



THE UNIVERSITY OF BRITISH COLUMBIA

Institutional Accountability Plan and Report

2023/24

The University of British Columbia

July 12, 2024

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 2023/24 reporting cycle.

At the outset of this year's report, we want to acknowledge that we are living in challenging times. Geopolitical tensions and conflict, difficult economic conditions and issues specifically impacting higher education converge to create a measure of instability and uncertainty for the future, both at UBC and beyond. In this context, universities are more important than ever as spaces where new knowledge and transformative ideas emerge, and where different viewpoints can be discussed and debated respectfully and peacefully with the aim of finding solutions. New knowledge and solutions are at the core of UBC's mission of advancing teaching, learning and research while supporting the health and well-being of students, faculty, and staff. In the strength, creativity, resilience and tenacity of the UBC community, we find reason for great optimism.

UBC continues to serve British Columbians by expanding new learning opportunities, innovating teaching and learning modalities and supporting cutting-edge research. UBC is making significant progress across a number of key institutional priorities, including research excellence, transformative learning, equity, diversity and inclusion, reconciliation with Indigenous peoples, climate action and local and global engagement. This progress is outlined in further detail throughout this report, with highlights including:

- **Research:** UBC continued to rank among the world's leading research universities, with \$893 million in funding attracted by UBC researchers in 2023/24. The university supports more than 50 research excellence clusters; networks of researchers working together across disciplines to solve societal and cultural challenges that transcend traditional boundaries. During the past year, the UBC-led Canada's Immuno-Engineering and Biomanufacturing Hub was selected as one of five national hubs to support the development and manufacturing of medical treatments in BC and Canada, and projects under the Hub were awarded a total of nearly \$140 million in federal funding.

Also in 2023/24, UBCO renewed its Memorandum of Understanding with Thompson Rivers University and the University of Northern British Columbia for an additional five years, strengthening our commitment to research and innovation in BC's interior. This commitment to research collaboration will continue to address pressing regional issues, such as disaster prevention and rural aging.

- **Learning:** UBC continues to exceed enrolment targets set by the Ministry of Post-Secondary Education and Future Skills, with 51,649 government-funded full-time-equivalent students in 2023/24 (118% of the ministry's target). To support student needs and to ensure curriculum and classroom technologies meet evolving demands across disciplines and fields, UBC utilizes the Teaching and Learning Enhancement Fund (TLEF) and the Aspire-2040 Learning Transformation (ALT-2040) Fund. These funds are focused on enhancing support for program redesign around competencies, the development of problem-solving experiences, technology-enabled learning and continued growth in work-integrated and professional education. In 2023/24, UBC awarded over \$2.2 million to aid UBC's goal of advancing transformative learning.

- **Indigenous Engagement and Reconciliation:** Indigenous reconciliation remains a top priority for UBC. Reconciliation efforts include supporting Indigenous student and faculty recruitment, curriculum development, engaging in partnerships with Indigenous communities and providing financial aid for Indigenous students. Guided by UBC’s Indigenous Strategic Plan (ISP), which sets a bold and long-term vision for UBC as a leading university globally in the implementation of Indigenous peoples’ human rights, the university continues to take action to advance its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

In 2023, UBCO began accepting applications for the new Indigenous Knowledges theme in its Interdisciplinary Graduate Studies program, making it the first in Canada to offer Indigenous Knowledges master’s and doctorate degrees. Also in 2023, the First Nations Longhouse at UBC Vancouver celebrated its 30th anniversary. The Longhouse – one of the first of its kind on a university campus – serves as an academic, cultural, social and spiritual gathering space for Indigenous students.

- **Equity, Diversity and Inclusion:** Our commitment to equity, diversity and inclusion is demonstrated through our Strategic Equity and Anti-Racism (StEAR) Framework, introduced in 2023. The *StEAR Roadmap for Change*, launched in January 2024, sets out 18 salient objectives and numerous strategic actions to be implemented over the next three to five years. We have also launched the Black Faculty Cohort Hiring Initiative, which aims to increase the representation of Black faculty across the spectrum of UBC’s teaching and scholarship activities; created the Centre for Workplace Accessibility to support employees and recently formed an Accessibility Committee to address disability inclusion and justice principles.
- **Climate Action:** In 2021, UBC Vancouver released the Climate Action Plan (CAP) 2030 and the university has continued to pursue an ambitious path of GHG emission reductions for each campus. In 2023, UBC’s Vancouver campus emitted 35% less greenhouse gases compared to 2007 levels despite a 28% growth in building floor space and a 43% increase in student population. As part of UBC’s Climate Action Plan 2030, we are committed to a campus operations emission reduction target of 85% by 2030. UBC CAP 2030 and the Campus as a Living Lab initiative have included district energy decarbonization and building retrofit projects while providing opportunities for teaching, learning and research. CAP 2030 also considers the inequitable impacts of climate change and subsequent responses on marginalized communities, including an understanding that the ability to partake in sustainable actions can be constrained by a lack of privilege and inequality.

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

Yours sincerely,

Bill Sundhu
Interim Chair, Board of Governors

Benoit-Antoine Bacon
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 teaching, learning and research, consistently ranked among the top five per cent of universities in the world. UBC provides an excellent education to British Columbians and students from around the world.

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

Since 1915, our motto, *Tuum Est* (It is Yours), has been a declaration of our commitment to attracting and supporting those who have the drive to shape a better world. As a result, UBC students, faculty and staff embrace innovation and challenge the status quo, placing us at the forefront of discovery, learning and engagement. At UBC, bold thinking is given a place to develop into ideas that can change the world.

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

UBC offers more than 72,000 undergraduate and graduate students an unrivalled choice of degree programs, research and learning opportunities and cultural and sporting amenities at our two main campuses and teaching and research sites across the province and world. In 2023/24, the overall student population was 73% domestic students and 27% international students.

With more than 20,000 employees, UBC is among the largest employers in BC and is a complex, dynamic and constantly evolving institution. UBC works in partnership with its students, faculty and staff, and their unions and associations, to strive to make the university an excellent place to work. In recognition of this, UBC is consistently selected as one of BC's Top Employers.

The university attracts over \$890 million in research funding for approximately 10,000 projects annually and is consistently recognized as North America's most international university, with an inclusive environment drawing talent and creating partnerships that contribute to BC's long-term prosperity.

UBC is an active partner within the BC public post-secondary system, for instance participating in transfer pathways and delivering joint programs with other institutions. The university also partners with institutions across the country. In addition, partnerships with First Nations, community organizations and private sector stakeholders are increasingly a hallmark of the learning and research efforts underway. Each year, UBC partners with industry, government and non-profits on more than 2,500 collaborative research projects.

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

UBC Campuses and Learning & Research Sites

UBC's two main campuses are situated on the traditional, ancestral and unceded territory of the Musqueam people in Vancouver and on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation in the Okanagan Valley. UBC's presence also extends beyond these campuses and university activities take place on the traditional, ancestral and unceded territories of many First Nations in BC.

UBC teaching, learning, training and research take place in, and benefit, communities throughout the province. UBC Robson Square is a vibrant learning centre in the heart of downtown Vancouver. The UBC Learning Exchange is a community engagement hub based in Vancouver's Downtown Eastside. The Centre for Digital Media, in partnership with BCIT and SFU, is based at the Great Northern Way Campus in Vancouver's Mount Pleasant neighbourhood. Innovation UBC Hubs are based at UBC Robson Square and the Okanagan Innovation Centre in downtown Kelowna.

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

UBC trains health professional and life sciences students across a wide range of programs and health disciplines that span its faculties, campuses and more than 90 training sites across BC. This includes UBC's Faculty of Medicine which provides innovative educational and research programs in the areas of health and life sciences through an integrated and distributed province-wide delivery model. Distributed Medical Education is offered through the MD Undergraduate Program which includes the Vancouver Fraser Medical Program, the Island Medical Program based in Vancouver Island, the Northern Medical Program based in Northern BC and the Southern Medical Program based in the Okanagan. The Postgraduate Residency Training Programs and Health Professional Programs are distributed provincially as well.

UBC's Faculty of Medicine delivers innovative educational and research programs at multiple campus locations which includes the four University Academic Campuses, 11 Clinical Academic Campuses, 17 Affiliated Regional Centres and 65+ Community Education Facilities and Rural and Remote Distributed Sites.

In late 2021, UBC's Campus + Community Planning department launched a comprehensive, two-year planning process to develop a long-term vision for how the Vancouver campus will change and grow to support the needs of the university and its community, as well as Musqueam, on whose traditional, ancestral and unceded territory the campus is situated. It was incumbent upon the university to update its vision for the future in a way that is responsive to major local, regional and global forces, and builds upon a history of successful and transformational land use planning.

The process enabled the creation of an aspirational and highly engaging long-term vision, Campus Vision 2050: Shaping the Future of UBC Vancouver (the Vision); an amended Land Use Plan (LUP), similar to an Official Community Plan, needed to deliver on the ideas and strategies in the Vision; and an updated Housing Action Plan (HAP), a UBC policy to improve housing choice and affordability for students, faculty and staff. Tackling all three at once allowed UBC to bring broad attention to land use planning on campus in an engaging and exciting format, while informing the policies that would lead to real change on campus, including those related to one of the most pressing challenges facing the university and the region: housing affordability.

The Vision and HAP were approved by the UBC Board of Governors in December 2023, and the LUP was endorsed by the Board and submitted in January 2024 for the Government of British Columbia's approval, which is pending. Together, they are the foundation upon which more detailed planning processes will be conducted, including a 10-Year Campus Plan, a new Neighbourhood Climate Action Plan and Neighbourhood Plans for new and expanded campus neighbourhoods.

In January 2023, the En'owkin Centre generously gifted UBC Okanagan with an Nsyilxcn name, ʔəl sic snpaʔnwixʷtn, for a new 14,185 square metre space to support interdisciplinary teaching, learning, research and community engagement on the UBCO campus. Once open, ʔəl sic snpaʔnwixʷtn will bring together students, faculty and staff for learning, engagement and collaboration. Set to open in December 2025, ʔəl sic snpaʔnwixʷtn will bring together scholars and students in a new and innovative way. ʔəl sic snpaʔnwixʷtn will be uniquely organized into neighbourhoods shared by teams of interdisciplinary researchers from across UBC Okanagan's entire research spectrum. The space will support these teams as they research and help solve complex societal challenges from multiple perspectives, leveraging the expertise already assembled on campus and helping recruit new talent to meet the promise of an engaged university.

Construction is underway on UBC Okanagan Downtown, the highly-anticipated 43-storey multi-use landmark located at Doyle Ave and St Paul St. UBCO Downtown will be a monumental structure bringing vibrancy to downtown Kelowna as the tallest building between Vancouver and Calgary. It will encompass eight storeys of academic space with state-of-the-art facilities, including the School of Social Work and School of Nursing, both critical to meeting the local and provincial need for more health professionals. The location will provide greater engagement between students, the community and partners in the downtown core such as Interior Health and the Kelowna General Hospital for instance.

Housing at UBCO Downtown will consist of 473 rental studio, one and two-bedroom homes with full kitchens and bathrooms designed to be suitable for university students and the community alike. The single greatest contributor to GHG emissions at UBCO is commuting to and from campus as outlined in UBCO's Climate Action Plan. The downtown campus will reduce commutes with housing in the same building, as well as its close proximity to cycling and direct mass transit routes. UBCO Downtown will feature spaces accessible to the public including an open concept atrium, art gallery and public engagement suite for interdisciplinary programming.

UBC continues to expand its already significant presence south of the Fraser River. With more than 4,900 student and resident rotations taking place in hospitals and primary care settings and

clinics across the Fraser Health region, UBC continues to work in close collaboration with Fraser Health, the First Nations Health Authority, partner institutions and community partners in order to meet the needs of the region.

In 2022, in partnership with the Ministry of Post-Secondary Education and Future Skills, UBC announced the purchase the 23,000-square-foot second floor of the City Centre 1 building in Surrey adjacent to Surrey Memorial Hospital, which now houses 20 seats of UBC’s Master of Physical Therapy program. Renovations to accommodate the Physical Therapy program were completed in 2023. Further expansions will consider the needs of the community, as well as the programs that are already being offered by other post-secondary institutions in the region to ensure that UBC will complement and enhance the offerings for residents of the city and surrounding areas.

And 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	
72,776	Students at UBC (60,863 at the Vancouver campus, 11,913 at the Okanagan campus)
20,674	Faculty and Staff
399,000+	Alumni in 160 countries
Global Rankings 2022/23	
41st	Times Higher Education World University Rankings (2024)
44th	Academic Ranking of World Universities (2023) 2nd in Canada
33rd	NTU World University Rankings (2024)
4th	QS World University Sustainability Rankings (2024) 1 st globally for Equality 3rd for Social Impact
34th	QS World University Ranking (2024)
Among Current or Former Faculty and Alumni	
8	Nobel Prize winners
22	3M National Teaching Fellows
289	Royal Society of Canada Members
3	Canadian Prime Ministers

II. STRATEGIC DIRECTION AND CONTEXT

UBC is proud of its role as a public institution with a mandate to serve British Columbia and British Columbians as a centre of excellence in advanced education and research. Thanks to the support of successive provincial governments, enduring community support and partnerships, and the remarkable efforts of the university community, UBC has become a globally-renowned institution, where researchers and students make new discoveries and create knowledge that helps cure diseases, solve societal problems and generate new technologies.

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, engagement of industry and professional bodies on curriculum development and active participation in the highly successful articulation among post-secondary institutions in BC. UBC also has formal affiliations with both the Musqueam Indian Band and the Okanagan Nation Alliance and many other forms of relationships with these and other First Nations and other Indigenous communities and organizations across BC and Canada.

Since the first UBC graduates received their degrees in 1916, UBC has realized remarkable 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 under the oversight of UBC's Board of Governors, Senates, the President and the UBC Executive. Lead responsibility for each core area of the strategic plan sits with members of the UBC Executive:

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

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

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

Current Strategic Plan Priorities and President's Priority Areas

Each year, the university focuses its attention and resources on supporting priorities, with funding allocated to support initiatives and programs that align with the focus areas for the upcoming year. This is in addition to supporting the immense volume of ongoing work of units across the university that contribute to the aspirations and objectives of the strategic plan.

On November 1, 2023, UBC welcomed Dr. Benoit-Antoine Bacon as its new President and Vice-Chancellor. Dr. Bacon brings tremendous experience as a senior administrative leader at major Canadian research universities including as Provost and Vice-Principal (Academic) at Queen's University and Provost and Vice-President (Academic Affairs) at Concordia University. He is an award-winning teacher and active researcher working on the neurophysiological and cognitive bases of visual and multisensory perception.

The following areas are among those identified as presidential priorities and overlap with core areas of the strategic plan:

- Elevating UBC's academic mission and continuing to advance UBC's national and international leadership in learning and research
- Advancing Indigenous Reconciliation through the Indigenous Strategic Plan
- Promoting equity, diversity and inclusion through the Inclusion Action Plan and Strategic Equity and Anti-Racism Framework
- Revitalizing a shared vision for UBC

The UBC Board of Governors approved UBC's Budget 2024-25 in March 2024, 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 2024-25 includes investments that maintain momentum in UBC's core priorities and critical operations. These include:

- Paving the Way for World-Changing Teaching, Learning, and Research
- Driving Positive Social Impact
- Enabling Holistic Support for Students
- Investments through the Strategic Funds

Strategic Context

Fulfilling its province-wide mandate, UBC is playing a pivotal role in the overall development of British Columbia's economy and society – doing so in partnership with industry, communities, organizations and individuals throughout the province.

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

Transformative Learning and Research Excellence

While UBC is recognized globally for its excellence in teaching, learning and research that form the core of the university's academic purpose. Maintaining the university's relevance to learners and the strength of its contributions to society are dependent on continuing renewal and enhancement of curriculum and modes of education and training delivery and the support of new and innovative research partnerships and directions. Selected examples of how UBC navigates this context and advances its mission are provided below.

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

UBC offers a range of funding opportunities designed to enhance undergraduate and graduate courses. The Teaching and Learning Enhancement Funding (TLEF) Programs grant over \$3.5 million per year through eight different funding opportunities to advance student learning and faculty teaching goals at UBC. In 2023/24, the Teaching and Learning Enhancement Fund awarded \$2.04 million in funding to 6 Large TLEF Transformation Projects and 45 Small TLEF Innovation Projects at UBCV. Approximately \$1.15 million in TLEF-awarded funding employed over 175 UBC students to support the development, implementation and evaluation of TLEF projects.

On the Okanagan campus, the Aspire-2040 Learning Transformations (ALT-2040) Fund supports curriculum transformation, pedagogical innovation and open educational resource development. Since 2016, over 157 UBC Okanagan faculty and partners have transformed teaching and learning on the campus through their projects. A \$201,000 investment was made in 8 new projects this year.

Through Research Excellence Clusters programs at the Vancouver and Okanagan campuses, UBC's Vice-President Research and Innovation Portfolio supports more than 50 interdisciplinary networks of researchers addressing key societal and cultural problems, and working together to

solve challenges that transcend traditional boundaries associated with departments, institutions and funding agencies. University-supported Research Excellence Clusters include those focused on critical minerals, Indigenous health, smart infrastructure and disaster resilience, children with medical complexity, data safety and AI literacy, popular media and social change, immunobiology and many others.

UBC's Faculty of Medicine's Strategic Investment Fund encourages faculty members to advance the Faculty's strategic goals by investing up to \$1 million per year to support new and innovative projects that result in impactful and sustainable outcomes. The 2023 SIF awarded \$1.3 million to nine proposals, six of which are focused on projects that aim to advance the health of Indigenous peoples, including the UBC Drone Transportation Initiative which explores how drone technology can be used to improve health care for rural and remote Indigenous communities.

UBC also takes on a leadership role in advancing provincial and national research and innovation priorities. One of five national hubs funded by the federal government, the UBC-led Canada's Immuno-Engineering and Biomanufacturing Hub (CIEBH) brings together a coalition of academic, health, industry and not-for-profit sector partners to help position Canada as a global epicentre for the development and manufacturing of next-generation immune-based therapeutics. In 2023/24, CIEBH worked closely with the research community, especially with partners in BC's life sciences sector, and secured nearly \$140 million in federal funding for four major research and training projects that will grow BC's biotech sector and develop life-saving medicines.

Further examples of transformative learning and research excellence at UBC are contained throughout this report.

Driving Positive Social Impact

Lasting Reconciliation and Partnerships with Indigenous Peoples

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

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

UBC's commitments and efforts to advance reconciliation span all areas of the university's mission and operations, from teaching and learning to research, and from student, faculty and staff supports to public engagement. 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 the campus community. Truth and Reconciliation

is an ongoing process that requires sustained commitment, which is why it is important that units across the university recognize and share the responsibility of advancing this goal.

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

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

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

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

The Indigenous Strategic Initiatives (ISI) Fund supports the implementation of the ISP at both campuses. In 2022/23 and 2023/24 combined, \$5.0-million was distributed to 60 projects across 19 units and Faculties at both campuses.

A key commitment of UBC's work with Indigenous communities is a commitment to language revitalization. In September 2023, two new Indigenous Language Fluency Degrees were launched in the Faculty of Arts and Social Sciences (FASS) at UBCO: the Bachelor of

Nl̓eʔkepmx Language Fluency (BNLEK) and the Bachelor of St'at'imc Language Fluency Degree (BSTAT).

Also launched in 2023, Weaving Relations is a Canvas-based course on Indigenous peoples, issues and confronting settler colonialism. Canvas, the online learning platform, allows enrollees to complete this self-directed course at their own pace, and offers many opportunities to learn more along the way. The course takes about seven hours to complete. People from all across UBC have enrolled in this course, and it has almost 2,000 enrollees, demonstrating both its reach and impact within UBC. Weaving Relations is also available through a guest login to those not affiliated with UBC.

Additional examples of initiatives launched in 2023/24 that support and advance reconciliation, spanning teaching and learning, student support, research, public engagement and institutional operations are detailed in Appendix 1 of this report.

Promoting Equity, Diversity and Inclusion

Sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. Education is an enabler of social development and mobility and UBC is intent on advancing the inclusion of all those who have been excluded based on gender, race, religion, sexuality, age, physical ability or economic circumstances.

Inclusion is a commitment to access, success and representation of historically underserved, marginalized or excluded populations. As a public institution, UBC has the responsibility to ensure inclusion among students, faculty, staff and alumni, and through all external interactions.

At UBC, equity, diversity and inclusion are regarded as key strengths of the institution and fundamental to achieving excellence in teaching and learning, research and service. Through its commitment to Inclusive Excellence, UBC is taking steps to advance inclusion, diversity, equity and anti-racism in all areas of academic, work and campus life.

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

In June 2023, The Equity & Inclusion Office released *StEAR Roadmap for Change*, a substantive component of the Framework that includes a detailed set of objectives and strategic actions to be implemented over the next three to five years. The Equity & Inclusion Office developed the roadmap through an extensive analysis of UBC's existing EDI-related plans and recommendation reports. The roadmap contains 18 objectives and numerous strategic actions across the four domains of change identified in the framework. As a living document, the roadmap will be updated to reflect new plans and reports as well as signal progress on strategic actions. Implementation sponsors, leads and partners have been identified for each strategic action and will be included in subsequent versions of the roadmap.

In September 2023, the Equity & Inclusion Office (EIO) launched a re-imagined enhancement fund to support student, faculty and staff-led initiatives that seek to advance equity and anti-racism priorities across UBC Vancouver and UBC Okanagan. The new Strategic Equity and Anti-Racism (StEAR) Enhancement Fund provides an annual recurring investment of \$100,000 from the EIO to sponsor community-led initiatives. For the 2023/2024 academic year – and to kick-off the relaunch – UBC provided an additional \$200,000 for a total of \$300,000 in available funding. For the 2023/24 academic year, UBC invested \$294,385 in community-led racial, disability, gender and 2SLGBTQIA+ equity projects. Forty-one student, faculty and staff-led projects have been funded across UBC Vancouver and UBC Okanagan.

