Assistant Professor, Research Stream, Tenure Track, started July 1, 2022; Indigenous women and the law (History & Sociology)
New/Ongoing	<p><u>Language Fluency Degrees</u></p> <ul style="list-style-type: none"> • The Bachelor of Nsyilxcn Language Fluency (BNLF) degree responds to the urgent need to revitalize Indigenous languages and deliver language speakers at a high proficiency level through full immersion in their communities. Community leadership is fundamental to the BNLF, with courses taught in the community by Elders and language speakers, allowing for the full immersion of students. Students who wish to obtain the four-year Bachelor of Nsyilxcn Language Fluency (BNLF) 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 Social Sciences undertaking a mix of classroom learning and work directly with the community. The program will be graduating its first cohort in June 2023. The next cohort is onboarding.

<p>Planned</p> <p>Planned</p>	<ul style="list-style-type: none"> • A new Bachelor of Nleʔkepmx Language Fluency (BNLEK) was approved by the Degree Quality Assurance Board of the Ministry of Post-Secondary Education and Future Skills Fall 2022 and is ready for intake September 2023. Like the BNLF, this degree will offer courses taught in the community by Elders and language speakers. • Bachelor of St'át'imc Language Fluency Degree (BSTAT) was approved by the Ministry of Post-Secondary Education and Future Skills on May 10, 2023. The expected intake of the first cohort is September 2024. FASS plans to continue developing more degrees of this kind to support other Interior Salish languages and looks forward to supporting and collaborating with other post-secondary institutions in BC to develop their own programming. <p>Center for Interior Salish Studies at UBC Okanagan The center will be a cultural and research center, located in the Innovation Precinct (ICI). It will focus on language revitalization of Interior Salish First Nations, building on BNLF, BNLEK and BSTAT. 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 (see below). It will be a research and teaching center, serving First Nations communities in interior British Columbia and educating undergraduate and graduate students at UBCO.</p> <p>UBC Okanagan Interdisciplinary Graduate Studies Theme (IGS) on Indigenous Knowledges: New Graduate Studies theme (MA and Ph.D.), Indigenous Knowledges was submitted for approval at the Ministry of Post-Secondary Education and Skills Training. If successful, this will be a unique and first program of its kind in Canada. Social Science focused, anchored in communities, interdisciplinary in approach, the degree-granting program will be foundational in acknowledging multiple ways of knowing and exploring the world.</p>
<p>23: HEALTH-CARE PROFESSIONALS</p>	
<p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Ongoing</p>	<p>UBC Vancouver</p> <p>Support for Indigenous Learners</p> <p>Engagement</p> <ul style="list-style-type: none"> • The Faculty of Medicine 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

Ongoing	<p>Calls to Action, the United Nations Declaration on the Rights of Indigenous People, and the UBC Indigenous Strategic Plan.</p> <ul style="list-style-type: none"> • 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 of Medicine, 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. A second group, the Socioeconomic Status Working Group, was also established with a mandate to develop student-centred programs and initiatives based on the principles of equity, diversity and inclusion, and to increase enrollment of and support for students and prospective students of lower socio-economic status learners in all Faculty of Medicine educational programs. Recommendations from both working groups are now being implemented. • 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. • 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 online through the Virtual Indigenous Science Experience in 2020. As a result of the success of this inaugural program, the Centre has decided to keep it running following the reinstatement of the in-person Summer Sciences Program, which has allowed the Centre to significantly expand its outreach. • 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. • 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
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Ongoing	<p>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> <p>Admissions</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 included recruiting and enrolling Indigenous students. A one-time diversity scholarship was offered 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, was threaded through the Midwifery undergraduate curriculum in 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 shifted 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 had planned to hire an Indigenous Advisor to support the integration of Indigenous curriculum and community outreach. In addition, the program had 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
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Ongoing	<p>program at the University of Northern British Columbia. These students 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> <p>Cultural Training & Knowledge</p> <p>Programs</p> <ul style="list-style-type: none"> • 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 • 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. • The Midwifery Program curriculum (including the existing undergraduate degree program and the Internationally Educated Midwives Bridging Program) was updated to include the most recent core competencies from the Canadian Midwifery Regulators Council and the 2019 National Aboriginal Council of Midwives Core Competencies for Indigenous Midwifery; an anti-racism, inclusivity and equity lens; and Indigenous midwifery knowledge about health, pregnancy and birth, with the objective of improving education for Midwifery students so that they enter practice equipped to meet the needs of the populations they will serve. <p>Courses and Curricula</p> <ul style="list-style-type: none"> • The School of Population and Public Health (SPPH) in the Faculty of Medicine offers <i>SPPH 404 - First Nations Health: Historical and Contemporary Issues</i> (3 credits) and <i>SPPH 409 - International Indigenous Experience of Colonization</i> (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. • <i>SPPH 536 - Aboriginal People and Public Health: Ethics, Policy, and Practice</i> (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
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Planned	<p>standpoint of ethical public health practice, while seeking to inform students of the value of traditional healing practices.</p> <ul style="list-style-type: none"> • <i>SPPH (IHHS) 408 – Topics in Indigenous Health: A Community-Based Experience</i> 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. • <i>AUDI 540 - Approaches to Audiology and Speech Language Pathology for People of First Nations, Métis, and Inuit Heritage</i> (1 credit), a School of Audiology and Speech Sciences graduate course, focuses on speech and communication pathologies affecting Indigenous persons. • 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 to identify opportunities for curricular renewal. New case-based learning modules which examine determinants of health in an Indigenous context have been developed, including six that were newly created by the Health Professional Programs. Further, the MD examination question bank is being reviewed on an ongoing basis to ensure that test questions do not reinforce negative and racist stereotypes of Indigenous peoples.
Ongoing	<ul style="list-style-type: none"> • There is a plan in place to review all MD undergraduate program curricula (Case-Based Learning, lecture and lab materials) for negative or racist stereotypes. All outdated and/or culturally insensitive material is being replaced with appropriate content. This review and update was led by the Director of Curriculum with the Indigenous Faculty Theme Lead in partnership with the CEIH. A process to establish a set of best practices for the creation of curricular elements relating to Indigenous health that will be applied in a Faculty-wide fashion so that consistency across all programs can be achieved is also underway. The Undergraduate Medical Education Committee recently formed a Curriculum Review Working Group that conducted a formal review of the mission and goals, exit competencies, and curriculum of the Undergraduate Medical Education Program. These have now been revised and approved by the Undergraduate Medical Education Committee for implementation in Academic Year 2021-22. One of the lenses used by the Working Group is the First Nations, Inuit, Metis Health Core Competencies; a Curriculum Framework for Undergraduate Medical Education (2009) from the Indigenous Physicians Association of Canada and the Association of Faculties of Medicine of Canada. This opportunity will be used to make significant advances on the road to embedding Indigenous cultural safety competencies as well as those that assist in addressing systemic and structural racism in the MD Undergraduate curriculum and the Indigenous health curriculum described above. <p>Speaker Series and Webinars</p> <ul style="list-style-type: none"> • The Faculty of Medicine offers additional programs designed to support and build health care capacity in Indigenous communities through the CEIH. The first, the UBC Learning Circle, established in partnership with the First Nations Health Authority, is a community of practice for health care workers and professionals in First Nations communities. Its purpose is to provide a safe space where successful practices and traditional perspectives may be shared, as well as a venue where guest speakers, including researchers and other experts, can discuss their thoughts and findings. Participants attend via videoconferencing and webinars, which not only reduces barriers to access by eliminating travel and accommodation costs, but also serves the additional function of promoting the use of virtual technologies within rural communities. While a majority of these sessions are open to the general public, the primary audience are Indigenous community members, students, and health care providers.

	<ul style="list-style-type: none"> The Indigenous Initiatives Speakers Series, created by Indigenous Initiatives Advisor Derek Thompson – Thlaapkiituup, seeks to provide a platform to continue the conversation about telling the truth and reconciling for the future, and advance our individual and collective understanding about Indigenous peoples. The series has thus far hosted luminaries such as Splatsin First Nation Chief Kukpi7 Wayne Christian, Healing Our Spirit Worldwide founding member Rod Jeffries and Parliamentary Poet Laureate Louise Bernice Halfe – Skydancer.
<p>Ongoing</p> <p>Ongoing</p>	<p><u>UBC Okanagan</u></p> <p>Cultural Training & Knowledge</p> <p>Workshops</p> <ul style="list-style-type: none"> The UBC Okanagan School of Health and Exercise Sciences held a ½ day professional development workshop led by Elders that have worked alongside the Faculty of Health and Social Development to provide culturally competent training. The second part of the professional develop is a week-long cultural safety course that will occur from May 8th-11th 2023 and this training is open to faculty members, post-doctoral fellows and graduate students. <p>Certificates, Courses, and Curricula</p> <ul style="list-style-type: none"> The UBC Okanagan School of Health and Exercise Sciences continues progress on developing an Indigenous Health Certificate that students will be able to obtain by completing 15 credits (5 courses) within Indigenous Studies as part of their 120-credit degree. The faculty also continues to work with Indigenous Programs and Services and the Aboriginal Admissions Policy to see more Indigenous students entering into the Bachelor of Health and Exercise Sciences (BHES) via the Aboriginal Studies Access Program. <p>The School of Health and Exercise Sciences continues to increase Indigenous content into the curriculum, some of the specific examples include:</p> <ul style="list-style-type: none"> <i>HES 100 Health, Fitness and Lifestyle</i>: Students learn about inequities in the healthcare system and complete an assignment on Privilege, Truth, & Reconciliation. <i>HES 130 Social Determinants of Health</i>: 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. This course has also incorporated Indigenous scholars and community members as guest speakers. <i>HES 240 Health Research Methods</i>: Has a module on the unethical research conducted on Indigenous populations as well as how that led to the establishment of the control, access, and possession ownership, control, access, and possession (OCAP) principles. It also has a module on the Two-Eyed Seeing approach and the importance of understanding and applying Indigenous ways of knowing in the research process. <i>HES 471 Professional Ethics in Health & Exercise Sciences</i>: Students have a module on Justice and ethical professionalism and students develop a portfolio that includes learning how and practicing writing land acknowledgements.

Ongoing	<ul style="list-style-type: none"> • <i>HES 495 Canadian Health-Care System</i>: Reviews the governance of First Nation Health Authority BC; Reviews the governance of the Canada Health Act and related content applicable to federal vs. provincial operational jurisdiction of on-reserve community vs. urban Indigenous 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, and average life expectancy differences between populations; Understanding and practicing social determinants of health; Dimensions of patient and family-centred care; this year's In Plain Sight Report addressing Indigenous specific racism and discrimination in BC health care. • <i>HINT 408: Cultural Safety in Health: Indigenous Perspectives</i>. The School is continuing to work with Nursing to have more BHES students complete this cultural safety course. • HES is currently reviewing and mapping its curriculum to intentionally weave more Indigenous content through the entire curriculum with year by year. Starting in 2022, all incoming students will be required to complete one Indigenous health course as a graduation requirement. • At the graduate level, the UBC Okanagan School of Health and Exercise Sciences has increased seminar series/community talks dedicated to equity, diversity, inclusion and decolonization (EDID) as part of the monthly Graduate Student Seminar Series.
Ongoing	<p>Faculty The UBC Okanagan School of Health and Exercise Sciences has appointed a faculty member to lead various initiatives related to equity, diversity and inclusion to the leadership group to develop opportunities to set priorities related to decolonization as well as to develop training opportunities for faculty members to truth and reconciliation.</p> <p>Research A number HES research labs have started to hold EDI-themed meetings and faculty members have independently taken initiative to hold EDI-themed meetings and workshops within their research labs that house graduate students, and also respectfully embed calls for TRC within their undergraduate and graduate curriculum. One interdisciplinary project currently engaged in by one faculty member and graduate student within the School is building online course modules on "Foundations for Inclusion and Respectful Engagement" Co-development is occurring alongside the faculty from Engineering and Nursing. The goal of these modules is to make freely accessible for all staff, students, and faculty across UBC.</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
	<u>UBC Vancouver Medical School</u>

