



THE UNIVERSITY
OF BRITISH COLUMBIA

Institutional Accountability Plan and Report

2021/22

The University of British Columbia

July 15, 2022

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 2021/22 reporting cycle.

Over the past year, as UBC navigated the continued uncertainty caused by the COVID-19 pandemic, the university's vision of "inspiring people, ideas and actions for a better world" was always at the forefront of our work. Students, faculty and staff continued to provide and access high-quality teaching and learning experiences, advance cutting-edge research in service of addressing pressing societal challenges, adapt services and supports to enable the long-awaited transition back to on-campus learning, and ensure that UBC's positive impact continued to be extended locally, regionally and globally.

While supporting a safe return to campus and managing the ongoing impacts and uncertainties associated with the pandemic have been primary areas of focus for the university over the past year, 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:

- **Equity, Diversity and Inclusion:** Creating a safe, welcoming, diverse and inclusive campus community continues to be a strategic priority for UBC. In addition to continuing work to implement UBC's Inclusion Action Plan, this includes focused initiatives in support of the university's commitments to address systemic racism. The Anti-Racism and Inclusive Excellence (ARIE) task force worked hard starting in April 2021 to produce a report with over 50 recommendations for the university. A number of these recommendations were implemented during the 2021/22 academic year and the final report and recommendations of the ARIE task force were delivered in April 2022. UBC also convened the National Forum on Anti-Asian Racism in June 2021 and joined more than 40 post-secondary leaders nationally to sign the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education in November 2021.
- **Indigenous Engagement and Reconciliation:** Guided by UBC's Indigenous Strategic Plan (ISP), which sets a vision for UBC as a leading university globally in the implementation of Indigenous peoples' human rights, the university continued to prioritize projects and actions that support reconciliation and the implementation of the United Nations Declaration on the Rights of Indigenous Peoples. In support of the implementation of the ISP, the Indigenous Strategic Initiatives fund was launched this year to support projects that advance ISP priority actions across both UBC campuses. With up to \$4 million available in funding in 2022, we look forward to the announcement of projects that will be funded through the Indigenous Strategic Initiatives (ISI) Fund later this year. Faculties and units across the university are intentionally engaged in implementing initiatives that support reconciliation and Indigenous engagement – the breadth of this work is a point of pride for the university and examples of UBC's work toward reconciliation are detailed throughout the report and in Appendix 1.

- **Climate Action:** UBC continues to take action as a climate leader to support the global shift to a more just and sustainable future. In December 2021, the university's Board of Governors approved UBC's Climate Action Plan 2030 (CAP2030) which builds on previous climate action plans and successes to outline an ambitious path of GHG emission reductions for each campus. In addition to operational initiatives to decrease GHG emissions on our campuses, climate action is woven throughout teaching, learning and research. UBC Okanagan will be home to Canada's first undergraduate degree dedicated exclusively to sustainability starting in September 2022, a new Climate Teaching Connector program is helping to integrate climate-related content into undergraduate courses, and bold research initiatives that use our Campus as a Living Lab, such as the renewable energy hub, are continuing to investigate more sustainable ways of being and operating.

This report highlights these and many other achievements that advance our strategic plan, Shaping UBC's Next Century, and support the objectives in the Ministry of Advanced Education and Skills Training's 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



Santa Ono
President and Vice-Chancellor

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I. INSTITUTIONAL OVERVIEW

About The University of British Columbia

The University of British Columbia is a global centre for research and teaching, ranked among the top 20 public universities in the world, that 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 affiliated teaching hospitals. In 2021/22, the overall student population was 73% domestic students and 27% international students.

The university attracts over \$750 million in research funding 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 teaching, learning, training and research take place in, and benefits, communities throughout the province, such as the training of health professionals across a wide range of programs that span its faculties, campuses and sites across the province. This includes UBC's Faculty of Medicine which provides innovative educational and research programs in the areas of health and life sciences through an integrated model throughout the province. In addition to the Vancouver-Fraser Medical Program, the provincially-distributed platform includes the Northern Medical Program based in Prince George, the Southern Medical Program based in Kelowna, and the Island Medical Program based in Victoria.

With more than 18,000 faculty and staff, UBC is among the largest employers in BC and is a complex, dynamic and constantly evolving institution. UBC works in partnership with its students, faculty and staff, and their unions and associations, to strive to make the university an excellent place to work. In recognition of this, UBC is consistently selected as one of BC's Top Employers.

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

UBC Campuses and Learning & Research Sites

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

UBC's presence also extends beyond these campuses and university activities take place on the traditional, ancestral and unceded territories of many First Nations in BC. UBC Robson Square is a vibrant learning centre in the heart of downtown Vancouver. The UBC Learning Exchange is a community engagement hub based in Vancouver's Downtown Eastside. The Centre for Digital Media is based at the Great Northern Way Campus in Vancouver's Mount Pleasant neighbourhood. Innovation UBC hubs are based at Robson Square and the Innovation Centre in downtown Kelowna. UBC also provides clinical education to medical and health disciplines students at more than 90 training sites across BC.

In November 2021, UBC announced the exciting acquisition of a 135,000-square-foot 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. Over the coming year, UBC will begin consultation with Surrey and Fraser Valley communities, Indigenous leaders and communities, and the UBC community to determine the future vision for the site.

In addition, through community engagement, research and education, UBC is active in communities across the province such as in research forests in Williams Lake and Maple Ridge, the Geological Field School in Oliver, and the Indigenous Community Legal Clinic in Downtown Vancouver, the West Kootenay Rural Teacher Education Program in Nelson, among many others.

Internationally, UBC's Asia Pacific Regional Office in Hong Kong and the Liaison Office in New Delhi, India, facilitate teaching and research partnerships and support alumni engagement.

Student, Faculty, Staff and Alumni

72,281	Students at UBC (60,292 at the Vancouver campus, 11,989 at the Okanagan campus)
18,168	Faculty and Staff
375,000+	Alumni in 160 countries

Global Rankings 2021/22

13th	Times Higher Education Impact Rankings 1 st globally for industry, innovation and infrastructure
42nd	Academic Ranking of World Universities (2021) 2 nd in Canada
37th	Times Higher Education World University Rankings (2021)
35th	US News & World Report Best Global Universities Rankings (2021)
35th	NTU World University Rankings (2021)

Among Current or Former Faculty and Alumni:

8	Nobel Prize winners
22	3M National Teaching Fellows
280	Royal Society of Canada Members
3	Canadian Prime Ministers

II. STRATEGIC DIRECTION AND CONTEXT

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

Since the first UBC graduates received their degrees in 1916, UBC has realized a remarkable period of growth and maturity, evolving into a globally recognized university. As the university sets its focus on how to further its impact, the *Shaping UBC's Next Century* strategic plan builds on the university's past successes and lays out a framework for its goals and actions for the coming years.

This section provides a summary of [UBC's strategic plan](#), as well 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, and the strategic plan implementation process continues to benefit from the appropriate oversight from UBC's Board of Governors, Senates, the 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), co-chaired by the Vice-President, External Relations, and the Dean, Sauder School of Business, provides ongoing advice to the UBC Executive on processes and priorities for implementation. It comprises faculty representation from the Vancouver Senate and Okanagan Senate and the Faculty Association, as well as representatives drawn from across senior faculty administration, student leadership, staff, the Board of Governors, unions, and the alumni association. While the makeup of the table remains the same, members serve terms to ensure diverse views are sought out and included.

Current Strategic Plan Priorities 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:

- Equity, Diversity and Inclusion (Core area: People and Places)
- Indigenous Engagement and Reconciliation (Core area: Local and Global Engagement)
- Climate Change (All core areas)

- COVID-19 Response (All core areas)
- Operational Efficiency (All core areas)
- President's Academic Excellence Initiative (Core areas: Research Excellence & Transformative Learning)

The UBC Board of Governors approved UBC's 2022-23 budget this March, 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 2022-23 includes investments that maintain momentum in UBC's core priorities and critical operations. These include:

- Supporting strategic initiatives that will elevate UBC's teaching, learning, and research capabilities through the Academic Excellence Funds;
- Advancing anti-racism, equity, diversity, and inclusion actions across UBC's campuses;
- Supporting the ongoing implementation of the Indigenous Strategic Plan;
- Investing in health and wellness initiatives for students, faculty and staff;
- Deepening UBC's research impact through the President's Academic Excellence Initiative (PAEI); and
- Implementing the recommendations of the Climate Emergency Task Force and the Climate Action Plan.

Strategic Context

Fulfilling its province-wide mandate, UBC is playing a pivotal role in shaping the development of British Columbia's people, society and economy. As a globally renowned university, UBC is advancing world-leading research and, across both campuses, conducts approximately 90% of all the industry-sponsored research that takes place at BC universities. Since its inception more than a century ago, UBC has grown into a place where innovative and impactful research is conducted; a place where pressing societal issues are examined, deliberated and resolved; and a place where critical thinking will always be welcomed and informed citizens are shaped.

The university's operating environment and its ability to advance its purpose are influenced by a number of internal and external factors reviewed in this section of the report. These include many ongoing challenges and imperatives, including addressing the climate crisis, improving access to UBC education, fulfilling the university's mandate as a university for the province, addressing systemic racism and discrimination, and advancing meaningful and lasting reconciliation and Indigenous human rights both within the university and with Indigenous peoples across Canada, as well as significant but more acute operational challenges such as the COVID-19 pandemic, and geopolitical and inflationary pressures.

Lasting Reconciliation and Partnerships with Indigenous Peoples

Reconciliation with Indigenous peoples is integral to creating a more just and equitable society that provides opportunity for all. This is a priority in British Columbia, as demonstrated by the government's commitments to reconciliation and to implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and across the country – and an area where UBC strives to lead both through institutional action and through supporting academic and strategic thinking in this area.

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. Ending colonialism will not be achieved instantly but UBC has taken, and continues to take, concrete steps to advance this as a priority. In post-TRC Canada, 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. With the UBC Vancouver campus located on the traditional, ancestral and unceded territories of the Musqueam people and the UBC Okanagan campus located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation, and research and learning sites located in the territories of Indigenous peoples across the province, UBC community members benefit greatly from the opportunity to study, live and work on these lands. 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. 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.

Guided by the new Indigenous Strategic Plan (ISP), which launched in 2020, units across the university have engaged in the process of developing their own action plans to support UBC's collective commitment to meaningful reconciliation. The Office of Indigenous Strategic Initiatives (OISI), created in February 2021, and the Indigenous Strategic Plan Implementation Committee (ISPIC), continue to coordinate the implementation of the ISP across UBC. OISI and ISPIC provide guidance to faculties, departments, operational units and student groups across both campuses in their alignment with the eight goals and 43 actions of the ISP, and also provide advice to UBC leadership on improving the experiences of Indigenous students, faculty and staff across the university.

OISI is just one component of an innovative, Indigenous-led and Indigenous human rights-based implementation structure for the ISP. Taking into account UBC's unique, decentralized structure and two campuses, a networked leadership model was established for the implementation of the ISP to ensure that responsibility and accountability for the plan is spread across the university. The network model allows each faculty and unit to implement the plan in their own way and has created an interconnected committee system to produce a structure of support and guidance of the ISP throughout UBC, with the Indigenous Strategic Plan Coordinating Committee holding the ultimate accountability to show progress throughout their respective portfolios. In this structure, which embeds accountability at all levels of the university, no one person or portfolio is accountable for implementation and the university can work together collaboratively to advance Indigenous peoples' human rights in alignment with UNDRIP and in response to the Truth and Reconciliation Commission Calls to Action and the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.

To support the implementation of the ISP, the Indigenous Strategic Initiatives (ISI) Fund was launched this year to support projects that advance ISP priority actions across both the Vancouver and Okanagan campuses. A total of up to \$4 million dollars in ISI funding is available in 2022 through three streams. The innovative projects stream will fund existing or new projects that advance a faculty or unit's Indigenous strategy, achievement and enhancement goals; the transformative projects stream funds initiatives deemed to have a wide-scale impact at the faculty, portfolio or institutional level; and the third stream will provide \$50,000 to student-led projects for 12- to 18-month projects. Projects funded through the ISI will be announced in fall 2022.

Examples of initiatives launched in 2021/22 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.

Promoting Equity, Diversity and Inclusion

Fulfilling UBC's purpose of "advanc[ing] a sustainable and just society across British Columbia, Canada and the world" requires a commitment to equity, diversity and inclusion – both within our campus community and in the work that UBC does across the province, and beyond. UBC's actions

to tackle systemic discrimination also support and complement the BC government's commitments to equity, anti-racism and reconciliation.

Equity, diversity and inclusion are necessary conditions for attracting and retaining the best and brightest students, faculty and staff from around the world. With the knowledge that academic structures, systems and processes were designed for a different time and population comes a responsibility to ensure that these systems and structures adapt to ensure equitable outcomes in education and careers. Supporting the people who make up UBC's vibrant community is a strategic priority for the university and a more inclusive university is key to achieving the best learning, working and living environments for everyone who is part of UBC, as well as those who will join the university in the future.

Advancing equity, diversity and inclusion continued to be a key institutional priority over the past year and remains a top strategic priority for the coming year as well. Much work has been underway to address systemic racism within UBC's campus community since June 2020 when President Ono reaffirmed UBC's institutional commitment to inclusion and called for an acceleration and intensification of efforts to build a more inclusive campus.

The Anti-Racism and Inclusive Excellence (ARIE) task force began its work in April 2021 and made 54 recommendations, which were reviewed by stakeholder groups. The full report of the task force was launched publicly on April 22, 2022, with planning currently underway to implement a number of these recommendations. A select number of recommendations received sufficient support to be implemented during the 2021/22 academic year. These included:

- The need for sustained anti-racism training and education.
- Increasing recruitment and retention of faculty who are Indigenous, Black and People of Colour (IBPOC).
- Create pathways for IBPOC success within the talent pipeline: recruitment, hiring, performance, succession planning, and retention.
- Develop and establish mechanisms of accountability through race-based data and reporting.
- Improve Black students' mental health and wellness.
- Racial justice commitment for change.
- Improvements in the system for handling complaints involving IBPOC.