Core to advancing equity and anti-racism are efforts to identify and address systemic barriers and inequities where they exist for historically, persistently or systemically marginalized (HPSM) students. The new Student Diversity Census, launched in September 2023, is an important step to obtaining a more accurate understanding of student diversity and of the barriers to equitable and inclusive access to programs and services. Self-identification in the census offers vital insights for UBC's Equity, Diversity and Inclusion (EDI) goals. Disaggregated data enhances planning, reporting and policymaking by recognizing diverse student experiences. Census results empower informed decisions, fostering a more inclusive and enriched campus environment for all at UBC.

The Centre for Accessibility in Vancouver, and the Disability Resource Centre in the Okanagan, provide support and program initiatives designed to remove barriers for students with a disability or ongoing medical condition. A variety of support is available for eligible students. Students can register with the two Centres to receive academic accommodations such as exam adaptations or classroom material in alternate formats instead of print. The Centre for Accessibility and Disability Resource Centre provide non-academic accommodations and services including mobility training for students with visual impairments and priority placement for on-campus housing.

In addition to the work of the EIO, additional initiatives to support EDI are occurring across the University. A key initiative launched within HR was the creation of the Centre for Workplace Accessibility to support employees with various needs, including the establishment of a central accommodation fund. UBC is also forming an Accessibility Committee whose purpose is to provide ongoing guidance and advice to the university on the identification, removal and prevention of barriers to accessibility and to help fulfill the university's obligations and commitments to disability inclusion and justice principles. UBC will also be developing an Accessibility Strategy to support our ongoing commitments under the Accessible BC Act.

In March 2024, UBC was recognized as one of Canada's Best Diversity Employers by Canada's Top 100, an editorial competition organized by Mediacorp Canada Inc. that recognizes the best places in Canada to work.

Advancing Climate Action

In response to the unprecedented threats posed by climate change, UBC Vancouver released the Climate Action Plan 2030 (CAP 2030) in December 2021, which puts the university on an accelerated path to net zero emissions for buildings and energy supply, as well as to significantly reduce greenhouse gas emissions for extended impact areas over the next 15 years - aligning with the Paris Agreement goal of keeping global temperatures within 1.5°C.

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

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

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

UBC's Centre for Climate Justice (CCJ) works with movements, communities, students and policy makers to collaboratively re-imagine and build a world consonant with climate justice. In the face of the climate emergency, the CCJ's mission is to mobilize academic research and practice towards decarbonization, repair and redistribution. The CCJ aims to utilize the university's resources and capacities in innovative ways, in service of those working beyond the bounds of the academy. The CCJ is a place of translation and mobilization, bringing together activists, policy makers, Elders, artists, scholars and community groups to foster critical research and engagement that addresses emerging demands for climate justice.

In 2023, UBC launched the Centre for Wildfire Coexistence (CWC), which aims to advance research, collaboration and innovation to enable society to coexist with wildfires through proactive management and eco-cultural restoration. The CWC will take a multidisciplinary research approach, incorporating knowledge from researchers, Indigenous Knowledge Holders, communities, non-governmental organizations and government agencies to address evolving and complex wildfire issues.

Researchers at the Advanced Materials for Energy Storage (AMES) Lab on the UBCO campus are looking to develop the next generation of batteries by examining alternatives to lithium, the current high-demand and short-supply mineral of choice for battery production. The AMES Lab's research aims to help transform batteries to become more sustainable, last longer, cost less and be recycled more efficiently.

Scientists at UBC's BioProducts Institute have discovered a way to use wood dust to trap up to 99.9% of microplastics in tap water. The team of researchers is confident that using a wood dust-based filter could be scaled up relatively easily and efficiently for home or municipal water treatment systems.

Further examples of how UBC is working to advance climate action is detailed throughout this report.

Better Serving Communities Across BC

UBC takes its provincial mandate to heart and continues to support and expand projects, programs and partnerships that aim to improve people's quality of life across the province.

The UBC Learning Exchange's Making Research Accessible Initiative (MRAi) seeks to improve access to academic research and community-generated materials with a focus on Vancouver's Downtown Eastside (DTES). The need to access high-quality research and information was brought to the attention of the UBC Learning Exchange by people living and working in the DTES. These groups voiced their concern with research projects that extracted information and findings that were locked behind publisher paywalls. MRAi works to increase the accessibility and impact of research by providing online open access to research with a focus on the DTES including plain-language summaries, working with community organizations and residents to digitize community-generated materials and creating opportunities to share information and learn from one another.

UBC has awarded over \$700,000 to the 2023/24 recipients of the Community-University Engagement Support (CUES) Fund, which aims to support community-university partnerships that benefit communities and advance collaborative research, teaching and learning throughout British Columbia. Paid directly to community partners, CUES funding prioritizes reciprocal, inclusive engagement so all communities, especially those that have been historically, persistently or systemically marginalized, can benefit. This year, the Overdose Prevention Society has received CUES funding to support their Overdose Prevention Peer Research Assistant (OPPRA) project, a collaboration between them, the SpencerCreo Foundation, Glasshouse Capacity Services Society, the BC Centre on Substance Use and Dr. Stephanie Glegg, Assistant Professor at UBC's Department of Occupational Science and Occupational Therapy. Together, the partners intend to organize a symposium that will bring together UBC researchers and the Downtown Eastside community to discuss peer involvement in overdose response.

The Community Engagement Partnership Recognition and Exploration (PRE) Fund awards up to \$1,500 to fill small resource gaps so community partners can build reciprocal relationships with UBC students, faculty and staff. Awarding up to \$75,000 annually, the fund supports applicants looking to develop new or existing community-university relationships. Since 2017, the fund has invested more than \$547,000 in 361 community-university partnerships, with approximately 50% of the funding supporting IBPOC-led community organizations. Funded projects in 2023 include those that aim to support First Nations to restore land along the Fraser Watershed, combat ageism through theatre and performance and expand a youth clinic's community partnership to meet the identified needs of an underserved population.

UBC Health is leading efforts to advance innovative approaches in collaborative health education to prepare the future workforce for an evolving clinical environment while serving the general primary care population needs of the UBC community. Leveraging a new clinic being built on the UBC Point Grey campus, the Gateway to Team-Based Care will develop and research models of collaborative health education and care within an interprofessional, team-based primary care setting.

To help address the immediate need for family doctors, UBC's family medicine residency intake will increase by 30 positions by July 2024. These new positions will be distributed across the province at the following UBC residency training sites: Coastal, St. Paul's Hospital, Surrey

South Fraser, Vancouver Fraser, Victoria, Abbotsford-Mission, Chilliwack, Kamloops, Kelowna Regional, Kootenay Boundary, Indigenous (Vancouver Island), Indigenous (Mainland-Vancouver).

A new Rural Immersion program will train UBC family medicine resident doctors in communities across northern B.C. In 2004, UBC began to expand and distribute its MD undergraduate program with support from the Government of B.C. and its academic partners. The expansion stretched across the province, reaching regional, rural, remote and Indigenous communities to help meet the growing healthcare needs of British Columbians. As of July 2024, medical graduates will have the opportunity to further specialize in rural family medicine through UBC's new and innovative Rural Immersion program — the first of its kind in B.C. and one of the very few offered at medical schools across Canada. Since 2004, approximately 82 percent of resident doctors who did family medicine training at UBC are now practicing in communities across the province

UBCO Downtown — a collaborative, multi-use space in the heart of Kelowna — is now under construction. The university will occupy 100,000 square feet in a new building at St. Paul Street and Doyle Avenue. For UBC Okanagan students and faculty, having a presence downtown means those engaged in community-based academic work will be located in close proximity to partners, facilitating collaborations. UBCO's School of Nursing will now also have a presence downtown, as will the School of Social Work and School of Exercise Science. The site will house a gallery space, that will support creative innovation and community engagement programming. In addition, there will be professional program space identified in the building.

In the face of projected labour shortages over the next decade, UBC Okanagan's Global Engagement Office (GEO) and Career Advising teams are redoubling efforts to promote international students as one solution to address this challenge. GEO, in collaboration with UBCO's Career Development team, has worked to design its services based on three Global Pathways. Firstly, the employer liaison service connects employers, particularly in non-metro regions, with potential staff. The objective is to clarify and streamline the hiring process for newcomers and immigrants in the Okanagan. Second, career development services connects with students beginning in their first year, recognizing the importance of early planning and networking. Thirdly, immigration support services offer comprehensive advising on post-graduation work permits and permanent residency applications. This is one of Canada's most comprehensive services, extending to alumni up to three years post-graduation.

Enabling Holistic Student Support

Responding to a commitment made by UBC in 2019 to develop a comprehensive plan to address affordability challenges that students face, the Student Affordability Task Force, which was comprised of students, staff and faculty from both campuses, began meeting in June 2021. In March 2022, the UBC's Board of Governors approved the Student Affordability Task Force (SATF) report. The final report included ten recommendations to advance student affordability, including proposals for housing, food, learning resources, tuition, student aid and continued research on affordability.

Since then, UBC has established the SATF Implementation Committee including staff and student representation from across the two campuses, and a Graduate Student Focused Working Group. There continues to be focused work to advance the recommendations laid out

in the report and the Implementation Committee provides updates to UBC's Board of Governors to help guide decision-making and financial planning.

UBC has invested \$670 million in the last 12 years to build 5,550 new student residence beds on the Vancouver and Okanagan campuses and is the largest university provider of student housing in Canada. To enhance residents' experience and create a positive and safe experience for the community, services and amenities in residence have evolved significantly as the number of units available has increased. UBC offers first-year undergraduate students, including first-year international undergraduate students, a student housing guarantee, so long as they meet basic eligibility criteria.

Three-hundred-and-eighteen new student beds were opened at UBC Vancouver in fall 2023 and another 280 beds will be added as part of the Brock Commons Phase 2 project in summer 2024, bringing the total capacity to 13,988 beds at UBCV. Currently, student housing rates range from 13-23% below the local market rates. UBC Vancouver's Student Housing and Community Services is actively involved in advancing both the 10-year Housing Action Plan review and the Campus Vision 2050 Plan development with a commitment of adding 4,300 student housing beds by the mid-2030, including 1,000 replacement beds, bringing the total number of student beds on campus to 17,300.

The Okanagan Campus has a current Student Housing capacity of 2,120 beds. Two projects are planned for the next 10 years that will add approximately 500 new upper-year student beds on year-round housing contracts.

To help support students' mental health and wellbeing, and reduce the stigma sometimes associated with mental health issues, the University of British Columbia offers a breadth of services and resources on both the Vancouver and Okanagan campuses. From individual counselling services to workshops, the goal is to support both new and returning students by providing services and resources appropriate to their needs.

One unique mental health service at UBC Vancouver is the Embedded Counselling program. Embedded counsellors help students navigate the full range of services available to them and provide information about resources on campus, online and in the community. They meet students individually to find out more about their concerns and work collaboratively to make a wellness plan that is right for them. Embedded counsellors also offer individual counselling, referrals, workshops and outreach.

The Indigenous Mental Health and Wellbeing (IMHW) Program offers services and supports specifically for Indigenous students at the university. Currently, the program counsellor and the IMHW Social Work Wellbeing Navigator support students on their wellbeing journey. The IMHW team offers everything from counselling services at the First Nations Longhouse and Brock Hall, to connecting Indigenous students with community resources and supporting the access to cultural work. The IMHW program is grounded in both Mi'kmaq principles of Etuaptmumk or "Two-Eyed Seeing," as shared by Elder Albert Marshall, as well as Western counselling techniques. The IMHW staff are committed to providing mental health services with cultural safety and humility as core values, while improving services with consistent self-reflection.

III. MANDATE PRIORITY REPORTING

Reporting by 2023/24 Provincial Institutional Mandate Letter Priorities

The annual Mandate Letter, received from the Minister of Post-Secondary Education and Future Skills by all public post-secondary institutions, sets out strategic priorities and key performance expectations for the fiscal year for each institution. Institutional Accountability Plan and Reports are a key mechanism for government to gauge institutional progress on achieving the government priorities for the public post-secondary system. For this reporting year, BC's public post-secondary institutions were asked to provide updates on the priorities set out in the 2023/24 Mandate Letter. The section below identifies and describes many of UBC's specific actions and accomplishments.

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Micro-credentials

Enhancing Accessibility and Capacity

- The University has prioritized and is making investments in non-credit education for reskilling, upskilling, and personal development. The new Lifelong Learning Information System (LLIS) is a unified platform which will expand and improve UBC's capacity to deliver non-credit programming, including UBC's growing portfolio of micro-credentials. The platform, based on the Destiny ONE product from Modern Campus, an online platform non-degree program management, offers a globally competitive student experience for registration and customer service, as well as integration with key university systems, improved information security and comprehensive capabilities for program management, instructor support, institutional reporting, financial management, and more.
- UBC Extended Learning (ExL) and UBC Okanagan Continuing Professional Education (CPE) partnered with UBC IT to implement the new LLIS, which went live on March 13, 2024. Planning with other UBC non-credit program units to adopt this platform is already underway.
- The LLIS is expected to increase UBC's ability to attract and serve non-credit learners and will allow us to serve more learners and increase revenue. Through integrations with university systems such as single-sign-on, Canvas, Workday (Finance and HR), and others, the system will enable the university to grow and scale its non-credit education activities across the board. In addition, it will enable us to understand the changing needs of learners over time as they respond to societal changes and the rapidly evolving world of work.

StrongerBC Future Skills Grant

- UBC Extended Learning (ExL) provided academic and administrative support for the *StrongerBC* future skills grant (FSG), which provided learners with tuition funding to spend on approved programs from BC public PSIs. UBC offered 23 eligible programs for 2,280

learners. Approximately 99% of all learners who indicated intent to complete a program did successfully complete or are in the process of program completion. Learners who enrolled in UBC programs accounted for over \$7M in program tuition paid by the FSG.

Policy Updates

- The new Vancouver Senate Policy V-129, which came into effect in September 2023, brings non-credit personal and professional education further under senate oversight, with the addition of new non-credit credential types such as the Non-Credit Program Microcertificates. Policy V-129, like the Okanagan Senate Policy O-129, is evidence of UBC Senates' recognition of and commitment to short, focused, non-credit educational opportunities for personal and professional development. A variety of new microcertificates are currently advancing through the new Vancouver Senate approval process in advance of Fall 2024 offerings.

UBC Extended Learning

- UBC Extended Learning (ExL) at the Vancouver campus develops and offers micro-credential and non-credit certificate programs, while providing expertise and support for UBC Faculties in applying for grant funding, and in development and delivery of their programs. These programs include UBC Extended Learning and a diverse range of UBC Faculties and academic units, including the Faculties of Arts, Forestry, Medicine, Land and Food Systems, Science, Applied Science, the Allard School of Law, the UBC Sustainability Hub, Institute for the Oceans and Fisheries, and the School of Population and Public Health.
- UBC Extended Learning's strategy has proven successful in creating portfolios of related micro-credential programs that complement one another, and stack into larger credentials such as UBC Non-Credit Program Certificates.
- ExL now has two UBC Certificate programs which provide learning pathways of stackable micro-credentials for learners who seek a technical or non-technical path. For example, the current micro-credential programs in Artificial Intelligence Cloud Solutions Strategy will be able to stack together with the AI and Society Micro-certificate towards the UBC Certificate in AI in Digital Media. In another example, course offerings towards the UBC Certificate in Data Science will complement upcoming micro-credential offerings such as Health Data Analytics: Opportunities and Applications or Ocean Databases for Sustainable Blue Economy Development.
- 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, ExL is developing micro-credential programs that match both employer needs and learner demand.

UBC Vancouver Micro-Credentials

Examples of non-credit Certificate and Micro-credential Programs currently offered and planned to launch at UBCV include:

- Certificate in AI in Digital Media
- Certificate in Biomedical Visualization and Communication
- Certificate in Cloud and Technology Transformation
- Certificate in Cloud Transformation and Technology Infrastructure Strategy

- Certificate in Equity, Diversity, and Inclusion
- Certificate in Intercultural Studies
- Certificate in Key Capabilities in Data Science
- Certificate in Organizational Coaching
- Certificate in Certificate in Cloud and Technology Transformation
- Certificate in Regulatory Affairs in the Life Sciences
- Executive Learning Program in Mining Law and Sustainability
- Agile Leadership
- Business Analysis
- Change Management
- Data and Marketing Analytics
- Leading Professional Teams
- Product Management
- Project Management
- Micro-certificate in AI Development of Interactive Experiences
- Micro-certificate in Anti-Racism
- Micro-certificate in Artificial Intelligence Cloud Solutions Strategy
- Micro-certificate in Blockchain Innovation and Implementation
- Micro-certificate in Circular Bioeconomy Business Development
- Micro-certificate in Climate Action and Community Engagement
- Micro-certificate in Climate Vulnerability and Adaptation
- Micro-certificate in Co-Management of Natural Resources
- Micro-certificate in Coaching Skills for Leaders
- Micro-certificate in Communication Strategies for Resource Practitioners
- Micro-certificate in Communication Strategies for Resource Practitioners
- Micro-certificate in Cybersecurity Strategy and Risk Management
- Micro-certificate in Environmental Footprints of Organizations
- Micro-certificate in Fire Safety for Timber Buildings
- Micro-certificate in Food Safety Management
- Micro-certificate in Forest Carbon Management
- Micro-certificate in Forest Health Management
- Micro-certificate in Managing Environmental Metrics for Sustainability Reporting
- Micro-certificate in Regulatory Affairs in the Life Sciences
- Micro-certificate in Strategic Management of Sustainability
- Micro-certificate in Tall Wood Structures
- Micro-certificate in Writing Skills and Communication Skills for the Workplace
- Micro-certificate in Writing Skills for Digital Content

New UBC Okanagan Micro-Credentials

During the 2023/24 academic year, UBC Okanagan has continued to expand its micro-credential inventory. The five programs identified in last year's IAPR report and funded through the Ministry's Micro-credential Initiative have launched. These new offerings reflect UBC

Okanagan's signature expertise areas and address high-demand skills and competencies related to the environment climate resilience sustainability and health:

- UBCO Wetland Delineation and Assessment
- UBCO Fundamentals of Wildland Fire Ecology and Management
- UBCO Health Assessment for Primary Care Nursing
- UBCO Foundations for a Restorative Approach: Health Care Harm and Wellbeing
- UBCO Circular Economy: Principles and Applied Methods

In March 2024, the UBCO School of Nursing received Ministry funding to develop three new micro-credentials in primary care nursing. These new offerings, together with the previously launched micro-credential and a new capstone, will “stack” into a Primary Care Essentials non-credit certificate. The Primary Care Essentials non-credit certificate complements a new post-baccalaureate credit certificate in Primary Care Nursing. These offerings provide several pathways for working professionals to gain knowledge and upskill in a critical area of need in BC's health care system. The new micro-credentials under development are:

- UBCO Case Management and Care Coordination for Primary Care Nursing
- UBCO Caring for Select Populations in Primary Care Nursing
- UBCO Health Promotion, Prevention & Screening in Primary Care Nursing

Separate from the Ministry micro-credential initiative, UBCO partnered with the University of Bordeaux to develop and offer a new micro-credential: Wine Tasting Ability (WTA) BC Canada Level One - The Fundamentals of Wine Tasting. Credentialed through the Faculty of Management, the program represents a unique partnership between the UBC Wine Research Centre and the University of Bordeaux Institut des Sciences de la Vigne et du Vin (ISVV).

UBCO Future Planning for Micro-Credentials

- To create a foundation for the future, in the coming year UBCO will engage more deeply with local employers, regional industry stakeholders and experts to identify and address critical skills shortages and employers' needs effectively.
- Through this strategic engagement, UBCO seeks to refine its mapping of labour market demand so that it can develop micro-credential programs that not only meet employer expectations but also resonate with learner interests. This approach underpins UBCO's commitment to delivering educational solutions that are relevant and impactful, reflect UBCO's core expertise areas and foster a skilled workforce that can contribute to the region's economic vitality and growth.
- Additionally, UBCO has also invested in human capital to strengthen its market research expertise and capacity to bring impactful micro-credential offerings to market in a timely manner.

UBC Vancouver Summer Program (VSP) & Future Global Leaders (FGL)

- UBC ExL offers summer residential programs which attract students from around the world returned to their first well-attended offerings since the pandemic.
- The Vancouver Summer Program (VSP) is a residential program, primarily serving international undergraduate students. During the 2024 fiscal year, VSP served over 1,400

students from more than 35 countries. Students live in residence and enroll in academic courses offered by eight Faculties.

- Launched in 2014, UBC Future Global Leaders is the largest pre-university program for high school students in Canada. During the 2023/24 academic year, more than 1,000 students, from more than 30 countries, participated in FGL.
- The FGL program includes academic courses, workshops and campus life activities, both online and on-campus. Summer students can commute to campus or live in residence.
- UBC's undergraduate recruiters promote FGL to high school students domestically and internationally as a great way to experience UBC and prepare for university. Every year, more than 90% of FGL students say they feel better prepared for university after attending UBC Future Global Leaders and would recommend the program to others.

Okanagan Summer Program

- In 2023, UBCO piloted a new initiative aimed at attracting international learners to UBC Okanagan through a summer program. In 2024, UBCO is building upon the pilot to implement a new Okanagan Global Summer Program. This three-week program offers an enriching academic experience, inviting students to immerse themselves in one of several interdisciplinary micro-credential course packages.
- The Okanagan Global Summer Program participants will complete 90 hours of instruction and lab work, earning two UBC Letters of Proficiency micro-credentials.
- While not granting UBC credits directly, these non-credit micro-credential programs encourage students to consult their home institutions for potential credit recognition.
- Course packages, taught by esteemed UBC instructors, span various fields such as engineering, health, sociology and psychology – integrating practical skills with academic learning.
- Students will enhance their resumes with two UBC Letters of Proficiency, digital badges that showcase their skills, and a proficiency summary, all designed to highlight their achievements and level of expertise in their chosen areas of study.