	<p>Cultural Training & Knowledge</p> <p>Training</p> <p>Ongoing</p> <ul style="list-style-type: none"> • UBC's 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 <p>New</p> <ul style="list-style-type: none"> • UBC 23 24 is being expanded with government funding to support development of a curriculum dedicated to faculty. Pilot work is currently underway. Building on this work, further expansion of UBC 23 24 is also being considered. The proposed expansion plan calls for the course to be taken by all health professionals 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 the clinical faculty, of which there are thousands, are medical and health professionals as well. <p>New</p> <ul style="list-style-type: none"> • The proposed "Laying the Foundation" project is intended as an introductory learning experience that open to Faculty of Medicine staff, faculty and students, as well as for students considering entry to various programs, active clinicians, and interested members of the public. It is designed to engage the learner on a number of subjects, including colonial legislation (the Indian Act, Sexual Sterilization Act, etc.) and racism and discrimination in the legal and criminal justice system and child apprehension, as well as Truth and Reconciliation Commission's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, Missing and Murdered Indigenous Women and Girls report's Calls for Justice and the In Plain Sight report. The process by which these educational tools will be created will benefit extensively from the input of Elders, knowledge keepers, and other Indigenous leaders representing the Musqueam, Syilx-Okanagan and other Nations. • The Faculty of Medicine believes that representative's recorded statements regarding the health care system will be essential in highlighting the urgent need for transformative change, and that their wisdom and expertise will be critical in guiding the development of the program's curriculum. The proposed project is intended to provide a foundation upon which cultural humility can be fostered among faculty, staff, and current and prospective students as the basis for the creation of culturally safe work and learning spaces. It additionally stands as a public reaffirmation of faculty's commitment to the principles of Truth and Reconciliation, with an understanding that reconciliation must be preceded by the truth. <p>Ongoing</p> <p>Residency Programs and Placements</p> <ul style="list-style-type: none"> • Established in 2002, and with Dr. Terri Aldred of the TI' Azt'En Nation serving as its current Director, the Indigenous Family Medicine Residency Program is the first of its kind in Canada. It provides unique opportunities for Family
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<p>Ongoing</p>	<p>Medicine Residents with specific interests in Indigenous health care 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. On an internal review it was found that 78% of the program's graduates work in urban Indigenous clinics as well as do outreach to rural and remote reserves. The program's success has prompted discussions of expanding it to include other health professions as well. An exciting opportunity unique to the Program are the site-specific academic days, where residents spend two consecutive days every three months in community receiving cultural-based and traditional teachings with Elders. These days are often hosted within First Nations communities with whom each sub-site has partnered, and centre on community engagement, development of reciprocity and relationship, cultural humility and traditional ways of sharing knowledge.</p> <ul style="list-style-type: none"> • The Program recently completed an initial program evaluation study to determine if it was meeting the mandate of training cultural safe practitioners who serve Indigenous communities. Taking an anti-colonial Indigenous approach, the study utilized an Elder-guided sharing circle format to conduct semi-structured interviews with participants, following medicine wheel teachings describing a resident's life cycle. Ceremony and Indigenous teachings were embedded throughout as directed by an Elder and a local artist who led participants through a beading project. Analysis of responses are underway, and there are plans in place for a survey to be sent to the Indigenous Family Medicine community and for quantitative data to be gathered from existing sources at UBC to further contextualize the information already collected. Findings from the preliminary study were presented at the 2022 Pacific Region Indigenous Doctors Congress by Elder Dr. Roberta Price, Drs. Neil Webb, Cassandra Felske-Durksen, Terri-Leigh Aldred, Rebecca Howse, Sarah de Leeuw, Rita Wakelin and Ms. Helen Hsu. • 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 enrollment 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>Courses and Programs</p> <ul style="list-style-type: none"> • The UBC Global Surgery Lab, whose goal is to improve knowledge of and access to surgical care in underserved communities, is currently undergoing additional development. This will involve adapting the UBC Global Surgery Lab (GSL) terms of reference and completing the GSL strategic plan. This project will also update the essential surgical skills curriculum to improve usability and relevance to rural, remote, and Indigenous communities, develop and launch the sixth module for the Safe Surgical Care Strategies During Pandemic course, and disseminate global surgery education for students, GSL members, and the global community. The project will attempt to integrate the UBC 23/24 curriculum with the ESS curriculum in close collaboration with the CEIH. • <i>SURG 518 - Surgical Care in Canada's Rural and Remote Indigenous Communities with Global Comparisons</i> (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
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<p>Ongoing</p>	<p>Canada from a global perspective, with the aim of improving the availability of such services within these communities in the future.</p> <ul style="list-style-type: none"> • 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. • 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. • The Continuing Professional Development 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 practice 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. • 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>Faculty and Staff</p> <ul style="list-style-type: none"> • In March 2021, the MD Undergraduate Program appointed Dr. Rebecca Howse, who is Cree-Métis and a member of the Métis Nation of Alberta, as Undergraduate Medical Education Curriculum Lead on Indigenous Health. This is a new role and she will work closely with the Undergraduate Medical Education Leadership, Course Directors, Faculty Development and the CEIH to improve the quality and effectiveness of the Indigenous curriculum and its delivery and to ensure that Indigenous peoples and health issues are represented in a culturally appropriate manner across all components of the MD Undergraduate Program curriculum, and that all teaching in the Program occurs in a culturally safe and relevant way.
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<p>Ongoing</p>	<p>Support for Indigenous Learners</p> <p>Admissions</p> <ul style="list-style-type: none"> • 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, considering 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. • 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 a 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>	<p>Learning Supports</p> <ul style="list-style-type: none"> • 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, has played a critically important role in this regard for the MD Undergraduate Program, 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. Mr. Andrew also traveled 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. Together with the Indigenous Initiatives and Admissions Coordinator, he also attended numerous career fairs and community events, traveling to colleges and post-secondary institutions to connect with potential Indigenous students and provide them with information and support on the MD Admissions process. In his current role as Associate Director of Indigenous Initiatives, Mr. Andrew will oversee the

Ongoing	<p>implementation of student engagement and support programs across the Faculty, and his work in the MD Undergraduate Program will be continued by Ms. Meghan MacGillivray.</p> <ul style="list-style-type: none"> 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.
Ongoing	<p>Mentorship</p> <ul style="list-style-type: none"> 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.
In Progress	<p>Ceremonies</p> <ul style="list-style-type: none"> 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. <p>Commitment to Anti-Racism</p> <p>In order to fulfill the Faculty of Medicine's vision of "transforming health for everyone", work is underway to transform 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 reporting and response processes to respond to incidents of racism, discrimination, harassment, and unprofessional behaviour.</p> <ul style="list-style-type: none"> 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

New/Ongoing	<p>actions changes that will support the Transforming Culture Initiative goal to create and sustain respectful and inclusive working and learning environments.</p> <ul style="list-style-type: none"> • 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. • Of great relevance to 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 the goal to change 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. • 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. • 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><u>UBC Vancouver School of Nursing</u></p> <p>Cultural Training & Knowledge</p>

Ongoing	<p>Courses</p> <ul style="list-style-type: none"> Continuing since 2018, the UBC Vancouver (UBCV) School of Nursing has implemented a required course in the BSN program - <i>NURS 353: 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 2 of their 5-term program. The students bring their introduction to and learning of social justice, relational practice, critical perspectives, and health equity from Term 1 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, 2, and 4, all BSN students are also enrolled in the UBC Health Indigenous Cultural Safety Training. This training is embedded within Term 1 within <i>NURS 352 (Relational and Ethical Practice)</i>, in Term 2 in <i>NURS 353</i>, and in Term 4 within <i>NURS 354 (Complexities in Seniors Care)</i>. Since 2018, this course has co-taught by the Director of the First Nations House of Learning (Dr. M Moss, Nursing) and non-Indigenous faculty, Dr. H Brown; reconciliation and ally-ship is the pedagogical approach in partnership with Indigenous Elders, community partners, graduate students, nurses and First Nations Health Authority nursing In Jan 2023, with the support of funding from the Ministry of Post-Secondary Education and Future Skills, UBCV piloted a “bridging program” that welcomed Indigenous RNs from across the province to apply to take an online Masters-level course <i>NURS 512 – Leadership in Nursing and Health as non-degree students</i>. The funding received supported four Indigenous RNs to enroll in this course, as well as providing support and mentorship from an Indigenous PhD student. The goal of this project is to support Indigenous nurses interested in pursuing graduate education to gain experience with graduate-level coursework that is transferable to future degrees, while also receiving mentorship to prepare for application to a master's program.
New	<p>Leadership</p> <ul style="list-style-type: none"> UBCV School of Nursing faculty member Dr. Margaret Moss, Professor & Director of the First Nations House of Learning, remains a leader in anti-racist action and strategic planning in the School of Nursing and at the University level. This year, Dr. Moss served as UBC’s Associate Vice President Equity and Inclusion, Interim, and has now returned to her Directorship of the FNHL which includes shared supervision over sister unit- the Xwi7xwa Library, the only Indigenous-focused library in North America. Dr. Moss participated in the investigation of allegations of racism within the BC health care systems that resulted in the In Plain Sight Report and has been integral in creating and implementing UBC’s Indigenous Strategic Plan.
Ongoing	<p>Indigenous Graduate Education in Nursing</p> <ul style="list-style-type: none"> In January 2023, UBCV faculty member Dr. L Currie took on the role of co-PI of the Indigenous Graduate Education in Nursing (IGEN) project, a province-wide initiative bringing together schools of nursing across BC to co-create a cohort-based Masters in Indigenous Health degree program. This novel graduate program will feature regular student collaboration with Elders, Knowledge Keepers, and Indigenous nursing leaders. It will also allow for online learning so that students have flexibility to complete their graduate work will remaining in their communities.
Ongoing	

New	<p>Committees</p> <p>Indigenous Cultural Safety Committee</p> <p>Since 2018, the UBCV School of Nursing has had a standing committee of faculty – the <i>Indigenous Cultural Safety Committee (ICSC)</i>. ICSC members are appointed by virtue of SON role and as a faculty and staff 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. ICSC’s strategic plan is derived from the TRC Actions items 23/24, UNDRIP, the UBC Indigenous Strategic Plan and Implementation Action and, since 2022, BC College of Nurses and Midwives’ Practice Standard: Cultural Safety, Cultural Humility and Anti-Racism. Since 2018, ICSC has implemented and continues the following initiatives and partnerships. This year the ICSC is co-chaired by Dr. L Currie and Dr. E Bailey. Ongoing ICSC work is outlined below; new ICSC initiatives of the past year are outlined in the next text box:</p> <ul style="list-style-type: none"> • An Indigenous Advisory Circle (IAC) was appointed to the school in 2020 to guide all ICSC work; the IAC is made up of Indigenous nurses, graduate students and alumni, Indigenous Elders, and Indigenous nurse leaders from FNHA. The ICSC continues to engage with IAC members for guidance and consultation. • Since 2021, UBCV’s Indigenous Nursing Lead, Tania Dick, RN, MN/NP, serves as an integral part of the ICSC’s planning, prioritization, and engagement, providing consultation and guidance across all facets of ICSC work. • ICSC co-chairs provide ongoing support for the BSN admissions process which includes 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. • In 2022, ICSC consulted with UBC Senate regarding applicability of UBC’s admissions policies with respect to “Aboriginal Applicants” to the BSN program. Confirmed applicability and updated the undergraduate admissions website with information specific to Indigenous applicants. • Continued offering of information sessions specifically designed for Indigenous applicants. • ICSC works closely with and is informed by the UBC Applied Science Indigenous Engagement Committee and EDI-I Leads Committee. • 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 serve as School-wide champions and resources across programs at the BSN and graduate level. Upon completion of the formal project, nursing faculty have continued as active members in the Health Professional Education Programs Learning Circles Community of Practice that arose out of this initiative sharing resources and ideas across HPEP programs. <p>New UBCV School of Nursing ICSC initiatives</p> <ul style="list-style-type: none"> • In 2022, the BC College of Nurses and Midwives introduced a new entry-to-practice standard related to Cultural Safety, Cultural Humility, and Anti-racism in response to the In Plain Sight report. The ICSC supported the BSN and
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	<p>Nurse Practitioner program to incorporate this new practice standard into relevant practice competencies throughout our accredited programs.</p> <ul style="list-style-type: none"> • ICSC members presented at the Centre for Excellence in Indigenous Health's 2022 Summer Science program Career Fair sharing information about nursing and the call for Indigenous nursing leadership with interested participants. • This year, ICSC supported the formation and regular gts' Circle, which includes students from across UBCV's nursing programs. We hosted a welcome gathering in the Fall and throughout the academic year students have come together several times each term for gatherings at the First Nation's Longhouse. At these gatherings, students are able to make connections with other Indigenous nursing students, connect with graduate student mentors, Elders, and Indigenous and non-Indigenous faculty members. In November 2022, the student circle participated in a cultural teaching activity with Knowledge Keeper Dancing Water Sandy using plant medicines to make traditional teas, smudge candles, and salves. • ICSC is supporting the Undergraduate Program Committee/BSN program in an Inclusive Excellence curricular mapping project. In Summer 2022, this project started with a syllabi audit to identify places where content related to Indigenous perspective, knowledge, and voice was clearly indicated in course syllabi. Following this audit, ICSC and the school's Anti-Racism Committee are collaboratively conducting conversations with faculty teaching in all BSN courses to capture current content and pedagogical approaches (guests, case studies, videos, readings, etc.) that intentionally incorporate the voice, perspective, and ways of knowing of Indigenous peoples, as well as other equity-deserving groups, that may not be obvious from syllabi. As the curricular map is created it will be shared with the Undergraduate Program Committee and then with faculty to ensure consistency and intentionally building reflexive skills and competencies supporting culturally safe care throughout students' experience in the BSN program.
Ongoing	<p><u>UBC Okanagan School of Nursing</u></p> <p><u>Courses and Curriculum</u></p> <p>The UBC Okanagan School of Nursing has provided a required cultural safety course (<i>NRS 313</i>) to all Nursing students since 2007. The curriculum for this course was developed by Indigenous partners, and it is currently offered in collaboration with Knowledge Keepers and Adjunct Professors, Pamela and Grouse Barnes from Westbank First Nation and Elders Diana Moar and Jayne Taylor. A similar course (<i>HINT 408/508</i>) is offered to other undergraduate and graduate students across UBC Okanagan.</p> <ul style="list-style-type: none"> • <i>NRS 313 Relational Practice</i>: Understanding and respecting the complexities of difference and diversity with clients in nursing practice. A critical exploration of cultural identities and racism from an Indigenous perspective facilitates the development of evidence-informed practice for culturally safe care for all peoples in a variety of contexts (health care, research, institutions, and society). The course includes Indigenous health issues, including the history and legacy of residential schools, sixties and millennium scoop, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings, understandings, and practices. • <i>HINT 408/508 Cultural Safety in Health: Indigenous Perspectives</i>: A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Indigenous people within health care, research, institutions and community). The course