In June 2021, amidst a surge in anti-Asian racism and violence, President Ono convened the National Forum on Anti-Asian Racism to facilitate candid conversations and formulate directions for future action. The Forum was held online on June 10th and 11th, 2021, and a separate Student Dialogue was held online on June 18, 2021. The Forum involved 126 panellists and over 2,100 participants from across Canada. A report was produced with the themes and findings from the forum, and is the first step in the collective work to combat anti-Asian racism. During the Forum, several actions were announced: a Centre for Asian Canadian Research and Engagement to be created by UBC; the Asia Pacific Foundation will be advocating for BC K-12 curriculum reform to improve the representation of Asian stories; and, to build on this forum, Toronto Metropolitan University hosted the National Forum on Anti-Asian Racism: Building Solidarities, which focused specifically on addressing systemic racism in higher education, on November 9 and 10, 2021.

Supporting UBC's actions to address systemic racism within our community, President Ono joined more than 40 university and college leaders from across the country to sign the Scarborough Charter

on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountability in November 2021. The Charter's four principles (Black flourishing, inclusive excellence, mutuality and accountability) are in strong alignment with UBC's own inclusion action plan and anti-racism task force.

Ongoing work to operationalize UBC's Inclusion Action Plan, which has led to successes like UBC being recognized as one of Canada's Best Diversity Employers in 2022, has included a number of new initiatives, as well as strengthening of existing programs, to support access, success and representation of historically underserved, marginalized and excluded populations. Additional examples of initiatives supporting EDI launched in 2021/22 are detailed in the mandate priority reporting section of this report.

Serving BC

With a province-wide mandate and reach, UBC strives to serve the needs of British Columbians in all regions of the province. Over the past year, the implications of the COVID-19 pandemic, coupled with other pressing societal challenges, have underscored the critical role that the university plays in knowledge translation, providing accessible and affordable post-secondary education that meets the needs of learners across BC, convening important dialogue and aiding in the post-pandemic economic recovery.

The COVID-19 pandemic caused, and continues to cause, widespread and profound disruptions right here in BC. While UBC has worked through a resumption of on-campus learning and activities, prioritizing the health and safety of the university community while also meeting our commitment to high-quality teaching, learning and research, the university recognizes that there is still much work to be done to help our community and the province, more broadly, weather the impact of and recovery from the pandemic. This includes through partnerships with the Government of BC to train more essential health care workers to address the urgent shortages highlighted and exacerbated by the pandemic, as well as providing relevant, affordable and accessible post-secondary education to prepare learners for the jobs of the future and undertaking research that advances social and economic progress.

As a public post-secondary institution, UBC maintains a strong commitment to providing a high-quality education to all qualified students from every part of BC. This is underscored by UBC's Policy LR10, Access to the University of British Columbia, which states that "no eligible domestic student will be prevented from commencing or continuing in his or her studies for financial reasons alone." The university fulfills this commitment to student access in a number of ways, including through strong institutional student financial support.

In 2021/22, \$392.8 million in total student financial support was provided to full-time UBC students, representing a slight increase (\$0.5 million) compared to the year prior. Of the total, funding provided by UBC accounted for \$131.2 million (33%), increasing by 20% from the year prior. In addition to providing emergency bursaries for students experiencing financial hardship because of the pandemic, a one-time allocation of \$10.3 million in student financial aid was disbursed to 5,082 students facing COVID-19-related expenses on both campuses. Additionally, UBC provided \$6.3 million in one-time housing support to 2,971 students through the UBC General Bursary Program.

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. After undertaking extensive work over the last year to clearly define what UBC means by “affordability” and the scope of the university’s commitments in addressing student affordability, as well as develop recommendations to address the challenges that UBC students face in terms of affordability, the Student Affordability Task Force Report and Recommendations (Affordability Plan) was endorsed by UBC’s Board of Governors in March 2022. The Affordability Plan outlines a number of recommendations, spanning all facets of the institution, for the university to pursue in order to enhance and support affordability for UBC students. The recommendations seek to enhance existing efforts to make UBC an affordable institution, to identify gaps and to focus collective efforts where we can do more.

In addition to ensuring that British Columbians have access to UBC education, UBC also works to ensure that the broader community benefits from the knowledge, innovation and discourse that is fostered within the institution. By developing reciprocal relationships with communities throughout the province, the university fosters knowledge sharing and invests in the prosperity of British Columbians. The university’s presence extends far beyond our two main campuses in Vancouver and Kelowna through teaching, practical education, experiential learning, research and partnerships that span the province. Students, faculty and staff are engaged in projects and activities that extend UBC’s impact to all regions of British Columbia.

These partnerships are supported across the university, both within faculties and at the institutional level through teams such as Community Engagement, the Knowledge Exchange unit, the Centre for Community Engaged Learning, the Indigenous Research Support Initiative and the Office of the Vice-Provost International, among many others.

Operational Efficiency

In a local and global context currently marked by uncertainty, including the evolution of the COVID-19 pandemic, geopolitical conflict and inflation, UBC continues to support operations and maintain a budget that advances the key priorities of UBC’s strategic plan. UBC’s budgetary approach of being proactive in financial strategies and conservative in approach, coupled with increased enrolment, strong government support, and significant efforts to reduce expenditures have enabled the university to manage through tumultuous times. Operating investments in the 22/23 budget are prioritized to support UBC’s core priorities, mitigate risks and ensure the university’s long-term financial sustainability.

As with many organizations in British Columbia, UBC continues to experience supply chain challenges, in some cases causing significant delays, particularly for major equipment purchases and capital projects. This challenge is accompanied by a significant increase in inflation, which has put substantial pressure on many non-labour expenditures across the university.

UBC also faces challenges from the highly-competitive employment market, causing issues with attracting and retaining staff. This challenge has been exacerbated by the pandemic and, as a result,

it is taking significantly longer to recruit staff and some positions are remaining vacant for extended periods of time.

In addition to responsible financial stewardship, UBC is introducing new initiatives to achieve efficient and effective service delivery and move towards a culture of operational excellence.

This includes a continued focus on modernizing the university's core finance, human resources and student information technology systems. Integrating core information technology systems between Okanagan and Vancouver is improving resilience while reducing redundant equipment and processes. Workday for HR and Finance launched in November 2020 and has continued to stabilize over the past year, with an active Integrated Service Centre in place to provide day-to-day support to all faculty, staff and students who use Workday. The next step in UBC's Integrated Renewal Program (IRP) implementation, a refreshed student ecosystem, is scheduled to be completed during the 2023/24 academic year.

Ultimately, Workday Student will serve as the core component for student administration and will integrate with external systems that are still needed to conduct operations at UBC. This ecosystem will be comprised of existing systems at UBC and the introduction of new point solutions, such as a new system for student financial aid. By undertaking this renewal, UBC will achieve security and stability in the student system environment, as well as enable the reliable, modern, digital experience needed for the university to deliver its academic mission. A renewed system will also open the door to innovation and greater data-driven insights that can be used to better serve our students.

Other initiatives that are assisting the university to focus its limited resources and optimize processes and operations include:

- Launching a Lean Six Sigma program in partnership with the UBC Sauder School of Business to train leaders from areas such as Finance and Operations, IT and HR to implement solutions that will improve efficiency and effectiveness across the university.
- Implementing projects that show tangible results, such as streamlining payroll accounting adjustments through automation to improve accuracy of reporting. Additionally, automation of critical capital reporting processes and the creation of automated dashboards for decision-making will lead to more efficient, timely and accurate information.
- Optimizing workflows and approvals within Workday for HR services, optimizing onboarding processes, and implementing automation tools for back-office processes.

The creation of Digital UBC, the university's first institution-wide digital strategy, is currently underway, engaging students, faculty and staff to understand their needs and priorities. Digital UBC will focus on how fundamental changes in how we research, teach, learn and work are enabled and supported by technology. How the university prioritizes and connects these advances will help define UBC over the next five to ten years, with important implications for access, equity and sustainability. We have an opportunity to focus on how the funding, governance and operating models can ensure a responsive and responsible approach to technology innovation, investment and implementation across UBC.

Advancing Climate Action

The global imperative to address the climate emergency continues to grow even more urgent with additional information released in the last year, such as the most recent Intergovernmental Panel on Climate Change reports, that outline the potentially catastrophic impacts of inaction. Human-induced climate change has already created climate extremes in every region across the world, devastating entire ecosystems and threatening the livelihood of many. Over the past year in BC, we experienced the impacts of extreme weather events worsened by climate change, from a record-breaking heat wave that tragically claimed hundreds of lives in our communities, to a disastrous wildfire season, followed by unprecedented rainfall which triggered destructive flooding and landslides.

As a globally connected institution of higher education, UBC prides itself on its climate leadership and supporting the global shift to a more just and sustainable future. Whether it be through implementing innovative new operational initiatives to green our campus, using UBC's Campus as a Living Lab initiative to advance research on climate action that can be shared with partners to help meet climate goals, or leading partnerships across the post-secondary sector to address the climate emergency, UBC strives to remain at the forefront of climate action.

UBC's commitments to climate action are articulated in a number of guiding documents for the institution, including the 2019 Declaration on the Climate Emergency and the 2021 Climate Emergency Task Force Report, which called on the university to update, expand and accelerate UBC's ambitious climate action goals. Critically, UBC's approach to the climate emergency also centres on climate justice and encompasses some of the university's other key strategic priorities, such as Indigenous engagement and reconciliation as well as equity, diversity and inclusion.

After extensive consultation and development, UBC's Climate Action Plan 2030 (CAP2030) was approved by the Board of Governors in December 2021. CAP2030 builds on previous climate action plans and successes to outline an ambitious path of GHG emission reductions for each campus, supported by bold actions including district energy decarbonization, building retrofits and addressing extended impact areas. The Plan also outlines further opportunities for teaching, learning and research through Campus as Living Lab initiatives that address the climate imperative. Importantly, CAP2030 considers the inequitable impacts of climate change and subsequent responses on marginalized communities.

Operationally, the university continues to make strides to decrease the GHG emissions on our campus and to pilot innovations that are being adopted more broadly to accelerate climate action. Expansion of the Bioenergy Research Demonstration Facility (BRDF) at UBC Vancouver, the system which processes renewable biomass to generate thermal energy for heating campus buildings, is currently in the commissioning and testing phase. Once fully operational, the expansion will allow the BRDF to generate an additional 12 Megawatts of renewable thermal energy for heating the UBC Vancouver campus through the Academic District Energy System.

At UBC Okanagan, the Skeena Residence, the first Passive House dormitory in Canada, welcomed its first full cohort of student residents in September 2021. The residence, which also offers priority access for Indigenous and first-year students, is not only helping the university meet its commitments to student housing but is also contributing to the university's response to tackling the climate crisis. Skeena Residence is part of UBCO's Living Laboratory initiative and creates a unique opportunity to study Passive House performance. The building is fitted with a comprehensive monitoring system which will gather data to compare Skeena's energy use and occupant comfort with neighbouring

buildings which are built to LEED Gold and BC Building code standards. Skeena Residence won a Canadian Green Building Award, as well as an award for Environmental Performance from the Canadian Wood Council.

In the realm of teaching and learning, UBC Okanagan will soon be home to Canada's first undergraduate degree dedicated exclusively to sustainability. With the first cohort of students starting in September 2022, the Bachelor of Sustainability is a four-year program dedicated to inspiring students to address complex environmental challenges by integrating knowledge from different academic subjects, with hands-on and community-based learning. The program combines a broad, interdisciplinary approach, with focused concentrations that develop the knowledge, skills and attitudes of students who want to become good citizens of the Earth. Students will choose from one of four concentrations: environmental analytics, environmental conservation and management, environmental humanities or green chemistry. The new credential will strengthen UBC Okanagan's leadership in sustainability and promote a greener future for British Columbia and the planet.

UBC continues to take a collaborative approach to accelerating climate action, partnering across the post-secondary sector and beyond to inspire bold thinking and innovation. President Ono continued to lead the University Climate Change Coalition (UC3), a partnership of 23 major North American research universities, over the past year. UC3 unveiled an ambitious Climate Fellows program and UBC will also host the UC3 Vancouver Summit in June 2022, bringing together members to hear the work of the UC3 Fellows and discuss the next steps for the coalition. An eight-person UBC delegation, selected through an open and transparent competition for students, faculty and staff, also participated as observers at the United Nations Climate Change Conference, COP26, in November 2021, sharing knowledge and observations with the UBC community and making international connections with colleagues and partners working on climate action.

Additional examples of initiatives launched in 2021/22 that support and advance climate action are detailed in the mandate priority reporting section of this report.

III. MANDATE PRIORITY REPORTING

Reporting by 2021/22 Provincial Institutional Mandate Letter Priorities

The annual Mandate Letter, received by all public post-secondary institutions, sets out strategic priorities and key performance expectations for the fiscal year for each institution. Institutional Accountability Plan and Reports are a key mechanism for government to gauge institutional progress on achieving the government priorities for the public post-secondary system, as set out in the annual Mandate Letter. As such, the section below identifies and describes many of the specific actions UBC has taken, and the accomplishments achieved, related to each of the priorities within the 2021/22 Mandate Letter.

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 2021/22 as you respond to COVID-19 impacts and recovery.