Expansion of Health Programs

As a result of increased Ministry funding, UBC's health programs continue to advance distributed education in health and medical programs across British Columbia. UBC Faculty of Medicine programs are concurrently expanding and distributing to the established regional programs across the province.

UBC's Undergraduate Medical Program (UGME), which offers four geographically distinct programs throughout the province, will have a total of 40 seats phased in over 2023/24 and 2024/25. This year the program saw an overall increase of 18 of the 40 seats, with a total of 306 seats in 2023/24 up from 288 seats in 2022/23:

- UGME – Vancouver/Fraser Medical Program (VFMP): The VFMP, located at the UBC Vancouver Point Grey campus, increased from 192 seats in 2022/23 by 6 seats to 198 seats in 2023/24.
- UGME – Island Medical Program (IMP): The IMP, located at the University of Victoria Campus, increased from 32 seats in 2022/23 by 4 seats to 36 seats in 2023/24.

- UGME – Southern Medical Program (SMP): The SMP, located at the UBC Okanagan Campus, increased from 32 seats in 2022/23 by 4 seats to 36 seats in 2023/24.
- UGME – Northern Medical Program (NMP): The NMP, located at the University of North British Columbia campus, increased from 32 seats in 2022/23 by 4 seats to 36 seats in 2023/24.

Additional health seat expansions within UBC's Faculty of Medicine include:

- The Bachelor of Midwifery Program increased by 8 seats up to 32 seats in 2023/24, up from 24 seats in 2022/23.
- The Master of Occupational Therapy Program increased by 16 seats up to 88 seats in 2023/24, up from 72 seats in 2022/23.
- The Master of Science in Genetic Counselling Program increased by 2 seats up to 8 seats in 2023/24, up from 6 seats in 2022/23.
- The Master of Science Program in Speech-Language Pathology increased by 2 seats up to 38 seats in 2023/24, up from 36 seats in 2022/23. Initially, this increase was a one-time lift to seats, and the program size was set to return to 36 seats for the 2024 admission cycle. However, these 2 seats and an additional 6 seats will be added for the 2024 admission cycle in Victoria – bringing the total annual seat intake to 44 in 2024/25.

UBC's medical education is contributing to the overall increase of BC's physician workforce. Long-term data indicates that over 93% of trainees who complete their education at UBC are choosing to stay and practice in BC upon completion of their medical training.

- To help address the immediate need for family doctors, UBC's family medicine residency intake will increase by 30 positions by July 2024. These new positions will be distributed to the following training sites: Coastal, St. Paul's Hospital, Surrey South Fraser, Vancouver Fraser, Victoria, Abbotsford-Mission, Chilliwack, Kamloops, Kelowna Regional, Kootenay Boundary, Indigenous (Vancouver Island), Indigenous (Mainland-Vancouver).
- To help address the need for specialists, UBC's specialty residency training programs will increase by 24 positions by July 2024.
- UBC's newly established distributed health professions programs, which includes Physical Therapy, Occupational Therapy and Midwifery programs, moved into the newly renovated space in the Lark Building at City Centre 1 in Surrey, across from Surrey Memorial Hospital. This move allows students to complete their education in the Fraser Region and closer to home.

UBCO Okanagan has also experienced seat increases in two health programs:

- Effective September 2023, the Bachelor of Science in Nursing (BSN) programs at Okanagan College and UBC Okanagan (UBCO) were consolidated into one program, now exclusively at UBCO. As a result, the UBCO BSN-O program gained funding for 48 FTEs from Okanagan College. This is in addition to the four-year, 60 FTE increase (15 FTE per year) that is in effect from 2021/22 through 2024/25. In total, BSN-O program funding increased by 63 FTE in 2023/24, to a total of 609 FTE, up from 546 in 2022/23.
- The UBCO Master of Social Work funding increased by 10 FTE in 2023/24 as part of a two-year increase that began in 2022/23, bringing the total to 20 FTE.

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Please see Appendix 1 for UBC's progress report on implementing the education-related Truth and Reconciliation Commission's Calls to Action and In Plain Sight Recommendations.

Developing and implementing protections for international students that support their fair treatment.

International Education Strategic Plan

Currently, UBC does not have a single overarching international student strategic plan, however, the university has robust systems and strategies, described in this section, for international student recruitment and student support that are unique to campus contexts in Vancouver and the Okanagan. In addition to the international student supports outlined below, international students have access to the full suite of services offered to all UBC students.

Following the release of Phase 2 of the Government of British Columbia's International Education Framework, the university has formed a working group to lead the development of an International Education Strategic Plan that encompasses key areas of international education at UBC, including protections for international students, student supports and services, and planning for the sustainable growth and diversification of our international student body.

UBC is committed to a collaborative approach and is actively engaging with faculties, students and administrative units across the university to gather diverse perspectives and ensure the plan's effectiveness. Internal milestones have been established to monitor progress towards the March 20, 2025, deadline for completion of an International Education Strategic Plan.

Actions to Support International Students and Support Fair Treatment

At UBC Vancouver, International Student Development provides immigration and transition support for all international students attending UBC Vancouver. This unit offers a broad range of programming to facilitate their successful participation in all facets of university life and their successful integration into the community. Intending to foster a sense of belonging, these programs address the practical needs and opportunities for experiential education and career development among international students.

International Student Development advises faculties and administrative units on best practices in supporting international students. This unit works in collaboration with faculty and administrative partners to develop educational and personal plans for vulnerable or at-risk international students.

The department of Student Health and Wellbeing recognizes international students as a unique group that requires a tailored approach to support their health and wellbeing. To this end, the department has implemented several actions:

- A health promotion stream dedicated to supporting international students that gathers information to better understand the ways they think about and access health and well-being resources (and the barriers that are otherwise present).
- A primary care and specialist services funding model that ensures that international students can receive health and medical services while transitioning to provincial insurance, as there are ongoing barriers for students using iMED (a temporary basic health insurance plan).
- A supportive group therapy program, in addition to individual counselling, for international students.
- Leadership that reviews data on the current use of services by international students to allow for adjustments in service provision.

To protect prospective international students, UBC's Senate Policy J55 acts as a procedural guide on how units can engage with third-party recruiters. Units are required to make a case for working with agents in general as a recruitment strategy and if they are approved, must submit a vetting report for approval for each agency they would like to engage with. The components included in the vetting report are:

- References
- Proof of credentials (business license, Canada course, etc)
- Marketing plans
- Corporate background check (UBC retains a service for this)
- A site visit (UBC travels to the agency).

If an agency successfully completes the screening and the vetting report the unit submits, the agency can be approved and an agreement can then be drafted by UBC legal counsel. In addition to regular communications and training, agencies are at minimum formally reviewed every 3 years but are often reviewed annually. Agreements may be ended early or not renewed for a number of reasons, but if there is any misconduct agreements are ended immediately.

On the Okanagan campus, the Global Engagement Office (GEO) works to foster a global campus community where inclusiveness, equity, open-mindedness, curiosity, and humility are nurtured at home and abroad. GEO includes three units, International Student Advising, Go Global, and Intercultural Programming that work together to provide support to students as part of comprehensive internationalization on the UBC Okanagan campus.

GEO oversees international student advising, support & settlement, student mobility & international research, safety abroad, intercultural learning and faculty-led programming for all UBC students. They coordinate student exchange and research and on-campus programming such as intercultural learning, international career programming, professional development, language exchange, IRCC advising (including PR advising) and post-graduation transition programs for all UBC students. GEO also collaborates with partner institutions, and develops orientation and settlement sessions, as well as inbound and outbound summer programs.

Core areas of GEO practice and support are:

- International Student Advising
- Global Pathways
- Go Global: International Learning Programs
- Intercultural Programming
- Summer Programming

GEO International Student Advising provides:

- Immigration advising and supports for students and for faculties
- Visiting International Research Students (VIRS) program advising
- Health care and related advising
- Cultural and Transitional Support
- Activities and supports for students
- Holistic advising and referrals for campus partners

International & Cultural Programming includes:

- Intercultural Development Program (IDP)
- In-person & online workshops
- Canvas Course
- Student Staff Intercultural Training & Workshops
- Career Development Supports for International Students
- Pre-departure intercultural training for students going on exchange
- Online canvas courses for intercultural training
- Workshops and hosting events in collaboration with IPS and EIO

The Global Pathways Program (Career Programming for International Students), is intended to support students from the point of entry to three years post-graduation. The program includes:

- Academic and Career Supports
- Canadian Work Experience Supports
- Post-Graduation Employer Transition
- Post-Graduation PR advising (including 3 years post-graduation)
- Mentorship for International students (planning underway)

Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.

UBC met the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023. See Consolidated Financial Statements, linked in Section V.

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

On December 5, 2023, the UBC Board of Governors approved a 2% tuition increase for new and continuing domestic and undergraduate students effective May 1, 2024, in compliance with the Tuition Limit Policy. The university continues to submit annual tuition and mandatory fees data to the Ministry.

Reporting on Ministerial Strategic Initiatives

In addition to providing updates on the priorities set out in the 2023/24 Mandate Letter, institutions were also asked to continue to report on activities that support long-term ministerial strategic initiatives. The section below identifies and describes many of the specific actions UBC has taken, and the accomplishments achieved.

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Please see Appendix 1 for UBC's progress report on implementing the education-related Truth and Reconciliation Commission's Calls to Action and In Plain Sight Recommendations.

Violence Prevention and Response Initiatives

Engagement to validate the Ministry's sexualized violence action plan

Members of UBC Vancouver's Sexual Violence Prevention and Response Office (SVPRO) team participate actively in the Ministry's Sexual Violence Advisory Group, serving as representatives for both SVPRO Vancouver and SVPRO Okanagan. SVPRO Okanagan shared feedback on several key documents integral to the Post-Secondary Sexualized Violence Action Plan.

In addition, the Ministry invited stakeholders to provide feedback on the Draft Sexualized Violence Action Plan via a survey. The SVPRO Vancouver and Okanagan teams were informed about the survey, providing every member with the choice to contribute feedback either individually or as part of a group response.

Updates on awareness and prevention activities

The overarching goal of the Education and Prevention work is to build the capacity of the UBC community by using an intersectional and healing-centred (trauma-informed) approach to respond to and prevent sexual violence/harm. The strategies for prevention are multifaceted and include outreach, event planning, support, panel participation, presentations, Q&A sessions, workshops or training, and consultations that are designed to work toward attitudinal, behavioural, social, and systemic change.

- SVPRO provides and delivers customized programming to UBC students, staff and faculty, aiming to prevent sexualized violence and create a culture of empathy and support for individuals impacted by sexualized violence.
- SVPRO hosts events to promote awareness and celebrate resiliency and diversity. This year, SVPRO dedicated efforts to creating safe spaces for Indigenous community members, facilitating gatherings centered around music, education, plant walks, and fireside chats to encourage Indigenous healing practices. The office also supports student-led initiatives and events by providing funding and mentorship from SVPRO staff, reaching over twenty student groups.

- SVPRO continues to run the volunteer program, Consent Ambassadors Program, which started in September 2022. This program trained approximately 70 student volunteers in skills ranging from responding to disclosures to bystander intervention. These trained ambassadors actively participated in various SVPRO campaigns. Their presence enhances SVPRO's connection to the student body, as survivors are more inclined to disclose to peers and trust student referrals to SVPRO.
- SVPRO creates campaigns and develop various social media posts to ensure that the programming extends its educational influence beyond the workshops and address contemporary issues identified at SVPRO. This year's campaigns include: "We Believe You"; "Sexual Assault Awareness Month"; "Consent and Coercion Awareness"; and "Sextortion and Technology Facilitated Sexual Violence Awareness"; "Domestic Violence Awareness and Support Resources".
- Throughout the academic year, SVPRO organized 22 tabling events as part of the efforts to connect with the UBC community. At these events, SVPRO volunteers provide information and resources to raise awareness about the services offered by SVPRO.
- SVPRO offers insight, guidance, and strategic planning to foster safer environments and cultural shifts within the UBC community, supporting long-term implementation of new policies and practices. SVPRO received 32 direct contacts from individuals seeking assistance and advice regarding disclosures or challenges within their units, departments, and classrooms. Additionally, SVPRO has contributed to creating curricula for faculties, aiming to integrate trauma-informed approaches into their teaching methodologies.

Educational training sessions offered

- During this reporting period, SVPRO Vancouver offered 131 education and prevention sessions (4 passive, 16 primarily primary prevention, 55 primarily secondary prevention, and 56 primarily tertiary prevention sessions). Over 1,800 unique students, faculty, and staff participated in education and prevention initiatives in this reporting period.
- Between May 2023 and March 2024, SVPRO Okanagan conducted 59 workshops and training sessions, attended by 1,876 students, staff and faculty, with an average of 30 participants per session. SVPRO limits session size to enhance participant engagement and provide a safe and supportive learning environment. The educational efforts target the root causes of sexual violence, covering various topics such as sexual health; consent; healthy relationships; and the promotion of a safer party culture and event planning.
- SVPRO offers specialized training to empower bystander intervention and equip first folks to respond to disclosures with a trauma-informed approach. SVPRO also provides training on the Sexual Misconduct Policy, inclusive of providing information about the investigations office and reporting options.

Sexualized Violence Policy Review

In Fall of 2023, UBC created a committee to review the Sexual Misconduct Policy, comprising members from both campuses including faculty, staff and students. The committee's composition also included the Directors from both SVPRO Offices, and the Director, Investigations, ensuring representation from the offices at both campuses. The committee systematically reviewed the policy, incorporating changes based on collective feedback and

discussions. The Office of University Council refined the policy draft to reflect this feedback and initiated a community consultation phase. To broaden outreach beyond UBC, the SVPRO Director disseminated the draft to stakeholders like the RCMP and via social media. The consultation period concluded in April 2024, after which the committee reconvened and reviewed all feedback for potential further amendments.

Supports for Students who are Former Youth in Care

Provincial Tuition Waiver Program

- UBC continues to work with the Ministry to deliver the Provincial Tuition Waiver Program (PTWP) and the UBC Post Care Tuition Waiver (UBCW) for former youth in care pursuing their studies.
- A total of 200 students with lived experience in care have benefited from tuition waiver support at UBC.
- For the 2023/24 academic year, there are 110 students with lived experience being funded for tuition during their studies. This number of students is up from 90 students in 2022/23 and from 17 students when the program began in 2014.
- 101 of the 110 students were funded by the Provincial Tuition Waiver Program, receiving a total of \$624,792.01 in funding from the program. This number increased by 39 students from 2022/23.
- The remaining 9 students were funded by UBC funds, and received a total funding amount of \$62,735.91. These students were not eligible for the Provincial Tuition Waiver Program as they did not meet the requirements for the program. This number decreased by 19 students from 2022/23.
- Sixty-nine students have graduated from their undergraduate program. Six returned for unclassified studies. Seven have returned for graduate studies. Six have returned for a second degree.
- A total of 58 Indigenous students with lived experience in care have accessed tuition waiver funding at UBC. This represents 29% of the total number of students with lived experience in care that have accessed tuition funding at UBC.
- Twelve out of 58 Indigenous students with lived experience in care have graduated thus far. Eight of these twelve Indigenous FYIC have returned to pursue further education at UBC.
- For the program year 2023/24, the PTWP was expanded through a broadening of eligibility requirements. Newly eligible students previously funded by UBC were able to transition to the provincial program. The UBCW has been retained as a lower-barrier funding stream for those that remain ineligible for the PTWP, and in 2023/24 partnered with Graduate and Postdoctoral Studies to pilot funding for graduate students with experience in care. Two students were identified to receive \$14,388.37 in support for tuition and living expenses. The project will be assessed for continuation and possible expansion in 2024/25.

Supports

- Regardless of their eligibility for funding, all undergraduate students who self-identify with lived experience in government care are supported at UBC through a social community, dedicated programming, and cross-unit partnerships. Students are given an opportunity to

self-identify on the application to UBC, as well as through an Enrolment Services Advisor (ESA) based in Student Support and Advising designated to support this population of students. The ESA builds on-campus partnerships to work closely with other student support units, ensuring that students who self-identify can be confidently connected to support no matter to whom they initially disclose.

- Prospective students with experience in care are identified and served through the ESA's involvement in community organizations and life skills programs for youth in care. The ESA is connected to the TRRUST Collective Impact, the Broadway Youth Resource Centre, the YWCA, and Aunt Leah's.
- The ESA builds on the partnerships, programming, and relationship- and capacity-building work undertaken by the Former Youth in Care team within Enrolment Services. The ESA organizes the "Youth in Care Alumni Program" student group, collaborates with academic, admissions, housing, and Indigenous units on campus and participated in the Ministry-led Campus Navigator Community of Practice.
- The Youth in Care Alumni Program (YICAP) supports students new to UBC with a Summer Bridging series and Peer-to-Peer Mentorship Program. The Summer Bridging events familiarize new students with UBC and provide an opportunity to connect with other students with experience in care. Along with the Mentorship Program that kicks off in September, the program is meant to strengthen the relationships and non-academic knowledge and skills that will help students succeed.
- YICAP programming throughout the academic term includes social and developmental workshops, a private "Study Lounge" space that offers warm food once a week, and social events on holidays and other milestones, as well as an annual orientation event that brings all students together.
- An Enrolment Services Advisor (ESA) based in Student Support and Advising is designated to support this population of students. This position enhances and builds on the partnerships, programming, and relationship- and capacity-building work undertaken by the Former Youth in Care (FYIC) team within Enrolment Services by organizing the "Youth in Care Alumni Program" student group, collaborating with academic, admissions, housing, and Indigenous units on campus, and participating in community organizations and communities of practice.

K-12 Transitions and Dual Credit Programming

Although UBC does not offer any grade 12 equivalent courses, UBC Vancouver's Concurrent Enrolment Policy allows students who are enrolled in a B.C. secondary school to pursue concurrent studies if they meet eligibility requirements.

- In 2023, 29 students submitted requests and 11 students ended up taking courses at UBC Vancouver, and 12 students submitted requests and 9 ended up taking courses at UBC Okanagan.

Work-Integrated Learning

- 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.
 - At UBCV, 4,308 students who secured Work Learn positions and 416 students secured research awards in 2023/24.
- Work Study is the UBC Okanagan work experience program, which, in partnership with faculty and staff, offers outstanding workplace learning experiences for students in labs, libraries, service delivery, and administrative offices
 - At UBCO, 261 students were hired through the Work Study program, which provided 77 unique employment opportunities.
- At UBCO, the Community Service Learning Program (CSL) offers students opportunities to connect in classroom learning with real-life experiences in the community. This is done through both curricular (course-based) and co-curricular (open to all students) programs and projects with community partners. CSL is different from traditional volunteer work and experiential education (co-op, internships, and practicum), in that the focus is not only learning but also service and the beneficiary is not only the student but also the organization served. The goal is to educate students about their roles as engaged citizens and leaders in their communities.
 - In 2023/24, 80 students participated in curricular Community Service Learning and 139 students participated in co-curricular CSL.
- At UBCO, 47 students were involved in WIL opportunities through UBCO Athletics & Recreation.
- At UBCO, 31 students participated in NSERC Undergraduate Student Research Awards (URSA).
- For over 40 years, UBC's co-op programs have provided tens of thousands of students with transformational, educationally enriched, experiential learning opportunities with diverse community partners across Canada and around the world.
- Together, UBCV and UBCO represent the largest co-op program in Western Canada, with students from a wide range of disciplines in the Vancouver and Okanagan campuses.
- UBC Co-op offers access to an array of work that allows students to gain experience in a field related to their academic and/or professional pursuits.
- UBC Co-op students are eager to work internationally, with over 250 students taking part in work terms around the globe each year.
- At UBCV, funding has been provided through the International Student Initiative (ISI) to ensure greater access to on-campus paid employment opportunities for international students. These funds contribute to both the general Work Learn program as well as to the Work Learn International Undergraduate Research Award (WLIURA) initiative.
- At UBCO, there was a restructuring this past year that will allow for coordination and expansion of WIL and associated Experiential Learning activities on campus. This restructuring created a joint position between the Career Development and Interdisciplinary

Co-op team at the Managerial level. It also expanded to a Co-Directorship which will allow for a more cohesive effort in WIL development across the campus.

- In the past year, the UBCO Interdisciplinary Co-op program has undertaken strategic efforts to enhance the availability and quality of work-integrated learning (WIL) opportunities for students while dismantling barriers to accessing such opportunities, particularly within the BC interior region and the Okanagan area. A notable initiative involved the recruitment of a Co-op student employee for a Relationship and Business Development role.
- Additionally, the UBCO Interdisciplinary Co-op program has developed resources and supports pertaining to Artificial Intelligence (AI) support technologies for job searching among Co-op students.
- UBC Okanagan has several supports for Indigenous students to participate in Work-Integrated Learning experiences.
 - Working in Indigenous Programs and Services, a designated Experiential Learning and Career Advisor offers holistic career advising for students during their studies and post-graduation, supporting exploration of volunteering, research opportunities, entrepreneurship, employment, global exchange, graduate studies and more.
 - The Indigenous Research Mentorship (IRM) Program provides Indigenous undergraduate students the opportunity to gain research experience in their area of interest while working alongside a faculty mentor. While working under the guidance of their mentors, the students also attend additional programming including workshops, social gatherings and a conference experience.
 - In 2023/2024, 15 students participated in the IRM Program, four of the students plan to continue their research full-time in the program over the summer and three others received NSERC Undergraduate Student Research Awards.
 - Twenty-three past IRM participants have since gone on to pursue graduate studies.
- Indigenous Programs and Services at UBCO hires student staff in a variety of roles, offering a supportive employment experience that is flexible with students' academic commitments and contributes to Indigenous student orientation, transition, and support at UBC. These roles allow students to increase their leadership experience, build transferable skills and contribute to orientation, transition and supports. In 2023, Indigenous Programs and Services hired:
 - 14 Peer Mentors and Tutors
 - 10 Indigenous Summer Camp staff
 - 1 Indigenous Transition Mentor
- In May – August 2023, Indigenous Programs and Services partnered with other departments at UBC Okanagan to run a pilot program which saw four Indigenous students participate in a full-time summer work experience program while attending programming and workshops organized by the Experiential Learning and Career Advisor. The pilot created the following opportunities:
 - 2 UBC Okanagan Gallery Assistants
 - 1 Research Analyst in UBC Okanagan Planning and Institutional Research
 - 1 UBC Supporting Aboriginal Graduate Enhancement (SAGE) Student Coordinator

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 hən̓q̓əmiñəm – the traditional language of the Musqueam people. The

Okanagan campus also displays street signs featuring both English and Nsyilxcn, the traditional language spoken by the Okanagan's original people.