Ongoing	<p>includes Indigenous health issues, including the history and legacy of residential schools, sixties and millennium scoop, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings, understandings, and practices.</p> <ul style="list-style-type: none"> • All Year 1 (Semester I & II), Year 2 (Semester III & IV), and Year 3 (Semester V) courses have been reviewed using an anti-racism and health equity lens. Every course has a minimum of one learning outcome that explicitly addresses either: Indigenous health, health equity, anti-racism and/or anti-oppression. • The UBC Okanagan School of Nursing Equity and Justice committee began a review of the curriculum (beginning in Year 1) and proposed revisions to course learning outcomes to address Indigenous health, cultural safety, and health equity (Action 15). • Further, in addition to the above minor revisions, the Equity and Justice committee is also working on an Indigenous health curriculum learning pathway in collaboration with the Undergraduate Curriculum committee and several other external experts. This learning pathway will be an addition to the other curriculum learning pathways, and will include adding at least one explicit learning outcome in every nursing course to address Indigenous health, equity, anti-racism diversity and/or inclusion. This learning pathway may also include specific learning activities to be completed by all BSN students.
Ongoing	<p>Practicums and Research Opportunities</p> <ul style="list-style-type: none"> • Nursing students at UBC Okanagan have the opportunity to undertake a unique rural and remote nursing practicum and apply their nursing concepts and skills in a rural or remote setting in Canada, including, but not limited to, placements in Haida Gwaii (Indigenous full immersion), Princeton, 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 health-care resources. • UBC Okanagan's School of Nursing Indigenous Health Promotion and Cultural Safety Lab, Dr. Kurtz, regularly mentors and hires 4 – 8 undergraduate, graduate and post doc students to learn about Indigenous research methodologies, community engagement, community-led research governance and research processes, ceremony, relationship building and cultural safety. They work with Indigenous service organizations and health authorities within the BC Interior and provincially. This year eight undergraduate and graduate trainees, (six who are Indigenous). Trainees from nursing, social work, health and exercise science, Indigenous Studies, medicine, psychology, and biology have joined several research projects and several students are co-funded through UBC Workstudy program and Tri-council, UBC Indigenous Initiatives Strategies, Eminence, Age-Well, Michael Smith grant funding. Several are employed year-round.

Ongoing	<p>Faculty and Staff</p> <ul style="list-style-type: none"> • The Indigenous Health Liaison is an ongoing position within FHSD that supports Indigenous students, faculty consultations, ongoing communication, and inclusion of Elders, Knowledge Keepers, and community members related to cultural safety, community requests and student ., • The School of Nursing continues to support the appointments of local Nation Elders, including Syilx Okanagan Nation Elders, Okanagan Indian Band: Eric Mitchell, Chris Marchand, Westbank First Nation: Wilfred and Pamela Barnes, and Salteaux Anishinaabe Métis Elder Diana Moar as Adjunct Professors, and Elder Jane Taylor from the Vuntut Gwitchin First Nation for Indigenous health and cultural safety education. Elder Wilfred Barnes and Elder Diana Moar, and Eric Mitchell, Chris Marchand, are also Elder Research Advisors in the School of Nursing Indigenous Health Promotion and Cultural Safety Lab. <p>Mentorship and Learning</p> <ul style="list-style-type: none"> • The Undergraduate Indigenous Research Mentorship program, led by Indigenous Programs and Services, provides intensive research opportunities in Term 1- Term 2. The program provides students to learn about and engage in interdisciplinary Indigenous community-university research teams and partnerships. Dr. Donna Kurtz has mentored Jade Palmer, 2023, Lauren Pitre, 2022; Ever Mee 2021; Austin Basso Sept 2020. • Dr Kurtz is Co-Investigator of a large 5 year (2022-2027) AGEWELL funded national team led by Dr. Mihailidis (U of T) The Early Professionals, Inspired Careers in AgeTech (EPIC-AT) Health Research Training Platform to create a pipeline of highly qualified leaders through faculty support and funded trainees, graduate and post doctoral fellows in research, government, not-for-profit, and industry who can accelerate the delivery of digital health solutions for older Canadians with complex health needs and their caregivers to improve their health, wellbeing, and quality of life. Through Dr. Kurtz's Indigenous Health Promotion and Cultural Safety Lab, mentorship of Indigenous and ally platform trainees will provide key leadership and guidance in recruiting and supporting Indigenous platform participants, creating cultural safety programming, and incorporating Indigenous ways of knowing into programming. Dr. Kurtz will support the development of research capacity building activities related to research ethics, literature reviews, and conference presentations. • Dr. Donna Kurtz, Dr Julianne Barry (post doc fellow), Dr. Peter Hutchinson and Dr. Gabrielle Legault and co-applicants Gillespie, Barnes, Darnay (PhD trainee), Ignace (MSN trainee), King, A., King, M., Moar and Olsen received 3 year CIHR funding December 2021 for Urban Indigenous Identity, Gender and Wellness: Sharing Wisdom Across Generations. The purpose of this study is to bring together Indigenous youth, young adults, Elders, and Knowledge Keepers to share/create knowledge, raise awareness and improve understanding of Indigenous concepts of gender and identity to co-develop strengths-based Indigenous-led culturally safe and gendered approaches for self-determination and improved wellness. Friendship and Métis Centres, local Community Research Liaisons, Advisory Teams, Elders, Knowledge Keepers, youth/young adults, and the research team will work to support knowledge creation/sharing of Indigenous-led priorities, and action-oriented community-based projects related to gender and identity to improve wellness among urban Indigenous Peoples.
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<p style="text-align: center;">New</p>	<ul style="list-style-type: none"> ○ Knowledge creation will occur through Talking/Healing/Learning Circles, Community Gatherings, Cultural Safety Education & Resilience Gatherings, site-specific interventions, and surveys. Multi-site, multi-sectoral partnerships will be developed for knowledge mobilization, and collaboration/communication strategies. ● Dr. Kurtz, Dr Julianne Barry, Dr Gabrielle Legault, and research team members Dr. Hutchinson, Ignace (trainee), Dr. Jones, Dr. Jung, Dr. King, Dr. Little, Olsen received a 1year CIHR grant Coming Together Sharing Traditions and Taking Action for Urban Indigenous Diabetes Prevention and Management. Western health services alone are not very good at providing safe health services for Indigenous Peoples. Traditional Knowledge and healing supports wellness. In a recent research project with Friendship and Métis Centres in Kamloops, Kelowna, Lillooet and Williams Lake, Community Members said they want more Traditional and Western services for healthy weight and diabetes wellness. In this new project, Friendship and Métis Centres will work with community members to identify and plan Traditional and Western activities and programs for healthy weight, diabetes, and overall wellness. Each Friendship Centre/Métis Centre will hire a community member to be the Community Research Liaison. The Community Research Liaison will know about local protocols, sharing of knowledge, and research. Local community values, protocols and customs will guide this study. All project activities will be guided by a local Community Advisory Team of Elders, Knowledge Keepers and Community Members. ● Dr. Donna Kurtz and Dr. Gabrielle Legault (UBC Okanagan) received Eminence funding November 2021. The Urban Indigenous Wellbeing Cluster is an interdisciplinary research collective of Elders, Community Members, partner organizations, and Indigenous and settler researchers and trainees. Guided by principles of an Indigenous relational approach, this team is committed to respectfully working with, and responding to, Urban Indigenous Community identified research priorities. Team members have experience and expertise in community-led Indigenous research methodologies, Indigenous health, health promotion, identity and belonging, cultural safety, land-based healing, population health, geography, creative practices, occupational therapy, and mental wellness. Cluster team members Elder Diana Moar, Dr. Sky Barbic and Dr Peter Hutchinson (UCV), Dr. Braden Te Hiwi, and Dr. Shawn Wilson (UBCO), Dr. Margo Greenwood, (UNBC) and Dr. Sarah de Leeuw (UNBC/UBC). ● Dr. Charlotte Jones (UBC Southern Medical Program) and Dr. Donna Kurtz (School of Nursing) and Post-Doctoral Fellow, Dr. Viviane Josewski, are working with five Friendship and Métis Centres within the BC Interior collaborating on a multidisciplinary research initiative to answer the question: “Can we increase access to culturally safe diabetes/obesity care for urban/rural Indigenous communities in the BC Interior?” funded by AGE-WELL. UBC Faculty of Medicine Adjunct Professor, Elder Arlene Vrtar-Hout, is the Métis Elder Advisor for the project. <ul style="list-style-type: none"> ○ The research team has partnered with five urban/rural BC interior friendship and Métis Centres, UBC and Interior Health Authority. Using community-led Indigenous methodologies, traditional and western knowledge, the research collective is co-developing and delivering a policy brief emphasizing the health care calls to action to be enacted by the Partnership Accord to improve access to culturally safe health programs and services for urban/rural Indigenous communities.
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<p style="text-align: center;">New</p>	<ul style="list-style-type: none"> ○ The team is also co-designing and implementing a culturally relevant Indigenous led telediabetes/obesity program in these communities. The university research team includes Dr. Clayton Reynolds and Dr. Terry Aldred. ● The Indigenous Strategic Initiatives Stream fund in funding “Traditional Knowledge and Indigenous Wellness in Graduate Nursing Education in BC: The Time for Transformation and Reconciliation” (Kurtz, et al, 2023-2024); which is a multidisciplinary and multi-sector research team <ul style="list-style-type: none"> ○ Over the last year, the CIHR funded BC Indigenous Health Research Chair in Nursing, BC Schools of Nursing Deans, Directors, Indigenous and Ally faculty, First Nations Health Authority, and Indigenous graduate students have been meeting regularly. Partners including the Canadian Association of School of Nursing, Nurse and Nurse Practitioners of BC, BC Nurses Union, Canadian Nurses Foundation, First Nations Health Authority, have provided Letters of Support for the CIHR funded project. ○ The TRC Calls for Action, mandate increased numbers of Indigenous health professionals and post-secondary educational programs to decolonize health systems for improved Indigenous health. A major shift is critical to transform nursing and improve Indigenous Peoples’ health care experiences and outcomes. This can be done by working with Indigenous peoples in incorporating Indigenous and Traditional Knowledge into health education, practice and policy to improve health. ○ The development of the UBCO hub is a commitment to authentic engagement, shared respect, sovereignty, and support for the next generation of professionals, all of which are imperative to addressing systems gaps. This type of advanced specialized collaborative education programming can extend networks to counter the deficit and treatment focused model currently driving health care reform. ○ To increase diversity in the Canadian nursing workforce, and increase Indigenous presence in health care management leadership and governance to improve Indigenous health, a sustainable program and research collaboration amongst Indigenous Health care providers, students and faculty is required. This project recognizes the collective priorities and responsibility of Indigenous leaders, and Indigenous nurses as stewards of Indigenous Nursing Knowledges and the four priorities to improving Indigenous health: practice, education, research and policy.
<p style="text-align: center;">Ongoing</p>	<p>Professional Development Opportunities</p> <p>To support the implementation of revised learning outcomes in the BSN program, the UBC Okanagan School of Nursing has provided the following professional development opportunities to faculty and staff:</p> <ul style="list-style-type: none"> ● Indigenous Cultural Safety Modules (the same modules provided to students in NRS 313), presented by Elders Pamela and Grouse Barnes from Westbank First Nation ● Reflexive Dialogue workshops lead by Sana Shahram and Katrina Plamondon: <ul style="list-style-type: none"> ○ "Systems transformation: Accepting the role we carry as educators". ○ "Creating a safe space: Integrating EDI principles into teaching and learning" part 1. ○ "Creating a safe space: Integrating EDI principles into teaching and learning" part 2.