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

- In 2021/22, UBC invested an additional \$16 million to support a safe return to campus. Supporting students, faculty and staff through the transition of the return to campus, as well as the shifting landscape of temporary return to online in some cases, was a key priority for the year.
- A pan-UBC governance structure, established initially to guide and support the university's COVID-19 response, evolved in response to the progression of the pandemic and supported the resumption of on-campus learning and services for the university community informed by Public Health guidance and the COVID-19 Return to Campus Guidelines. UBC implemented a safety planning framework that continued to evolve throughout the pandemic. This included Academic, Research, Administrative and Operational safety plans with overarching Campus Rules to outline behavioural expectations from our community. UBC's Campus Rules have been continuously updated in response to public health guidance. In the fall of 2021, the university transitioned to seven institution-wide safety plans.
- University-wide messaging, social media, signage and websites provided consistent information. Mandatory online health and safety training was regularly updated, to help all students, faculty and staff understand safety procedures, expectations and available resources. Isolation suites were allocated for students living in residence and required quarantine and self-isolation. In addition, the COVID-19 Campus Committees, responsible for guiding UBC's COVID-19 response, formed a number of working groups that included: immunizations, rapid testing, training, heating ventilation and air conditioning (HVAC), wastewater monitoring, travel, infection control and events.
- Health and Safety members conducted site visits with the campus community and participated in town halls to advise and answer questions about COVID-19 prevention measures. Non-medical and medical-grade masks were distributed to the campus community as were rapid antigen test kits provided by the Ministry of Advanced Education and Skills Training. UBC advisors managed

a centralized email inbox that facilitated a coordinated response to questions about the resumption of in-person activities from students, faculty and staff.

- The university conducted broad and ongoing consultations with key stakeholders, including student associations, unions, and employee associations at many points during the COVID-19 response and return to campus.

Resuming On-Campus Teaching and Learning

- The majority of on-campus learning resumed in September 2021, with a delayed return for some students who were unable to travel to Vancouver in time for the start of the semester.
- The UBC Vice-President Academic and Vice-President Students portfolios held two virtual town halls with new students prior to their arrival on campus to understand their perspectives on their return to campus.
- UBC provided a continuation of institutional supports (both central and to faculties) to support learners, including those who began the term in remote locations, Indigenous students sheltering in their community, students in quarantine and students absent from class due to illness.
 - Faculties were encouraged to plan ahead to support students who might be absent from class for a period of time and maintain continuity of learning for students. A collection of [suggested strategies for supporting temporarily remote students](#) was provided by the UBC Centre for Teaching, Learning and Technology to help faculty plan their individual approaches.
- Prior to the start of the semester, the capability for streaming and classroom recording in general teaching spaces was dramatically increased, with now over 75% of all general teaching spaces suitably equipped to support flexible and hybrid learning.
- Student Learning Technology Rovers, specialized student staff in UBC's Centre for Teaching, Learning and Technology, have been helping faculty with instructional support through email, drop-in sessions and one-on-one online and in-person visits.
- Both campuses have implemented a Student Technology Bursary program, a needs-based bursary designed to help offset the cost of repairing or replacing failing technology or overcome technology access barriers that emerge throughout the academic year.
- The university is conducting ongoing, community-led conversations around the future of teaching and learning post-COVID-19 and how to support innovation and flexibility.

Student Services

- Online health and safety training was provided for students coming to campus to help them understand university safety procedures, expectations and available resources.
- The VP Students portfolio has been focused on supporting students through the transition of the return to campus, as well as the shifting landscape of temporary return to online in some cases, by providing hybrid programming and services, and self-isolation housing.
- All of UBC's student services have been reimagined for both online and in-person environments to ensure students can receive the support they need regardless of where and how they are accessing their UBC education. This includes career counselling, financial support, and health and mental health supports.

Counselling Services (CS)

- In partnership with the Faculties, VP Students has expanded the embedded counsellor model and enhanced UBC's mental health and wellbeing support to students.

- CS took direct lead and consultation from professional bodies, such as the College of Psychologists of BC, BCACC and WorkSafe BC, all of which have issued guidance related to telehealth and hybrid services.
- Internal consultation was undertaken to ensure that CS retained aspects of virtual service provision valued by staff and students alike.
- CS retained phone access to appointment booking and telehealth service provision, while also re-introducing drop-in appointment booking and in-person service provision, subject to WorkSafe guidance.
 - Students are currently able to access in-person or virtual service provision, as per their preference.
- From Sept 2021 to March 2022, CS offered 8,396 appointments to 2,897 clients. Of these 8,396 appointments, 59.5% were delivered virtually and 25.5% were delivered in person. For the other 20%, appointment mode was not recorded which was most likely a follow-up appointment directly booked by the counsellor.

Student Health Services

- Engaged across the institution with the Centre for Accessibility and the First Nations House of Learning, as well as externally with Vancouver Coastal Health to update and coordinate services.
- From September 2021 to March 2022, Student Health Services offered 20,620 virtual appointments and 9,772 in-person appointments.

Workplace Engagement

- A majority of UBC faculties and administrative portfolios held town halls with faculty and staff to understand how they were managing the return to campus, as well as to hear issues and concerns in order to develop mitigation strategies.
- The development of the UBC Remote Work institutional strategy took place over the year, with a launch of a pilot in September 2021 at both UBC campuses.
- At the centre of the remote work program is the need to preserve the student experience, advance the academic mission, support research excellence and impact, and maintain the high quality of our programs. Creating a flexible workplace environment will support a range of UBC's institutional goals, including the attraction and retention of faculty and staff, as well as our commitments to inclusion, wellbeing and climate action.
- The new remote work program is modelled to respect the highly different roles and contexts that exist across UBC while continuing to support the student experience and academic mandate of the university. Our academic mission depends on face-to-face teaching and learning, as well as on the interpersonal interactions that catalyze and drive research and innovation.
- The first year of the Remote Work pilot runs from September 2021 to August 2022.
- UBC HR created on-demand and in-person training and development courses to support employees returning to campus, and leaders to support their teams.
- HR provided tools, materials and resources for all employees to support mental health and help manage challenging issues (e.g. stress, anxiety, substance use, burnout) as part of the return to campus.
- HR undertook regular consultations with unions and associations to gather input around key COVID and return to work measures to support our employees.

Public Health Orders

- UBC Safety and Risk Services interpreted, provided advice, and developed documentation and website information to comply with Public Health Orders. This includes orders for workplace safety, gatherings and events, face coverings, food and liquor serving premises, immunizations, post-secondary housing, and additional preventive measures.
- UBC HR provided support for the implementation of, and compliance with, the PHO orders requiring mandatory vaccination in care location settings.
- Representatives from both UBC campuses participated in and contributed to content for the COVID-19 Return to Campus Guidelines for B.C.'s Post-Secondary Sector. The guidelines were used to facilitate and implement COVID-19 protocols across UBC in preparation for an increase in on-campus learning and services.

Vaccination Clinics and Rapid Testing

- UBC partnered with Vancouver Coastal Health to host COVID-19 vaccination sites on the Vancouver Campus. These sites supported BC's COVID-19 Immunization Plan by administering vaccines to eligible members of the public including members of the university community.
- In July 2021, a voluntary research Rapid Antigen Testing program run by the UBC School of Nursing at UBCV expanded from first-year residences to the whole campus community.
- In preparation for the Fall Term, to ensure the safest possible environment on our campuses, UBC launched a Rapid Testing Program requiring all students, faculty and staff attending one of our campuses to declare their vaccination status. Results indicate that over 97% of students, faculty and staff declared they were double vaccinated. Students, faculty and staff attending campus who declared they were not double vaccinated were required to participate in weekly rapid testing. Positive test results were reported to Public Health and onsite PCR confirmatory testing was integrated into the health authority system. This provided early detection and decreased the risk of further transmission in the community.
- As of March 1, 2022, in response to public health guidance and the lifting of some Public Health Orders, the UBC COVID-19 Rapid Testing Program was discontinued. UBC participated in issuing free rapid testing kits to students, faculty and staff on campus in order to continue supporting measures to keep our community safe.

2. Work with the Ministry and your communities, employers and industry to implement post-secondary 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.

- UBC Extended Learning (ExL) has developed and is developing several micro-credentials, as well as supporting other Faculties in their initiatives in this area. Many micro-credentials thus far offered have been funded by grants from the Ministry of Advanced Education and Skills Training, though active planning is underway for solely tuition-funded offerings as well. Three micro-credentials have launched as of April 2022, and at least seven more are expected to launch in the 2022 calendar year.

- Extended Learning 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, we are developing micro-credential programs that match both employer needs and learner demand. UBC ExL's goal is to have 12 new micro-certificates on offer by 2024, some of which will stack into larger UBC credentials.
- Each of UBC ExL's micro-certificates consists of two four-week courses, for a total of ~55 hours of learning activities. Courses are a blend of asynchronous study with live (virtual) instructor-led classes most weeks.
- Micro-credentials programs at UBC Vancouver include:
 - Blockchain Innovation and Implementation
 - Launch date: March 2021
 - Two cohorts have completed the program and a third is underway.
 - Executive Learning Program in Mining Law and Sustainability
 - Launch date: March 2021
 - Two cohorts have completed the program and a third will begin in May 2022.
 - Climate Vulnerability & Adaptation
 - Launch date: March 2021
 - Cybersecurity Strategy and Risk Management
 - Launch date: April 2022
 - Enrolling the first cohort
 - Food Production & Safety Management Systems
 - Launch date: April 2022
 - Collaboration with industry and BCIT. Students will complete two micro-courses at UBC and one at BCIT to earn the micro-certificate.
 - Engagement and Leadership in Intercultural Relations for Natural Resource Management
 - Launch date: April 2022
 - Cloud Strategy and Digital Transformation
 - Planned launch: September 2022
 - Currently in planning stages and refining focus with industry experts
 - Forest Carbon Management
 - Planned launch: September 2022
 - Community Engagement on Local Climate Action
 - Planned launch: September 2022
 - Regulatory Affairs for the Life Sciences
 - Planned launch: September 2022
- UBC ExL's Blockchain, Cybersecurity, and Cloud Strategy/Digital Transformation Micro-Certificates are the first step in a series of planned, related micro-certificate programs which will form a comprehensive suite of programming in critical digital skills. These micro-certificates will be designed to "stack" as building blocks toward one or more formal UBC Certificates.
- The UBC Vancouver Senate has introduced a draft non-credit credential policy, V-129, which provides an academic governance process and formally recognizes the approximately 50-hour micro-certificate as an official UBC credential. While this framework is not yet fully approved, current UBC micro-certificate offerings are being designed in compliance with the latest draft.
- UBC Okanagan responded to each of the three Ministry of Advanced Education and Skills Training micro-credential development calls. Leveraging the campus' non-credit-credential framework, each of the four offerings are structured as Letters of Proficiency, meaning that they represent a short duration (between 25 - 60 hours) learning experience that is assessed

according to an identified standard Each target knowledge, skills and competencies that are workplace-relevant, and are developed with a professional target audience in specific sectors/industries.

- Two were offered in 2021 (Critical Skills for Communication in the Technical Sector, Skills in Industrial Automation: PLC) and are either being offered again or are in preparation for re-launch. Micro-credentials for 2022 were recently funded. One (Performance-based Design and Life-cycle Cost Analysis of Bridges) is open for registration and launches in May 2022, whereas the second (Metabolomics) is under development and will be open for registration prior to the end of June, with a late summer or fall launch date.
- UBC Okanagan's Department of Earth, Environmental and Geographic Sciences is collaboratively developing a new, innovative, non-credit certificate program in Wildland Fire Ecology and Management. The new offering represents a cross-sector engagement involving UBC faculty, industry, government organizations (provincial and federal) and Indigenous fire-keepers and communities. This program is structured as micro-credentials that are stacked into a non-credit certificate. Specific levels of the program will be designed with a credit pathway for learners interested in exploring further education. The first micro-credentials associated with this program are anticipated to be launching in fall 2022.

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

- Embedded within Transformative Learning, one of the four core areas of UBC's strategic plan, Shaping UBC's Next Century, is the increased focus and support for experiential learning and work-integrated learning opportunities for all students at UBC.
- UBC offers experiential and work-integrated learning opportunities for students through a variety of programs, including through faculty-based co-op programs, Work Student and Work Learn, and research-based internships, among others.
- Much of the efforts of the co-op offices at UBC over the last year have been focused on the recovery of programs, both in connecting with industry to promote the value of hiring co-op students as well as supporting students in building career skills to be competitive in the job market.
- After a challenging year for co-operative education in 2020 due to the COVID-19 pandemic, a substantial recovery in opportunities was available to UBC co-op students. UBC remains the second-largest co-op program in Canada with 6,987 work terms in 2021. This is a 25% increase in work terms from 2020, and all programs have returned to work term numbers that are either at or above 2019 levels.
- Due to pandemic travel restrictions, all of these opportunities were within Canada, but with the recent lifting of those restrictions, students are again starting to pursue opportunities in international locations, which are valuable intercultural learning experiences.
- 2021 Co-op Work Term Totals by program:
 - Arts: 632
 - Engineering: 2,590
 - Forestry: 99
 - Kinesiology: 22
 - Sauder: 588
 - Science: 2,754
 - UBCO: 302
 - Total – 6,987

- Over the past three years, UBC Co-op programs have continued to work on the seven projects funded by the BC Ministry of Advanced Education and Skills Training, for which UBC received over \$822,000. Most of these projects have come to completion with great success and have supported the recovery of co-op programs from the COVID-19 pandemic.
 - The project that supported the creation of a common pre-employment curriculum development for co-op students has resulted in a robust set of training that has been integrated into most programs' curricula. Additionally, the report generated for the project that was dedicated to identifying and limiting barriers to participation in work-integrated learning for Indigenous students has resulted in funding for a second project on the same topic. This project was developed in partnership between the Arts, Applied Science, and UBCO Interdisciplinary Co-op programs and received funding to hire two Indigenous Co-op Coordinators, one at each campus, to implement the report developed in the initial project. These two Indigenous Co-op Coordinators will work 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 the initial report.
 - The funding for these projects, as well as the continued growth of the co-op programs at UBC, support both a more diverse group of students accessing work-integrated learning at UBC as well as high-quality co-op experiences for our students.
- The Work Study program at UBCO supports and subsidizes meaningful work experiences on campus that offer current UBC students the opportunity to develop their professional skills and learn in a work environment. Work Study received a one-time funding increase of \$230,000 in 2021/22, which supported 17 additional projects: 26 summer positions and 35 winter positions.
- Work Learn is a signature UBC Vancouver work experience program, which, in partnership with faculty and staff, offers outstanding workplace learning experiences for students in labs, libraries, service delivery, and administrative offices. Positions are highly sought after – In research, campus life programming, and other workplace experiences.
- COVID-19 continued to create challenges for student employment across the institution. Despite these challenges, the Work Learn program was able to continue to provide funding and support to faculty and staff supervisors, and provide quality workplace experiences for students. In the 2021/22 fiscal year, the Work Learn program received \$8,714,600 in funding requests for part-time work experiences from a total of 2,103 proposals to create 3,870 jobs, an increase of \$1,377,040 and 505 jobs in funding requests from the year prior. The Work Learn program was able to fund 96% of these requests, resulting in 3,518 part-time work experiences for students.
- Demand for student employment continues to rise with Work Learn receiving 40,831 student applications (6,118 unique applicants) in 2021/22. This was an increase of 5,572 applications and 598 unique applicants compared to 2020/21.
- In Summer 2021, 95% of Work Learn students “believe that they can more successfully develop their career” as a result of their work term (Winter 2021 survey results have not been collected).
- 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 2021/22, there were 371 research placements over the summer and fall terms, which is an increase of 41 since 2020/21. Funds for these research placements represent \$3.4 million in student grants (\$2.7 million in Fiscal Year 2020-21); externally \$1.4 million from

NSERC, internally \$0.9 million from international student financial assistance funds and \$1.1 million from UBC Faculties as award “top-ups”.