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

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

Selected Strategic Plan Initiatives 2023/24

Unity Amidst Adversity: UBC Okanagan's Campus Security Team Became Campus Guardians During a Wildfire Threat

In August 2023, on the night the McDougall Creek wildfire advanced toward UBC Okanagan's campus, Community Safety Manager Robyn Boffy sprang into action. In her previous life as an RCMP officer, Boffy executed a tabletop simulation—almost exactly 10 years to the date—with police and fire officials about a potential fire in the Clifton area. Suddenly, the McDougall Creek wildfire brought that exercise vividly to life, with embers landing in Clifton and sparking a second massive fire in the Kelowna region.

Within half an hour, UBCO's security managers—Boffy along with Troy Campbell and Doug Hufsmith—arrived on campus to observe the fire activity. From a parking lot at the edge of campus, the trio watched the fire descend the hill towards Glenmore landfill and continue to inch closer to UBC Okanagan. The Campus Security team remained a constant 24/7 source of support for the entire campus community.

Other staff, such as campus dispatchers—who experienced their own harrowing evacuations—worked 12-hour shifts to support callers ranging from students to on-campus accommodation guests. During this time, they also supported the many different fire departments and the more than 500 firefighters housed on campus to ensure each of them was comfortable and safe. Staff's tremendous efforts and collaboration with the RCMP and local fire departments ensured that all staff, students and faculty will continue to have a safe place to teach, study, learn and work.

ǰəl sic snpaǰnwix^wtn Creates Space for Interdisciplinary Collaboration and Innovation

UBC Okanagan is supporting a thriving interdisciplinary environment with ǰəl sic snpaǰnwix^wtn—a planned space that will bring together scholars and students of diverse academic backgrounds in an innovative way. Unique neighbourhoods will be shared by teams of interdisciplinary researchers from across UBC Okanagan's entire research spectrum to enable team-based approaches to solving complex problems and support collaborations with Indigenous partners, community members and industry.

Syilx values and knowledge have significantly informed the building's planning and design through a deep partnership and collaboration with the En'owkin Centre from the beginning of this project. In January 2023, the En'owkin Centre generously gifted UBC Okanagan the name *ǰəl sic snpaǰnwix^wtn*, an Nsyilxcn name for the building, previously referred to as the Interdisciplinary Collaboration and Innovation (ICI) building. The new name was conceptualized by Syilx Okanagan Language Keepers, Knowledge Keepers and Bachelor of Nsyilxcn Language Fluency students in a process that took place over the course of several months and involved profound reflection on the building's purpose and its cultural significance. "ǰəl" signifies "for the purpose of", "sic" represents "new/innovation", "snpaǰnwix^wtn" embodies "a place where people work together to enlighten and inform each other"

Once open, *ǰəl sic snpaǰnwix^wtn* will provide a home for curious and collaborative interdisciplinary research champions and ambassadors of community engagement and inclusive change.

Cooling the Heart of the City

In August 2023, the Downtown Eastside's (DTES) Oppenheimer Park was again experiencing scorched grass, beating sun, and temperatures set only to climb. Close to 250 people gathered under the larger trees looking for shade as they waited to pick from the donated clothing and footwear laid out in the park building. As people left, they stopped under shaded awnings to get a freezie and chat with Climate Action Mobilizers (CAM), a group of UBC students who designed the event. Setting up several booths, they talked to attendees of the clothing pop-up in multiple languages, focusing on how residents experience climate change in their daily lives, and offering insights that can greatly assist the work of the CLEAR (Climate Equity Action and Resilience) initiative.

CLEAR was created by the UBC Sustainability Hub and the UBC Learning Exchange, working with four DTES community organizations EMBERS Eastside Works, Working Gear, Union Gospel Mission, and Recycling Alternative. The project helped the university to understand how to share its research while building the capacity of disproportionately impacted residents to advocate for climate justice-oriented policy reform and action.

The goal is to amplify under-represented voices to improve climate policies and outcomes. Meeting people where they stand and hearing from the community in innovative settings is one way that the project works towards this goal. Working Gear organizes many clothing exchange pop-ups over the course of the year at several community centers and gathering places, which have proven to be extremely popular.

New institutional roadmap to guide implementation of EDI priorities

The StEAR Framework, including the StEAR Roadmap for Change, is designed to accelerate the achievement of institutional-level equity and anti-racism priorities. In September of 2022, the Strategic Equity and Anti-Racism (StEAR) Framework was introduced to guide UBC's approach to the implementation of institutional equity, diversity and inclusion (EDI) priorities. In June 2023, UBC's Equity & Inclusion Office announced the release of the StEAR Roadmap for Change, a substantive component of the Framework that includes a detailed set of objectives and strategic actions to be implemented over the next three to five years.

The Equity & Inclusion Office developed the roadmap through an extensive analysis of UBC's existing EDI-related plans and recommendation reports. The roadmap contains 18 objectives and numerous strategic actions across the four domains of change identified in the framework: structural, curricular, compositional and interactional.

Reducing Waste and Saving Energy, One Lab at a Time

Labs across the UBCV campus are making moves to be more sustainable by working with the award-winning UBC Green Labs Program to reduce the environmental impact of lab-based activities. UBC is one of the world's top research universities and home to over 400 labs that serve as an important resource to encourage and support innovation. Research labs account for approximately 50% of energy use, 25% of water use and generate 95% of hazardous waste on the Vancouver campus.

Through leading, practical strategies developed by UBC's Green Labs Program, in collaboration with its academic partners, researchers across campus have access to a suite of tools, programs, and resources to reduce the environmental impact of lab-based activities. The Green Labs Program is one of the first of its kind in the world and has over 30 dedicated sustainability lab coordinators across campus that are working to advance sustainability in their departments. Recently, the UBC Green Labs Program received the prestigious Green Lab Program Pioneer Award by the International Institute for Sustainable laboratories.

Metrics – People & Places

Domestic student enrolment

- 51,649 government-funded FTEs (119% of Ministry FTE target)
 - 42,742 government-funded FTEs at UBC Vancouver (117% of Ministry FTE target)
 - 8,907 government-funded FTEs at UBC Okanagan (123% of Ministry FTE target)

International student enrolment

- 28% (2023/24) of students on the Vancouver campus are international (down from 28.5% in 2022/23)
- 21.7% (2023/24) of students on the Okanagan campus are international (down from 22.3% in 2022/23)

UBC is home to 19,601 international undergraduate and graduate students from 163 countries (159 countries at the Vancouver campus and 110 countries at the Okanagan campus), who contribute to a global learning environment.

Student residences

- UBC Vancouver: Currently has 13,988 student beds.
- UBC Okanagan: Currently has 2,120 student beds.

Workplace Experiences Survey

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

Faculty and staff voluntary turnover (permanent Employees)

- 2023: 6.0%
- 2022: 9.5%
- 2021: 7.8%
- 2020: 5.1%
- 2019: 6.7%

Together, UBC's 20,000+ 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.

FORWARD, the campaign for UBC

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

In addition, UBC engaged 104,199 alumni in more than 1.9 million interactions both in person and digitally, and saw a 30% increase in the number of alumni providing financial support. There are more than 399,000 alumni living in 160 countries.

Financial support was directed to key areas such as research and students, with donations to research totaling close to \$160 million. For students, more than \$99 million was raised. As UBC continues to amplify need-based aid and affordability-related programs and services for students through the FORWARD for Students Affordability Initiative, over the past two years more than \$33.5 million was directed to student affordability from more than 6,500 donors.

Research Excellence

Research conducted at UBC advances knowledge and leads to significant social and economic impacts, including new products, services, improved health outcomes and contributions to public debate, public policy, and culture.

UBC typically ranks within the top 50 public and private universities in the world in rankings systems that are based in large part on research metrics. In many disciplines, the university ranks within the top 40 — and, in some fields, much higher—in areas such 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 with the skills they need for the jobs of the future, 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 secure, low emission, sustainable economy.

Selected Strategic Plan Initiatives 2023/24

UBC and the B.C. Biotech Boom

In a detailed exploration of British Columbia's burgeoning biotech sector, The Globe and Mail cast a spotlight on Vancouver's emergence as a global pharmaceutical leader and the pivotal role UBC researchers and UBC spin-off companies are playing in driving the sector's growth. The article, *B.C. biotech boom: Vancouver looks to join the global big leagues of modern medicine*, published March 29, 2024, paints a vivid picture of a sector firmly at the global forefront, fuelled by a collaborative ecosystem of academics, research institutes, not-for-profits, public agencies and private sector firms — and per the report, UBC playing the central role.

The story outlines how UBC's research excellence and entrepreneurial spirit have been central in transforming the local biotech landscape over the course of several decades. It highlights the significant achievements and contributions of UBC researchers and biotech spin-offs, from early successes like QLT, to discoveries by Dr. Pieter Cullis that enabled COVID-19 vaccines, to a new group of forward-thinking spin-off companies that are shaping the future of medicine, including Acuitas Therapeutics, AbCellera, Gandeeva Therapeutics, Alpha-9 Oncology, Aspect Biosystems and more.

In an interview with The Globe and Mail for the article, Dr. Dermot Kelleher, dean of the faculty of medicine and vice-president, health at UBC, spoke about UBC's proud history of biomedical accomplishments and how the university is continuing to build upon that legacy by accelerating the research, development and testing of lifesaving drugs. The story goes on to profile how a number of UBC researchers are fuelling a new wave of biomedical innovation that promises to catapult the sector to even greater heights, including Drs. Peter Zandstra, Sriram Subramaniam, Megan Levings, François Bénard, Poul Sorensen and others.

Clinical Trial Results Could Redefine Cervical Cancer Treatment

Results from an international clinical trial involving UBC faculty of medicine researchers are poised to set a new standard of care for people with low-risk early-stage cervical cancer. The findings, published in the New England Journal of Medicine, stem from the CX5/SHAPE trial comparing the current standard of care, radical hysterectomy, with a less invasive surgical intervention, simple hysterectomy.

The study concludes that the simpler approach is safe, effective and results in better quality of life for patients after surgery. "This trial will change the history of cervical cancer treatment worldwide, by allowing more individuals with cervical cancer to have less invasive surgery, without jeopardizing their survival outcomes," said Dr. Janice Kwon, professor in UBC's department of obstetrics and gynaecology, who led the study's economic analysis.

Although radical hysterectomy is a highly effective treatment, it comes with a higher risk of long-term surgical side effects including compromised bladder, bowel and sexual function. The trial results show that patients who received a simple hysterectomy saw fewer bladder injuries, ureteral injuries and adverse events within four weeks of surgery. In addition, patients who received a simple hysterectomy had an overall better quality of life after treatment with fewer negative impacts on their sexual health.

"For individuals receiving treatment for cervical cancer, preserving overall quality of life and sexual health is deeply important. This research highlights that a simple hysterectomy has fewer negative effects on sexual health and life quality, while not compromising on the integrity of treatment, cancer recurrence and survival outcomes," said Dr. Lori Brotto, a professor of obstetrics and gynaecology at UBC and executive director of the Women's Health Research Institute, who led on the analysis of sexual health and quality of life outcomes. This study has potential implications in parts of the world where cervical cancer is endemic. According to the World Health Organization, cervical cancer is the fourth most common cancer in women globally, and unfortunately more common in less affluent countries.

UBCO Researchers Recover Vital Resources from Wastewater Sludge

At first glance when one looks at sewage sludge it can be challenging to find any redeemable value. However, researchers at UBC's Bioreactor Technology Group see it in a whole other way. Using a combination of heat, water and phase separation, these researchers have developed a cost-effective method to concentrate phosphorous—which can be efficiently recovered by extraction—from wastewater sludge.

The process converts organic components of the municipal wastewater sludge into a petroleum-like biocrude and concentrates the phosphorous into a solid residue called hydrochar. This hydrochar can have a total phosphorus about 100 times higher than that of raw sludge, making it comparable to the phosphate rock used in commercial fertilizer.

Principal investigator Dr. Cigdem Eskicioglu said, "At a time when we are seeking to be more sustainable and looking for alternative fuels, extruding useable materials from waste is essential. Recovery and recycling is the solution that also provides the double benefit of providing a secondary source of phosphorus that can be globally distributed and also help with environmental conservation."

The Stswecem'c Xget'tem First Nation and students from UBC Forestry Collaborate to Shape the Future of Fire Stewardship

In recent years, wildfires in interior dry forests of British Columbia have shifted to become larger and more severe due to climate change and the legacy of settler-colonial land management. These fires have particularly endangered remote Indigenous communities, including Stswecem'c Xget'tem First Nation (SXFN), prompting concern for the safety of these communities under current and future climatic conditions.

In response to these concerns, SXFN has collaborated with researchers from UBC's Tree Ring Lab in the Faculty of Forestry to initiate two projects. The primary objective of the first project is to assess and model the wildfire risk in proximity to SXFN's populated areas. They also aim to determine how that risk could be reduced through implementing eco-cultural restoration treatments that reduce small-medium tree densities and the quantity of dead woody material on the ground. These areas are situated in a semi-remote section of the Cariboo region in British Columbia, located approximately 85 kilometers southwest of Williams Lake and 58 kilometers northwest of Clinton.

The second project focuses on characterizing historical fire patterns, including where fires burned, what severity they burned at and how frequently they burned. It is expected that this project will reveal that fires used to burn frequently, primarily at low severities, and this would support SXFN Oral Histories about their ancestors' use of fire stewardship.

UBCO Researchers Hope to Prevent Catastrophes with Next-Generation Sensors

As the wind and rain pound the blades of a wind turbine, UBC Okanagan researchers carefully monitor screens, hundreds of kilometres away analyzing if the blade's coatings can withstand the onslaught. While this was only a test in a lab, the researchers are working to improve the way structures such as turbines, helicopter propellers and even bridges are monitored for wear and tear from the weather.

A changing climate is increasing the need for better erosion-corrosion monitoring in a wide range of industries from aviation to marine transportation and from renewable

energy generation to construction, explains UBC Okanagan doctoral student Vishal Balasubramanian. In many industries, wear-resistant coatings are used to protect a structure from erosive wear. However, these coatings have a limited service life and can wear out with time. As a result, these coated structures are periodically inspected for abrasion and breaches, which are then fixed by recoating the damaged areas.

Currently, these inspections are done manually using a probe, and Balasubramanian—one of several researchers working in UBC’s Okanagan Microelectronics and Gigahertz Applications (OMEGA) lab—is working to develop sensors that can be embedded directly into the coatings. This could take away any chance of human-caused errors and drastically reduce the inspection time. By integrating artificial intelligence (AI) and augmented reality (AR) into these embedded sensors the researchers can monitor in real-time the wear and tear of protective mechanical coatings designed to prevent catastrophic failures.

UBC Library Collaborates with the Paper Trail Project to Launch New Digital Archive

UBC Library Rare Books and Special Collections (RBSC), in partnership with the Paper Trail project team, launched a digital archival collection of identity papers known as Chinese Immigration (C.I.) certificates created through Canada’s Chinese Immigration Act. Led by Catherine Clement, a community historian and curator based in Vancouver’s Chinatown, The Paper Trail project seeks to commemorate this era of exclusion that was “the darkest and most despairing period in Chinese Canadian history.”

Families were invited to share scans of their C.I. certificates and details about the individuals who once owned them, which make up the new digital archive. Each record in the collection includes high-quality images of the C.I. certificate’s front and back matter, along with a biographical sketch of the individual based on memories shared by their children and grandchildren. “By making this resource available, we hope to serve the Chinese Canadian community and to honour the individuals and families impacted by policies of systemic racism. “This is difficult history, but a history that must not be forgotten,” says Krisztina Laszlo, Archivist at UBC Library Rare Books and Special Collection.

The digital archive launched in tandem with the national exhibition curated by Clement titled, The Paper Trail to the 1923 Chinese Exclusion Act, which opened on July 1st, 2023, at the Chinese Canadian Museum in the historic Wing Sang building in Vancouver’s Chinatown. The Paper Trail project is one of numerous efforts and actions across Canada to commemorate 100 years since the Chinese Exclusion Act was passed into law.

Metrics – Research Excellence

Total research funding

- 2023/24: \$893 million
- 2022/23: \$747 million
- 2021/22: \$774 million
- 2020/21: \$759 million

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

Total Tri-Agency funding

- 2023/24: \$267 million
- 2022/23: \$235 million
- 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

- 74% 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)

- 41st – Times Higher Education ranking, 2024
- 44th– Academic Ranking of World Universities ranking, 2nd in Canada, 2023
- 33rd – NTU World University Rankings, 2024
- 4th – QS World University Sustainability Rankings, 2024
- 34th – QS World University Ranking, 2024

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 ensuring everyone has a chance to upgrade their skills and learning. 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 2023/24

Future Leaders are Learning how to Tackle Climate Change in Math Class this Year

UBCV and UBCO math teachers who want to use their math skills for good have collaborated with climate scientists to bring the climate crisis into their classrooms. More than 5,000 undergraduate students across several math classes this year learned the tools needed to describe, understand and develop solutions to the climate crisis through problem sets, assignments, modules and activities.

The problem sets, developed by undergraduate student Raphael Kelly, included explaining the role of carbon dioxide in the greenhouse effect, as well as the 'tipping points' of the Earth's energy balance that affects the planet's temperature. "From a scientific perspective, it's good to see 'these are the mechanisms that lead to climate change, this is the data, we can see there's a clear pattern here, this is something we should care about,'" Kelly said.

By targeting students from various disciplines, the teachers showed students that humanity has the tools to describe and explain climate change, and to work towards solutions.

Researchers plan to organize workshops to help students deal with climate anxiety, and aim to roll the modules out to the entire math undergraduate curriculum at UBC in the next two years.

UBC Forestry Expands Micro-Certificate Offerings with the Launch of Multiple Programs

With the growing demand for specialized knowledge and skills in the forestry industry, the Faculty of Forestry announced the expansion of its micro-certificate offerings. Building on the success of our existing programs, UBC Forestry launched nine new

micro-certificate programs, catering to the diverse needs of professionals seeking to excel in this dynamic field.

With the introduction of these new programs, UBC Forestry reaffirms its commitment to empowering professionals for success in the face of emerging challenges and opportunities. These micro-certificates are carefully designed to provide practical and applicable expertise, equipping individuals with the necessary skills to take their careers to new heights.

The expanded micro-certificate offerings include a range of specialized programs tailored to different aspects of the forestry landscape. From mass timber buildings to circular bioeconomies, each micro-certificate is industry-aligned, ensuring participants gain expertise in areas that directly impact the future of forestry. Designed to meet the needs of learners with demanding schedules, these programs can be completed entirely online in a relatively short time frame, with all programs spanning nine weeks or less.

A Unique Place to Eat, Learn and Build Community

According to Casey Hamilton, a registered dietitian and Wellbeing Strategist at UBC Okanagan, “Food insecure individuals are more likely to drop classes, or out of school completely. They’re more likely to have mental health and physical concerns, which impacts their grades and their ability to be in school”. At the same time, the Student Wellness team’s own research found that students wanted to learn about food and nutrition in a way that would encourage community and social connection through food. Taken together, this information spurred the team to ask: how could the university better support students looking to eat, learn, build community and improve their health literacy?

Picnic, located in UBC Okanagan’s University Centre is a first-of-its-kind space on a university campus for food and community wellness activities. Picnic is funded in partnership with UBCO’s Student Union and a donation from the KGH Foundation Kiwanis Legacy Fund. Picnic is more than just a place to get food; it’s about bringing people together and providing greater opportunities to improve overall wellness.

The ideas and initiatives taking place at the hub are endless. The team has piloted a breakfast program where students can grab a quick bite for free, and food skills workshops take place a number of times throughout each month. There’s a recipe shelf for meal inspiration, cooking classes with faculty members, a confidential meal share program, and The Pantry, a student food bank located next door.

There’s even a Peer Nutrition Education Program, where a fourth-year human kinetics student, supported by a Student Wellness dietitian, answers food and nutrition-related questions. Students also have access to a broad range of wellbeing programming addressing factors that can impact food insecurity and student health including mental health, sexual health and harm reduction.

Dental Hygiene Degree Program Launches new Curriculum with a Focus on Social Entrepreneurship and Public Health

The UBC Faculty of Dentistry’s Dental Hygiene Degree Program (DHDP) launched a new curriculum in 2023. The curriculum is a culmination of many years of work dating back to 2017, when DHDP leadership began the rigorous process of a program

evaluation. During this evaluation, the program identified a gap when it came to preparing students for business and team management.

The newly integrated Canadian Dental Hygiene Association competencies require baccalaureate dental hygiene programs to prepare graduates for leadership and entrepreneurial roles in society. The new curriculum, which started in September 2023 for the entry-to-practice pathway, exposes students to business and social entrepreneurship education throughout their four years, with the most significant component being a new fourth-year social entrepreneurship and leadership course.