	<p>Admissions</p> <ul style="list-style-type: none">• The School of Nursing has committed to accepting all Indigenous students who apply to the program and meeting the admission criteria. The SON has a supportive admissions program for Indigenous applicants, and this has resulted in a strong 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. The SON remains committed to recruiting and supporting Indigenous students in the program, and also looking at additional ways to further increase the number of Indigenous applicants to the BSN program.
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
New/Ongoing	<p>Cultural Training & Knowledge</p> <p>Indigenous Community Legal Clinic The law school has operated its Indigenous Community Legal Clinic (ICLC) in Vancouver's Downtown Eastside for over twenty-five years. The ICLC's purpose is to provide law students with an opportunity to use their substantive understanding of law in a clinical setting and to provide the Indigenous community information, referral and on-site and remote access to legal services. The ICLC aims to provide decolonized legal services to Indigenous clients recognizing that those clients may have a history of trauma including from interactions with the legal system.</p> <p>Faculty and Staff The law school currently has a total of 4 Indigenous faculty members (out of 55 tenured or tenure-track faculty members), with an additional tenure-track Indigenous faculty member recruited to join in July 2023 and an emerita Indigenous faculty member to return on a part-time contract as Academic Director of Indigenous Legal Studies (ILS) at the law school. The law school is or will soon be recruiting for:</p> <ul style="list-style-type: none">• a senior level Indigenous faculty member;• an Indigenous lawyer to serve as Assistant Professor and Director of the Indigenous Community Legal Clinic for a two-year contract; and• a new Indigenous staff position to support the current staff position of Associate Director, Indigenous Legal Studies (ILS), which focuses on student support and programming. <p>The law school also regularly hires Indigenous students on short-term, part-time contracts over the academic term or during the summer months to assist with ILS programming and administration.</p>
New/Ongoing	

Planned	<p>Experiential Learning and Research</p> <p>The law school secured funding to develop a partnership agreement with a BC First Nation (the Gitanyow Hereditary Chiefs), with the goal of developing an experiential learning and research program in Indigenous laws for JD students that would also help to revitalize traditional Indigenous legal orders within communities (as mandated within UNDRIP). (Delayed due to COVID & faculty and staff capacity issues)</p> <p>The law school is funding a dedicated Indigenous Strategic Plan development process. This process was delayed due to COVID-19 and staffing capacity issues but has now been resumed for completion over the 2023-2024 academic year.</p> <p>In partnership with the UBC Black Law Students' Association, the law school is offering a free LSAT preparation course for self-identifying Black and Indigenous applicants as of the summer of 2021 which will continue into 2023. Hiring for this student instructor position is presently underway.</p>
Ongoing	<p>Courses, Certificates and Specializations</p> <ul style="list-style-type: none"> • 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. • 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. • 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. NOTE: this was not offered during 2022-2023 due to resourcing issues from faculty and staff leaves, but may be offered again in 2023-2024 depending on capacity. • The law school offers seven upper-level elective courses in Aboriginal and/or Indigenous Law topics and piloted a land-based experiential learning full-term course in Indigenous laws on Vancouver Island in Fall 2021 (WSÁNEĆ Law Field Course), which will be offered again in Fall 2023. • JD students can choose to obtain a Specialization in Indigenous Legal Studies (previously a Specialization in Aboriginal Law) • As part of its upper year moot program, the law school participates in the annual Kawaskimhon Moot, a specifically Indigenous focused moot for students across Canadian law schools. • Indigenous Legal Studies (ILS) at the law school hosts regular speaker series that bring in Indigenous scholars and practitioners to speak on various issues. • The law school supports the Indigenous Law Students' Association in offering special programming to the law school community during Indigenous Awareness Week.
New	<p>Support for Indigenous Learners</p>

Ongoing	<p>Recruitment</p> <p>Funding has been secured to develop a new recruitment plan for Indigenous students, building on approaches undertaken prior to the pandemic and using refreshed marketing materials. Possible strategies may include attending local and regional community events and providing presentations or lunch and learn opportunities with current students at colleges and targeted information sessions to advisors at colleges and in community. This will be in addition to participating with relevant pipeline work at UBC and through other partner organizations, including Experience UBC, the Mentoring Society Law School Week, Level Justice, which are all involved in encouraging high school students to consider university and legal studies. These strategies will complement the participation of ILS staff in general Allard School of Law recruitment events.</p>
Ongoing	<p>Mentorship</p> <p>All Indigenous students can participate in the non-mandatory ILS Academic Leadership Certificate. The aim of the certificate is to provide academic and leadership skill development and community building within the Indigenous student cohort, including academic skills coaching, mentoring, and guest lectures.</p>
Ongoing	<p>Programming</p> <p>In partnership with the UBC Black Law Students' Association, the law school is offering a free LSAT preparation course for self-identifying Black and Indigenous applicants as of the summer of 2021 which will continue into 2023. Hiring for this student instructor position is presently underway.</p>
Ongoing	<p>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 expanded considerably from the two-week pilot in 2020, and provided students with full credit for their first year Torts course. It was taught in a hybrid format to allow students to attend remotely or in person. The expanded version was offered again in 2022, with funding from the Law Foundation of BC. The program will not be offered in 2023 while a review of the course, programming and resources is undertaken.</p>
Planned	<p>Financial Support</p> <p>The law school offers numerous financial awards for upper level and incoming Indigenous students</p> <p>Upcoming Initiatives</p> <p>The following truth and reconciliation-related initiatives are under discussion within the law school:</p> <ul style="list-style-type: none"> • An ILS Elders in Residence program pilot (internal funding available; further consultation being undertaken) • The law school is funding a dedicated Indigenous Strategic Plan development process. This process was delayed due to COVID and staffing capacity issues but has now been resumed for completion over the 2023-2024 academic year.

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

Cultural Training & Knowledge

The Undergraduate Admissions team in Enrolment Services held a Professional Development training opportunity for their whole team on both Vancouver and Okanagan campuses on Indigenous Cultural Safety and Humility. This was a three-hour long training facilitated/delivered by Len Pierre Consulting, an Indigenous-owned and operated consultancy in the Lower Mainland.

Ongoing

Initiatives

Orange Shirt Day commemorations this past year have inspired the realization that we, as UBC community, need to come together to combine efforts in planning, organizing and supporting on campus events next year. Individuals from varied units and faculties across campus comprise the committee. The goal is to increase awareness and learning about Orange Shirt Day, residential schools and the history of education and Indigenous communities. This approach also brings the UBC community closer

February 14th is known as a national day of remembering for MMIWG2ST (Missing and Murdered Indigenous Women, Girls, 2-Spirit and Trans). This year a collaboration was organized by the Sexual Violence Prevention and Response Office and the Student Engagement Coordinator, First Nations House of Learning. Resources developed were circulated again this year and a bus organized to bring students, staff and faculty from campus to the Memorial March and back.

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

UBC Vancouver

Training and Knowledge

Ongoing

Indigenous Teacher Education Program

<p>New</p> <p>Ongoing</p> <p>Planned</p> <p>New</p>	<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> <p>The Indigenous Teacher Education Program (NITEP) disburses \$23 450 in scholarships:</p> <ul style="list-style-type: none"> • University of BC NITEP Alumni • AMY E Sauder NITEP • Rob Gray Memorial • Native Northwest Award in Education for Indigenous Students • NITEP Aurora (renewals) • Sharp Family NITEP grad Prize • Robert W Sterling Memorial • Bert McKay • Joan Ryan <p>With support from the BC Ministry of Post-Secondary Education and Future Skills, UBC's Faculty of Education and NITEP completed its first of several community-based teacher education programs.</p> <ul style="list-style-type: none"> • For the 2020-2021 academic year, teacher candidates enrolled in NITEP at the Cariboo field centre completed 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. In 2022-2023, this program was delivered in the Bella Coola region. • A Senior Advisor Indigenous, Dr. Verna Billy-Minnabarriet has also been appointed to the Dean's Office. Billy-Minnabarriet advises the Dean on matters related to Indigenous Education programs and initiatives in the Faculty of Education. • New Post Degree Specialization in Indigenous Education (NITEP) began in May 2021. Fifteen Indigenous students completed a 4-month specialization and entered the 11-month B.Ed. program to complete a Specialization in Indigenous Education. The next offering is planned for May of 2023. <p>Courses and Programs</p> <ul style="list-style-type: none"> • The Faculty of Education offers <i>EDUC 440 – Aboriginal Education in Canada</i>, 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. • <i>EDUC 342 (6 credits) Teaching First Nations Languages in Elementary Schools</i> and prerequisite courses <i>LLED 489, LING 200, LING 400. LLED 486</i> and <i>LING 433</i> are recommended as pre- or corequisites and centre around discussions surrounding the teaching and learning of First Nations Languages. <p>Plans for a 2023-2024 professional year program in a new northern field center including the Gitwagak community is underway.</p>
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<p>New/Ongoing</p>	<p>With support from the Ministry of Post-Secondary Education and Future Skills, the Office of Indigenous Education (OIE) and the Teacher Education Office (TEO) put out a call for curriculum enhancement projects and funded the following projects in January 2022:</p> <ul style="list-style-type: none"> • Enhancing Inquiry into Indigeneity and Decolonization: A TELL-3C Curriculum Renovation • Welcoming Indigenous Perspectives in WKTEP • Indigenizing and Decolonizing Environmental Literacy • Enhancing EPSE 310B with Indigenous Perspectives on Classroom Assessment • Bringing Indigenous Perspectives on Health, Wellness and Movement into Kinesiology Curriculum • EDCP 340 – Land, Language and Mathematical Actions: Building Resources for Mathematics Teacher Education • Forest Walk Exercises • Unsettling the Curriculum • Indigenous Pedagogies Online • Threading Our Stories' Video Discussion Guide and Resource Package <p>The development of School Advisor/Faculty Advisor network is underway to appropriately place and form relationships in the school practicum placements to facilitate successful experiences for the Indigenous teacher candidates.</p> <p>Faculty and Staff</p> <ul style="list-style-type: none"> • The faculty of Education has 8 Indigenous faculty members and each unit is committed to Indigenous hires resulting in 6 new searches that are underway. These members will contribute to the teacher education program by teaching specific courses. We are also prioritizing Indigenous staff hires in working in the Teacher Education office • In 2022, the faculty hired a program manager for Indigenous, Rural and Remote Education and International <p>Professional Development</p> <ul style="list-style-type: none"> • The 2022-2023 inaugural Professional Development Series, hosted by Dr. Dustin Louie, Director of NITEP were well-attended and successful events. Faculty and staff attended the January and February 2022-23 sessions. • On February 17, NITEP in collaboration with TEO hosted a luncheon for Indigenous students in the BEd program. <p>Outreach and Engagement</p> <ul style="list-style-type: none"> • The installation of the Orange Shirt Project was launched in October 2022 led by Dr. Shannon Leddy. The installation serves as a “pedagogy of the public” aimed at teaching and learning about the legacy of Residential schools in Canada. The Orange Shirt Project is part of a larger initiative, Decolonizing Teaching Indigenizing Learning, also led by Dr. Leddy. • In partnership with NITEP and UBC libraries, we assisted the Faculty of Education by participating in bringing and setting up of the “100 Years of Loss: The Residential School System in Canada” exhibit to UBC.
<p>Ongoing</p>	

Ongoing	<p><u>UBC Okanagan</u></p> <p>Cultural Knowledge and Training</p> <p>The Okanagan School of Education (OSE) continues to offer its post-baccalaureate education programs to reflect a holistic attention to decolonization and Indigenization. This is done through the integration of learning experiences that embody inclusivity, collaboration, and innovation in action, with deliberate attention to Indigenization emphasizing how Indigenous histories, perspectives, and approaches to learning must inform multi-disciplinary learning. 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.</p>
Ongoing	<p>Activities to Support Learning</p> <ul style="list-style-type: none"> • Orientation Day includes territorial acknowledgments, opening comments from Elders and a Water Ceremony, introducing Indigenous language and ceremony. This is done to situate the cohort within Syilx Okanagan Territory for students to understand where they will be learning, living and growing as educators. The OSE utilizes land-based pedagogies to guide their teaching using the First Peoples Principles of Learning and local teachings/protocols. This place-based approach holds potential for transforming the educational landscape locally and broadly. • 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.
Ongoing/New	<p>Courses and curriculum</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. • A pilot Undergrad/Grad Summer 2023 course is under development: Teaching and Learning Nsyilxcn with Indigenous Scholar/Educator co-teaching alongside a Syilx Elder • The Indigenous Education Council provides curricular guidance for OSE