- Students holding these research awards had an average salary of \$8,998.66 for full 16-week award terms. 49% of these research award recipients were female-identifying students (+1% compared to 2020/21) and 7% self-identified as Indigenous (+3% compared to 2020/21).
- Similar to Work Learn, the demand for these opportunities continues to rise with the Work Learn International Undergraduate Research Awards (IURA) program experiencing a 272% increase in unique students applying for these awards compared to Fiscal Year 2020-21.
- Additional financial investment from UBC International Student Initiative (ISI) increased award subsidy for Work Learn IURA to \$6,000 (\$4,500 in 2020/21). This has ensured alignment with recent increases to NSERC USRA award subsidy (also to \$6000) and reduces the top-up burden for faculty to meet increasing minimum wage requirements and sustain the total number of awards funded. This may be contributing to the increase in unique supervisors supervising students in their research experiences (+61 since 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/hr beginning in Summer 2022. This top-up is helping to alleviate the top-up burden placed on UBC departments and units in order to meet increasing minimum wage requirements.
- Multi-year funding (2020-2023) through UBC’s Academic Excellence Fund was reactivated in support of an Off-Campus Work Learn pilot to support students from equity-deserving groups in work experiences. A Program Manager was hired and the inaugural cohort of students and organizations is anticipated to be launched in summer 2022.
- UBC Vancouver continues to support students’ career learning across a multitude of services, programs, and events designed to address challenges associated with ongoing COVID-19 including virtual career fairs, office hours, webinars on remote hiring and supervision, and providing digital resource materials and virtual site visits to support Work Learn supervisors. A snapshot of activity for 2021/22 includes:
 - Student engagement:
 - Students who attended 1-1 advising: 2,031
 - Students who attended career workshops: 5,675
 - After attending a career workshop: 98% of students feel positive about successfully developing their career
 - After attending a career workshop: 95% of students have a clearer understanding of their next steps
 - Student logins into CareersOnline: 38,497
 - Total job postings (external to UBC): 9,534
 - Total views of job postings (external to UBC): 599,790
 - Employer/alumni engagement:
 - Students & Alumni connections in a mentor/mentee relationship on Ten Thousand Coffees: 1,157

- 89 Employers hosted Information Sessions: 1,200 students attended
- 1,747 new employer accounts were created on CareersOnline
- **Career Fairs:**
 - Your Next Step Job Fair: 63 Employers (195 representatives): 1,451 students registered
 - Career Day Virtual Fair: 54 Employers (152 representatives): 1,318 students registered
 - West Coast Virtual Fair: Career, Volunteer, & Graduate Schools: 237 Employers/Schools/ 1,394 UBC students registered
 - Spring Virtual Career Fair: 102 Employers (319 employer/alumni representatives): 1,502 students registered

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

- Thanks to the BC government's multi-year investments in technology and health education expansion, UBC is creating additional undergraduate spaces in a number of high-demand occupation areas. The university is growing these programs in line with the funding targets set out in the expansion plans. UBC continues to work with government and industry partners to expand opportunities for students in the province's health and technology sectors, as well as other emerging and high-demand industries.

Technology Seats

- 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 150% 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 four years.

Health

- The government's investments in health program expansion are enabling enrolment increases and the creation, and expansion, of new distributed sites for education across the province. UBC is continuing to work with the Ministry of Advanced Education and Skills Training to address the demand for health education. Progress on UBC expansion in these areas includes:
 - Across health professional programs with targeted Ministry funding, including UBC's medical school, UBC Vancouver enrolled 4,018 FTE in 2021/22 against a Ministry target of 3,745 and 596 FTE against a target of 576 at UBC Okanagan.
 - UBC Vancouver's School of Nursing is increasing the Bachelor of Science in Nursing program by 25% in September 2022, adding 36 FTEs to the existing 140 FTEs admissions. This expansion began with 9 FTEs in September 2021 to help respond to urgent shortages in nurses due to the COVID-19 pandemic.
 - UBC Okanagan's School of Nursing is also increasing seats in the Bachelor of Science in Nursing program in order to help meet the nursing shortage in BC. In 2021/22, the program added an additional 15 FTEs in order to help address the urgent need for nursing education.
 - The UBC Faculty of Medicine's Master of Physical Therapy Program (MPT) is the only entry-to-practice physical therapy program in British Columbia. There is a long-standing

shortage of Physical Therapists throughout the province arising from multiple factors, including the increasing demand for Physical Therapy services by an aging population, and an insufficient number of training seats. The Faculty of Medicine, the Department of Physical Therapy and the Ministry of Advanced Education & Skills Training have planned an expansion in the number of seats in the MPT Program in order to meet provincial demand. The MPT Program currently admits 100 students per academic year, this includes an expansion of 20 seats in Northern BC, in collaboration with the University of Northern British Columbia. All of these seats – located at the UBC Vancouver campus and in Northern BC have been filled. Candidates are primarily accepted from northern and rural areas or must show a strong interest in rural practice, to be considered for the 20 northern seats. Expansion of the distributed MPT program is the most effective and efficient way to increase the number of Physical Therapists who will meet the healthcare needs of the BC's communities.

- The UBC Faculty of Medicine's Master of Occupational Therapy Program (MOT) is the only Occupational Therapy training program in British Columbia. The program has recently undergone an eight-seat expansion to create a "Northern & Rural Cohort" (NRC) to support recruitment and retention of Occupational Therapists in BC Communities where there are significant shortages. Occupational Therapists are identified as high-priority health professions by the Ministry of Health - they provide specialized rehabilitation services to impaired individuals to maintain, restore, or improve abilities and overall health and quality of life. The Minister of Health has stated that more Occupational and Physical Therapists will help to improve access to care for thousands of patients. Currently, the annual student intake at the UBC Vancouver campus is 56 students per academic year, including eight Northern & Rural Cohort seats. In 2022, the annual student intake will expand to 72 seats per academic year.
- The UBC Department of Family Practice Bachelor of Midwifery Program (BMw) is the first to be established in western Canada and the second in the country. It is the only program in the province with a baccalaureate entry to practice where students learn to practice as autonomous registered midwives, who provide primary care to women and their families during pregnancy, labour, birth, and the postpartum period. The Midwifery Program has received full accreditation until 2027, this accreditation is the first for Midwifery programs in Canada. The program has been educating midwives since 2002 and the BMw currently offers 20 seats per academic year at the UBC Vancouver / BC Women's Hospital campus. The Midwifery Program also offers an Internationally Educated Midwives Bridging Program (IEMBP) aiming to increase diversity and expertise within the midwifery workforce in British Columbia. This orientation program has provided a means for internationally trained midwives to become registered for practice in B.C. since 2015. Previously only eight seats were available, but in 2022 the seat count will be expanded by an additional eight for a total of 16 seats available in the IEMBP. The IEMBP is offered twice per year and the expanded seats will be available for the second intake in fall 2022.
- UBC has also developed a new Master of Nutrition and Dietetics (approved by the Ministry of Advanced Education and Skills Training in October 2021 and set to launch in September 2022) which is a graduate-level health professional program that meets credential requirements for graduates to license as a Registered Dietitian in Canada. Currently, the only pathway to becoming a registered dietitian in BC is a competitive five-year undergraduate program at UBC

that graduates approximately 36 students per year. Approximately 35-40% of students who apply already have an undergraduate degree. The MND program will attract applicants from a variety of areas: students with health science, kinesiology, and biology/physiology backgrounds; individuals trained as dietitians external to Canada who wish to license in BC or Canada; and mid-career professionals who wish to change careers and pursue dietetics.

- Bachelor of Science in Neuroscience (approved by the Ministry of Advanced Education and Skills Training in October 2021 and launching September 2022) is focused on graduating students with a solid foundation in neuroscience theory and research, strong practical research and lab skills, and well-developed soft skills (including critical/creative thinking, writing, and mentoring). With a curriculum that encourages student-directed research experiences, and builds to capstone and co-op experiences, the program will provide students with ample opportunity to apply their knowledge and gain practical experiences.

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.
- For the 2021/22 academic year, there are 89 students with lived experience being funded for tuition during their studies. This number of students is up from 78 students in 2020/21 and from 17 students when the program began in 2014.
- A total of 144 students with lived experience in care have benefited from tuition waiver support at UBC.
- 45 have graduated from their undergraduate program. 6 returned for unclassified studies. 6 returned for graduate studies. 4 returned for a second degree.
- A total of 41 Indigenous students with lived experience in care have accessed tuition waiver funding at UBC. This represents 28% of the total number of students with lived experience in care that have accessed tuition funding at UBC.
- 8 out of 41 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.
- Diverse groups of students with lived experience in care are emerging at UBC. Youth currently (as opposed to formerly) in government care are being supported to transition to UBC. These students are funded by the Ministry of Children and Family Development and then supported to transition to a tuition waiver program upon turning 19 years old. In addition, more students with lived experience in care are being admitted through the mature student category since the 2019 removal of the age limitation of the UBC Post-Care Tuition Waiver.
- UBC continues to support the academic success and health and wellbeing needs of students with lived experience in government care. The Youth in Care Alumni Program at UBC is strengthening campus partnerships and delivering program updates to the First Nations House of Learning and Faculty Advising Teams in order to promote awareness and enhance collaborative practices.
- The Youth in Care Alumni Program at UBC continues to engage in outreach within UBC and the broader community to develop and strengthen partnerships in order to enhance the recruitment, retention and experiences of students with lived experience in care at UBC. Social and developmental programming for the student cohort enable current students to build life skills, share experiences and wisdom, and establish social connections and support systems on campus.

- An advisory committee led by the United Way was established in 2014. Quarterly meetings include representatives from the Ministry of Advanced Education and Skills Training, the Ministry of Children and Family Development, the Vancouver School Board and other post-secondary institutions, including UBC. The committee advises on the governance, marketing and fundraising of the Youth Futures Education Fund for Former Youth in Care. The Youth Futures Education Fund is disbursed annually to all post-secondary institutions in BC to provide additional funding to students with lived experience in government care. Through this fund, UBC was able to distribute approximately \$47,000 directly to students on both campuses.
- The TRRUST (Transition in Resources, Relationships, and Understanding Support Together) Collective Impact initiative was established by the McCreary Centre Society in 2014. TRRUST is a shared effort composed of over 60 organizations and 250 members with a common interest in system-wide improvements for youth transitioning out of government care in Vancouver. Members of TRRUST's Education Cluster collaborate to develop resources, broadcast information, and address issues in the area of education for youth with experience in care.
- PLAID consulting recently published a report prepared for the BC Council on Admissions & Transfer titled "Supporting BC Post-Secondary Students with Lived Experience In Care". A designated UBC Enrolment Services Advisor acted as a consultant and subject matter expert for the report. UBC students comprised a majority of the survey and interview respondents from whom qualitative data was collected.

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 Advanced Education and Skills Training and staff from PSIs that directly administrate 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 AEST. 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. Awareness of initiatives at other institutions resulted in a 2021 Holiday Hamper on the Vancouver campus and encourages 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 provides a variety of supports for Indigenous students, detailed in the section reporting on Mandate Priority 3 and in Appendix 1.
- UBC 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, tutoring support, and entrance award top-ups. Additionally, \$150,000 in one-time funding was provided to UBCO students with lived experience in care. This amounted to each student receiving an amount of approximately \$7,000 in additional support.
- Specialized units within the Vice-President Students portfolio support vulnerable and traditionally under-represented students at all levels of study, ensuring that they have the opportunity to participate in all facets of university life.