Through approximately 30 hours of curriculum, the course provides students with a better understanding of business economics, business ethics, financial literacy, contract law, and team management. The new curriculum is scheduled to commence online for the degree-completion pathway next year. UBC now has the first dental hygiene program in the country that provides formal education on social entrepreneurship. The course is being taught through a social responsibility lens, as the objective of learning these abilities is to give back to the community.

Metrics – Transformative Learning

Total Students at UBC

- 72,776 student headcount in 2023/24

Degrees granted

- 15,779 in 2023, up 2% from 15,409 conferrals in 2022

Student Satisfaction

- 92% undergraduate student satisfaction with their overall academic experiences at UBC Vancouver (from the 2022 Undergraduate Experience Survey)
- 92% 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).

Adapting Our Teaching Methods

- 149 enhanced courses at UBC Vancouver, enrolling 30,379 students (18,818 unique students)
- 51 enhanced courses at UBC Okanagan, enrolling 6,334 students (4,521 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 (TLEF) on the Vancouver campus, and

through the 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. Small TLEF Innovation grants are intended to support experimentation with pedagogical approaches that have strong potential to enhance learning through grassroots projects. Small TLEF Innovation applicants can request up to \$50,000 over the life of the project, which can span between one and three years. Large TLEF Transformation projects are large, multi-year projects that are intended to advance UBC's strategic goals relating to transformative learning.

Teaching and Learning Enhancement Fund Projects

- Projects funded in 2023/24 reached 20,062 students in Small TLEF Innovation projects
- Projects funded in 2023/24 reach 11,256 students in Large TLEF Transformation projects.
- Overall, projects reached 178 courses and 478 sections across 11 faculties at the UBCV campus, impacting 17,387 unique students.

Experiential Learning

- In 2024, 61% of 4th and 5th year UBC undergraduate students at both campuses reported having participated in enriched educational opportunities at UBC.
- In 2024, 66% of 4th and 5th year UBC Vancouver undergraduate students reported having participated in enriched educational opportunities while attending UBC.
- In 2024, 51% of 4th and 5th year UBC Okanagan undergraduate students reported having participated in enriched educational opportunities while attending UBC.

Interdisciplinary Learning

- 269 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 local and global communities 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 399,000 UBC alumni who work and live in 160 countries around the world.

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

Enhancing UBC's local and global engagement supports Ministry goals in a number of ways: promoting lasting reconciliation through wide-ranging Indigenous engagement, supporting a secure, low emission, 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 2023/24

UBC Launches Training Course on Indigenous Understanding for Faculty and Staff

A new course to set a baseline understanding of Indigenous matters among UBC faculty and staff officially launched on National Indigenous Peoples Day (June 21) in 2023. Weaving Relations is a self-paced, online training course that explores Indigenous histories, people and contexts, as well as settler colonialism in Canada, through the lens of Indigenous-Canadian relationships.

Developed jointly by the Faculty of Applied Science and the Faculty of Land and Food Systems, Weaving Relations will serve as a foundational course and the first of a three-part, forthcoming certificate in Indigenous cultural humility for UBC settler faculty and staff.

While originally envisioned for faculty and staff, Weaving Relations is now available to anyone at UBC with a campus-wide login, and will equip individuals with the fundamental competencies needed to reflect and engage in deeper conversations as part of the important and meaningful work of reconciliation.

Canadian Collaboration to Develop National Standards for Substance Use Education and Intervention in Schools

Substance use and related harms have been a key concern for many Canadians over the last seven years, but there remain troubling gaps in school-based approaches to substance use education and intervention. This leaves children and youth without critical information and supports for their wellbeing now and throughout their lives.

In response to teachers and education system leaders calling for clear and consistent guidance and resources that are supported by the decades of available evidence, Dr. Emily Jenkins, a UBC associate professor of nursing, founded Wellstream, a new National Centre for Innovation. Wellstream aims to change this the lack of guidance by with educational professionals in an historic collaboration that will create national standards to help teachers and school administrators do their jobs efficiently, effectively and in line with scientific evidence. This is a first step toward eliminating solutions that don't work.

Dr. Jenkin's says her team at Wellstream has recently embarked on a multiyear initiative aimed at bridging the gaps and leveraging opportunities within the K-12 school system to improve lives, and work in close collaboration with school professionals to co-design solutions to ensure their fit and adoption. This project will tackle four key areas: co-developing national standards for substance use education and intervention in the K-12 school system, including collaborating with our educational colleagues to review evidence, policy and public opinion about child and youth substance use prevention in schools; providing easy-to-access, easy-to-use, and low-cost resources for change that are aligned with scientific evidence; offering strategic implementation support; and continuously monitoring and refining to optimize outcomes.

Vancouver Summer Program in Medicine brings Students Together from Across the Globe

The UBC Faculty of Medicine's Vancouver Summer Program (VSP), is a four-week academic program offering international students a unique opportunity to experience Canadian health and life sciences education. Students rotate through several training stations for hands-on learning about topics from CPR and emergency response scenarios, to writing prescriptions and collecting patient histories.

The UBC VSP Simulation Centre workshop, based at BC Children's Hospital, is part of a broader course package that allows learners to experience clinical medicine and research in a hospital setting. In 2023, students were able to choose from 13 different course packages that cover a range of topics like psychiatry, public health and chronic disease. The visiting VSP Students learn from experienced UBC faculty, clinicians, post-graduate students, and residents. They also gain experience and exposure in a variety of settings, with classes taking place on the UBC campus as well as off-campus sites, including BC Children's Hospital and St. Paul's Hospital.

In 2023, the faculty of medicine had the largest cohort of VSP students among all UBC faculties with a total of 354 students in the two cohorts offered throughout the summer. Learners came to Vancouver from 29 countries across Europe, Asia, Africa and South America.

UBCO adds Indigenous Knowledges Theme to Interdisciplinary Graduate Studies Programs

UBC Okanagan has created a new pathway for students pursuing Indigenous studies with the Indigenous Knowledges theme in the Interdisciplinary Graduate Studies programs. The program—*i? sqilxw a? cmiy t scmypnwilnselx in Nsyilxcn*—marks a significant stride in embedding Indigenous perspectives and wisdom within higher education. UBC Okanagan is the first in Canada to offer Indigenous Knowledges master's and doctorate degrees.

UBC Okanagan's approach to Indigenous academic programming is deeply rooted in partnership and leadership by Indigenous faculty and communities. These programs are designed to be respectful and reflective of Indigenous perspectives and knowledge systems, and are driven by those that represent their communities both on and off campus.

The Indigenous Knowledges theme is designed to revitalize traditional Indigenous knowledge systems and languages, inspire actions to address contemporary challenges, and co-create new Indigenous knowledge. Faculty and students in the program draw on

Indigenous pedagogy and methodologies, working closely with the Land, Elders and communities.

UBC Medicine Members Work with Community Groups to Transform Local Health

Members of the UBC faculty of medicine community are working with community partners to address priority issues across B.C. through support from the 2023/24 Community-University Engagement Support (CUES) Fund for projects

This spring, UBC awarded over \$700,000 in support of these community-university partnerships which are aimed at benefiting communities and advancing collaborative research, teaching and learning. UBC Faculty of Medicine projects those focusing on knowledge translation, compassionate care, health resources for immigrants, food security and community and peer-based support.

CUES funding is paid directly to community partners and prioritizes reciprocal, inclusive engagement. This approach ensures all communities—especially those historically, persistently or systemically marginalized—can benefit. Funded projects this year focus on a range of issues from bridging language gaps in research, developing culturally relevant clinical interventions and strengthening health resources for immigrants and newcomers.

Since its inception in 2018, the CUES Fund has awarded more than \$3.2 million to 142 community-university partnerships, engaging UBC partners from 18 faculties across both Vancouver and Okanagan campuses.

Learning by Doing in the South American Rainforest

The Ecuador field school group exploring "International Conservation and Forest Ecosystem Management Field School", along with the Chile cohort exploring "The Role of Natural and Planted Forests in the Global Bioeconomy," presented their learnings at a virtual UBC Forestry Teaching & Learning Lunch Seminar Series Sept. 29: "Learning in the Wild: Student Field Notes from South America."

Both field schools are Global Seminars, opportunities for UBC students to take on-location, experiential UBC courses around the world in small-group cohorts led by UBC faculty. Go Global is offering some 25 programs worldwide in 2024. For both the Ecuador and Chile field schools, Global Skills Opportunity provided a grant from the Canadian government, administered by Universities Canada, to subsidize student participation.

Global Seminars resonate with students deeply because they gain diverse experiences in a short period of time and get to hear directly from stakeholders about their work, says Dr. Andrés Varhola, who led the Chile program. He is Assistant Professor of Teaching in the Department of Forest Resources Management's Forest Sciences Centre.

Metrics – Local and Global engagement

Indigenous Student Enrolment

According to the UBC student data, there are:

- 2,385 Indigenous undergraduate and graduate students and medical residents at UBC, with 774 Indigenous students and UBCO and 1,611 Indigenous students at UBCV.
- Up from 2,303 Indigenous students last year
- 3.7% of domestic students at UBC Vancouver are Indigenous, up from 3.6% last year.
- 8.3% of domestic students at UBC Okanagan are Indigenous, up from 8.0% last year.

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

- 1,275 UBC Vancouver undergraduate students participated in an international experience
- 169 UBC Okanagan undergraduate students participated in an international experience

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

Engaged Alumni

- 104,199 alumni engaged with UBC (up from 95,145 in 2022/23)

Alumni engagement is guided by alumni UBC's Strategic Plan, Connecting Forward, alumni UBC aspires to be a leading and innovative higher education alumni engagement organization supporting a diverse, inclusive and proud global community. Through data analytics and outreach, we will increasingly offer services and experiences based on individual backgrounds and interests. We will offer them with consistency and integrity, and be a reliable and trusted voice.

Contracts and agreements with governments and non-profits

- 1,319 contracts and agreements with governments and non-profit partners in 2023/24
- \$136 million total funding (18% increase from 22/23)

Greenhouse Gas (GHG) emissions

- 40% reduction GHG emissions per student since 2013 baseline, UBC Okanagan (2022 data)
- 57% reduction in GHG emissions per student FTE since 2007, UBC Vancouver (2022 data)

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 85% by 2030 and 100% by 2050, from 2007 levels.

Sharing our stories

- 41,709 UBC-related stories shared from top 100 priority outlets
- Top tier mentions: 906 mentions of UBC in top-tier media in 2023
- 423 op-eds by UBC scholars in 2023, up from 336 in 2022
- 2.5% increase in the number of social media followers from 2022

Ministry Indicators and Performance Targets
2023/24 Performance Results^{1 2}

PERFORMANCE MEASURE	ACTUAL	TARGET	ACTUAL	ASSESSMENT
	2022/23	2023/24	2023/24	2023/24
STUDENT (Full-Time Equivalent students, FTEs)				
<i>i. Total student spaces</i>	50,976	≥ 43,655	51,649	Achieved
<i>ii. Nursing and other allied health programs</i>	5,194	≥ 3,438	5,435	Achieved
<i>iii. Medical school programs</i>	1,161	≥ 1,170	1,192	Achieved
CREDENTIALS AWARDED				
<i>Total</i>	12,353		12,619	
<i>Bachelor</i>		≥ 7,587	7,494	Substantially Achieved
<i>Graduate, First Professional and Post-Degree</i>		≥ 4,766	5,125	Achieved
RESEARCH FUNDING				
	<i>DATA FROM 2022/23 FISCAL YEAR</i>		<i>DATA FROM 2023/24 FISCAL YEAR</i>	
<i>i. Sponsored research funding from all sources (million \$)</i>	Total: \$737.1 Federal: \$387.5 Provincial: \$89.9 Other: \$259.8	Total: ≥ 737.1	Total: \$712.6 Federal: \$368.2 Provincial: \$52.8 Other: \$291.6	Substantially Achieved

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

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

PERFORMANCE MEASURE	ACTUAL		TARGET	ACTUAL		ASSESSMENT
	2022/23		2023/24	2023/24		2023/24
INDIGENOUS STUDENT SPACES	<i>DATA FROM 2022/23 ACADEMIC YEAR</i>			<i>DATA FROM 2023/24 ACADEMIC YEAR</i>		
<i>Total spaces (FTE)</i>	1,955		≥ previous year	2,038		Achieved
<i>Ministry (PSFS)</i>	1,955			2,038		

PERFORMANCE MEASURE	ACTUAL		TARGET	ACTUAL		ASSESSMENT
	2022/23		2023/24	2023/24		2023/24
BACCALAUREATE GRADUATE SURVEY:	%	+/-		%	+/-	
Satisfaction with Education	88.6%	1.0%	≥ 90%	89.0%	1.0%	Achieved
<i>Proportion of respondents "Very satisfied" or "Satisfied"</i>						
<i>i. Assessment of quality of instruction</i>	91.4%	0.9%	≥ 90%	91.7%	0.9%	Achieved
<i>ii. Skill Development (avg. %)</i>	82.8%	0.9%	≥ 85%	83.4%	0.9%	Substantially Achieved
<i>iii. Assessment of usefulness of knowledge and skills in performing job</i>	82.9%	1.4%	≥ 90%	81.0%	1.5%	Substantially Achieved
<i>iv. Unemployment rate</i>	7.7%	0.9%	≤ 9.2%	10.2%	1.1%	Achieved

PERFORMANCE MEASURE	ACTUAL		TARGET	ACTUAL		ASSESSMENT
	2022/23		2023/24	2023/24		2023/24

Bachelor degree graduates' assessment of skill development **≥ 85%** **Substantially Achieved**

Skill development (avg. %)	82.8%	0.9%		83.4%	0.9%
<i>Written Communication</i>	81.1%	1.2%		82.7%	1.2%
<i>Oral Communication</i>	76.6%	1.3%		77.3%	1.4%
<i>Group Collaboration</i>	77.1%	1.3%		77.1%	1.4%
<i>Critical Analysis</i>	90.8%	0.9%		91.3%	0.9%
<i>Problem Resolution</i>	79.5%	1.3%		79.8%	1.3%
<i>Learn on your own</i>	87.7%	1.0%		88.4%	1.0%
<i>Reading and Comprehension</i>	86.5%	1.1%		87.4%	1.1%

Target Assessment Scale

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

V. Financial Overview

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

<https://finance.ubc.ca/reporting-planning-analysis/reports-and-disclosures>

Appendix 1 – Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION ¹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New² • Planned / In Progress / Implemented or Ongoing 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

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

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

Ongoing	<p>The School of Social Work, Vancouver campus, received funds from the UBC Indigenous Strategic Initiatives Fund for a two-year project titled <i>Moving Beyond a Statement of Accountability and Commitment: Actions towards Indigenous Resurgence in the School of Social Work</i> (2022 – 2024). The priority goal is to decolonize the BSW program and Field Education in the School of Social Work. The project also aims to provide resources, articles, presentations etc. locally and nationally to support other social work departments in their efforts towards decolonization.</p> <ul style="list-style-type: none"> • Key initiatives to date include the School's first Indigenous Social Services Agency Fair, internal curricular review of BSW program, development of curated resources, environment scan of School's of Social Work in Canada and a series of focus groups with Indigenous partners.
Ongoing	<p>The School of Social Work, Vancouver campus, continues to offer the following courses:</p> <ul style="list-style-type: none"> • <i>SOWK 570B: Advanced Indigenous Peoples and Critical Social Work Analysis</i> (3 credits): This elective course covers a critical analysis of the impact of settler colonialism on First Nations, Métis and Inuit individuals, families, and communities; the impact of past and current social work policies and practices on First Nations, Métis and Inuit peoples; cultural humility; and culturally safe, respectful social work practice. Key reports such as UNDRIP, TRC Calls to Action, and Reclaiming Power and Place are discussed within context of social work practice/policy. • <i>SOWK 442: Policy and Practice in Child Welfare</i> (3 credits): This is a required course for students seeking a child welfare field placement and an elective for all other students. It covers basic knowledge and skills relevant to current policy and social work practice in child welfare settings. Students explore the historical, socio-political, philosophical, and value bases of contemporary practice in child welfare. This facilitates the critical examination of some of the pressures on child welfare practice and the skills necessary for effective intervention. Particular attention is focused on child welfare practice within Indigenous contexts. • <i>SOWK 325: Indigenous Peoples and Critical Social Work Analysis</i> (3 credits): This is a core/required course that covers a critical exploration of contemporary social issues facing First Nations, Métis and Inuit peoples and communities examined in the context of the history of Euro-Canadian First Nations, Inuit, and Métis relations. The impact of past and current social work policies and practices on First Nations, Métis and Inuit peoples, cultural humility, and culturally safe, respectful social work practice are discussed. Key reports such as UNDRIP, TRC Calls to Action, and Reclaiming Power and Place are discussed and applied to social work practice/policy.
Ongoing	<p>The School also offers practicum placements at Indigenous-focused agencies and Aboriginal Delegated Agencies in the BSW and MSW programs.</p>
Ongoing	<p>The School has an Indigenous Advisory Circle, an Elder Scholar, an Indigenous Student Advisor and a school-wide Indigenous program committee. There are two Indigenous faculty members.</p>
Ongoing	<p>Additional School of Social Work initiatives include:</p>

Ongoing	<ul style="list-style-type: none"> • School-wide initiatives for Orange Shirt Day and Missing and Murdered Indigenous Women and Girls (Red Dress Day) • An Indigenous Cultural Sharing Recess Series. • An Indigenous Speaker Series open to the public. <p>The School of Social Work (SSW), Okanagan campus, continues to increase the amount of field education sites with Indigenous communities and agencies, so that students can complete their 450 to 900 hours of practicums in these Indigenous community settings. The School's goal is to reach a proportion of 25% of sites in Indigenous communities over the next five years.</p>
Ongoing	<p>SSW is working with Okanagan College in the continuing development of a new social science degree. The program includes courses in First Nations' languages and cultural traditions. In addition, the SSW is helping OC undergraduate field placements that will be under the direction and service of First Nation agencies.</p>
Completed	<p>SSW has a full-time faculty member with Indigenous background (Assistant Professor- Teaching Stream) who started July 1, 2021. In addition to teaching, the new faculty member is involved with several school activities, including student recruitment and advising, and further community engagement.</p>
Ongoing	<p>The Master of Social Work program at UBCO continues to specifically cover Indigenous content throughout three courses:</p> <ul style="list-style-type: none"> • <i>SOCW 517 Social Work and Indigenous Peoples in Canada</i>: This is a core/required course for all Foundational Track students in their first year. It provides an overview of historical and current issues confronting social work with First Nations, Métis, and Inuit individuals, families, and communities within Canada including but not limited to child protection; critical assessment of theories for social work practice with Canada's Indigenous peoples. • <i>SOCW 560 Braiding Indigenous Knowledge into Clinical Practice</i>: this elective course, offered on an annual basis, integrates Western and Indigenous knowledge in clinical social work practice. • <i>HINT 508 Cultural Safety in Health: Indigenous Perspectives</i>: This Interprofessional elective course, also offered on an annual basis, provides a critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Indigenous peoples within health care, research, institutions, and community.
Ongoing	<p>Additionally, the School of Social Work at UBCO intentionally integrates Indigenous content in the following six courses:</p> <ul style="list-style-type: none"> • <i>SOCW 554 Mental Health and Mental Illness</i> • <i>SOCW 555 Organizations and Leadership</i> • <i>SOCW 511 Introduction to Social Work Theory and Practice</i>

	<ul style="list-style-type: none"> • <i>SOCW 514 Diversity and Critical Reflective Practice</i> • <i>SOCW 515 Social Welfare Policy in Canada</i> • <i>SOCW 551 Advanced Clinical Social Work Theory and Practice</i>
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>Although the Okanagan School of Education does not offer the early childhood education programming in the Faculty of Education, the School offers the following courses that are responsive to Indigenous learning contexts:</p> <ul style="list-style-type: none"> • <i>EDED 440: Play and Early Childhood Education</i> • <i>EDED 421: Supporting Young Children Home, School/Community Relationships</i> • <i>EPSE 468: Creating Positive Learning Environments for Inclusive Education</i>
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>UBC Vancouver Students are able to complete an undergraduate minor or major in First Nations and Endangered Languages (FNEL). The FNEL program is housed within the Institute for Critical Indigenous Studies (CIS). The FNEL program offers courses in First Nations languages, as well as methodology classes on language documentation, conservation and revitalization. In partnership and collaboration with First Nations and Indigenous communities and their cultural institutions, staff, scholars and students in the program conduct research with speakers of endangered languages and help to develop educational materials in British Columbia and beyond.</p> <p>FNEL offers courses in həŋqəmiñəŋ (Musqueam Salish) at introductory and intermediate levels, and generations of FNEL students have benefitted from learning various other First Nations languages, including Cree (Plains Algonquin), Kwakwala (Northern Wakashan), Nte'kepmxcin (Northern Interior Salish), Dakelh Dene (Carrier Athapaskan), Dene Zāge' (Kaska Athabaskan) and Nuu-chah-nulth (Southern Wakashan). FNEL is continually exploring new language opportunities and partnerships.</p>