Ongoing/New	<ul style="list-style-type: none"> The Bachelor of Nsyilxcn Language Fluency is collaborating with the Okanagan School of Education on a pathway for language fluency program graduates to have an admission pathway to the Bachelor of Education program. <p>Operational Efforts</p> <ul style="list-style-type: none"> SSHRC Partnership Grant: Investing in long-term trust & continued relationship-building with syilx community members and OSE. OSE commissioned two large paintings by Syilx artists for UBC Okanagan public art collection: Serving as educative vehicles for OSE and campus Community SSHRC Connection Grant: Bringing three CRCs re Indigenous Pedagogies to campus in March, 2023, to participate in local and national research conversations Documentation of curricular Indigenization in action via video, photo imagery, presentations & publications, growing research impact Indigenous Education Council serving advisory, guidance, and community-growing needs and responsibilities In 2022-23, a field centre opened in Kelowna on the UBCO campus.
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
Ongoing	<p><u>UBC Vancouver</u></p> <p>UBC Journalism believes that any attempt to understand and learn about Canadian journalism is deeply rooted in reckoning with the treatment of Indigenous people by the news media. Through this reckoning, for example, UBC's School of Journalism, Writing, and Media (JWAM) is able to implement and advance UBC'S Indigenous Strategic Plan.</p> <p>Cultural Training & Knowledge</p> <p>Coursework</p> <p>JWAM addresses Indigenous-related concerns connected to journalism and news coverage through class discussions, faculty research, speaker series, and award-winning student projects. In all our first-year graduate courses, we touch on critical conceptual discussions related to the experience of Indigenous peoples and other marginalized communities with news media in Canada and abroad. Topics such as: "otherness" in the news, newsroom diversity in Canada, source diversification, ethical coverage of sensitive issues, news coverage of protests, minimizing harm, and trauma-informed journalism, are a few topics we discuss on matters of representation and journalistic responsibility.</p> <ul style="list-style-type: none"> JWAM extensively upholds the responsibility as journalists to ensure factuality, equity, compassion, and understanding when reporting in Indigenous communities. For example, one of the mandatory core courses, Media Ethics, is taken by all first-year graduate journalism students. Using critical thinking and journalism ethics standards

New	<p>during the course, JWAM devotes many class discussions to covering Indigenous issues and voices using current and historical case studies.</p> <ul style="list-style-type: none"> JWAM also offers an elective called Reporting in Indigenous Communities, led by Indigenous working journalists. UBC journalism students learn about First Nations' ethics, histories, and politics, immersing them in several different indigenous communities in B.C.'s Lower Mainland. <p>Faculty</p> <p>This year, three leading Indigenous journalists joined school to share their expertise with students taking the Reporting in Indigenous Communities course. Robert Doane, Wawmeesh G. Hamilton and Leena Minifie brought a wealth of reporting and production experience to the classroom.</p> <ul style="list-style-type: none"> Doane started in 2006 as an aboriginal intern at the CBC. Since then, he has garnered extensive experience as a researcher, associate producer, reporter and host. In 2020, CBC appointed him to the newly created role of Indigenous Advisor with CBC Engagement and Inclusion. Based in Prince George, Doane has won two national RTNDA awards and three BC RTNDA awards. He is Gitxsan, from the Fireweed Clan. An award-winning Indigenous affairs reporter, Hamilton graduated from the UBC Master of Journalism program in 2016. His work has been featured on The National, CBC Radio and CBC Indigenous. In 2020, his radio documentary Not Alone for CBC The Current won the Jack Webster Award for best feature and enterprise reporting. Hamilton is a member of the Hupacasath First Nation in Port Alberni. The teaching team was rounded out by Leena Minifie, a Gitxaala and British digital strategist and journalist, and founder of First, a media company, and creative consultancy. She has worked as a journalist for outlets including Ricochet Media, CBC Radio One, CTV First Story, Native American Calling (US), and APTN National News. Among her work is the four-part documentary series, BC: An Untold History.
Ongoing	<p><u>UBC Okanagan</u></p> <p>Knowledge and Training</p> <p>Faculty and Staff</p> <ul style="list-style-type: none"> The UBC Okanagan Faculty of Creative and Critical Studies, has hired an Indigenous Composition Pedagogy instructor to create further Indigenous-focused courses and support other Indigenous initiatives in the Faculty. Two tenure track hires within the UBC Okanagan Faculty of Creative and Critical Studies (FCCS): Drs. Kerrie Charnley (Indigenous Composition and Rhetoric) and Monica Good (Indigenous Languages and Culture).
New/Ongoing	<p>Courses</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. <i>ENGL 104(3): University Writing: Indigenous Perspectives</i>. The course is designed for Aboriginal Access Studies students and/or students who self-identify as Indigenous. In process with Senate for approval.

<p>New/Ongoing</p>	<ul style="list-style-type: none"> • <i>CORH 206: The Rhetoric of Indigeneity</i> - 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. • New course proposal WRLD 430: Challenging Stereotypes of Indigenous Peoples in Central American Literature and Media Representation <p>Projects and Exhibits</p> <ul style="list-style-type: none"> • Hummingbird project: Offered by Indigenous Faculty Tania Willard (Secwepemc and settler), Assistant Professor in Visual Arts, the project featuring hundreds of flags installed in the courtyard at UBCO the installation, with dozens of uniquely carved hummingbird images, will grow each year as we gather and take action to as we continue to demand justice for Indigenous communities and realise the impact on all of us. • The Waterways Project (Feb 2022): The exhibition mobilizes the knowledge emerging from Waterways – the Past, Present and Future of the Okanagan Waterscape, a four-year Social Sciences and Humanities Research Council (SSHRC) funded project led by Drs Aleksandra Dulic, Jeanette Armstrong, John Wagner, Lael Parrott, Miles Thorogood and Marlowe Sam from the University of British Columbia in partnership with the En'owkin Centre whose input was vital in ensuring a rich cross-cultural Indigenous perspective on water. • Creative Studies hosted a variety of indigenous persons, artists, and elders for talks and workshops through its Visiting Artists series; including Hanss Lujan Torres, and Terrance Houle • The UBCO Art Gallery hosted Manuel Axel Strain as its Artist in Residence in 2022 for an exhibit entitled <i>puti k'wu ala?</i> This exhibit olds ideas of inheritance and ownership by reimagining an act of violence on the traditional land of nkmaplqs. With the support of family and ancestors, Strain reconceptualizes this memory and narrative through the creation and destruction of a tiny house. • In 2021, the UBCO Art Gallery hosted Whess Harman, a member of Carrier Wit'at, a nation amalgamated by the federal government under the Lake Babine Nation. They graduated from the Emily Carr university's BFA program in 2014 and are currently living and working on the territories of the Musqueam, Squamish and Tsleil-Waututh as the curator at grunt gallery. Harman was the 2021 Artist in Residence and showed their <i>Lossy: How to Save File for Future Transmission</i>. • Dr. Kerrie Charnley received funding through the ALT 2040 to support an Open Educational Resource project titled "Indigenous Land-based Writing and Pedagogy Guide for Students and Instructors" which will provide students and instructors a critical resources to learn about and involve Indigenous pedagogies in courses.
<p>New/Ongoing</p>	<p>Engagement and Outreach</p> <ul style="list-style-type: none"> • FCCS Indigenous Art Intensive: Ongoing summer institute, funded for 3 years. • A new collaboration has begun between the Okanagan Nation and FCCS faculty member, Aleksandra Dulic, on signs for the Okanagan Rail Trail. • Public talk sponsored by FCCS: <i>Why we capitalize the 'I' in Indigenous</i> 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.

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
	<p data-bbox="449 415 674 448"><u>UBC Vancouver</u></p> <p data-bbox="449 488 842 521">Cultural Training & Knowledge</p> <p data-bbox="449 557 978 589">Cultural Expert Program: Knowledge Keeper</p> <ul data-bbox="499 592 1896 808" style="list-style-type: none"> • As part of the UBC-wide action to establish a cultural expert program, UBC Sauder received funding from a donor to pilot a Knowledge Keeper program for 9-12 months. Knowledge Keepers are recognized for their specific gifts, talents and knowledge. They are living libraries that pass on valuable knowledge from generation to generation. • Bringing more Indigenous voices into the business school context will enable both Ch'nook and UBC Sauder students to develop new understandings of Indigenous perspectives and support faculty in teaching Indigenous business concepts. The proposal is currently being reviewed by Musqueam to ensure alignment with UBC Indigenous engagement protocols. <p data-bbox="449 841 1161 873">Indigenous Cultural Training & Awareness: Staff and Faculty</p> <ul data-bbox="499 876 1896 1187" style="list-style-type: none"> • Since April 2019, staff orientation sessions have incorporated an Indigenous Culture session, providing information on issues relating to decolonization, reconciliation and the importance of land acknowledgements. Since 2021, the School has engaged with <i>Indigenous Insights</i> to provide cultural awareness and sensitivity training through an Indigenous lens to faculty and staff through a series of interactive workshops offered several times each year. • For National Indigenous Peoples Day 2022, staff and faculty were invited for a tour of the Museum of Anthropology, allowing for learning and engagement. To commemorate 2022's National Day for Truth and Reconciliation, Deborah Johnson, a member of the Alkali Lake First Nations, was invited to speak to employees and students. • The School launched an Indigenous Author's Book Club for staff and faculty in October 2022, which meets bi-monthly to discuss Indigenous-written books and their impact. The School has increased its Indigenous procurement efforts, utilising several Indigenous businesses for required purchases. <p data-bbox="449 1219 1129 1252">Appointment of Adjunct Professor in Indigenous Business</p> <ul data-bbox="499 1255 1896 1377" style="list-style-type: none"> • UBC Sauder has hired its first Indigenous Adjunct Professor, Mr. Mark Podlasly (Cook's Ferry Indian Band, Nlaka'pamux Nation). Mr. Podlasly is currently the Director, Economic Policy and Initiatives to the First Nations Major Projects Coalition, a national 70+ Indigenous nation collective seeking ownership of major projects such as pipelines and electric infrastructure. He holds a Master's of Public Administration from Harvard University and has been a
In Progress	
Ongoing	
Ongoing	

New	<p>guest lecturer at UBC since 2017. In addition to teaching, Mr. Podlasly is helping the school with Indigenizing its curriculum.</p>
In Progress	<p>New Role Creation: Indigenous Student Advisor</p> <ul style="list-style-type: none"> • UBC Sauder is currently in the process of hiring a new Indigenous Student Advisor responsible for developing, delivering and assessing academic advising services and programs to recruit Indigenous undergraduate and graduate students and support their well-being, learning, development and retention.
Ongoing	<p>Creation of an Indigenous Business Centre</p> <ul style="list-style-type: none"> • The School is in the early stages of conceptualizing a new Indigenous Business Centre that aims to make space for Indigenous educational programs and activities. The Centre hopes to empower the learning journey of Indigenous students, prospective students, staff, and faculty, and support critical learning and un-learning for non-Indigenous members of the School's community. • The School created a new leadership position, Executive Director, Indigenous Business Initiatives and Engagement, and are actively recruiting to fill it. This role will support the development of the new Centre, as well as advancing and implementing the UBC Indigenous Strategic Plan, and other Indigenous priorities for the School.
Ongoing	<p>For-Credit Academic Programs</p> <p>Teaching and Learning Transformation Project</p> <p>The UBC TLEF-funded initiative “Dang Gwa SK’aadgaa Guda: Enhancing Business Education with Indigenous Knowledge” supports UBC Sauder’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 three-year project, the school will:</p> <ul style="list-style-type: none"> ▪ Meaningfully engage with Indigenous subject matter experts to develop curricula (case studies, lesson plans and assignments); ▪ Create and conduct training to ensure culturally appropriate and safe learning environments; and ▪ Create an online hub governed by Creative Commons licensing to house resources and training tools.
Ongoing	<p>Course: Indigenous Peoples and Economic Development</p> <p>The school continues to offer a BCom and MBA course, <i>Indigenous Peoples and Economic Development</i>. Objectives include demonstrating an appreciation for sustainable economic partnership with Indigenous communities and identifying how the private sector can promote reconciliation through economic development. Beginning in September 2023, this course will be a mandatory requirement of the MBA program’s new Climate Career Track.</p>
New	<p>BCom Review 2019-20: Increasing Indigenous Content</p> <p>Recommendations were presented as part of the BCom Review in 2019 to increase Indigenous business content in core courses as well as topics related to Indigenous/intercultural understanding, diversity and inclusion. This recommendation was endorsed as part of a larger set of proposals and will be supported by the work of the TLEF project listed above.</p>

New	<p>New Concentration in Indigenous Business (Bachelor of Commerce) UBC Sauder is developing, in consultation with Musqueam, 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 and the priorities of contemporary Indigenous leadership.</p> <ul style="list-style-type: none"> • Courses for the concentration are expected to include new and existing UBC Sauder courses in Indigenous Business, as well as an approved set of electives with significant focus on Indigenous contexts from those listed through First Nations House of Learning.
Ongoing	<p>Program Orientations All new MBA, MBAN and MM students in August 2022 received training on the history and legacy of colonialism and residential schools. Part on this included the KAIROS Blanket Exercise through Sk'elep Reconciliation.</p> <p>Support for Indigenous Learners</p>
Ongoing	<p>Indigenous Student Awards Awards and scholarships have an immediate and transformational impact on students, their families and their communities—a positive sense of encouragement and support that is often felt throughout their years at UBC and carried with graduates as they progress through their careers. In addition to having this direct impact, increasing Indigenous student awards across all UBC Sauder degree programs will improve recruitment and retention, which, in turn, will enable more Indigenous students to progress from undergraduate to graduate studies. UBC Sauder offers a variety of scholarships for Indigenous learners, and continuously works with donors to create further awards.</p>
Ongoing	<p>Spitz Fellows Program The Spitz Fellows Program, launched with the generous support of the Spitz family 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 UBC Sauder.</p> <ul style="list-style-type: none"> • The program is open to direct entry, transfer and current students who demonstrate academic achievement, community engagement, tenacity, leadership skills and service to others. The program provides students with awards valued at a minimum of \$10,000 per academic year, which may be renewed until the Fellow graduates from the UBC BCom program. • As of September 2022, there are 9 Spitz Fellows and 6 graduates, for a total of 15 students who have benefited from the Spitz Fellows award. Several Spitz Fellows have worked to create a student-run Indigenous Business Club as a way for this growing community to connect. • The Spitz Family recently announced an additional gift of \$500,000 to ensure that more Indigenous women can advance their business education.