- The Centre for Accessibility supports over 3,900 students living with disabilities or ongoing medical conditions who require academic or non-academic accommodations. The Centre connects students to community and government agencies to support funding and adaptive technology needs. The Centre works with students and their Faculty to facilitate disability-related accommodations that would not easily be provided in a decentralized manner. These include specialized exam arrangements, alternative format materials, notetaking, interpreting, and captioning, as well as facilitating access to funding for specialized equipment.
- Through International Student Development, 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.
- The Global Lounge provides a gathering space for students and offers language and other programming for international and globally-minded students.
- The Centre for Accessibility and International Student Development also works at a systemic level to identify and address barriers to participation and promote inclusive and accessible practices and policies across the university.
- Many units within the VPS portfolio have embedded staff with expertise to support Indigenous students.
- Support services for students who use substances:
 - Student Health distributed naloxone kits and trained 35 UBC community members in their use
 - The Student Recovery Centre has seen a 178% growth in community membership since the summer of 2021. Meeting offerings have increased from two to seven per week and meetings include 12 Gentle Steps, Women's and Gender Diverse All Recovery, and Disordered Eating Recovery.
 - All Recovery meetings are open to all students who are in recovery or curious to explore recovery from substance or behavioural addictions.
 - In September 2021, a dedicated space was allocated to the Student Recovery Centre which allowed for in-person meetings.
- Student Safety and Well-being:
 - At UBC Okanagan:
 - Canadian Campus Wellbeing Survey (CCSW) results are being assessed and used to further delve into well-being initiatives.
 - In September 2021, the Student Support and Case Management office was developed, which offers oversight of the Early Alert program, student conduct, non-academic misconduct, and case management services.
 - Counselling Services has expanded embedded counsellors and has counsellors that specialize in working alongside the Sexual Violence Prevention and Response Office, Indigenous Programs and Services, and the Global Engagement Office.
 - Campus health is working actively in the area of harm reduction and building a culture of care as it relates to substance misuse on both campuses.
 - At UBC Vancouver:
 - The Early Alert program allows faculty, staff and TAs to identify their concerns about students sooner and in a coordinated way.

- A revision of the Green Folder was undertaken to include focused content on supporting students in distress in a hybrid (in-person and online) learning environment.

Participation in Sexual Violence Misconduct Climate survey

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

Ongoing activities and future plans to sustain efforts regarding Sexual Violence and Misconduct prevention and response.

UBC Investigations Office (IO)

- UBC continues to operate an Investigations Office (IO) dedicated to investigating and conducting alternative resolution processes in respect of sexual misconduct and human rights complaints.
- IO undertakes frequent community education regarding IO complaints processes and trauma-informed approaches through seminars, print materials and confidential consultation meetings.
- IO is working toward inclusive, culturally appropriate service delivery by implementing alternative resolution processes based in Indigenous practices and appointing investigators with lived experience of issues central to investigations (for example, appointing a BIPOC investigator where race is at issue in a human rights complaint or a queer investigator where a sexual misconduct complaint involves same-sex parties)

UBCO Sexual Violence Prevention and Response Office (SVPRO)

Prevention Activities

- The UBCO SVPRO team is developing a strategic plan for sexual violence prevention. This process will begin in June 2022, with expected completion by October 2022.
- Prevention efforts are focused on partnering with other student services programs and academic units to host campaigns and events.
- UBCO SVPRO runs yearly campaign initiatives, which include posters, social media and events: Moosehide, MMIWG2S+, Consent, We Believe You, Sexual Assault Awareness Month, Did You Know campaign (plain language Sc17 policy campaign)
- UBCO SVPRO has a comprehensive array of training and workshops available for students, staff and faculty. This includes providing consent-based education for various groups and affinity groups, Responding to Disclosure training, Trauma-Informed training, active bystander; domestic violence response in the workplace; Policy Sc17 staff workshops; rights and supports in the workplace (specific for co-op/Work Study students); setting healthy boundaries. Curriculum for training and workshops are tailored based on the group request or organizer.
- A SVPRO table was set up on campus to educate the community about the services of the office, which also includes providing information about STI prevention, pregnancy prevention and pregnancy options.
- SVPRO hosts events with various partners. For example, SVPRO organized an event partnering with the UBCO College of Graduate Studies to show a film and have a panel discussion after with faculty, postdocs and graduate students.
- Groups that focus on healthy relationships and gender expression are run annually by SVPRO.

Social Media

- SVPRO is expanding its program to include two student staff (Social Media Specialists) who will assist with increasing its online presence.

Volunteer Program

- SVPRO is expanding its volunteer program with two new Work Study students in Volunteer Coordinator roles being hired. A comprehensive training and support program for the incoming volunteers of 2022-2023 is being developed, and the program hopes to have 40 volunteers next year.

Response Programming

- UBCO SVPRO continues to offer 1:1 support sessions in-person, online and via phone, which comprises the bulk of the work of the office. The office liaises with various campus stakeholders to provide academic concessions, advocacy and support for accommodations, emergency housing, emergency funding, accompaniment for health care support, and support with reporting.
- SVPRO also provides various groups for survivors such as Safety and Resilience, Art based therapy, and an Indigenous beading group.

UBCV Sexual Violence Prevention and Response Office (SVPRO)

- SVPRO provides a confidential resource and central point of contact for individuals who have experienced or been impacted by sexualized violence. SVPRO also educates staff and faculty on how to assess disclosures and utilize their service prior to taking action.
- SVPRO assists individuals impacted by sexualized violence in seeking access to academic concessions and is working in collaboration with advising offices to create streamlined processes to minimize delays in responses, and subsequent stress on the clients accessing SVPRO services.
- SVPRO works closely with numerous departments across the university to ensure that they are aware of processes in place to support survivors at UBCV and are familiar with resources like SVPRO. Looking forward, SVPRO will be creating an action plan that details which departments, groups and organizations need training and an associated timeline, with tailored content that reflects the needs and roles of the different groups.
- A group, consisting of staff, faculty and students (both undergraduate and graduate), has been collaboratively organized with the Investigations Office to serve as a forum for informing and resourcing colleagues about the work of these offices. Members of the group will also be asked to review and provide feedback on materials, as well as advise on the best ways to disseminate information to their respective communities at UBC. SVPRO and IO will also utilize this group to problem solve and identify creative, actionable solutions as challenges arise.
- SVPRO has identified a need for more holistic healing opportunities, in response to an increasing number of clients accessing the services of the office, as well as an increase in the complexity and intersectionality of cases.
 - The office is in the process of developing resources and training staff on the neurobiological and physiological responses to trauma, in order to increase the number of services available to survivors. As an example, SVPRO will be providing training to several trainers and instructors in UBC's gyms on techniques to increase the safety of survivors accessing the space.

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, UBC has undertaken the following initiatives in support of climate action, anti-racism and Indigenization.

Anti-Racism and Equity, Diversity and Inclusion:

- UBC's strategic plan, *Shaping UBC's Next Century*, defines inclusion as "a commitment to access, success, and representation of historically underserved, marginalized, or excluded populations." The Inclusion Action Plan (IAP) was developed to operationalize the inclusion theme of the strategic plan and serves as a guiding framework that identifies inclusion goals for the university and collaborative institutional actions needed to advance inclusion at UBC over the next seven to ten years. Five goals are contained within the IAP (recruitment, retention and success, systems change, capacity building, learning, research and engagement, and accountability) and a number of suggested actions to help achieve each one. Since being endorsed by UBC's Board of Governors in 2019, the IAP is now in its implementation phase.
 - In May 2021, UBC hosted a virtual forum on the IAP for students, faculty and staff to hear about ways that UBC is activating inclusion across the university including sharing perspectives from UBC leadership, as well as their priorities and efforts.
 - To support UBC's commitment to embedding inclusion across university systems, policies and practices, the Equity and Inclusion Office has designed the Activating Inclusion Toolkit to support units across the university in incorporating equity, diversity and inclusion into their strategic planning, priority initiatives, and systems and structures more broadly.
- The UBC Student Demographic Project aims to enhance the collection of demographic data and enable the university to better understand student experiences, support student inclusion and success, and assess the progress of equity, diversity and inclusion priorities. By providing the university with more inclusive, demographically representative data on the student body, the project will better inform UBC's planning, reporting and policy-making with consideration of the distinct contexts and lived experiences of all students. This aligns with the provincial mandate to tackle system discrimination and contributes to the anti-racism data legislation objective of better identifying the gaps and barriers to achieve more equitable and inclusive communities.
- UBC conducts an Employment Equity Survey to help inform understanding of the demographic composition of faculty and staff. This survey is one way to examine patterns and trends in employment across the university and helps the university measure progress on building more

inclusive and equitable teaching and working spaces, and on creating a workforce that is reflective of the diversity of the student body and the wider community.

- UBC supports a number of funding opportunities that focus on supporting EDI initiatives:
 - The Equity Enhancement Fund supports community-based initiatives that enhance equity, diversity, and inclusion – one of the core themes of UBC’s strategic plan. Twice a year, in May and November, UBC faculty and staff may apply for funding up to \$25,000 for projects that support grassroots initiatives to advance the actions of the Inclusion Action Plan.
 - UBC students can now access low-barrier funds through the Inclusive Initiatives Fund, which launched in 2021. The Fund supports diverse student-led projects that seek to create a positive impact on student experiences and advance change. The \$100,000 allocated to support student initiatives in 2021 and 2022 support projects that seek to advance equity, diversity, and inclusion, including through social justice, decolonization, and anti-racism efforts.
 - The Anti-Racism Initiatives Fund was created in response to the clear need articulated by members of the university community for funding to support their anti-racism initiatives. Established in 2021, the Anti-Racism Initiatives Fund supports UBC student, staff and faculty initiatives, projects, events, programs and activities that advance UBC’s anti-racism efforts. An allocation of \$200,000 (\$100,000 at each campus) is available each year to fund proposals that directly support efforts to advance, raise awareness of, and celebrate diversity at UBC. A list of projects supported through the Fund in 2021 can be found [here](#).
 - The Experience UBCO Access Excellence Fund supports faculty and staff in developing new initiatives aimed at increasing access and participation in post-secondary education for underrepresented and equity-deserving students.
- Dr. Handel Kashope Wright, Senior Advisor to the President on Anti-Racism and Inclusive Excellence, was invited as a member of the national Inter-institutional Steering Committee on Inclusive Higher Education of the Scarborough Charter. The Scarborough Charter, signed by many post-secondary institutions across the country including UBC in November 2021, outlines principles to be followed as institutions take action to address anti-Black racism and promote Black inclusion in Canadian higher education. The Inter-institutional Steering Committee will encourage the development of communities of practice, foster implementation and accountability by member institutions of the Scarborough Charter, and interface with relevant governments, institutions, organizations, communities and others to secure implementation of the Scarborough Charter and encourage collaboration with a range of Black community organizations, as well as other key stakeholders.
- UBC is one of 17 Canadian post-secondary institutions participating in a pilot project of the federal Dimensions program, which seeks to identify and eliminate systemic obstacles and inequities for marginalized and under-represented people in research. The UBC Dimensions pilot project is co-led by the Office of the Vice-President, Research and Innovation and UBC’s Equity & Inclusion Office.
 - During the pilot, UBC is conducting a comprehensive institutional scan of equity, diversity and inclusion (EDI)-related policies, programs, practices and initiatives, and will perform an in-depth, reflective assessment of the university’s research-related systems, practices and culture. This will help to inform the development of an action plan with goals that address identified gaps, barriers and trends in EDI within the UBC research ecosystem. As a participating institution, UBC will contribute to the development of the federal

program's design and delivery by providing relevant feedback to the Tri-Agency Dimensions team.

- The Dimensions program aims to enable transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating systemic obstacles and inequities experienced by members of underserved, marginalized and excluded groups. UBC's participation in the Dimensions program reinforces our commitment to ensure equitable access to funding opportunities, increase equitable and inclusive participation in research and embed EDI-related considerations in research design and practices across the institution.
- 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 supports to help provide a pathway to success for Black Canadian students at UBC, welcomed its first cohort of 13 students at the start of the academic year (September 2021). 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 in the next four years, with the potential for further growth as funds are secured and the program develops.
- UBC hosted the Black Futures speaker series, focusing on the underrepresentation of Black people in the academy. The purpose of the speaker series was to foreground Black voices in fields where Blackness is particularly underrepresented, and provide actionable and measurable strategies for UBC to increase Black representation and Black excellence in these fields. The series featured seven different speakers.

Climate Action:

- UBC has once again been ranked as a global leader in sustainability efforts, placing 13th overall (out of more than 1,400 institutions) in the 2022 Times Higher Education Impact rankings for institutional efforts to advance the United Nations sustainable development goals (SDG). Notably, UBC placed seventh in SDG 13 (climate action).
- As a result of student activism and advocacy on the climate emergency, UBC created a Climate Emergency fund of \$1.5 million to support student-facing activity. Funds have been mobilized from redirected incremental funding from tuition over two years for UBCV student-facing activities on climate that advance priorities identified in the Climate Emergency Task Force report. A 12-member Advisory Committee, co-chaired by a student and a staff person and composed of equal numbers of students and faculty, evaluated submissions and provided input on the distribution of these funds, which resulted in the full or partial funding of seven proposals.
- UBC has committed to – and is now implementing – a comprehensive responsible investing framework that includes divestment from fossil fuels and a 45% reduction in portfolio carbon emissions by 2030 together with advocacy, stewardship and engagement. Since the beginning of 2020 to December 31, 2021, UBC has transitioned \$214 million to fossil-fuel-free or low-carbon investments (over 20% of our public equity holdings), and currently only 1.4% of the endowment is estimated to be exposed to fossil fuel investments. This has resulted in the portfolio carbon

emissions, as measured by portfolio carbon intensity, to be 30% lower and well on track to meet the 2030 target.