Ongoing	<p>The Bachelor of Nsyilxcn Language Fluency (BNLF) degree at UBC Okanagan responds to the urgent need to revitalize Indigenous languages and deliver language speakers at a high proficiency level through full immersion in their communities. Community leadership is fundamental to the BNLF, with courses taught in the community by Elders and language speakers, allowing for the full immersion of students.</p> <p>The program graduated its first class in June 2023. Students who wish to obtain the four-year Bachelor of Nsyilxcn Language Fluency (BNLF) complete their first two years in a certificate and diploma program in Nsyilxcn Language Fluency from the NVIT and finish their last two years at UBC Okanagan in the Irving K. Barber Faculty of Arts and Sciences undertaking a mix of classroom learning and work directly with the community</p>
New	<p>Two new Indigenous Language Fluency Degrees started in the Faculty of Arts and Social Sciences (FASS) at UBCO in September 2023 with cohorts enrolled in both: Bachelor of Nleʔkepmx Language Fluency (BNLEK) and Bachelor of St'at'imc Language Fluency Degree (BSTAT). Following the BNLF block transfer model from NVIT, students in the programs will complete their BA degrees in FASS and graduate in Spring 2025. FASS is working closely with NVIT to monitor upcoming cohorts to assure robust support system for the communities and the students.</p>
Planned	<p>UBCO Center for Interior Salish Studies: This center will be a cultural and research center, located in the Innovation Precinct. It will focus on language revitalization of Interior Salish First Nations, building on the current BNLF, BNLEK, BSTAT programs. In addition to language revitalization, language lab enrichment environment, and archive and depositary building, the Center will expand its mission to include Indigenous Knowledge systems. It will be a research and teaching center, serving First Nations communities in the interior British Columbia and educating undergraduate and graduate students at UBCO.</p>
23: HEALTH-CARE PROFESSIONALS	
<p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing	<p>The Faculty of Medicine’s Indigenous MD Admissions Program was established with the hope of improving educational opportunities and healthcare access for Indigenous communities. Five percent (a value that approximates the proportion of BC’s Indigenous population) of all available seats each year are set aside for qualified self-identified Canadian Indigenous applicants, who are reviewed by the <i>Indigenous Admissions Subcommittee</i>, whose members are primarily drawn from First Nations and Métis communities, and which always includes an Indigenous Elder. The Subcommittee recommends appropriate candidates for the Indigenous Panel Interview, following which the Subcommittee will perform a holistic evaluation of each candidate, taking into account the value of their worldviews and lived experiences, and forward their recommendations to the MD Admissions Selection Subcommittee, who will then consider applicants under both the Indigenous and regular admissions streams.</p>
Ongoing	<p>The Faculty of Medicine’s efforts to increase Indigenous participation in the healthcare and health sciences sectors also include outreach and recruitment activities such as the Indigenous MD Pre-Admissions Workshop and the Indigenous Health Sciences Pre-Admissions Workshop, which are intended to provide support for university-age students considering enrollment in the MD Undergraduate Program and our range of Health Professional Programs, introducing them to team-based learning as well as the Multiple Mini Interview (MMI) process that they will encounter during the interview process. Applicants to the MD program who are selected for interviews may also take part in the Multiple Mini Interview Preparation Course, specifically intended to help reduce a key barrier to success of qualified Indigenous applicants represented by the MMI and to help address specific cultural and social challenges uniquely experienced by Indigenous applicants.</p>
Ongoing	<p>The Faculty of Medicine continues to implement a number of culturally appropriate and relevant services and activities that are intended to help meet the needs and expand opportunities of Indigenous medical students across a broad spectrum of domains throughout their studies. The Faculty’s former Indigenous Student Initiatives Manager, Mr. James Andrew, a member of the Lil’Wat Nation, has played a critically important role in this regard for the MD Undergraduate Program, leading the development and management of Indigenous medical student support programs, in addition to working with medical students and residents who have an interest in Indigenous health, and advising Indigenous medical student representatives. Mr. Andrew also travelled to each of the distributed program sites several times a year to ensure that the academic and community needs of Indigenous students in the MD Undergraduate program are being met. Together with the Indigenous Initiatives and Admissions Coordinator, he also attended numerous career fairs and community events, travelling to colleges and post-secondary institutions to connect with potential Indigenous students and provide them with information and support on the MD Admissions process. In his current role as Associate Director of Indigenous Initiatives, Mr. Andrew will oversee the implementation of student engagement and support programs across the Faculty, and his work in the MD Undergraduate Program will be continued by Ms. Meghan MacGillivray.</p> <p>The Faculty of REDMedicine has also implemented a number of programs intended for high school-aged</p>

Ongoing	<p>Indigenous youth interested in pursuing careers in health and sciences programs:</p> <ul style="list-style-type: none"> • The Centre for Excellence in Indigenous Health’s Summer Sciences Program is a cultural, health, and science program aimed at engaging younger (Grade 9-12) Indigenous students. Running for two one-week sessions each year, the Program hopes to promote interest in health and sciences programs among Indigenous youth by providing them with personal experiences at the UBC Vancouver campus. Informing students of health and science career opportunities and providing information on prerequisites, course planning, and admissions processes are key goals of the program. A holistic educational experience is offered with cultural practices and knowledge woven into daily activities. During their time in the program, attendees connect with Elders and other role models who work in health care and sciences fields. • Due to the COVID-19 pandemic, the Summer Science Program was offered online through the Virtual Indigenous Science Experience in 2020. As a result of the success of this inaugural program, the Centre has decided to keep it running following the reinstatement of the in-person Summer Sciences Program, which has allowed the Centre to significantly expand its outreach. • ICORD (International Collaboration on Repair Discoveries), a spinal cord injury research centre of the Faculty of Medicine and the Vancouver Coastal Health Research Institute, in partnership with the Faculty of Applied Science’s School of Biomedical Engineering, also holds a Summer Research Program for Indigenous Youth, open to Indigenous high school students in Grades 10 and 11 residing in BC who are considering careers in biomedical research. Successful applicants will have the opportunity to participate in real-life lab projects under the supervision of leading researchers in the field, and it is hoped that this will encourage more learners to enroll in the science, technology, engineering, and math programs at UBC after graduating from high school. The Program is just one part of the School’s larger planned initiative to create a more accessible educational pathway spanning its undergraduate and graduate programs for young people from Indigenous communities.
Ongoing	<p>During the first week of class at UBC’s Vancouver campus, Indigenous health professions students can elect to participate in the Indigenous MD Student Orientation program at the First Nations Longhouse that includes a drum-making workshop led by Elder Old Hands of the Shoshone First Nation. A traditional feast occurs at the end of the day where Indigenous students will have the opportunity to connect with Indigenous faculty members and senior students of their respective programs. Indigenous and non-Indigenous students may also choose to attend the Annual Sweat Lodge Ceremony, which gives them a further opportunity to engage with the spiritual side of their educational experience at UBC in a safe ceremonial space.</p>
Ongoing	<p>Mentorship is a central component of the Faculty of Medicine’s efforts to create a sense of community for Indigenous students. Through the Faculty’s Medicine Cousins program (which also provides help for prospective recruits at the pre-admission stage), junior students in the MD Undergraduate Program are paired with senior students, who are in turn paired with practicing physicians with the intention of providing Indigenous learners with a reliable source of guidance in navigating their careers while at UBC. The annual Medicine Cousins Mentorship</p>

<p>Ongoing</p> <p>Ongoing</p>	<p>Luncheon allows mentors to introduce themselves to new mentees, and gives returning participants the opportunity to get reacquainted. The Indigenous Medical Education Gathering, also held yearly, seeks to provide an additional venue where relationships between MD and Health Professions students and practicing clinicians can be formed. A wide gamut of topics is discussed at these seminars, ranging from traditional healing methods to career development.</p> <p>The Indigenous MD Graduation Celebration that takes place at the First Nations Longhouse on campus each spring marks the end of the undergraduate careers of Indigenous students in the MD program and represents a commemoration of the graduating class' achievements over their time at UBC. Graduates enter the Longhouse through a ceremonial door in procession, guided again by Elder Old Hands, in a ceremony symbolizing the start of their journeys as future practitioners.</p> <p>The Faculty's Health Professional Programs have undertaken numerous measures to increase the recruitment of Indigenous students:</p> <ul style="list-style-type: none"> • The School of Audiology and Speech-Language Pathology gives special consideration to Indigenous applications by waiving BC residency considerations in reviewing their applications, provides Indigenous applicants with pre-admissions advising and financial support through entrance scholarships, as well as other supports where Indigenous applicants may be missing certain pre-requisites due to geographical or other conditions. The School will undergo expansion in 2024, adding eight seats through a cohort based on Vancouver Island, resulting in increased opportunities for Indigenous applicants. • The Master in Genetic Counselling Program's Strategic Plan prioritizes the recruitment and enrollment of Indigenous students, and the Program continues to take part in an online recruitment fair for underserved and underrepresented populations annually. As well, the Program has worked with the Faculty of Medicine's Indigenous Student Engagement and Pathways initiative to support applicant development among Indigenous undergraduate students. The Program recently increased its seats from six to eight, with two self-reported Indigenous applicants having been interviewed for the 2024 admissions cycle. • The Midwifery Program interviews all Indigenous students who meet the interview criteria and holds a number of seats specifically for Indigenous applicants in addition to any Indigenous applicants who rank in the top twenty-four (thirty-two beginning in 2024). The Program has appointed Ms. Katia Mordak, who brings her experience as a registered midwife, as Indigenous Midwifery Student Coordinator. In this position, Ms. Mordak participates in interviews, provides mentorship to students, holds Indigenous student orientations and cultural events, and assists the Midwifery faculty in ensuring the curriculum is culturally safe. The 2020 <i>Framework of Competencies for Indigenous Midwifery Knowledge and Skills</i>, created by the National Aboriginal Council of Midwives and used across Canada, was threaded through the Midwifery
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Ongoing	<p>Other UBC Health Professions Programs have also expressed interest in participating in future offerings of this event.</p> <p>The Aboriginal Health and Community Administration Program is a one-year certificate program developed in consultation with Indigenous communities, and is designed to help Indigenous communities increase their capacity to deliver services, coordinate programs and promote the health of their people. The program expands its focus beyond health delivery to include environmental and other community health concerns.</p>
Ongoing	<p>The Indigenous Public Health Training Program aims to equip Indigenous community members and scholars with necessary skills to address public health issues in Indigenous communities. Students receive foundational training in the core disciplines of public health, examined through an approach that engages the unique challenges and opportunities of working in Indigenous contexts, recognizes the historic and ongoing health disparities and inequities faced by Indigenous populations, builds applied and theoretical knowledge affirming Indigenous rights to self-determination in relation to health services, research and program development, and addresses multiple, intersecting Calls to Action from the Truth and Reconciliation commission.</p>
Ongoing	<p>The Faculty of Medicine offers programs designed to support and build health care capacity in Indigenous communities through the Centre for Excellence in Indigenous Health (CEIH). The first, the UBC Learning Circle, established in partnership with the First Nations Health Authority, is a community of practice for health care workers and professionals in First Nations communities. Its purpose is to provide a safe space where successful practices and traditional perspectives may be shared, as well as a venue where guest speakers, including researchers and other experts, can discuss their thoughts and findings. Participants attend via videoconferencing and webinars, which not only reduces barriers to access by eliminating travel and accommodation costs, but also serves the additional function of promoting the use of virtual technologies within rural communities. While a majority of these sessions are open to the general public, the primary audience are Indigenous community members, students, and health care providers.</p>
New/Ongoing	<p>The Indigenous Initiatives Speakers Series, created by Indigenous Initiatives Advisor Derek Thompson – <i>Thlaapkiituup</i> (who now also holds a second role within the Faculty as Director, Indigenous Engagement), seeks to provide a platform to continue the conversation about telling the truth and reconciling for the future, and advance individual and collective understanding about Indigenous peoples. The series has thus far hosted luminaries such as Splatsin First Nation Chief Kukpi7 Wayne Christian, Healing Our Spirit Worldwide founding member Rod Jeffries and Parliamentary Poet Laureate Louise Bernice Halfe – Skydancer.</p>
Completed	<p>The UBCO School of Health and Exercise Sciences (HES) has appointed a faculty member to lead various initiatives related to equity, diversity and inclusion to the leadership group to develop opportunities to set priorities related to decolonization as well as to develop training opportunities for faculty members to truth and</p>

Ongoing	<p>reconciliation. The School of Health and Exercise Sciences also held a 4 day professional development workshop led by Elders that have worked alongside the Faculty of Health and Social Development to provide culturally competent training.</p> <p>The HES continues to increase Indigenous content in multiple courses, including:</p> <ul style="list-style-type: none"> • <i>HES 130 Social Determinants of Health</i>: There is specific attention on colonialism and health. In addition, every week of class draws attention to systems of power and oppression and their intersections with health outcomes. • <i>HES 240 Health Research Methods</i>: Has a module on the unethical research conducted on Indigenous populations as well as how that led to the establishment of the control, access, and possession ownership, control, access, and possession (OCAP) principles, which is a required reading. • <i>INDG 319 Indigenous Perspectives on Health and Physical Activity</i>: A course that is being delivered to BHES students as an upper-year elective. • <i>HINT 408: Cultural Safety in Health: Indigenous Perspectives</i>. The School is continuing to work with Nursing to have more BHES students complete. This course is accepted by University of Calgary and University of Alberta as a pre-req for admission to the MSc in Physical Therapy.
Ongoing	<p>The School of Health and Exercise Sciences continues progress on developing an Indigenous Health Certificate that students will be able to obtain by completing 15 credits (5 courses) within Indigenous Studies as part of their 120-credit degree.</p>
Ongoing	<p>The School of Health and Exercise Sciences is currently reviewing and mapping its curriculum to intentionally weave more Indigenous content through the entire curriculum with year by year. Since 2022, all incoming students will be required to complete one Indigenous health course as a graduation requirement.</p>
Ongoing	<p>The school also continues to work with Indigenous Programs and Services and the Aboriginal Admissions Policy to see more Indigenous students entering the Bachelor of Health and Exercise Sciences (BHES) via the Aboriginal Studies Access Program</p>
Ongoing	<p>At the graduate level, the School of Health and Exercise Sciences has increased seminar series/community talks dedicated to equity, diversity, inclusion and decolonization (EDID) as part of the monthly Graduate Student Seminar Series. In addition, a number some research labs have started to hold EDI-themed meetings and faculty members have independently taken initiative to hold EDI-themed meetings and workshops within their research labs that house our graduate students, and also respectfully embed calls for TRC within their undergraduate and graduate curriculum. One interdisciplinary project currently engaged in by one faculty member and graduate student within our School is building online course modules on “Foundations for Inclusion and Respectful</p>

<p>New/ Ongoing</p>	<p>renewal. New case-based learning modules which examine determinants of health in an Indigenous context have been developed, including six that were newly created by the Health Professional Programs.</p> <p>Further, the MD examination question bank is being reviewed on an ongoing basis to ensure that test questions do not reinforce negative and racist stereotypes of Indigenous peoples. There is a plan in place to review all MD undergraduate program curricula (Case-Based Learning, lecture and lab materials) for negative or racist stereotypes. All outdated and/or culturally insensitive material is being replaced with appropriate content. This review and update was led by the Director of Curriculum with the Indigenous Faculty Theme Lead in partnership with the CEIH.</p> <p>A process to establish a set of best practices for the creation of curricular elements relating to Indigenous health that will be applied in a Faculty-wide fashion so that consistency across all programs can be achieved is also underway. The Undergraduate Medical Education Committee recently formed a Curriculum Review Working Group that conducted a formal review of the mission and goals, exit competencies, and curriculum of the Undergraduate Medical Education Program. These have now been revised and approved by the Undergraduate Medical Education Committee for implementation in Academic Year 2021-22. One of the lenses used by the Working Group is the First Nations, Inuit, Metis Health Core Competencies; a Curriculum Framework for Undergraduate Medical Education (2009) from the Indigenous Physicians Association of Canada and the Association of Faculties of Medicine of Canada. This opportunity will be used to make significant advances on the road to embedding Indigenous cultural safety competencies as well as those that assist in addressing systemic and structural racism in the MD Undergraduate curriculum and the Indigenous health curriculum described above.</p>
<p>Complete</p>	<p>In March 2021, the MD Undergraduate Program appointed Dr. Rebecca Howse, who is Cree-Métis and a member of the Métis Nation of Alberta, as Undergraduate Medical Education Curriculum Lead on Indigenous Health. This is a new role and Dr. Howse will work closely with the Undergraduate Medical Education Leadership, Course Directors, Faculty Development and the CEIH to improve the quality and effectiveness of the Indigenous curriculum and its delivery and to ensure that Indigenous peoples and health issues are represented in a culturally appropriate manner across all components of the MD Undergraduate Program curriculum, and that all teaching in the Program occurs in a culturally safe and relevant way.</p>
<p>Ongoing</p>	<p>The Midwifery Program curriculum (including the existing undergraduate degree program and the Internationally Educated Midwives Bridging Program) was updated to include the most recent core competencies from the Canadian Midwifery Regulators Council and the 2019 National Aboriginal Council of Midwives Core Competencies for Indigenous Midwifery; an anti-racism, inclusivity and equity lens; and Indigenous midwifery</p>

<p>Ongoing/ Complete</p> <p>Ongoing</p>	<p>knowledge about health, pregnancy and birth, with the objective of improving education for Midwifery students so that they enter practice equipped to meet the needs of the populations they will serve.</p> <p>Various placement opportunities in Indigenous communities are available in certain Faculty of Medicine Programs to help learners gain real-life experiences in these environments. All students in the MD Undergraduate Program are expected to visit the traditional territories of the sites of their enrollment during the first week of their second term, for instance. And, in partnership with Carrier Sekani Family Services, medical students have the further option of taking on northern rural placements within Indigenous communities, where they can learn first-hand about providing care in an atmosphere of cultural safety and humility. As well, the Department of Physical Therapy's Northern Rural Cohort holds regular rotations in small Indigenous communities in Northern BC, many of which do not yet have on-site physical therapy services.</p> <p>Established in 2002, and with Dr. Terri Aldred of the Tl'Aztl'En Nation serving as its current Director, the Indigenous Family Medicine Residency Program is the first of its kind in Canada. It provides unique opportunities for Family Medicine Residents with specific interests in Indigenous health care to train in delivering culturally appropriate holistic care using both modern and traditional healing approaches within Indigenous communities throughout the province. The program focusses in particular on developing sincere relationships with host communities and learning about their cultures, as well as traditional ways of knowing. On an internal review it was found that 78% of the program's graduates work in urban Indigenous clinics as well as do outreach to rural and remote reserves. The program's success has prompted discussions of expanding it to include other health professions as well. An exciting opportunity unique to the Program are the site-specific academic days, where residents spend two consecutive days every three months in community receiving cultural-based and traditional teachings with Elders. These days are often hosted within First Nations communities with whom each sub-site has partnered, and centre on community engagement, development of reciprocity and relationship, cultural humility and traditional ways of sharing knowledge.</p> <p>The Program has completed an initial program evaluation study to determine if it was meeting the mandate of training cultural safe practitioners who serve Indigenous communities. Taking an anti-colonial Indigenous approach, the study utilized an Elder-guided sharing circle format to conduct semi-structured interviews with participants, following medicine wheel teachings describing a resident's life cycle. Ceremony and Indigenous teachings were embedded throughout as directed by an Elder and a local artist who led participants through a beading project. Analysis of responses are underway, and there are plans in place for a survey to be sent to the Indigenous Family Medicine community and for quantitative data to be gathered from existing sources at UBC to further contextualize the information already collected. Findings from the preliminary study were presented at the 2022 Pacific Region Indigenous Doctors Congress by Elder Dr. Roberta Price, Drs. Neil Webb, Cassandra Felske-Durksen, Terri-Leigh Aldred, Rebecca Howse, Sarah de Leeuw, Rita Wakelin and Ms. Helen Hsu.</p>
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Ongoing	<p>The UBC Global Surgery Lab, whose goal is to improve knowledge of and access to surgical care in underserved communities, has undergone additional development. The process involved adapting the UBC Global Surgery Lab (GSL) terms of reference and completing the GSL strategic plan. This project has also updated the essential surgical skills curriculum to improve usability and relevance to rural, remote, and Indigenous communities, developed and launch the sixth module for the Safe Surgical Care Strategies During Pandemic course, and facilitated the dissemination of global surgery education for students, GSL members, and the global community. Additionally, the project has integrated the UBC 23 24 curriculum with the ESS curriculum in close collaboration with the CEIH.</p> <p><i>SURG 518 - Surgical Care in Canada's Rural and Remote Indigenous Communities with Global Comparisons</i> (3 credits), a course administered by the Branch for International Surgical Care, is designed to critically examine current and historical shortcomings in the provision of surgical care services to rural and remote Indigenous communities in Canada from a global perspective, with the aim of improving the availability of such services within these communities in the future.</p> <p>The School of Population and Public Health (SPPH) in the Faculty of Medicine offers <i>SPPH 404 - First Nations Health: Historical and Contemporary Issues</i> (3 credits) and <i>SPPH 409 - International Indigenous Experience of Colonization</i> (3 credits). SPPH 404 and SPPH 409 are available to learners enrolled in the Faculty's professional health programs. The former is aimed at providing students with the opportunity to consider historical and contemporary issues surrounding Indigenous well-being and the determinants of health from spiritual, environmental, and cultural viewpoints, while the latter takes an Indigenous knowledge-informed view through a multidisciplinary lens at how the effects of colonization have persisted in the modern day. <i>SPPH 536 - Aboriginal People and Public Health: Ethics, Policy, and Practice</i> (3 credits), is a graduate-level seminar course that looks at the enduring effects of colonization, and of policies and systems such as the Indian Act, as well as the residential school and child-welfare systems, on the health outcomes of Indigenous peoples, from the standpoint of ethical public health practice, while seeking to inform students of the value of traditional healing practices.</p> <p><i>SPPH (IHHS) 408 – Topics in Indigenous Health, a Community-Based Experience</i> is a practice-based Indigenous health elective for health sciences students. This 4-week course provides students with a unique opportunity to live and work with students from other health disciplines within an Indigenous community in BC.</p> <p><i>AUDI 540 - Approaches to Audiology and Speech-Language Pathology for People of First Nations, Métis, and Inuit Heritage</i> (1 credit), a School of Audiology and Speech Sciences graduate course, focuses on speech and communication pathologies affecting Indigenous persons.</p> <p>Indigenous Patient-Mediated Continuing Professional Development is a Faculty of Medicine Continuing Professional Development (CPD) Division project co-created and delivered in partnership with Indigenous</p>
Ongoing	