Ongoing	<p>Ch'nook Scholars Program</p> <p>The Ch'nook Scholars program provides Indigenous post-secondary business students with financial assistance and support to help them excel in their studies. The program is open to Canadian residents of First Nation (Status or Non-Status), Métis, or Inuit heritage who are attending a full-time business education program at a post-secondary institution in British Columbia or at the University of Calgary in Alberta. Since 2007, 255 Indigenous business students have completed the Ch'nook Scholars program, with 30 students participating in the 2021-2022 cycle.</p>
Ongoing	<p>Non-credit Academic Programs</p> <p>Ch'nook Indigenous Business Education</p> <p>UBC Sauder is dedicated to enhancing economic capacity-building in BC First Nations communities through expanded on-site programs delivered by the Ch'nook Indigenous Business Education unit. Ch'nook programs are 100% supported by donors.</p> <ul style="list-style-type: none"> • Aboriginal Management Program: Delivered at UBC by the school's Ch'nook Indigenous Business Education initiative since 2002, the Aboriginal Management Program (AMP) is an executive education-style management program for aspiring Indigenous entrepreneurs, community leaders, and economic development staff from across Canada. Programming includes Indigenous guest speakers and Musqueam Elder incorporation. The 2023 Duration runs March – June through a hybrid instruction model, and has 16 student participants. • Ch'nook Accelerated Business Program: Delivered directly in Indigenous communities by Ch'nook, this customizable and accelerated program in entrepreneurship, business administration and project management has been supported in part by UBC Excellence funding. Each Accelerated Business Program (ABP) delivery is tailored to reflect the needs and desires of the partnering community or organization. Prior to COVID, the program was offered in-person to participants in Vancouver's Downtown Eastside, Bella Bella, Port Alberni and Anahim Lake. ABP was run virtually in summer 2020 for a Squamish Nation cohort and a Ch'nook alumni cohort. In summer 2021 we delivered a new 'proceed-at-your-own pace' project management course to 6 Tsilhqoti'in communities in the Cariboo. This offering represented a new delivery format with course materials mailed out on USB drives with recorded videos, printed-out worksheets and homework assignments to students who don't have access to internet or whose busy lives prevent them from committing to a real-time program thus helping to remove longstanding barriers to education in the community. In the summer of 2022, instructors applied learnings from the 2021 virtual, go-at-your-own-pace modality to develop a similar course for Musqueam learners on entrepreneurship. • Métis Nation BC: UBC Sauder currently delivers three programs in partnership with Métis Nation BC (MNBC): the MNBC Business Management Program (September 2021 – January 2022), the MNBC Senior Leadership Program (February – September 2022), and the MNBC Business Management Program (November 2022 – March 2023). These programs saw enrolment of between 13 and 27 students each. Two of these programs incorporated a Métis Elder in Residence into the program. This Elder attended all classes and provided cultural supports for students. She started each lecture with a land acknowledgement and story. She participated in all class discussions and activities, reviewed course materials and finished lectures with a closing prayer.

	<p>Outreach & Engagement</p> <p>Governance Pathways Program - UBC Sauder Peter P. Dhillon Centre for Business Ethics The Dhillon Centre’s Governance Pathways Program is an invitation-based, complementary board training program developed to increase the pool of diverse board-ready candidates for Canadian corporate boards. Its aim is to support business leaders from backgrounds traditionally facing systemic barriers to transition from executive roles and nonprofit board experience to paid and corporate board work. Cohorts will be balanced approximately equally between business leaders who are Indigenous, from racialized backgrounds, and contributing other forms of diversity.</p> <ul style="list-style-type: none"> • The program is held virtually and comprised of six 90-minute sessions held over 18 months. The current cohort is made up of 23 participants, eight of whom are indigenous. Since 2017, the Centre has advanced discussion on Indigenous rights, relationships and reconciliation by hosting speakers, panels and workshops including: “Reconciliation: A New Relationship for Investors”, “Indigenous Investment Issues and Governance”, “Aboriginal Law: Compensation Principles and Opportunities for Economics Development”, “The Business of Pipelines: Understanding Crown Duty of Accommodation and Indigenous Rights”, “Community Fostering: Haida Vision, Gwaii Trust and Conservation”, and “The “I” in ESG: Indigenous Approaches to EDG Investing”. • The Dhillon Centre’s 2022 “Business for Social Good” research grant competition awarded first place (\$4,000) to UBC graduate student Irein Thomas for her research proposal entitled “Say it and then do it: Improving Institutionalized Land Acknowledgments to Motivate Settlers to Restorative Actions”. <p>Ongoing</p> <p>New</p> <p>In Progress</p> <p>New</p> <p>Acknowledgements UBC Sauder is committed to ensuring that every student, faculty, staff member and partner is aware of the unceded status of the lands on which UBC facilities are situated, and the enduring relationship between Indigenous peoples and their territories. We communicate the importance of land acknowledgments via video screens throughout the Henry Angus building, and encourage the integration of land acknowledgements, in a meaningful way, in classes at the start of term and at special events and gatherings.</p> <p>Public Communication of Indigenous Activities at UBC Sauder In 2022, the School created a new web presence to showcase and profile our Indigenous activities and initiatives across the School.</p> <p>Facilities</p> <p>Musqueam Art Installation 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. 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</p>
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	<p>to consider the role of business in a broader social context. The expected installation date is spring/summer 2023 and will be celebrated at a community event involving members of Musqueam, the School, and UBC more broadly.</p> <p>Powerhouse Project UBC Sauder is undertaking the building of an additional building to accommodate growth in student numbers, programs and initiatives. Included in this project is the new Indigenous Business Centre. The new building will include space dedicated to Indigenous Learners for social, cultural and academic purposes. Consultation with Musqueam is underway to ensure the design and features meet the needs of Indigenous learners and pay respect to and acknowledge the traditional, ancestral, and unceded territory of the Musqueam People.</p>
Ongoing	<p><u>UBC Okanagan</u></p> <p>Courses UBC Okanagan Faculty of Management (FoM) courses and learning opportunities include:</p> <ul style="list-style-type: none">• <i>MGMT 410 Leadership in Complex Environments</i> is an elective course that is open to all undergraduate students who meet its pre-requisite requirements. The course includes interviews and discussions with private and public sector leaders, including local First Nations leaders.• The FoM post experience Master of Management continues to integrate experiential education and presentations by invited Indigenous speakers, including content delivered by a local Indigenous organization focused on Truth and Reconciliation, and experiential activities at a local Indigenous community, led by a community member.• The FoM curriculum for the new dual degree Master of Management integrates Indigenous content with the help of Indigenous Programs and Services.
Ongoing	<p>Faculty The UBC Okanagan Faculty of Management (FoM) has hired a full-time Lecturer, Dr. Dustin Gumpinger, with extensive experience in examining Indigenous rights and title, and the legal and ethical responsibilities that courts, governments, and businesses owe to Canada's Indigenous Peoples. He brings this lens to the continued development and delivery of <i>MGMT 110 Introduction to Management Thought and Social Responsibility</i>, which is a first-year required course for all Bachelor of Management students, dual degree Master of Management, and is open to all students across campus.</p> <ul style="list-style-type: none">• Dustin will also bring this lens to his new role as the Undergraduate Coordinator, taking on responsibilities related to Academic Concession, student progression, academic integrity and academic policy review.
New	<p>Awards Awards will also be made available to Indigenous students who are interested in the interdisciplinary dual degree Master of Management.</p>

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.

PROS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><u>UBC Vancouver</u></p> <p><u>UBC Indigenous Strategic Plan</u></p> <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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ All faculties across both campuses have created and are actively implementing their own ISP priorities. Faculties have assigned ISP implementation to Associate Deans, Directors and Executive Directors across the university. • An Office of Indigenous Strategic Initiatives (OISI) 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