- UBC continues to implement the Zero Waste Action Plan including reducing food waste, eliminating single-use packaging and installing sensors to collect data on bin fill up levels and contents. In 2022, UBC is updating the Zero Waste Action Plan (ZWAP2030), which was first endorsed by the Board of Governors in 2014. The update will address barriers that have limited progress toward UBC's zero waste goals to date, more strongly prioritize emissions reduction opportunities such as reuse, and reflect the important linkages with circular economy and CAP2030. The planning process is expected to be complete by Fall 2022.
- UBC has implemented Climate Ready Building Requirements on new capital projects to ensure increased resiliency in the face of climate change impacts. Currently, requirements are focused on the following areas of building design: thermal comfort, rainwater management, landscape design and outdoor water use, and air quality.
- Continued implementation of the Building Tune-Up Program, which saves over 38,000 GJ of natural gas per year at UBCV.
- A Net Positive Building Study is underway across both campuses with the intended outcome of introducing new Green House Gas Intensity reduction targets for new institutional buildings.
- UBC Okanagan's Transportation Plan, a high-level roadmap for meeting the transportation needs of the UBCO community through 2040, was completed and endorsed by UBC Okanagan leadership in October 2021. The Transportation Plan will play a critical role in supporting the evolution of the campus, community wellbeing and climate action, through strategies that make it more convenient, affordable and sustainable to get to, from and around campus. In support of CAP2030 and UBC's Climate Emergency Declaration, the Plan will support the move toward more sustainable modes of travel to reduce UBCO's largest source of extended impact emissions from commuting.
- At UBCO, implementation of the eight-year decarbonization plan for district energy and 10-year Strategic Energy Management Plan (SEMP), which both inform CAP2030's energy and carbon reduction strategies and proposed targets, are underway.
- UBC Sustainability Scholars program, an innovative paid internship program which matches UBC graduate students with on- and off-campus sustainability partners to work on applied research projects that advance sustainability throughout the region, expanded adding 36 climate projects for NGOs. The research program included 90 projects in total.
- The SEEDS (Social Ecological Economic Development Studies) Sustainability Program creates student-led applied research opportunities that enable students to work with UBC staff, faculty and community partners to address critical societal issues. SEEDS research is focused around "Big 5 Research Priorities" and the research cluster focused on climate issues included projects that focused on air travel, low carbon food, and a climate-friendly food label pilot.
- A new Climate Teaching Connector program matched climate experts with UBC course instructors to integrate climate-related content into undergraduate classes.
- A Centre for Climate Justice (CCJ), housed within the Department of Geography, was developed under the leadership of Naomi Klein, a renowned climate activist and faculty member in the geography department, and Dr. Candis Callison, Canada Research Chair in Indigenous journalism, media, and public discourse, and an Associate Professor in the School of Journalism, Writing, and Media, and in the Institute for Critical Indigenous Studies. The primary aims of the CCJ are: convening dialogues on climate justice with local and frontline communities, social movements and institutions; supporting frontline communities in advancing climate justice by bringing together and mobilizing UBC faculty, staff and students to meet their needs; and

translating and amplifying the research, needs, and challenges of frontline communities and climate justice movements into wider policy, political and economic transformations.

- UBC researchers are generating clean, low-carbon solutions. UBC's BioProducts Institute is helping BC lead in the bioeconomy with innovations that convert wood into value-added products like biofuels, bioplastics and textiles. The globally recognized Clean Energy Research Centre is collaborating with the government and industry to develop clean energy technologies. And UBC experts are accelerating the demand, design and construction of zero-emissions buildings in the province.
- The UBC Climate Change Research Symposium, held from Oct. 13-14, 2021, brought together, virtually, climate researchers from multiple faculties on our Vancouver and Okanagan campuses. While UBC is a recognized leader in climate change research, there is limited connectivity between the clusters of relevant research activity across the many faculties on our campuses. This symposium, which featured panel discussions and keynote speakers, will help to make those connections and enhance the potential of UBC researchers to impact climate change through research and innovation.
- In spring 2021, UBC broke ground on a renewable energy hub which will transform an entire city block at UBCV into a smart energy district, including the province's first-ever hydrogen refuelling station for light- and heavy-duty vehicles. The project will also include a solar array and intelligent charging infrastructure for electric vehicles. Support for the project is being provided by BC's Ministry of Energy, Mines and Low Carbon Innovation, the Canada Foundation for Innovation, BC Knowledge Development Fund, Natural Resources Canada, PacifiCan (formerly Western Economic Diversification Canada) and industry partners.

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. As detailed earlier in the report, 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 T̓silhqot̓in National Government (TNG) and UBC signed a memorandum of understanding in December 2021, demonstrating TNG's and UBC's commitments to reconciliation and recognition of Indigenous self-determination. A key feature of the MOU is to ensure that research is undertaken with cultural safety, an approach that recognizes and addresses systemic power imbalances and fosters a culture free of racism and discrimination. The MOU also establishes a foundation for future research collaborations that incorporate T̓silhqot̓in knowledge, community needs and sustainable environmental practices and opportunities within T̓silhqot̓in Nēn (lands). UBC has been working with TNG for several years on various research projects, with current research collaborations including projects focused on Indigenous-led environment impact assessment and Indigenous methodologies for effectively stewarding fish and waterways, wildlife monitoring and water governance.
- The UBC Faculty of Medicine's Response (Response) to the Truth and Reconciliation Commission of Canada's Calls to Action, Reckoning with the Truth, Working Together for a Better Future, was formally launched at a virtual event on June 25, 2021. The event program featured guest speakers including Musqueam and Syilx Elders representing the nations hosting UBC's Vancouver and Okanagan campuses, The Honourable Steven Point (xwě lī qwě

těl), and other Indigenous leaders, as well as a panel discussion with members of the Indigenous student, faculty, staff and alumni communities. Dean Dermot Kelleher issued a statement of apology to all those affected for the role the UBC Faculty of Medicine played in causing and perpetuating the colonial systems and the resulting and persistent damages done by them. This includes not only the Faculty's failure to speak out against these atrocities, but also that by its silence, the Faculty was actively complicit in the policies, practices and structures designed to oppress Indigenous peoples and eradicate Indigenous cultures in this country. The Faculty also acknowledged and apologized for the existence and persistence of Indigenous-specific racism and discrimination within the Faculty of Medicine and the medical system at large, of which our clinical faculty are a part.

- The Response is divided into several major thematic areas relating to the Faculty's Indigenous relationships, learning and work environments, admissions processes, undergraduate and graduate, postgraduate and professional education curricula, as well as Indigenous health research. Each is accompanied by a number of Action Statements, many of which were adapted from the Association of the Faculties of Medicine of Canada's 2019 position paper, Joint Commitment to Action on Indigenous Health, which the Faculty fully endorses. The Action Statements are purposely written broadly as it was felt that any specific actions the Faculty undertakes require consultation with those whose lives they would affect the most. Specific goals, implementation steps and performance indicators required for these Action Statements will be developed in partnership with Indigenous peoples, communities and organizations in the days ahead.
- Creation of the Response has been assisted and informed by input and feedback from Indigenous students, alumni, faculty, staff and leaders at UBC, from Indigenous peoples and organizations external to UBC, and from other Faculty leaders, staff and faculty. While this process meant that the creation of the response took longer than originally anticipated, it is much better for it. The Faculty is extraordinarily grateful for the time and effort they devoted to providing enlightening, insightful, thought-provoking and challenging suggestions and critiques.
- UBC Okanagan continues to report annually on its progress toward fulfilling its five commitments, declared in 2019, in response to the Truth and Reconciliation Commission's Calls to Action. On March 1, 2022, communities gathered online to share UBCO's second annual progress report on its TRC commitments. Some highlights include:
 - Campus planning worked with the En'owkin Centre and Okanagan Nation Alliance on an initiative to update existing street signs with the English translations of the Nsyilxcn names. The purpose of this project is to foster an inclusive public realm that supports shared understanding and promotes awareness and learning of the language of the Syilx people. The project includes the translation of eleven street signs that exist throughout campus, which were installed January 2022. Following this, an online presence will be created for people to learn more about the signs' meanings, the language and the pronunciation.
 - The Undergraduate Indigenous Research Mentorship program expanded programming over summer 2021 to pilot a small summer intensive research opportunity from May to August. The summer program allowed students to continue their research over the summer as well as delve deeper into their research topic.
- Advancing the goal of supporting the revitalization of Indigenous languages, UBCO's Bachelor of Nsyilxcn Language Fluency degree accepted its first incoming class in September 2021. UBCO

plans to continue developing more degrees of this kind to support other Interior Salish languages.

- Following approval from the Ministry of Advanced Education and Skills Training in December 2021, UBC's Faculty of Education will be home to British Columbia's first Master of Education in Indigenous Education. Recognizing the need for transformative change in Indigenous education, the program will increase access to graduate education for Indigenous learners, build educational capacity for Indigenous schools and communities, enhance partnerships with Indigenous communities, integrate Indigenous worldviews and provide educators with Indigenous knowledge to bring to educational settings.
- UBC continues to support and encourage Indigenous people to undertake studies at UBC through programs such as the Aboriginal Admission Policy and works to support Indigenous students' academic and personal success through targeted programming. As of November 1, 2021, an estimated 2,218 Indigenous students were enrolled at UBC (760 on the Okanagan campus and 1,458 on the Vancouver campus), an 8% increase over the previous year. Indigenous learners are supported through Indigenous-focused programs and services, including priority assignment in student housing, dedicated financial awards and culturally relevant programs, services and spaces for First Nations, Métis and Inuit students. This includes specialized Indigenous student advisors and spaces such as the First Nations Longhouse at UBCV and the Aboriginal Centre at UBCO.
 - The First Nations House of Learning, in partnership with UBC Collegia, offers the Indigenous Student Collegium (ISC) at the First Nations Longhouse. Staffed by advisors who are students themselves, the ISC connects students with an Indigenous elder or UBC professor, and provides space and community for students to gather together and to take part in cultural practices. In 2020/21, the ISC was offered virtually.
- The xʷçičəsəm Garden (Indigenous Health Research and Education Garden) has been at the UBC Farm since 2007. The garden is managed by the Indigenous Research Partnerships group at the Faculty of Land and Food Systems along with the Medicine Collective – a group of Indigenous knowledge holders, and researchers who continue to support the transferring of Indigenous Land-based pedagogies for wholistic wellness. With an emphasis on teaching, learning, and research, xʷçičəsəm Garden aims to serve educational and research needs related to Indigenous knowledge and its intersections with other ways of knowing.

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

- In its Accountability Framework guidelines for this report, the Ministry of Advanced Education and Skills Training asks that institutions complete a table that outlines progress on the implementation of the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. This table can be found in Appendix 1 at the end of this report. Further actions the university is taking are elaborated upon throughout this report, notably in the Strategic Context section earlier in the report 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.

- With the formal launch of the funding review on March 31, 2022, UBC will support the Ministry by participating collaboratively in the review process, with UBC staff ready to participate on any

steering committee/working groups associated with the review and by providing the Ministry leads on the review with the information and input they need to undertake the review.

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 2021/22, 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 50,500 applications were received via EducationPlannerBC for both campuses.

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

- As noted in the UBC initiatives responding to Mandate Priority 1, above, UBC has increased the provision of digital tools for learning through:
 - Dramatically increasing capability for streaming and classroom recording in general teaching space, with now over 75% of all general teaching spaces suitably equipped to support flexible and hybrid learning.
 - Continuing to expand tools to support teaching and learning, including new applications and additional licenses. Software licensing and technical support provisions were in place at UBC for transitioning to online or hybrid classes and centrally-supported learning technology tools, including Zoom, Kaltura and iClicker Cloud, were available to support online and hybrid learning.
 - UBC's Learning Technology Hub website provides a tool finder resource that assists in comparing digital learning tool options to help instructors choose the tool(s) best suited to their courses.
- Consistent definition of course modalities to support faculty advising offices and student course discovery (in-person, online, hybrid and multi-access)
- Provision of access to the Alibaba network accelerator, to provide for students in China to access (with an encrypted VPN layer) learning sites such as Canvas.

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

- UBC's Office of the Chief Information Officer (OCIO) joins the Information Sharing Conference calls run by the provincial Office of the Chief Information Office monthly. Materials discussed in those calls (TLP green and amber) are captured and circulated internally as appropriate.
 - UBC delivers presentations at these monthly OCIO calls, including on topics such as Self Phishing, mandatory training, UBC's PrISM governance model, and the importance of balancing people, technology, and processes.
- UBC joins the Canadian Centre for Cybersecurity's Cyber Centre Threat Briefing calls for academic partners bi-weekly to review critical infrastructure threats and updates.

- Using the monthly awareness program materials from these calls, UBC’s Privacy Matters team creates resources and articles specific to UBC and disseminates them to the community, primarily to staff and faculty.
 - Over the next fiscal year, the UBC Privacy Matters team will introduce additional community-focused content tailored around students and families.
 - Copies of UBC cybersecurity materials are made available to other institutions upon request.
- UBC receives vulnerability reports that are circulated by the Ministry and acts to address those vulnerabilities and post them on internal channels as appropriate.
- UBC collaborates with the Ministry to brainstorm, share best practices and troubleshoot problems to make shared and respective initiatives more effective and efficient.
- A new training program created by Privacy and Information Security Management (PrISM) at UBC titled “Privacy and Information Security – IT Professionals” was launched in 2021. Tailored for all IT Professionals at UBC, the course is mandatory and provides knowledge on the Information Security Standards as the source of requirements for protecting UBC Electronic Information and Systems.
 - Additionally, mandatory privacy and security training for faculty and staff is currently going through a refresh process to capture the newest technologies and updates to legislation.

Reporting on Plans to Address 2022/23 Minister’s Letter of Direction (April 19, 2022)

The Minister’s Letter of Direction builds on the expectations outlined in the 2021/22 Mandate Letter, clarifying priorities and expectations. As such, the section below identifies and describes actions that UBC will take over the coming year to address and respond to the Minister’s Letter of Direction dated April 19, 2022, in addition to continuing to make substantive progress on the 2021/22 priorities.