<p>New/ Ongoing</p>	<p>patients and Elders, and aimed at assisting rural physicians in developing a greater level of cultural sensitivity and humility through experiential community-centred learning opportunities that seek to address systemic racism and cultural bias, and which celebrate the strength of Indigenous ways of knowing and traditional healing practices, so as to enable these physicians to deliver culturally-safe and -relevant care to the populations that they serve.</p> <p>BC Cancer Primary Care Education: The CPD Division has also worked with the First Nations Health Authority to create online training content to help primary care providers address the cultural sensitivity and humility concerns of Indigenous persons undergoing cancer care. The concept of cultural safety is central in this program, and has been woven into the curriculum through case-based learning and post-module testing to prompt physicians to reflect on the experience of the patient, particularly their goals of care.</p> <p>The CPD Division is also involved in the licensing process for international medical graduates. The BC Physician Integration Program Orientation Conference, meant for international medical graduates who have been provisionally licensed to practice in BC, contains two sessions on the subjects of cultural communication and Indigenous health. The first is centred on the Cultural Competence Continuum, while the second, which is facilitated by an Indigenous Elder in conjunction with Dr. David Tu, the Clinic Coordinator for the Vancouver Native Health Clinic, touches on topics central to the Indigenous healthcare experience. The Practice Ready Assessment-British Columbia program is likewise intended for those seeking licensure in BC, and a 90-minute session on culture, communication, and feedback, in addition to a two-hour session on Indigenous health which serves to emphasize the vital importance of creating culturally-safe spaces for patient care.</p> <p>The CPD Division has also worked with the British Columbia Centre on Substance Use to develop visual updates for the introduction to the Addiction Care and Treatment online course, which emphasizes cultural safety and trauma-informed practice. The latter aspect is being integrated into other CPD training modules as well, including the Provincial Opioid Addiction Treatment and Support and the Perinatal Substance Use programs. Additionally, all CPD staff are offered training in Indigenous Cultural Safety. Finally, CPD was responsible for assessing 10 CPD programs on behalf of the Royal College of Physicians and Surgeons of Canada and College of Family Physicians of Canada over the past year, in part to help ensure that these programs meet stringent cultural safety standards.</p> <p>To fulfill the Faculty of Medicine’s vision of “transforming health for everyone”, work is underway to transform our learning and work environments by eradicating racism and discrimination in all its forms. The Faculty recognizes that there remains a need for significant improvement and have taken and plan to take steps to raise awareness of racism within the Faculty and to promote Anti-Racism actions through a Faculty wide education and skills training program that will align with similar initiatives across the University. The Faculty is also reviewing its reporting and response processes to respond to incidents of racism, discrimination, harassment, and</p>
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<p>New</p>	<p>unprofessional behaviour.</p> <p>The Dean’s Task Force on Respectful Environments played a key part in developing a proactive approach to dealing with these issues more broadly. This Task Force was charged with identifying problems and recommending solutions that will help ensure creation and maintenance of respectful work and learning environments for everyone in the Faculty. These recommendations, along with recommendations in other UBC and Faculty framework documents such as the UBC Inclusion Action Plan, the Indigenous Strategic Plan, and the Faculty’s response to the TRC Calls to action collectively provide a roadmap for developing and implementing the specific systemic and interpersonal actions changes that will support the Transforming Culture Initiative goal to create and sustain respectful and inclusive working and learning environments.</p> <p>The Faculty has also been developing and refining processes and online tools that provide mechanisms to report and address complaints or concerns regarding occurrences of mistreatment, including disrespectful or discriminatory behavior, harassment, bullying, assault, lapses in professionalism, and deficiencies in the learning environment. The Faculty has developed a website for use by all learners enrolled in the Faculty of Medicine’s various programs that provides them with information regarding mistreatment in the learning environment, and identifies various ways, including an on-line reporting tool through which they can report their experiences either confidentially or anonymously. These reports are assessed and triaged by a Learning Environment Advisor in the office of Respectful Environments, Equity, Diversity & Inclusion to the appropriate persons responsible for addressing such concerns. A similar website and reporting system will be implemented for faculty and staff.</p> <p>Of great relevance to the Faculty of Medicine’s plans to optimize the working and learning environments and address Indigenous-specific racism, discrimination, and bias is the recent establishment of the Office of Respectful Environments, Equity, Diversity & Inclusion (REDI), which brings together in one office the expertise and leadership in issues affecting the work and learning environment. The Assistant Dean Equity, Diversity & Inclusion and three advisors: Learning Environment, Anti-Racism, and Indigenous Initiatives, provide Faculty-wide leadership and support in areas critical to realizing our goal to change our working and learning environments. The Office is leading the Faculty’s Transforming Culture Initiative, coordinating the development and implementation of action plans related to the adopted recommendations for action, including those from the Dean’s Task Force on Respectful Environments. This coordinated approach will ensure that processes and tools are aligned with our values and responsibilities and are operational, relevant and meet the needs of our students, faculty, and staff. REDI will provide guidance and support for the development of respectful, culturally safe, anti-racist and discrimination free work and learning environments across the Faculty.</p> <p>The Faculty will respond to reports made by Indigenous students of racism, learner mistreatment, or unprofessional conduct that adversely affect the learning or work environment in a culturally safe way. In the process of addressing concerns or complaints REDI is committed, whenever appropriate, to engage relevant</p>
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Ongoing	<p>Elders, or other cultural consonant supports identified by Indigenous learners who use the reporting system. REDI is also reviewing the reporting system to identify ways in which reporting concerns can be adapted to meet the needs of Indigenous learners. A respectful and educative approach will be followed that is designed to raise awareness, provide tools to change behaviour, and to evaluate to ensure change in behaviour occurs and that individuals are accountable for their actions.</p> <p>The Faculty of Medicine is also committed to ensuring diversity among faculty and staff. Many of the recommendations of the Transforming Culture Initiative will build upon and strengthen its systems and processes to improve recruitment and retention of Indigenous faculty and staff members. Use of an online course on equity, diversity and inclusion, developed by the UBC Equity and Inclusion Office, will be of great assistance in achieving this. The online course is mandatory for all members of search committees for faculty and academic leaders.</p>
Ongoing	<p>UBC Vancouver School of Nursing</p> <p>Since 2018, the UBC Vancouver (UBCV) School of Nursing has a required course in the BSN program - <i>NURS 353: Promoting the Health of Indigenous Peoples</i>. This 2-credit course is taken by all undergraduate nursing students at the UBC Vancouver campus during Term 2 of their 5-term program. The students bring their introduction to and learning of social justice, relational practice, critical perspectives, and health equity from Term 1 to their learning about historical and ongoing colonialism’s influences on Indigenous Peoples’ health, health outcomes, and well-being to focus on developing the skills of cultural safety and addressing Indigenous-specific racism and discrimination within Canadian health care. During Terms 1, 2, and 4, all BSN students are also enrolled in the UBC Health Indigenous Cultural Safety Training. Since it began in 2018, this course has been taught in partnership with Indigenous Elders, knowledge keepers, and community partners.</p> <p>Since 2018, the UBCV School of Nursing has had a standing committee of faculty – the <i>Indigenous Cultural Safety Committee (ICSC)</i>. ICSC members are appointed by virtue of SON role and provide support and consultation related to the goals of decolonization, equity and cultural safety across the School of Nursing: student engagement/support, curriculum, undergraduate and graduate programming and admissions, research, teaching and learning and community engagement & partnerships. ICSC’s strategic plan is derived from the TRC Actions items 23/24, UNDRIP, the UBC Indigenous Strategic Plan and Implementation Action and, since 2022, BC College of Nurses and Midwives’ Practice Standard: Cultural Safety, Cultural Humility and Anti-Racism. Since 2018, ICSC has implemented and continues the following initiatives and partnerships. This year the ICSC is co-chaired by Dr. L Currie and Dr. E Bailey.</p> <p>Ongoing ICSC work includes:</p>

	<ul style="list-style-type: none"> • An Indigenous Advisory Circle (IAC) was appointed to the school in 2020 to guide all ICSC work; the IAC is made up of Indigenous nurses, graduate students and alumni, Indigenous Elders, and Indigenous nurse leaders from FNHA. • Since 2021, UBCV’s Indigenous Nursing Lead, Tania Dick, RN, MN/NP, serves as an integral part of the ICSC’s planning, prioritization, and engagement, providing consultation and guidance across all facets of ICSC work. • ICSC co-chairs provide ongoing support for the BSN admissions process which includes a supplemental application that asks all applicants to answer 2 questions about nursing commitments to Indigenous Peoples evident within the TRC, UNDRIP, MMIWG Calls for Justice and In Plain Sight and the relevance to nursing and health care. • ICSC works closely with and is informed by the UBC Applied Science Indigenous Engagement Committee and EDI-I Leads Committee. • In Fall 2022, the ICSC, led by PI Dr. L Currie, received UBC Indigenous Strategic Initiatives funding (\$95,000) to develop an onboarding program for new faculty and staff to build capacity to promote Indigenous cultural safety for students, colleagues, and, ultimately, patients who will receive care from UBCV nursing students. This project has evolved to include partnership with the Nursing Students Services Office on a number of pilot initiatives centering relationship building and community engagement to enhance motivation for learning and unlearning about Indigenous cultural safety, cultural humility, and the ways all roles within our School contribute to an inclusive and culturally responsive culture. • ICSC supports regular gatherings with Indigenous nursing students across all programs in the School of Nursing. This year gatherings have been both in person and virtual and have featured activities such as a student-led beading workshop. • ICSC members continue to present at the Centre for Excellence in Indigenous Health’s 2022 Summer Science program Career Fair
New	<p>New ICSC initiatives over the past year include:</p> <ul style="list-style-type: none"> • Guided by Indigenous nursing students and the members of the Indigenous Advisory Circle, the ICSC hosted a day-long Indigenous Nursing Students Welcome Day on September 8, 2023. This daylong event brought together new and returning students and Indigenous faculty and staff for community building and cultural activities. Attendees participated in a cedar weaving workshop with Musqueam artists Rita & Zoe Kompst. The day concluded with a sharing circle attended by students, faculty, and staff members. • Following the Welcome Day, the ICSC has partnered with UBC First Nations House of Learning and weaver Rita Kompst to participate in a series of cedar weaving workshops that bring together Indigenous and non-Indigenous students, faculty, and staff working together to create cedar graduation caps to be worn at convocation. This is an opportunity for relationship building, cultural teaching, and shared work towards a common purpose.
Ongoing	

Ongoing	<p>Continuing since 2023, with the support of funding from the Ministry of Post-Secondary Education and Future Skills, UBCV is offering a “bridging program” that welcomes Indigenous RNs from across the province to apply to take online Masters-level courses <i>NURS 502 – Ethics & Politics in Nursing</i> and <i>NURS 512 – Leadership in Nursing and Health</i> as non-degree students. The funding received supports up to 5 Indigenous RNs to enroll in these courses, as well as support and mentorship from an Indigenous PhD student. The goal of this project is to support Indigenous nurses interested in pursuing graduate education to gain experience with graduate-level coursework that is transferable to future degrees, while also receiving mentorship to prepare for application to a master's program.</p>
New/ Ongoing	<p>UBCV continues to be a partner site in the Indigenous Graduate Education in Nursing (IGEN) project, a province-wide initiative bringing together schools of nursing across BC to co-create a cohort-based Masters in Indigenous Health degree program. This novel graduate program will feature regular student collaboration with Elders, Knowledge Keepers, and Indigenous nursing leaders. It will also allow for online learning so that students have flexibility to complete their graduate work while remaining in their communities.</p> <p>Drs. L. Currie & H. Brown are working with the Centre for Excellence in Indigenous Health (CfEIH) to support the creation of the UBC 23 24 – Indigenous Cultural Safety Program - Faculty Expansion, adapting the UBC Health Indigenous Cultural Safety Training to be taken by faculty and staff. Plans are to launch in April 2025 will be 320 seats across 15 health sciences units.</p>
Ongoing	<p>UBC Okanagan School of Nursing</p> <p>UBCO School of Nursing (SON) has committed to accepting all Indigenous students who apply to the program and meeting the admission criteria. The SON has a supportive admissions program for Indigenous applicants, and this has resulted in a strong number of students admitted to and graduating from our program. At present, 10-15% of our BSN students self-identify as Indigenous and the rate of attrition from our program is similar between Indigenous and non-Indigenous students. The SON remains committed to recruiting and supporting Indigenous students in the program, and also looking at additional ways to further increase the number of Indigenous applicants to the BSN program.</p>
Ongoing	<p>The UBCO School of Nursing has provided a required cultural safety course (NRSG 313) to all Nursing students since 2007. The curriculum for this course was developed by Indigenous partners, and it is currently offered in collaboration with Knowledge Keepers and Adjunct Professors, Elders Pamela and Grouse Barnes from Westbank First Nation and Elders Diana Moar and Jayne Taylor. A similar course (HINT 408/508) is offered to other undergraduate and graduate students across UBC Okanagan.</p>

New/Ongoing	<ul style="list-style-type: none"> • <i>NRSG 313 Relational Practice: Understanding and respecting the complexities of difference and diversity with clients in nursing practice.</i> A critical exploration of cultural identities and racism from an Indigenous perspective facilitates the development of evidence-informed practice for culturally safe care for all peoples in a variety of contexts (health care, research, institutions, and society). The course includes Indigenous health issues, including the history and legacy of residential schools, sixties and millennium scoop, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings, understandings, and practices. • <i>HINT 408/508 Cultural Safety in Health: Indigenous Perspectives:</i> A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Indigenous people within health care, research, institutions and community). The course includes Indigenous health issues, including the history and legacy of residential schools, sixties and millennium scoop, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Indigenous rights, and Indigenous teachings, understandings, and practices. • All Year 1 (Semester I & II), Year 2 (Semester III & IV), and Year 3 (Semester V) courses have been reviewed using an anti-racism and health equity lens. Every course has a minimum of one learning outcome that explicitly addresses either: Indigenous health, health equity, anti-racism and/or anti-oppression.
New	<p>The School of Nursing Equity and Justice committee completed a review of the curriculum (of the 4-year BSN program) and proposed revisions to course learning outcomes to address Indigenous health, cultural safety, and health equity (Action 15). The SON Equity and Justice committee is working on an Indigenous health curriculum learning pathway in collaboration with the Undergraduate Curriculum committee and several other external experts. This learning pathway will be an addition to the other curriculum learning pathways, and will include adding at least one explicit learning outcome in every nursing course to address Indigenous health, equity, anti-racism diversity and/or inclusion. This learning pathway may also include specific learning activities to be completed by all BSN students.</p>
Ongoing	<p>The School of Nursing will be conducting a curricular review of the MSN core courses in June 2024 with an equity/cultural safe lens (SEAA-Framework). The proposed revisions to course learning outcomes will address Indigenous health, cultural safety, and health equity (Action 15).</p> <p>Nursing students at UBC Okanagan have the opportunity to undertake a unique rural and remote nursing practicum and apply their nursing concepts and skills in a rural or remote setting in Canada, including, but not limited to, placements in Haida Gwaii (Indigenous full immersion), Princeton, Oliver, Osoyoos, Enderby, other rural communities in BC and Dawson City, Yukon. In addition to practicing their technical skills, these placements provide students with an opportunity to apply and further their knowledge in the areas of community</p>

<p>Ongoing</p> <p>Ongoing</p>	<p>engagement, health promotion, community-identified Indigenous health priorities and cultural safety. The program aims to contribute positively to communities that are underserved and disproportionately impacted by health inequities while providing a rich immersion opportunity that helps students better understand the complex health challenges that impact people with limited health-care resources.</p> <p>The School of Nursing continues to support the appointments of local Nation Elders: Syilx Okanagan Nation Elders, Okanagan Indian Band: Eric Mitchell, Chris Marchand, Westbank First Nation: Elders Wilfred and Pamela Barnes, and Salteaux Anishinaabe Métis Elder Diana Moar as Adjunct Professors, and Elder Jane Taylor from the Vuntut Gwitchin First Nation for Indigenous health and cultural safety education. Elder Wilfred Barnes and Elder Diana Moar, and Eric Mitchell, Chris Marchand, are also Elder Research Advisors in the School of Nursing Indigenous Health Promotion and Cultural Safety Lab.</p> <p>To support the implementation of revised learning outcomes in the BSN program, the School of Nursing has provided the following professional development opportunities to faculty and staff:</p> <ul style="list-style-type: none"> • Indigenous Cultural Safety Modules (the same modules provided to students in NRSG 313), presented by Elders Pamela and Grouse Barnes from Westbank First Nation • Reflexive Dialogue workshops lead by Sana Shahram and Katrina Plamondon: <ul style="list-style-type: none"> ○ "Systems transformation: Accepting the role we carry as educators". ○ "Creating a safe space: Integrating EDI principles into teaching and learning" part 1. ○ "Creating a safe space: Integrating EDI principles into teaching and learning" part 2. <p>Please see content reported for Call to Action 23 for additional examples of initiatives in the UBC Faculty of Medicine and Schools of Nursing that assist health program students in their ability to address Indigenous health issues.</p>
28: LAW SCHOOLS	
<p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing	The law school has operated its Indigenous Community Legal Clinic (ICLC) in Vancouver’s Downtown Eastside for over twenty-five years. The ICLC’s purpose is to provide law students with an opportunity to use their substantive understanding of law in a clinical setting and to provide the Indigenous community information, referral and on-site and remote access to legal services. The ICLC aims to provide decolonized legal services to Indigenous clients recognizing that those clients may have a history of trauma including from interactions with the legal system.
New	This year, the ICLC began a new Grant of Probate Project, funded by the Law Foundation of British Columbia, to make it easier for families to gain access to funds that have been tied up in legal limbo, including class action settlements that were paid to now-deceased survivors of residential schools, day schools and the Sixties Scoop.
New/Ongoing	The law school currently has a total of 5 Indigenous faculty members (out of 56 tenured or tenure-track faculty members), with a junior Indigenous faculty member joining in July 2024 and an Indigenous lawyer to serve as Assistant Professor and Director of the Indigenous Community Legal Clinic for a two-year contract. There is now an additional Indigenous staff position to support the current staff position of Associate Director, Indigenous Legal Studies (ILS), which focuses on student support and programming.
Ongoing	The law school also regularly hires Indigenous students on short-term, part-time contracts over the academic term or during the summer months to assist with ILS programming and administration.
Ongoing	In partnership with the UBC Black Law Students’ Association, the law school continues to offer a free LSAT preparation course for self-identifying Black and Indigenous applicants.
Planned	The Indigenous Legal Studies faculty, staff and students within the law school have plans to undergo a strategic planning process, supported by the law school.
Ongoing	As of Fall 2020, the mandatory first-year JD curriculum includes <i>LAW 200 – Indigenous Settler Legal Relations</i> , a 3-credit course providing a critical examination of the history and legacy of colonial legal orders in Canada. <i>LAW 291 (2) Aboriginal and Treaty Rights</i> , is a first-year compulsory course in Canadian constitutional law. This course examines the major decisions considering s. 35 of the <i>Constitution Act, 1982</i> , and the consistency of this case law with the UN Declaration on the Rights of Indigenous Peoples. Students may also take seven upper-level elective courses in Aboriginal and/or Indigenous Law topics, and offers a land-based experiential learning full-term course in Indigenous laws on Vancouver Island (<i>WSÁNEĆ Law Field Course</i>), every second year.
Ongoing	Examples of other learning opportunities include: <ul style="list-style-type: none"> • JD students can choose to obtain a Specialization in Indigenous Legal Studies (previously a Specialization in Aboriginal Law)

<p>Ongoing</p> <p>New/Planned</p> <p>Planned</p>	<ul style="list-style-type: none"> • As part of its upper year moot program, the law school participates in the annual Kawaskimhon Moot, a specifically Indigenous focused moot for students across Canadian law schools. • Indigenous Legal Studies (ILS) at the law school hosts regular speaker series that bring in Indigenous scholars and practitioners to speak on various issues. • The law school supports the Indigenous Law Students' Association in offering special programming to the law school community during Indigenous Awareness Week. • All Indigenous students can participate in the non-mandatory ILS Academic Leadership Certificate. The aim of the certificate is to provide academic and leadership skill development and community building within the Indigenous student cohort, including academic skills coaching, mentoring, and guest lectures. • Students can complete the Indigenous Cultural Competency Certificate, an elective non-credit year long program for faculty, staff and students, which enhances experiential learning opportunities and the ethics requirement, allowing participants to connect with the Indigenous community and draw on cross-cultural learning opportunities. NOTE: this program is not currently offered due to resourcing questions. <p>The law school offers numerous financial awards for upper level and incoming Indigenous students.</p> <p>Funding has been secured to develop a new recruitment plan for Indigenous students, building on approaches undertaken prior to the pandemic and using refreshed marketing materials. Possible strategies may include attending local and regional community events and providing presentations or lunch and learn opportunities with current students at colleges and targeted information sessions to advisors at colleges and in community. This will be in addition to participating with relevant pipeline work at UBC and through other partner organizations, including Experience UBC, the Mentoring Society Law School Week, Level Justice, which are all involved in encouraging high school students to consider university and legal studies. These strategies will complement the participation of ILS staff in general Allard School of Law recruitment events.</p> <p>An ILS Elders in Residence program pilot is also under discussion within the law school, with internal funding available and further consultation being undertaken.</p>
<p>57: PUBLIC SERVANTS</p>	
<p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>