Ongoing	<p>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> <ul style="list-style-type: none"> ○ OISI has also established an ISP Community of Practice for Associate Deans, Directors and Executive Directors who are charged with ISP implementation. ● The Indigenous Strategic Initiatives (ISI) Fund is an initiative across both the UBC Vancouver and UBC Okanagan campuses that directly supports the implementation of the UBC Indigenous Strategic Plan (ISP). There are three funding streams: Innovative (Stream One), Transformative (Stream Two) and Student-led (Stream Three), the latter of which was already announced last August. <ul style="list-style-type: none"> ○ The 2021-2022 year's ISI Fund cycle provided a total of \$4 millions of funding to students, staff and faculty across 16 academic units. Subsequent funding cycles will offer \$2 million per year. ○ The ISI Fund falls under the Office of Indigenous Strategic Initiatives (OISI) led by Dr. Sheryl Lightfoot, who is also a senior advisor to the president on Indigenous Affairs, a Canada Research Chair of Global Indigenous Rights and Politics and an associate professor in political science. ○ ISI-funded projects are noted throughout the Appendix in the above sections. <p>Language and Acknowledgements</p> <ul style="list-style-type: none"> ● UBC Brand and Marketing, in partnership with the First Nations House of Learning created the Indigenous Peoples: Language Guide to provide information for the UBC community on how to navigate the terminology and meanings associated with Indigenous peoples in order to produce the best and most respectful communication results. The version released in May 2021 is version 3.0 of this guide, updating the previous version from 2018. ● UBC permanently raised the flags of the Musqueam Indian Band and the Syilx Okanagan Nation on our two campuses, formally signifying our recognition that they are located on the traditional, ancestral and unceded territories of the xʷməθkʷəyəm (Musqueam) and Syilx (Okanagan) peoples, respectively. This recognition is further acknowledged in a Memorandum of Affiliation with the Musqueam and a Memorandum of Understanding with the Okanagan Nation Alliance. <p>Bilingual street signs were also installed on nine Vancouver campus streets with names in English and hə́nqəmiṇə́m – the traditional language of the Musqueam.</p> <p>UBC officially five new student residence buildings that were gifted the hə́nqəmiṇə́m name tə šxʷhələləṇs tə kʷaʔkʷəʔaʔt, meaning The Houses of the Ones Belonging to the Saltwater, by the Musqueam in the spring of 2021. Now each of the five buildings has received its own name from the Musqueam:</p> <ul style="list-style-type: none"> ● təməs lelə́m – Sea Otter House, opened to residents Apr. 2022 ● sqiməkʷ lelə́m – Octopus House, opened to residents Apr. 2022 ● stəwət lelə́m – Herring House, opened to residents Jan. 2022 ● qə́lʔaləməcən lelə́m – Orca House, opened to residents Sept. 2021 ● qʷta:yθən lelə́m – Sturgeon House, opened to residents Sept. 2021
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<p>Ongoing/New</p>	<p>In April 2018, at the opening of the Residential School History and Dialogue Centre, UBC President and Vice- Chancellor, Santa Ono, delivered an apology 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, built for \$5.5 million, is a place for former students and survivors of residential schools and their communities to access their records, for students and the public to explore vast archival holdings and learn about the history and legacy of the schools through interactive technology, and for university and community members to meet in focused discussions about the uses of history and other collaborative projects.</p> <p>Academic and Research Success</p> <ul style="list-style-type: none"> • UBC supports Indigenous students in their academic and personal success through Indigenous-specific awards, programs and services, including priority assignment placement in student housing, as well as culturally relevant wellness initiatives. In addition, some programs have dedicated seats. For instance, 5% of seats are held annually for qualified Indigenous students under the Indigenous MD Admissions program; two seats are held annually for Aboriginal students in the Master of Public Health offered by School of Population and Public Health; and the Peter A. Allard School of Law has 20 seats reserved for Aboriginal students. • Managed by UBC’s Sustainability Hub, UBC’s Campus as a Living Lab (CLL) provides a collaborative framework for faculty, staff, students and partners to address urgent global sustainability challenges. By using university infrastructure, assets and resources to support innovative and applied research projects that improve our communities, region and world. One project, “(Re)imagining Indigenous Centred UBC Campus Recreation”. This project aims to decolonize settler colonial understandings of campus space through empowering Indigenous knowledge, with a focus on university recreation places and activities. More specifically, it sets out to answer the question: how do we create sustainable, culturally-safe and inclusive Indigenous-centered place-based campus recreation? • UBC 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. • The Gitksan Research Lab 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. • UBC’s Indigenous Research Support Initiative (IRSI) provides professional research support and services to Indigenous communities and university researchers from various disciplines to undertake collaborative projects based on community-led interests, reciprocal relationships, and principles of mutual accountability. IRSI recognizes that community-led research is developed and conducted in collaboration with Indigenous communities, and can contribute to community autonomy, strength and resiliency. • The School of Community and Regional Planning at UBCV offers the Indigenous Community Planning Concentration, which aims to train a new generation of community planners who will break with the colonial legacy
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<p>Ongoing</p>	<p>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> <ul style="list-style-type: none"> • The UBC Sauder School of Business at UBCV offers the Ch'nook Indigenous Business Education. This professional development program includes the Aboriginal Management Program (AMP) and Ch'nook Scholars. The AMP provides Indigenous leaders, entrepreneurs and aspiring business professionals with the knowledge and skills to bring economic development and opportunity to their communities. The Ch'nook Scholars program gives Indigenous post-secondary business students the tools and connections needed to succeed in their studies and careers, as well as a range of other benefits. • The Institute for Critical Indigenous Studies is an interdisciplinary research unit for Indigenous critical theory and politics, arts research, and applied social practice within the humanities and social sciences at UBC. It hosts First Nations and Indigenous Studies (FNIS) and the First Nations and Endangered Languages Program (FNEL) and the Musqueam Language and Culture Program. 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. • The First Nations House of Learning, located within the UBC First Nations Longhouse, provides institutional support in the form of leadership on high-level Indigenous strategic initiatives and advisory services at the faculty and unit level. This is in addition to student-facing work in relation to retention and completion, and supporting a good experience at UBC. <ul style="list-style-type: none"> ○ 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. • 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. <ul style="list-style-type: none"> ○ The Xwi7xwa library also launched a 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.
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<p>Ongoing</p>	<p>Community Partnerships</p> <ul style="list-style-type: none"> • Creating Structures for Meaningful Indigenous Community-UBC Health Partnerships is an Initiative intended to Improve structures at the community and instructional level for meaningful and sustainable Indigenous Community and UBC partnerships in health and wellness research and learning. This involves creating a blueprint for meaningful and sustainable health research collaborations by learning from existing Indigenous community partnerships, establishing reciprocal and sustained co-learning, and fostering Indigenous undergraduate and graduate learning and work-experience opportunities within Indigenous community organizations, Human Early Learning Partnership and the Centre for Excellence in Indigenous Health. (in support of UNDRIP Articles 14.1, 14.2, and 21) • The UBC Remote Community Drone Transport Initiative was established in collaboration with the Stellat'en First Nation, the Village of Fraser Lake, the First Nations Health Authority, Northern Health, LifeLabs, and Rural Coordination Centre of BC for the purpose of investigating the feasibility of using drone technology to address inequities in access to physically necessary health care supplies and services experienced by many rural and remote First Nations communities. Building in-community capacity and creating local employment opportunities in Stellako is one of the primary objectives of the project, and a number of community members have been hired to oversee critical functions relating to the project's operations. As well, the DTI has held a number of public engagement events intended to generate interest in STEM careers among schoolchildren in conjunction with the local school board. (in support of UNDRIP Article 21) • For more than a decade, UBC has partnered with the Haida Gwaii Higher Education Society (HGHEs) to create immersive educational programming to equip future leaders to guide their communities towards a sustainable future. The university has been the accrediting partner of the Haida Gwaii Semesters since its inception, and following the past successes gained by working together, HGHEs and UBC Faculty of Forestry decided in late 2016 to make their partnership even stronger as one strategy to sustain the Haida Gwaii Semesters over the long-term. This strategic partnership took physical form in early 2018 with the establishment of the Haida Gwaii Institute (HGI). HGI is a community-based education and research post-secondary institution located on Haida Gwaii that is governed by both the HGHEs and UBC Faculty of Forestry. HGI now manages and operates the established Haida Gwaii Semesters, along with the new Haida Gwaii Summer Sessions and other programming. • UBC's Faculty of Forestry is working toward launching the Bachelor of Indigenous Land Stewardship , a new four-year undergraduate credit program, approved by the Ministry of Post-Secondary Education and Future Skills in May 2022,that aims to prepare both Indigenous and non-Indigenous students for careers working with and for Indigenous governments on land stewardship.. <p>Health Promotion</p> <ul style="list-style-type: none"> • UBC's Centre for Excellence in Indigenous Health was formally established on January 1st, 2014, after an extensive one-year consultation process with Indigenous communities, the First Nations Health Authority, educational partners, government and non-profit groups. The Centre is a single coordinating point for Indigenous health initiatives within UBC and acts as a contact for communities and organizations external to UBC. The Centre is dedicated to advancing Indigenous people's health through education, innovative thinking, research, and
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	<p>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> <ul style="list-style-type: none"> • Counselling Services at UBC connects students with wellness advisors, who are trained Masters-level counsellors, to help students reach their wellness goals. Counselling Services also provides an option for Indigenous students to access additional support, such as meeting with an Indigenous counsellor. • The 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. • There is a plan in place to review all MD undergraduate program curricula (Case-Based Learning, lecture and lab materials) for negative or racist stereotypes. All outdated and/or culturally insensitive material is being replaced with appropriate content. This review and update was led by the Director of Curriculum with the Indigenous Faculty Theme Lead in partnership with the CEIH. A process to establish a set of best practices for the creation of curricular elements relating to Indigenous health that will be applied in a Faculty-wide fashion so that consistency across all programs can be achieved is also underway. The Undergraduate Medical Education Committee recently formed a Curriculum Review Working Group that conducted a formal review of the mission and goals, exit competencies, and curriculum of the Undergraduate Medical Education Program. These have now been revised and approved by the Undergraduate Medical Education Committee for implementation in Academic Year 2021-22. One of the lenses used by the Working Group is the First Nations, Inuit, Metis Health Core Competencies; a Curriculum Framework for Undergraduate Medical Education (2009) from the Indigenous Physicians Association of Canada and the Association of Faculties of Medicine of Canada. • The UBC Global Surgery Lab, whose goal is to improve knowledge of and access to surgical care in underserved communities, is currently undergoing additional development. This will involve adapting the UBC Global Surgery Lab (GSL) terms of reference and completing the GSL strategic plan. This project will also update the essential surgical skills curriculum to improve usability and relevance to rural, remote, and Indigenous communities, develop and launch the sixth module for the Safe Surgical Care Strategies During Pandemic course, and disseminate global surgery education for students, GSL members, and the global community. The project will attempt to integrate the UBC 23/24 curriculum with the ESS curriculum in close collaboration with the CEIH. • The Surgical Care in Canada’s Rural and Remote Indigenous Communities with Global Comparisons (3 credits) 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. (in support of UNDRIP Article 21) • Further information about Indigenous health promotion initiatives can be found in the above sections of the Appendix.
	<p><u>UBC Okanagan</u></p>

New	<p>UBC Okanagan Faculty of Health and Social Development (FHSD): The EDI Advisor to the Dean, Rishma Chooniedass and EDI Coordinator, Natalia Peñuela Gallo curated and published an Equity website with relevant reports, legislation, resources, asynchronous trainings, and multiaccess UBC and community events. This website is a resource hub with learning opportunities for students, staff, faculty and the wider community to learn about Indigeneity, anti-colonial and decolonization resources; and EDI related topics.</p>
Completed	<p>In commemoration of Orange Shirt Day and National Day for Truth and Reconciliation, FHSD students, staff and faculty members were invited to continue their learning journey by committing to do a meaningful action, and to expand their knowledge about the history and legacy of residential schools and the intergenerational impacts of colonization on Indigenous peoples. Therefore, the Equity page includes a dedicated section of upcoming Indigenous- related learning opportunities and resources, which is separated from other EDI related opportunities. The Faculty welcomed Dr. Christopher Horsethief as a guest speaker, for a conversation on Culture, Disorder, Undoing and Resilience which focused on the connection between collective trauma, culture, language and Indigenous conceptualizations of health. Additionally, a session on enhancing course content with underrepresented scholars was presented by Sajni Lacey the Learning and Curriculum Support Librarian and Christian Isbister the Indigenous Initiatives Librarian from UBC Okanagan Library.</p>
Ongoing	<p>The EDI Advisor and Coordinator are working with Naim Cardinal from UBCO's Indigenous Programs and Services-IPS, to start the self-assessment and implementation of UBC's Indigenous Strategic Plan within the Schools of Nursing, School of Social Work and the School of Health and Exercise Sciences.</p>
Ongoing	<p>Three FHSD faculty members took part on the ARIE Task Force. Donna Kurtz was the chair of the Indigenous Committee, Dixon Sookraj was the chair of the People of Colour Committee, and Shirley Chau was the co-leader for the Task Force.</p>
Ongoing	<p>Dr. Donna Kurtz and Dr. Charlotte Jones are leading a new three-year Canadian Institutes of Health Research (CIHR) project in partnership with Friendship and Métis centers within the BC Interior and Interior Health to explore the relationship between gender, identity, wellness and cultural traditions of Indigenous land-based activities and ceremony related to harvesting.</p>
Ongoing	<p>Indigenous methodologies and local advisory teams, Elders, Knowledge Keepers, Healers, youth and young adults, and center staff as co-researchers guide community member-led activities such as culturally safe community gatherings, talking circles, and other activities for knowledge sharing. The research findings will provide a basis for identifying and addressing health challenges as a pathway to optimal health for Indigenous peoples across generations. The university research team includes Research Elder Advisor Elder Diana Moar, Dr. Julianne Barry (Postdoctoral Fellow), Dr. Judy Gillespie, Dr. Alexandra King, Dr. Malcolm King and Dr. Jon Mcgavock.</p>
Ongoing	<p>UBC Okanagan Faculty of Management (FoM):</p>