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 actively supports the provision of training in high-demand occupations, including in the technology sector, life sciences and health professional programs, as reported 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 2021/22, UBC achieved 150% 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 is actively engaged in the planning process with the Ministry of Advanced Education and Skills Training for the creation of an additional 2,000 new tech-relevant spaces.
- UBC has significant research strengths in areas highlighted in the BC Economic plan, including life sciences and biomanufacturing, agritech, forest bioproducts, health and social services, clean

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

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.

- UBC has begun engaging with the Ministry of Advanced Education and Skills Training on the development of the *Future Ready: Skills for the Jobs of Tomorrow* plan, the sexualized violence policy review and further tech-relevant seat expansions, and looks forward to continued, deeper engagement over the coming year.
- As noted earlier in this report, with the formal launch of the funding formula review on March 31, 2022, UBC has been engaged by funding review lead, Dr. Don Wright and secretariat staff, and will support Dr. Wright and the Ministry by participating collaboratively in the review process, through any potential steering committee/working groups associated with the review and by providing the review leads with any information and input they may need to undertake their work.

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

hənqəmihəm – 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 Advanced Education and Skills Training's 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 2021/22

Recognizing Staff Excellence

Great people are at the heart of UBC – which is why the university annually recognizes staff and faculty who contribute to making UBC an employer of choice and also embrace the university's values.

In September 2021, UBC Vancouver announced the four recipients of the President's Service Awards for Excellence and the 14 recipients of the President's staff awards. These awards are presented by the university annually to recognize staff members who demonstrate outstanding achievement and excellence within the UBC community.

Every year, UBC Okanagan awards the Staff Awards of Excellence at the annual Deputy Vice-Chancellor and Principal's Fall Town Hall. This year six awards were given to four individuals and two teams.

Expanding UBC's Presence South of the Fraser

UBC is expanding its presence south of the Fraser River with the purchase of a 135,000-square-foot property at the intersection of King George Boulevard and Fraser Highway in Surrey.

The acquisition of the Surrey site supports the achievement of a key commitment in UBC's strategic plan to work with partners on the development of the university's regional presence, as well as providing an exciting opportunity to improve access to post-secondary education in the Fraser region.

UBC already has a significant presence south of the Fraser, with nearly 3,500 students, 750 faculty and staff, and thousands of alumni who call Surrey home. The university has numerous partnerships within the city of Surrey and other regional partners, as well as training

health students and medical residents in the Fraser region together with Fraser Health, First Nations Health Authority and the Government of BC. Every year more than 4,900 health student and medical resident rotations take place in hospitals, primary care settings and clinics across the Fraser.

The university will now begin consultation with Surrey and Fraser Valley communities, along with engaging in important dialogue with Indigenous leaders and communities. The internal UBC community will also be consulted in order to determine the future vision for the site.

Bolstering Wellbeing in a Challenging Year

In the face of complex societal challenges, including the global pandemic, climate emergency, colonization, and systemic racism, UBC's shared vision of being a health and wellbeing-promoting university is more important than ever. Groups and community members across UBC worked together to advance the Okanagan Charter and Wellbeing Framework's targets, and to help create communities on campus where health and wellbeing for all is championed. Highlights from UBC Wellbeing over the last year include:

- The development of a guide that offers an intersectional approach to support mental health literacy and capacity building from a place of inclusion and diversity, in support of the mental health of the staff and faculty community.
- Keeping diversity, equity and inclusion at the forefront of planning processes, policies and programs for the Office of Physical Activity with a goal of seeing a 10% increase in UBC community members' satisfaction with recreation facilities and programs by 2025. The Office also partners with various associations, clubs and organizations to meet the needs of UBC's diverse population.
- The Food Security Initiative launched the UBC Meal Share pilot with the support of donors to the Student Wellbeing Fund to ensure students who may be facing hardship have access to food. At UBCV, 96 students were provided funds to purchase food via their UBC card, ensuring a low barrier and discrete access to minimize food insecurity. Next year, the program will be launched at both campuses to support more students. UBC's First Nations House of Learning also offers weekly lunches to help address food insecurity and support Indigenous students.
- UBC is committed to expanding childcare services for families who live, study and work on campus. As of January 2021, there were 763 childcare spaces and 237 out-of-school care spaces at UBC Vancouver. UBC's Child Care Expansion Plan aims to create an inventory of approximately 1,200 spaces by 2041, with a focus on delivering more childcare spaces for children under three years of age.
- A special "Community of Care" grant program, launched by the Campus + Community Planning Programming team, provided funds to projects that shared skills online, provided care packages to vulnerable community members and other ways to foster social connections while socially distanced.

Local Open Online Course on Anti-Racism

Through Strategy 4: Inclusive Excellence, UBC is committed to expanding learning opportunities for staff and faculty to maximize awareness and understanding of the principles and actions of antiracism, diversity, equity and inclusion. In support of this, UBC's Faculty of Education launched a new Local Open Online Course (LOOC) titled 'Historical, Systemic and

Intersectional Anti-racism: From Awareness to Action,' which aims to provide participants with a thorough understanding of racism's deep-rooted presence across different spheres of society.

Learners from across disciplines, professions, organizations and communities will be challenged to think critically about racism while moving towards awareness, action and dismantling institutional and systemic racism to help create lasting changes. While the course was developed with practising teachers, teacher candidates, school leaders and counsellors in mind, the Faculty invites graduate students, faculty, staff and participants from other professions interested in developing an understanding of antiracism education and making a difference in their spaces.

Integrated Renewal Program (IRP) – Student

Following the successful launch of UBC's new HR and finance systems in fall 2020, the next step for the Integrated Renewal Program is the renewal of UBC's student information ecosystem, anchored in the Workday Student platform. This will create an integrated HR, finance and student administration environment, opening the door to innovation and ongoing improvements in support of UBC's academic mission.

2021 marked a shift from planning to implementation in modernizing and upgrading the student information ecosystem. IRP students saw many successes including finalizing system designs, hosting successful community engagements and reaching major project milestones.

Metrics – People & Places

Domestic student enrolment

- 50,755 government-funded FTEs (118% of Ministry FTE target)
 - 42,077 government-funded FTEs at UBC Vancouver (117% of Ministry FTE target)
 - 8,678 government-funded FTEs at UBC Okanagan (122% of Ministry FTE target)

International student enrolment

- 27.9% of students on the Vancouver campus are international (up from 26.5% in 2020/21)
- 21.8% of students on the Okanagan campus are international (up from 20.9% in 2020/21)

UBC is home to 19,413 international undergraduate and graduate students from 157 countries (149 countries at the Vancouver campus and 119 countries at the Okanagan campus), who contribute to a global learning environment.

Student residences

- UBC Vancouver: Currently has 13,388 student beds with 600 new beds planned to be added in 2024 at Brock Commons Phase 2. In fall 2021 and spring 2022, 960 new upper-year and graduate student housing beds opened at the residence called *tə ʃxʷhəleləm̓s tə kʷaʔkʷəʔaʔ* (The Houses of the Ones Belonging to the Saltwater), previously Pacific Residence. UBC is honoured to have been gifted this name from Musqueam. Student Housing and Community Services is actively involved in the 10-year Housing Action Plan Review Process and the

Campus Vision 2050 Planning Process to ensure UBCV continues to have land set aside to accommodate up to 18,000 student housing beds.

- UBC Okanagan: Currently has 2,120 student beds. In fall 2021, 220 new first-year student residence beds were opened in Nechako Residence. This also included the opening of a new Commonsblock and dining room that supports all student residents at UBCO. Future growth will be dependent on demand and access to capital with long-term plans calling for up to 3,000 beds at UBCO by 2032.

Workplace Experiences Survey

- In the 2021 Workplace Experiences Survey, 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 (all employees, calendar year)

- 2021: 7.8%
- 2020: 5.1%
- 2019: 6.7%
- 2018: 7.1%

Together, UBC's 18,000+ employees have helped to create one of the world's leading academic institutions and one of Canada's best places to work. The voluntary turnover rate and scores on the Workplace Experiences Survey provide a baseline against which to measure efforts to provide a fulfilling work environment that reflects UBC's commitments to diversity and wellbeing. While both perform well against external benchmarks, UBC continues to focus on opportunities to improve and enhance the faculty and staff experience. Through the Focus on People framework, UBC has invested in priorities that include a refreshed orientation and onboarding program, recognition programs, health and wellbeing initiatives and leadership development programs.

Blue & Gold Campaign for Students

- \$214,578,959 million raised (initial target of \$100 million met, doubled target to \$200 million in September 2019)
 - Student Awards: \$190,813,652
 - Student Support: \$23,765,307

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

Research Excellence

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 30 — 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 2021/22

Language Sciences Institute Ready to Tackle Society's Pressing Problems

The Language Sciences Institute is one of thirty-five research excellence clusters led by researchers on the Vancouver campus that was to be funded through UBC's Research Excellence Clusters initiative in 2021/22. These clusters are inter-departmental networks of researchers at UBC addressing key societal and cultural problems, and working together to solve challenges that transcend traditional boundaries associated with departments, institutions, and funding agencies. UBC is committed to supporting the development of

clusters of research excellence and research cluster awards are specifically targeted at catalyzing advanced research initiatives.

Language is a vital system that affects everything around and within us, from public and personal health, to economic wealth, to cultural vitality. By bringing together language researchers from diverse disciplines, and more than 200 faculty and student members from 12 different faculties across both campuses, UBC Language Sciences is helping to tackle some of the most important and pressing questions of our time. In 2021, Language Sciences was confirmed as a UBC Global Research Excellence Institute (GREx) and is now focusing on tackling five grand challenges that have been identified for the near future: deepening our understanding of the biological systems that drive human language through new computer models; mapping language acquisition and decline in humans and communities; enhancing literacy and language education in an increasingly digital and multicultural world; addressing the need for effective tools to support the community-led maintenance, revitalization and reclamation of language and culture as a human right; and reimagining public discourse including in an online environment.

World's First Molecular-Level Analysis of Omicron Variant Spike Protein

UBC researchers, led by Dr. Sriram Subramaniam in the Faculty of Medicine's Department of Biochemistry and Molecular Biology, were the first in the world to conduct a molecular-level structural analysis of the Omicron variant spike protein. Their findings showed strong antibody evasion and binding with human cells that contribute to increased transmissibility – and that vaccination remains the best defence.

The analysis – done at near-atomic resolution using a cryo-electron microscope – reveals how the heavily mutated variant infects human cells and is highly evasive of immunity. The findings shed new light on why Omicron is highly transmissible and will help accelerate the development of more effective treatments.

UBC Students Helping to Decolonize MOA's 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, the *Decolonizing Collections and Displays at MOA* project was formed 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.

Open UBC Launches New Collection to Highlight Open Educational Resources

Instructors at UBC and beyond can now search through a new curated database of openly accessible teaching and learning materials. The [UBC OER Collection](#) showcases UBC's open educational resources (OER) in a searchable interface to support UBC faculty, and the broader community, in incorporating open educational resources and practices into their curriculum.

Each year, the UBC community produces an abundance of OER, ranging from textbooks to course projects, and workshops to tools. Until recently, discovering these materials online was a challenge with materials published in a large variety of online spaces that include UBC web properties, but also sites such as Wikipedia and GitHub, or open publishing platforms like OpenStax and PressBooks. Gathering these learning materials in a central, searchable database has been a long-held goal for Open UBC, which formed in 2015 in response to the growing interest in open scholarship and the importance of raising awareness and fostering a better understanding of open practices at UBC.

Next-Generation Battery Research

Researchers at the Advanced Materials for Energy Storage Lab at UBC Okanagan are working to create a battery that is smaller and more powerful than existing models in the market. The project, a collaboration between UBCO and Fenix Advanced Materials of Trail, BC, uses solid-state lithium-tellurium technology to create batteries with more power and improved safety ratings, all in a smaller form factor.

Advancements in solid-state battery innovations are accelerating electric vehicle (EV) deployment and renewable energy opportunities. Tellurium, a critical component in these batteries, is a mining waste product which is readily available in the BC Interior. The wealth of these raw materials bodes well for developing and manufacturing of next-generation lithium-tellurium batteries within a circular economy.

Metrics – Research Excellence

Total research funding

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

Total Tri-Agency funding

- 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)

37th – Times Higher Education ranking, 2022

42nd – Academic Ranking of World Universities ranking, 2nd in Canada, 2021

35th – U.S. News & World Report Best Global Universities Rankings, 2022

35th – NTU World University Rankings, 2021

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 2021/22

Academic Essentials Helps Prepare Incoming Students

The Academic Essentials program was originally launched in the summer of 2020, at the onset of the COVID-19 pandemic, to help prepare students for their classes and the university learning experience. Over the past couple of years, the program has been a valuable asset for newly enrolled students, providing a solid foundation in academics during the summer before they begin their journey as undergraduate students in the fall.

Developed through collaboration between UBC Vantage College and Extended Learning and supported by a team of 25 faculty and staff and 20 students from different departments, Academic Essentials comprises three courses: Reading and Writing and University; Readiness for University Mathematics; and Live Well to Learn Well. All courses are delivered online, with peer-supported synchronous learning activities as a key component of the course design.

In 2021, the Academic Essentials program saw over 6,000 course registrations from more than 2,900 unique students, domestic and international, across both campuses; 22% of the

incoming class at UBCO and 29% of the incoming class at UBCV registered in the program. Surveys conducted before and after completion of the courses also showed that students gained confidence in the topics in the courses.

Going Beyond Course Design

UBC's Centre for Teaching, Learning and Technology (CTLT) is constantly working to make impactful contributions in improving the academic experience for UBC students in accordance with Strategy 12: Program Redesign.