<p>Ongoing/New</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 for the Bachelor of Management program. • The post experience Master of Management continues to integrate experiential education and presentations by invited Indigenous speakers. • Curriculum for the new dual degree Master of Management integrates Indigenous content with the help of Indigenous Programs and Services. Awards will also be made available to Indigenous students in the program. <p>The UBC Okanagan College of Graduate Studies (CoGS):</p> <ul style="list-style-type: none"> • The College of Graduate Studies offers a credential in Cultural and Social Awareness, consisting of eight workshops over three themes (Interculturalism, Equity and Inclusion, and Mental Health and Wellbeing). These workshops focus on building awareness around social and cultural difference, diversity, inclusion, and equity, and will be offered in partnership with relevant organizations on campus. • The College of Graduate Studies, in partnership with Indigenous Programs and Services, offers an Indigenous Graduate Student Orientation – Offered at the start of each term, incoming Indigenous students connect with fellow Indigenous graduate students, learn about the on-campus Indigenous Centre, and hear about programs and services that are available to Indigenous students. • In partnership with Indigenous Programs and Services, the College of Graduate Studies offers two Indigenous content workshops to all grad students and postdoctoral fellows: <ul style="list-style-type: none"> ○ The University’s Relationship with the Host Nation: The Okanagan Nation’s history with UBC dates back to the inception of this campus in 2005. Okanagan Nation member Adrienne Vedan, the Director of Indigenous Programs & Services, guides participants on an interactive journey through the evolving relationship with UBC and the unique programming offered here. ○ The History of First Nations in British Columbia: This interactive workshop looks at the roles belonging and education play in rebuilding communities which have been damaged by the Sixties Scoop and Residential School system. Shuswap Nation member Dan Odenbach reflects on his journey through the Sixties Scoop and how his world view has changed from being a former child in care to a UBC staff member. • The College of Graduate Studies has completed the Indigenous Strategic Plan Self-Assessment and Intent to Action Tool to reflect on and discuss our role within UBC and within the context of Indigenous engagement. We have developed goals and actions that support the Indigenous Strategic Plan and promote the principles of UNDRIP and Indigenous peoples’ human rights. • The College of Graduate Studies offers the Indigenous Graduate Fellowship, which is available to eligible incoming full-time Indigenous, Canadian graduate students entering a thesis-based graduate program at UBC’s Okanagan campus. The Fellowship provides funding for up to two years for Master’s students and up to four years for PhD students (at \$10,000 per year) and is awarded as a one-time award per student per degree program. The College is currently engaged in consultations across campus to reimagine the Fellowship program to further reduce and remove barriers and support the recruitment and retention of Indigenous graduate students.
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New	<ul style="list-style-type: none"> • In Tri-Agency doctoral scholarship competitions, each institution is permitted to nominate any number of Indigenous candidates, in addition to the institutional quota of nominations. The College of Graduate Studies has made use of that opportunity to support Indigenous scholars. • The Tri-Agency Indigenous Scholars Awards and Supplements Pilot Initiative will provide financial support to meritorious Indigenous students who have applied to the Canada Graduate Scholars—Master’s program. • Indigenous Programs and Services and the College of Graduate Studies share an Indigenous Graduate Student Advisor position who supports the academic success, personal development and retention of prospective and current Indigenous graduate students. The current advisor is Stephanie Riley, a Coast Salish and Kwakwaka’wakw member of Homalco First Nation. The goal of this role is to provide a single point of contact to provide holistic advisory services through the student life-cycle and beyond to potential postdoctoral positions. The position also works to identify systemic barriers and provide recommendations to reduce them. • In partnership with Indigenous Programs and Services and alumniUBC, the College of Graduate Studies hosted a Master Grads event for Indigenous students interested in graduate studies, postdoctoral fellowships or faculty positions. Panelists included Indigenous scholars, including a master’s student alumnus, a current doctoral student, and a faculty member, who shared stories of their experiences in academia. • The College of Graduate Studies launched an Equity, Diversity and Inclusion book club, which includes non-fiction books, and novels by Indigenous authors. As part of the book club, team members take turns leading group discussions about issues raised by the books, and the team seeks ways to improve the culture and offerings on our campus based on content and conversation. • The College of Graduate Studies introduced an application fee waiver which covers the application fees for all graduate school applicants who self-identify as Indigenous. • The College of Graduate Studies created a policy governing honoraria for student representatives on College committees. The Policy seeks to recognize the knowledge and lived experience of students who are impacted by systems of inequity, such as colonialism, racism, discrimination, and ableism, providing an honorarium of \$500 per year to students in these groups, including Indigenous student representatives. • The College of Graduate Studies partners with Indigenous Programs and Services to offer and support dedicated activities related to the recruitment and retention of prospective and current Indigenous graduate students, including an Applying to Graduate School Workshop, a Grant-Writing Workshop, and the Supporting Aboriginal Graduate Enhancement (SAGE) initiative at UBC’s Okanagan campus.
New	<p>The UBC Okanagan Faculty of Creative and Critical Studies: Assistant Professor Tania Willard has received funds from the Canada Foundation for Innovation (CFI) for her Site/ation studio: Indigenous land as art. This research project, in the field of contemporary Indigenous art, pursues research into decolonial aesthetics, galleries, curating and contemporary art led from Indigenous research into land-based art marking. Site/ation Studio is designed to use a research creation model to delve into questions and needs for study around how Indigenous arts and culture in Canada can take place and what models might be suited to this endeavour. This research is attuned to the calls to action of multiple reports and inquiries like the Truth and Reconciliation report (2016) and the Missing and Murdered Women and Girls Inquiry report (2019) which all call for a fundamental decolonizing approach to Indigenous issues.</p>

<p>Ongoing</p> <p>New</p> <p>Planned</p> <p>In Progress</p>	<p>The UBC Okanagan Faculty of Science:</p> <ul style="list-style-type: none"> • End-to-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 2023/24 academic year • Ongoing work continues to further reflect Indigenous perspectives and knowledge in curricula across the Bachelor of Science. In 2021, students were strongly encouraged to take three credits of an Indigenous content course towards their elective requirement. This requirement will be mandatory for students entering the program in 2024 and onward. • Bachelor of Sustainability: This new program was developed to advance sustainability across teaching, learning and research. The program also aligns with UBC's commitment to the Truth and Reconciliation Commission of Canada and the United Nations Declaration on the Rights of Indigenous Peoples. All students in the program are required to take an Indigenous studies course that introduces concepts of Indigenous knowledge, which will contribute to advancing reconciliation with Indigenous Peoples. • Dr. Gino DiLabio, Dean of the Faculty of Science, is a member of the UBCO Indigenous Advisory Committee. • Dr. Ed Hornibrook (EEGS Head) and Dr. Adam Ford (Biology) serve on the UBC Okanagan Indigenous Pathways to Graduate Studies Committee • In 2022 and 2023, three Indigenous students were awarded Indigenous NSERC-USRA for summer research projects. <p>Annually, several faculty members host mentor students through the Undergraduate Indigenous Research Mentorship program. In W2022, we have three students in the program. Since 2016, 21 BSc students have participated in the program, with most continuing to postgraduate programs.</p> <p>The UBC Okanagan Faculty of Science:</p> <ul style="list-style-type: none"> • A summer or W20223Work-Study position for an Indigenous Curriculum Researcher. The Faculty of Science hopes to hire a graduate or undergraduate Indigenous student to conduct an environmental scan of Indigenous content in BSc degrees at institutions in Canada, NZ and Australia, as well as other Indigenous initiatives in science programs. This research will inform and support ongoing efforts to create a welcoming and empowering environment for Indigenous peoples within FOS. • Dr. Ed Hornibrook (EEGS Head) provided a letter of support for an application by Prof. Alon Eisenstein (Engineering) to create an Indigenous micro-forest on the UBCO campus. <p>The UBC Okanagan Faculty of Science plans to establish an Indigenous Advisory committee.</p> <p>UBC Okanagan School of Engineering (SoE): RIVER Network</p>
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In Progress	<ul style="list-style-type: none"> • The Reintegration of Indigenous Values and Engineering Research Network (RIVER) initiative has been making significant strides as an independent national effort, and currently includes nine engineering research faculty representing six institutions. With a mission to unite Indigenous researchers in engineering across Canada, the network focuses on exploring and integrating Indigenous knowledge within engineering disciplines. • Although the School of Engineering initially offered support to Indigenous faculty members to participate in the initiative, RIVER has since evolved into a self-sufficient and expansive network that extends beyond the scope of any single institution. • Co-led by Assistant Professor Dr. Michael Benoit and Dr. Lisa Tobber from the University of British Columbia's School of Engineering, RIVER is working towards fostering collaboration, enriching the academic community, and focused on integration of Indigenous knowledge in engineering research and practice. One active project within RIVER is Benoit and Tobber's New Frontiers in Research (NFRF) Exploration's project, which aims to conduct research at the intersections of advanced materials and manufacturing, structural engineering, architecture, and Indigenous ways of knowing, and is conducted in collaboration with Westbank First Nation.
Ongoing	<p>Micro-Forest (Renaturalization Project)</p> <ul style="list-style-type: none"> • The UBCO Indigenous Micro-Forest Project (Probably renaming to the UBCO Indigenous Renaturalization Project) is an ISI Funded project that seeks to co-create a vision for a renaturalized part of UBCO campus, together with and guided by the Syilx Okanagan community and knowledge. Through careful and collaborative consideration of the nature, purpose, and potential of such renaturalized part of campus, the project will then lay the foundations to make its vision a reality, with subsequent funding and support. • The project's team members include Dr. Alon Eisenstein, Assistant Professor of Teaching at the School of Engineering; Dr. Jeanette Armstrong, Associate Professor at the Department of Community, Culture and Global Studies; Renee Leboe, Manager of Academic Services at the School of Engineering; Dr. Miranda Hart, Professor at the Department of Biology; Dr. Adam Wei, Professor at the Department of Earth, Environmental and Geographic Sciences; Dr. Susan Murch, Professor at the Department of Chemistry; Dr. Jason Pither, Associate Professor at the Department of Biology; Dr. Natalie Forssman, Assistant Professor of Teaching at the Department of Community, Culture and Global Studies Dr. Jannik Eikenaar, Associate Professor of Teaching at the School of Engineering; Dr. Ian Foulds, Associate Professor at the School of Engineering; and the American Indian Science and Engineering Society (AISES) student club at UBCO.
Implemented and Ongoing	<ul style="list-style-type: none"> • The project is supported by the Okanagan Institute for Biodiversity, Resilience, and Ecosystem Services (BRAES), and with collaboration with the En'owkin Centre. • The project has thus far included several preliminary meetings with UBCO Campus Planning and various stakeholders on campus, and a full day of visioning at the En'owkin Centre, that included a tour of the k'əmcənɪtkw floodplain re-engagement project site.

Implemented and Ongoing	SoE's Indigenous engineering PhD cohort pilot is continuing, with cohort participants are working on an Indigenous-led and informed framework for Indigenous housing and infrastructure, supporting the continued health of Indigenous communities through their self-determination of infrastructure. The students have all completed their first year of study and have been matched with supervisors/co-supervisors with expertise in their specific topics and support for their unifying vision. Cohort cohesion is continuing to be supported by Dr. Jannik Eikennar and Dr. Ian Foulds. The students are being funded through the School of Engineering and the Academic Excellence Fund.
Implemented and Ongoing	The UBC Okanagan Interdisciplinary Co-op Education program originally secured funding through the Ministry for Post-Secondary Education and Future Skills. A– Co-op and Work Integrated Learning Initiative in 2022 and in conjunction with Arts Co-op, Applied Science Co-op, Indigenous Programs and Services, First Nations House of Learning, and Centre for Student Involvement and Careers, has piloted two Indigenous Co-op Coordinator roles (one which remains ongoing). The aim to support Indigenous UBC students to engage in co-op education opportunities while advancing collaboration with both internal and external stakeholders is ongoing.
Ongoing	<p>UBC Okanagan Library:</p>
Ongoing	Through a successful application to the Equity Enhancement Fund, the UBC Okanagan Library hired two undergraduate students for 2020-2021 academic year to support programming, events, outreach, and research guide development related to the Indigenous Strategic Plan and Inclusion Action Plan. The library renewed this program for 2021-2022 and again in 2022-2023, hiring two new undergraduate students who will plan and participate in library initiatives supporting the Indigenous Strategic Plan and Inclusive Action Plan.
Ongoing	The Library continues to display leadership in the establishment of partnerships with campus and community in order to advance educational initiatives that meet the University's strategic initiatives. On-campus and inter-campus projects in 2022-2023 included our Conversation with Waubgeshig Rice event, Honouring Indigenous Writers programming, Indigenous Reads book club, and the Legacy of Hope exhibit
Ongoing	UBC Okanagan Library's term Indigenous Initiatives Librarian continues to support projects related to the Indigenous Strategic Plan, UBC Okanagan's Declaration of Truth and Reconciliation Commitments, and works with collections, programming, outreach and engagement, and language fluency.
Ongoing	The library has continued to build its collaborative relationship with En'owkin Centre in service of processing the Centre's own archives. This initiative includes digitizing selected language resources, adding descriptive metadata, and facilitating access to these audio-visual materials to support student learning in the Bachelor of Nsyilxcn Language Fluency (BNLF) degree.

The library is currently working to secure print and digital resources to support the upcoming Bachelor of Nieʔkepmx Language Fluency (BNLEK) and the Bachelor of St'at'imc Language Fluency (BSTAT). Resources are also being sourced through collaborations other academic institutions including Nicola Valley Institute of Technology (NVIT) and the University of Washington, and through appropriate Tribal Councils, Band Offices and Language Authorities.

The library continues to support and expand collections resources on the United Nations Declaration on the Rights of Indigenous Peoples and National Inquiry into Missing and Murdered Indigenous Women and Girls since the launch of the Okanagan Special Collections in 2018. The collection includes the R.S. Sargent Collection, most of the catalogue of Theytus Books, and publications from the Okanagan Nation Alliance. The UBC Okanagan Library worked closely with the Irving K. Barber Faculty of Arts and Social Sciences faculty to support the access and digitization of Indigenous literature.

[Indigenous Programs and Services](#)

Indigenous Programs and Services (IPS) widens participation and access to post-secondary education for First Nation, Métis, and Inuit students, along with providing community and culturally appropriate programs and services to serve Indigenous students at UBC Okanagan campus. To widen participation and access for Indigenous learners, IPS works with Faculty partners and Enrolment Services through a Supportive Admissions Framework to provide multiple admissions pathways for Indigenous applicants. One these pathways is through Aboriginal Access Studies which is a bridging program to Okanagan campus undergraduate programs. In partnership with communities, IPS also has various youth outreach programs. IPS also provides services and programs for Indigenous undergraduate and graduate students and includes holistic advising, orientation and transition and Indigenous student experience.