To help solve significant challenges in conducting the Infection Prevention and Control Certificate (IPCC) program, the Faculty of Medicine partnered with the CTLT. The IPCC program is a continuing education certificate designed to meet the educational needs of frontline healthcare professionals who are already in, or those who are considering, a career in the field of infection control. The program not only needed to accommodate 48 students – compared to 15 to 18 on average – but also factor in an ongoing health crisis.

Thirteen clinical faculty members and two learning designers from the CTLT undertook a massive overhaul of the program format and necessary technological scaling to ensure pre-pandemic quality and consistency in a shift to virtual course lessons, assignments and group projects. The program was already an online program by design but work was required to scale the technology used in the course, as well as revise and update the content and activities.

Building a Business Analytics Community to Tackle Real-World Problems

In UBC's Sauder School of Business, Dr. Harish Krishnan, professor of operations and logistics, saw an opportunity to use open resources to develop in-demand business analytics skills using 'real-life' business problems.

The Analytics@Sauder hub allows students to develop in-demand analytical skills by interacting with business data through open-source and cloud-based tools. At its core, the site hosts a range of open-resource learning materials that students can interact with as they learn, primarily using the concept of computational narrative – a way of sharing technical content, such as a statistical model or particular piece of code, in an interactive format that prioritizes the person reading it, not the computer performing the functions. In more traditional teaching methods or media, a concept is demonstrated in class, and students then learn how to apply it through assigned homework. Interactive content on the Analytics@Sauder site uses collaborative programming tools like GitHub and the open-source Jupyter Notebook, which provide interactive capability right from class.

With support from the Teaching and Learning Enhancement fund, students from the Masters of Business Analytics program were also employed to help develop the platform and contents – cementing their learning and helping prepare them for their careers.

2021/22 Teaching and Learning Enhancement Fund Projects

UBC's Teaching and Learning Enhancement Fund (TLEF) advances transformative learning at the university, enriching student learning by supporting innovative and effective educational

enhancements. The TLEF has supported more than 1,200 teaching and learning projects since its inception in 1991.

In response to the COVID-19 pandemic, the UBCV Office of the Provost and Vice-President, Academic redeployed \$2 million in funding from the TLEF to help support faculties in their efforts to transition courses online and ensure high-quality learning experiences for students. Faculties used this funding: to hire students and staff to assist with the development of redesigned courses for remote instruction; to increase capacity for media production; and to expand teaching support in courses offered by increasing the number of teaching assistants hired to work with faculty in the summer and winter terms. In addition to the \$2 million redeployment funding, the TLEF also awarded \$711,058 in renewal funding to eight Small TLEF Innovation projects and six Large TLEF Transformation projects.

Creating Opportunities for Black Law Students

Through Strategy 15: Student Experience, UBC is committed to supporting students as they create their own engagement opportunities during their time at UBC – outside as well as inside the classroom. UBC's Black Law Students' Association (BLSA) had a big year, hosting two large events that promote student connection, engagement and experience: the annual BLSA Canada Conference took place from February 17-20, 2022 in Vancouver and the second Black Pre-Law Conference, co-hosted by the UBC BLSA and Allard Law, took place on March 12, 2022.

In addition to organizing networking, recruitment and professional opportunities, members of the UBC BLSA are highly active in advocacy work aimed at addressing anti-Black and systemic racism at the law school and in the justice system – all while navigating life as law students.

Metrics – Transformative Learning

Total Students at UBC

- 72,281 student headcount in 2021/22

Degrees granted

- 15,726 in 2021, up 5.2% from 14,944 conferrals in 2020

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

- 162 enhanced courses at UBC Vancouver, reaching 32,495 students (18,182 unique students)
- 29 enhanced courses at UBC Okanagan, reaching 5,194 students (3,399 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)

- 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

- 224 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 375,000 UBC alumni who work and live in 160 countries around the world (60% of whom live in BC).

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 2021/22

38 Scholars Join the Public Scholars Initiative in 2021/22

The UBC Public Scholars Initiative (PSI) welcomed 38 new doctoral students to its 2021/22 cohort, consisting of a diverse pool of scholars from different faculties and disciplines.

The PSI was established in 2015 to support UBC doctoral candidates whose research extended beyond the academy, and beyond traditional disciplinary approaches, to have a tangible impact on public good through collaborative, action-oriented and/or creative forms of scholarship in their dissertation work. More than 260 scholars have joined the program during the past seven years, leading to collaborations with more than 150 different partners in 40 different countries.

Salmon Camps Show Youth Indigenous Science at Work

At the Salmon Science Camp for Nisga'a youth participants watch grizzly bears catch salmon in streams while learning about the migration and preparation of the fish hovering in the water by their feet. The camp is run by Dr. Andrea Reid, principal investigator of the Centre for Indigenous Fisheries at UBC, and with new funding from the multi-institutional Ārramāt Project, Dr. Reid plans to expand these camps and open doors to scientific learning.

Through the Salmon Science camps, Nisga'a Nation youth aged four to 17 years old in Gingolx, at the base of the Alaska Panhandle, get out onto the land and water where they follow the salmon life cycle. They learn to identify plants and animals, meet technicians working for the Nisga'a fisheries and wildlife department, learn from Elders who carry important stories about hoon (salmon) and how to care for them, and play and experiment with different scientific tools.

Led by the University of Alberta with partners at UBC and other institutions, the Ārramāt Project is focused on strengthening human health and well-being through conservation and sustainable relationships with biodiversity. As one of 51 co-applicants on the New Frontiers in Research Fund Transformation grant awarded to this project, Dr. Reid will be able to expand the camps to involve youth from the three other Nisga'a Nation villages: Gitlaxt'aamiks, Gitwinksihlkw, and Laxgalts'ap, as well as create exchanges with neighbouring Nations so camp attendees can learn about their different relationships with fish.

Local Solutions for Boosting COVID-19 Vaccine Uptake

The UBC Innovation Support Unit (UBC ISU) at the Faculty of Medicine's Department of Family Practice is working to address the challenges that communities are facing when it comes to vaccine uptake. UBC ISU initiated the Immunization Primary and Community Care (immPACC) workshop in order to boost COVID-19 vaccination rates in local communities across western Canada. As part of the initiative, an interprovincial network of trained facilitators conducts evidence-based investigations, develops simulated patient stories, and applies design thinking to help communities plan more equitable immunizations in conjunction with their key partners.

The immPACC project is funded by the Government of Canada and has trained facilitators working across BC, Alberta, Saskatchewan and Manitoba, with hopes of expanding across Canada in the future.

UBC Launches Global Engagement Strategy, In Service

The university's new global engagement strategy, *In Service*, launched virtually in April 2021. The strategy outlines a bold new vision for collaborating with partners large and small, at home and abroad, spanning not only disciplines but cities, countries and continents.

In Service will guide the university's global partnerships, educational initiatives, research collaborations and solutions-focused work for the next decade. It will serve as a road map, directing UBC's commitments around the world to deliver on the university's purpose "to foster global citizenship and help build a more just and sustainable society."

The strategy details four themes: UBC as a global actor, students as global citizens, issues of global relevance, and developing global capacity. The plan also identifies four action pathways: partnerships, educational experiences, infrastructure, and communications.

Following the launch of *In Service*, three specific projects have been initiated.

- First, the UBC Global Citizenship Competency project aims to bring together thinking from *In Service*, the Indigenous Strategic Plan, the Inclusion Action Plan and the Anti-Racism and Inclusive Excellence Task Force Report to develop common indicators for the assessment of global skills acquired throughout a student's UBC experience. This project will serve as the foundation for subsequent work that seeks to ensure that all UBC students have been immersed, through curricular and co-curricular learning, in themes related to citizenship for the 21st century, including worldviews and ways of knowing, human rights and social justice, equity, diversity and inclusion, anti-racism, and resilience and sustainable global development seeking to bridge social, economic and environmental divides that characterize our world.
- Second, the Global Virtual Classroom (GVC) project is focused on developing a collaborative learning space where students from multiple institutions around the world are engaged in an online, global-issues-focused, interactive educational experience, co-designed and delivered by two or more institutions. Several pilot projects are underway within the GVC network that includes 17 universities in 14 countries/12 time zones.
- Third, the Heat Map project seeks to develop a mechanism to identify areas of expertise and overlap across UBC faculties to enable us to convene multidisciplinary researchers to engage on the pressing global issues of our time and pursue global funding opportunities and new partnerships.

UBC Partners with 27 Organizations to Create Community-University Projects Across BC

Through the Community-University Engagement Support Fund (CUES), UBC is investing over \$500,000 in 2021/22 to support partnerships that will benefit communities and advance collaborative research, teaching and learning across the province. Paid directly to community partners, CUES funding reduces barriers and prioritizes reciprocal, inclusive engagement so all communities – especially those that have been and continue to be underserved, marginalized, or excluded – can benefit.

Of the 27 projects funded through CUES, 11 Indigenous community partners were funded representing 43% of total funding. The projects represent 9 faculties across both campuses and 8 projects had student co-applicants.

Launched in 2017, CUES is jointly administered by UBC Community Engagement in the Vice-President External Relations portfolio, and the Office of the Vice-President, Research and Innovation. As of the end of 2021/22, the fund has awarded \$1,759,222 to 81 different community groups – including 32 Indigenous communities and organizations – and university partners from 10 different faculties across UBC Vancouver and Okanagan campuses.

Indigenous Student Enrolment

According to the UBC student data, there are:

- 2,218 Indigenous undergraduate and graduate students and medical residents at UBC
 - Up from 2,134 last year
- 3.4% of domestic students at UBC Vancouver are Indigenous
- 8.1% of domestic students at UBC Okanagan are Indigenous

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

- 293 UBC Vancouver undergraduate students participated in an international experience
- 41 UBC Okanagan undergraduate students participated in an international experience

Note: Opportunities for international exchange remained lower than usual in 2021-22 owing to the impacts of the COVID-19 pandemic on travel.

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

- 86,161 alumni engaged with UBC (surpassing a goal of 86,000, up 4.9% from 82,134 in 2020/21)

A record number of alumni engaged with UBC in 2020/21, taking advantage of an ever-expanding selection of in-person and online programs designed to enhance their lives and careers. The alumni UBC five-year strategic plan, Connecting Forward, has been in operation for four years; we are seeing the results of a two-fold approach that broadens engagement among our members and increases the number of key alumni involved at a deeper level in important advocacy and advisory roles.

Contracts and agreements with governments and non-profits

- 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

- 47,570 UBC-related stories shared
- Top tier mentions: 905 mentions of UBC in top-tier media
- 436 op-eds by UBC scholars
- 5% increase in the number of social media followers from 2020

Ministry Indicators and Performance Targets

2021/22 Performance Results^{1,2}

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2020/21	2021/22	2021/22	2021/22
STUDENT SPACES (Full-Time Equivalent students, FTEs)				
<i>i. Total student spaces</i>	49,515	43,182	50,755	Achieved
<i>ii. Nursing and other allied health programs</i>	3,311	3,169	3,453	Achieved
<i>iii. Medical school programs</i>	1,177	1,152	1,161	Achieved
CREDENTIALS AWARDED				
<i>Total</i>	11,780	11,996	12,001	Achieved
RESEARCH FUNDING				
	<i>DATA FROM 2020/21 FISCAL YEAR</i>		<i>DATA FROM 2021/22 FISCAL YEAR</i>	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$652.6 Federal: \$328.7 Provincial: \$111.3 Other: \$212.7	Total: ≥ previous year	Total: \$726.8 Federal: \$443.3 Provincial: \$81.8 Other: \$201.7	Achieved
INDIGENOUS STUDENT SPACES				
	<i>DATA FROM 2020/21 ACADEMIC YEAR</i>		<i>DATA FROM 2021/22 ACADEMIC YEAR</i>	
<i>Total spaces (FTE)</i>	1,639	≥ previous year	1,803	Achieved
<i>Ministry (AEST)</i>	1,639		1,803	

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

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

PERFORMANCE MEASURE	ACTUAL		TARGET	ACTUAL		ASSESSMENT
	2020/21		2021/22	2021/22		2021/22

BACCALAUREATE GRADUATE SURVEY:

	%	+/-		%	+/-	
Satisfaction with Education <i>Proportion of respondents "Very satisfied" or "Satisfied"</i>	90.4%	0.8%	≥90%	90.8%	0.9%	Achieved
<i>i. Assessment of quality of instruction</i>	92.5%	0.7%	≥90%	91.6%	0.8%	Achieved
<i>ii. Skill Development (avg. %)</i>	83.2%	0.8%	≥85%	82.9%	0.8%	Substantially Achieved
<i>iii. Assessment of usefulness of knowledge and skills in performing job</i>	84.9%	1.2%	≥90%	83.7%	1.3%	Substantially Achieved
<i>iv. Unemployment rate</i>	10.7%	0.9%	≥11.6%	8.8%	0.9%	Achieved
Bachelor degree graduates' assessment of skill development						
Skill development (avg. %)	83.2%	0.8%	≥85%	82.9%	0.8%	Substantially Achieved
<i>Written Communication</i>	80.6%	1.1%		81.2%	1.2%	
<i>Oral Communication</i>	77.8%	1.1%		77.2%	1.2%	
<i>Group Collaboration</i>	76.9%	1.1%		78.1%	1.2%	
<i>Critical Analysis</i>	91.3%	0.7%		91.1%	0.8%	
<i>Problem Resolution</i>	79.3%	1.1%		78.0%	1.2%	
<i>Learn on your own</i>	88.3%	0.9%		87.5%	1.0%	
<i>Reading and Comprehension</i>	87.8%	0.9%		87.1%	1.0%	

Target Assessment Scale

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

IV. FINANCIAL OVERVIEW

Please see UBC's 2021/22 consolidated financial statements available at the following URL:

<https://finance.ubc.ca/budgeting-reporting/financial-reports>