New	<p>Launched in 2023, Weaving Relations is a Canvas based course on Indigenous peoples, issues and confronting settler colonialism. Canvas, the online learning platform, allows participants to complete this self-directed course at their own pace, and offers many opportunities to learn more along the way. The course takes about seven hours to complete. Weaving Relations was created in solidarity to the many significant offerings across campus, and has been popular, both inside and outside the two faculties – Applied Science (APSC) and Land and Food Systems (LFS)- it was created for. People from all across UBC have enrolled in this course, and it has almost 2,000 participants, demonstrating both its reach and impact within UBC. Weaving Relations is also available through a guest login to those not affiliated with UBC.</p> <p>Weaving Relations contains seven modules:</p> <ul style="list-style-type: none"> • Let's Talk Language • Let's Talk Land • Retracing Histories • Harm is Not Historical • Groundwork for Growth • Building Our Anti-Racist Toolbox • In Relation <p>Each module contains a ten-minute video segment. The videos interview leaders across UBC including people in Indigenous leadership roles, such as Chancellor Steven Point, Sheryl Lightfoot and Margaret Moss, as well as APSC and LFS faculty members who have championed Indigenous initiatives. The course is beautiful and accessible, and conveys meaningful and challenging messages that are important. Many units across UBC take this course for professional development. The naming of Indigenous leaders and grass roots movements is something intentional in this course, to decolonize this offering and honour those who's life's work shaped the country as we know it today. The colour palette and visual images used throughout the course are meant to situate Weaving Relations in the Pacific North west as Indigenous ways of knowing and doing are inherently connected to the land.</p>
Ongoing	<p>On Truth and Reconciliation Day, APSC and LFS led an Intergenerational Orange Shirt Day March across the Point Grey campus. The March began small in 2019, and paused during 2020. It was reimaged in 2021 and since that time, an estimated 2,000 people attend the event annually, coming from the campus community, the west side of Vancouver and outlying cities. The Intergenerational March has become well-attended to go to event for the west side of Vancouver. This event that is well known both inside and outside UBC, attracting media attention annually. By elevating and amplifying the voices of Indian Residential School survivors and the story of Orange Shirt Day, the March's key messaging is sharing truth and urging attendees towards reconciliation. Indian Residential School survivors and elders from host nations are key speakers in the opening and closing ceremonies of the March. The March is one way for the university and the leading Faculties to demonstrate their</p>

New and Ongoing	<p>UBC Vancouver offers the Indigenous Teachers Education Program, NITEP, an Indigenous-focused teacher education program that addresses educational issues pertinent to public and First Nations schools. Current Bachelor of Education (BEd) program options include Elementary & Middle and Secondary.</p> <p>The Faculty of Education offers <i>EDUC 440 – Indigenous Education in Canada</i>, a compulsory course for all teacher candidates that is intended to provide them with opportunities to explore how to respectfully and meaningfully integrate Aboriginal/Indigenous history, content, and world views.</p> <p>With support from the BC Ministry of Advanced Education and Skills Training, UBC’s Faculty of Education and NITEP completed its first of several community-based teacher education programs. For the 2023-2024 academic year, teacher candidates enrolled in NITEP at the Kelowna field centre completed the full complement of UBC’s BEd coursework and practica, with both a 2-week and a 10-week practicum, as well as a 3-week Community Field Experience in non-formal education settings in the Okanagan area.</p> <p>The Indigenous Teacher Education Program (NITEP) disburses \$23 450 in scholarships:</p> <ul style="list-style-type: none"> • University of BC NITEP Alumni • AMY E Sauder NITEP • Rob Gray Memorial • Native Northwest Award in Education for Indigenous Students • NITEP Aurora (renewals) • Sharp Family NITEP grad Prize • Robert W Sterling Memorial • Bert McKay • Joan Ryan
New	<p>A Senior Indigenous Advisor, Dr. Verna Billy-Minnabarriet has been appointed to the Dean’s Office. Dr. Billy-Minnabarriet advises the Dean on matters related to Indigenous Education programs and initiatives in the Faculty of Education. Dr. Billy-Minnabarriet is leading a joint B.Ed Program with the Nicola Valley Institute of Technology (NVIT). A new Director of the Office of Indigenous Education was also appointed, Jessica Knott. Jessica provides guidance and direction to the Teacher Education Program.</p>
New	<p>Plans for a 2024-2025 professional year program in a new northern field center including the Gitwankak community is underway</p>
New	<p>Jo Chrona was the keynote speaker for the B.Ed students and B.Ed instructors in August 2023. Her book WAYI WAY has been added to the reading list for EDUC 450, 451 and 452.</p>

Ongoing	As part of the BEd elementary program, the Indigenous Education cohort provides opportunities to engage in local and place-based Indigenous learnings and pedagogies.
Ongoing	Graham Setters', Program Manager in the TEO, specific portfolio is to offer support to NITEP students and Non-NITEP Indigenous teacher candidates in the 11-month BEd program on the Vancouver campus and in the Rural and Remote Education Program. <i>EDUC 342 Teaching First Nations Languages in Elementary Schools</i> (6 Credits) is at the center of discussions surrounding the teaching and learning of First Nations Languages. Presently, the TEO, NITEP and LLED are discussing how EDUC 342 can delivered as a pre-requisite to the B.Ed 60 credit program.
New	Development of School Advisor/Faculty Advisor network is underway to appropriately place and form relationships in our school practicum placements to facilitate successful experiences for our Indigenous teacher candidates.
New/Ongoing	<p>The Faculty has 8 Indigenous faculty members and each unit is committed to Indigenous hires resulting in 2 new searches that are underway. These members will contribute to the teacher education program by teaching specific courses. We are also prioritizing Indigenous staff hires in working in the Teacher Education office.</p> <p>Over the course of the year, a number of public presentations focusing on the TRC Calls to Action 62 have occurred within the four departments and units in the Faculty of Education, including the "Pillar of Indigeneity" and "Responding and Respecting Indigenous Knowledge".</p>
Ongoing	<p>Situated on the territory of the Syilx Okanagan Nation, Okanagan School of Education (OSE) is committed to seeking ways that honour local Indigenous histories with pedagogies responsive to the relational connections to land, culture, and understandings of self in the world, across all programs. In particular, the B Ed program foregrounds classrooms as sites to address civil, racial, ecological, and social considerations and inspire transformation and reconciliation. Documenting the efforts to embody pedagogies and practices attentive to equity, diversity, inclusion, and decolonization is an important contribution to the university and greater community as a whole.</p> <p>Specifically, TRC calls 62–65, which emphasize that Indigenous histories, perspectives, and approaches to learning must inform multi-disciplinary learning experiences, have shaped our programmatic efforts. Standard 9 of the BC Teaching Council and BC Education K-12 Curriculum echoes the concerns of mobilization of First Nations ways of knowing and being within classroom instruction. To do so, OSE seeks ways for educators to strengthen relationships with Indigenous peoples and cultures in respectful and productive ways. OSE understands that the first step in this work is acknowledging that respectful relationships to the land are central to Indigenous curricular co-creation. To begin the work of co-building crucial supports for educators in response, OSE engages prospective educators, practicing educators, and community partners all situated on the territory of</p>

the Syilx Okanagan Nation in ongoing conversations learning with and through Elders, Knowledge-Keepers, and the rich resources of our greater Okanagan Region. Together, stakeholders work towards co-designing curricular experiences that foster educators' Indigenous knowledge alongside curricular embodiment of First Nations principles and practices in classrooms. There is a particular focus on knowledge of Syilx laws, customs, protocols and principles that define and inform Syilx rights and responsibilities to the land and to culture. In doing so, the aim is to provide the needed concrete co-curricular-making practices for local educators and their students. This place-based approach holds potential for transforming the educational landscape not only locally, but also as an operative guiding model more broadly.

Across the undergraduate, post bac, and graduate programs comprising OSE are:

- Valuing ongoing professional learning and development, engaging thoughtfully with local and global Indigenous communities, enlarging understandings of histories and cultures alongside theories and research in the field
- Building capacities to decolonize curricula in meaningful and sustainable ways
- Fostering conditions and supports to invest long-term in a local community of educators who will act as resources and catalysts for Indigenizing curriculum
- Mobilizing opportunities for all stakeholders to disrupt colonial relations and pedagogies
- Supporting and implementing the recommendations received from the Aboriginal Advisory Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation, and the UBC Indigenous Strategic Plan

The OSE Un/Decolonizing B Ed program design promotes ongoing un/learning professional growth opportunities for entire OSE Community including students, faculty and staff, inviting community voices and connections. This year these included:

- IndigenEyez, an Indigenous youth empowerment and leadership community program, Sept., 2023
- Cedar Bough Cleansing Ceremony, led by Syilx Elders, Sept., 2023.
- Jo Chrona, Guest Speaker, Indigenous Pedagogies and Anti-Racist Education, Oct., 2023.
- First Schools Visits – School District 23 Gathering Rooms to meet with Indigenous students and Indigenous staff, Nov., 2023
- *Sncewips Heritage Museum*: Local Teachings by museum docent, Jan., 2024
- Series of syilx kʷu ʔúllus (We Are Gathering) sessions bringing together the teacher candidates, instructors, and guest educators to consider implicit and explicit connections to Indigenous Knowledges and Perspectives in the curriculum across all grades and learning areas, January-February 2024
- Reframed B Ed program of study to include Syilx knowledge of health "when the land is healthy we are healthy."
- En'owkin Centre field trip to explore Salmon restoration and reforestation, May 2024

	<ul style="list-style-type: none"> • B.Ed. Program of study syllabi have embedded shared statement concerning Curricular Indigenization and noted on OSE website • Investment in Undergraduate RA's (prioritizing Indigenous students) assisting with curricular decolonization documentation through SSHRC, Partnership Grant. • Alternative pathways into Teacher education diversifying engagement through Bachelor of Nsyilxcn Language Fluency (BNLF) & Indigenous Teacher Education Program (NITEP) based in Faculty of Education, Vancouver, but with Okanagan Field sites and OSE connections newly in place • Grasslands Resoration Project, B Ed students learning from the land and making cross disciplinary curricular connections, Spring 2024, https://infotel.ca/newsitem/living-a-land-acknowledgement-ubcos-grassland-transformation/it101924 <p>OSE offers the following courses that are responsive to Indigenous learning contexts:</p> <ul style="list-style-type: none"> • <i>EDUC 104 - Introduction to Academic Pedagogy: An Indigenous Perspective</i> - A general undergraduate-level education course. Using an Indigenous approach to the cycle of learning, this developmental course provides an opportunity for first-year students to learn essential skills needed for academic success • <i>EDUC 534 - Coyote Stories, Pedagogy and Praxis</i> – an OSE Graduate course regularly offered yearly foregrounding Syilx knowledge. • Undergrad/Grad Summer 2024 course development: Teaching and Learning Nsyilxcn with Indigenous Scholar/Educator co-teaching alongside a Syilx Elder <p>Other ongoing examples of operationalizing program efforts to establish the OSE Community as a whole, strengthening the profession as a whole--across disciplines, interests and all phases of career include:</p> <ul style="list-style-type: none"> • SSHRC Partnership Grant: Investing in long-term trust & continued relationship-building with Syilx community members and OSE. • SSHRC Partnership Grant: Bringing three CRCs re Indigenous Pedagogies to campus in May, 2024, to participate in local and national research conversations • OSE Resource Development: seeking responsive pedagogies • Documentation of curricular Indigenization in action via video, photo imagery, presentations & publications, growing research impact • Indigenous Education Council serving advisory, guidance, and community-growing needs and responsibilities
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86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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<p>Ongoing</p>	<p>The recognition of Indigenous (First Nations, Inuit and Metis) peoples and their histories is a pillar of the Journalism program and has been for many years. The Journalism unit endeavors to embed recognition of Indigenous peoples, their stories and their experiences into the curriculum. The curriculum creates learning environments that reflect the need for journalism practice to be built on a foundation of justice. From the first day students enter the program, faculty members introduce them to the history of the land where the campus is situated. The program invites them to consider history, language, power dynamics and encourage them to build upon the strong relationships we have been able to nurture at the School.</p> <p>Journalism uses the Indigenous Strategic Plan (ISP) toolkit and learning materials to guide curricula and approaches. This includes centering Indigenous journalism and journalists in our courses and inviting Indigenous journalists into the program regularly. Over the past two decades, Journalism has built lasting relationships with members of UBC’s Indigenous faculty and with the First Nations House of Learning and the UBC Residential School History and Dialogue. The Indigenous Strategic plan is about changing the ways in which Indigenous peoples are represented and included. Our journalism training actively engages with this goal.</p> <p>Journalism was among the first schools in Canada to appoint an Indigenous faculty member, Associate Professor Candis Callison (Tahltan) who joined what was then the UBC Graduate School of Journalism in 2009. Dr. Callison is currently the Canada Research Chair in Indigenous journalism, media, and public discourse. She has been a regular contributor on the podcast Media Indigena and speaks to news media and podcasters about issues related to Indigenous concerns and social movements, climate change, and journalism ethics.</p> <p>The Journalism unit participates in campus events including the Belkin Gallery Decolonization Tour and First Nations House of Learning activities and ceremonies. Supplemental journalism materials include Indigenous approaches, perspectives and voices in courses our first-year mandatory to the ground-breaking Reporting in Indigenous Communities course (founding instructor Duncan McCue) that is now led by an Indigenous alumnus of the School. Stephanie Wood is the second alumnus to lead the course. It was previously led by Pulitzer, Dupont, Peabody, Murrow award-winning podcast producer Chantelle Bellrichard.</p> <p>Journalism is also home to the Global Reporting Centre. The first mandate of the GRC is to “engage, facilitate, and support interdisciplinary research that identifies and analyzes issues, develops collaborative solutions, and innovates on both broad research areas (such as global supply chains) and issues within the practice of journalism itself – with a specific focus on decolonizing journalism.” One of the GRC’s guiding principles is Empowerment Journalism, a model that questions one of the tenets of journalism – the editorial divide between the journalist and source. As part of this research, the GRC worked with scholars and journalists to develop a guide for equitable collaboration that builds on existing scholarship around journalism ethics and minimizing harm and takes into consideration the ramifications of sharing stories to broad audiences.</p>
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	<p>Turning Point, documentary short series filmed in Yellowknife, NWT, is one example of the knowledge translation output of this research. The series, broadcast by PBS NewsHour, features eight films co-created by Dene, Gwich'in, Métis, and Dakelh storytellers. The stories explore alcohol use, addiction, and healing alongside topics like grief, intergenerational trauma, family and relationships, surviving Indian residential school, and loss of culture and connection as a result of the Sixties Scoop.</p> <p>The project was a collaboration between the UBC School of Journalism, Writing, and Media and the Peter Wall Institute for Advanced Studies (PWIAS). At every step of the more than four-year process to produce these films, the priority was to develop methods of working that were equitable for the story tellers. It started with establishing a community partner and developing an advisory board that included Indigenous elders and community members to guide the project. Once there were several storytellers interested, project-makers spent time getting to know them, and learning about what they hoped to achieve through their film. All storytellers were directors of their own stories and had a sole byline on the PBS NewsHour stories — a starkly different approach to traditional documentaries and journalism.</p>
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92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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<p>New</p> <p>Ongoing</p>	<p>UBC Vancouver</p> <p>UBC Sauder is committed to ensuring that every student, faculty, staff member and partner is aware of the unceded status of the lands on which UBC facilities are situated, and the enduring relationship between Indigenous peoples and their territories. The School communicates the importance of land acknowledgments via video screens throughout the Henry Angus building, and encourage the integration of land acknowledgements, in a meaningful way, in classes at the start of term and at special events and gatherings.</p> <p>At UBC Vancouver, as part of the UBC-wide action to establish a cultural expert program, UBC Sauder received funding from a donor to pilot a Knowledge Keeper program for 9-12 months. Knowledge Keepers are recognized for their specific gifts, talents and knowledge. They are living libraries that pass on valuable knowledge from generation to generation. Bringing more Indigenous voices into the business school context will enable both Ch'nook and UBC Sauder students to develop new understandings of Indigenous perspectives and support</p>
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New	<p>faculty in teaching Indigenous business concepts. The proposal is currently being reviewed by Musqueam to ensure alignment with UBC Indigenous engagement protocols.</p> <p>Since April 2019, staff orientation sessions have incorporated an Indigenous Culture session, providing information on issues relating to decolonization, reconciliation and the importance of land acknowledgements. Since 2021, the School has engaged with <i>Indigenous Insights</i> to provide cultural awareness and sensitivity training through an Indigenous lens to faculty and staff through interactive workshops which were offered three times in 2023. For National Indigenous Peoples Day 2023, staff and faculty were invited for a tour of the Indian Residential School History and Dialogue Centre (IRSHDC), allowing for learning and engagement. To commemorate 2023's National Day for Truth and Reconciliation, Harry and Brad Baker, proud members of the Squamish Nation, were invited to speak to employees and faculty.</p> <p>UBC Sauder has hired its first Indigenous Adjunct Professor, Mr. Mark Podlasly (Cook's Ferry Indian Band, Nlaka'pamux Nation). Mr. Podlasly is currently the Director, Economic Policy and Initiatives to the First Nations Major Projects Coalition, a national 70+ Indigenous nation collective seeking ownership of major projects such as pipelines and electric infrastructure. He holds a Master's of Public Administration from Harvard University and has been a guest lecturer at UBC since 2017. In addition to teaching, Mr. Podlasly is helping the school with Indigenizing its curriculum.</p> <p>UBC Sauder is currently in the process of restructuring the Indigenous Student Engagement Advisor position to better align with the current Sauder Indigenous undergraduate students with the potential to grow into graduate students. This position will be under the Student Engagement Portfolio in the UGO and also work closely with the new Executive Director of Indigenous Business Initiatives & Engagement on recruitment strategy. This person can look at our Orientation, Academic, Social, Wellness initiatives and be thinking about delivery for Indigenous students.</p>
New	<p>The School is in the early stages of conceptualizing a new Indigenous Business Centre that aims to make space for Indigenous educational programs and activities. The Centre hopes to empower the learning journey of Indigenous students, prospective students, staff, and faculty, and support critical learning and un-learning for non-Indigenous members of the School's community. The School has hired a new leadership position, Executive Director, Indigenous Business Initiatives and Engagement, this role will support the development of the new Centre, as well as advancing and implementing the UBC Indigenous Strategic Plan, and other Indigenous priorities for the school.</p>
Ongoing	<p>The Indigenous Strategic Plan (ISP) is UBC's response to the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission's Calls to Action, and the Missing and Murdered Indigenous Women and Girls Inquiry's Calls for Justice. It is an action plan which will meaningfully advance the human rights of all Indigenous people and Peoples connected to the university. The ISP sets out eight goals and</p>

Ongoing	<p>forty-three actions the university will collectively take to advance our vision of becoming a leading university globally in the implementation of Indigenous peoples' human rights. This pilot programs focuses on 4 Sauder units: Ch'nook, People and Organization Development, Executive Education and Undergraduate Office. There are 3 steps:</p> <ol style="list-style-type: none"> 1) Read the UBC ISP 2) Do the Self-Assessment took kit (WE ARE HERE) 3) Intent to Action <p>The remaining programs units will be incorporated after the first units have completed.</p> <p>A UBC TLEF-funded initiative "Llgaay gwii gina sk'aadGa 'láas ad Xaaydas gina Gan unsid: Enhancing Business Education with Indigenous Knowledge" supports UBC Sauder's development of Indigenous business curriculum through an Indigenous lens and the creation of an online repository to house course resources and training materials for faculty. Over the three-year project, the school will:</p> <ul style="list-style-type: none"> • Meaningfully engage with Indigenous subject matter experts to develop curricula (case studies, lesson plans and assignments); • Create and conduct training to ensure culturally appropriate and safe learning environments; and • Create an online hub governed by Creative Commons licensing to house resources and training tools. <p>Sauder continues to offer a BCom and MBA course, <i>Indigenous Peoples and Economic Development</i>. Course objectives include demonstrating an appreciation for sustainable economic partnership with Indigenous communities and identifying how the private sector can promote reconciliation through economic development. Since September 2023, this course has been a mandatory requirement of the MBA program's new Climate Career Track.</p> <p>All MBA, PMBA, MBAN, MM and MMDD students receive training on the history and legacy of colonialism and residential schools. Part of this included the KAIROS Blanket Exercise through Sk'elep Reconciliation. The MBA's new Climate Track (specialization) includes a required course on Indigenous Relations and Climate Economy that is also available as an elective to all MBA and PMBA students.</p> <p>UBC Sauder School of Business is the only Canadian member school in the Global Network for Advanced Management. In March 2024 the School offered a one-week intensive Global Network course open to current students and incoming students from other GNAM schools. The course "Sustainable Development Goals, Cities and Inclusive Prosperity" included a case discussion on "Kanaka Bar Indian Band: Towards Self-Sufficiency, Vibrancy, and Sustainability" and a session on "The Climate Crisis and Indigenous Resiliency: A Fireside Chat with Patrick Mithell, Former Chief of T'eqt'aqtn'mux (Kanaka Bar Band)"</p>
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Ongoing	<p>Awards and scholarships have an immediate and transformational impact on students, their families and their communities—a positive sense of encouragement and support that is often felt throughout their years at UBC and carried with graduates as they progress through their careers. In addition to having this direct impact, increasing Indigenous student awards across all UBC Sauder degree programs will improve recruitment and retention, which, in turn, will enable more Indigenous students to progress from undergraduate to graduate studies. UBC Sauder offers a variety of scholarships for Indigenous learners, and continuously works with donors to create further awards:</p> <ul style="list-style-type: none"> • Spitz Fellows Program: launched with the generous support of the Spitz family in 2015, is a unique opportunity for Indigenous women (female Canadian students who identify as First Nations, Métis or Inuit) pursuing a Bachelor of Commerce at UBC Sauder. The program is open to direct entry, transfer and current students who demonstrate academic achievement, community engagement, tenacity, leadership skills and service to others. The program provides students with awards valued at a minimum of \$10,000 per academic year, which may be renewed until the Fellow graduates from the UBC BCom program. As of September 2023, there are 7 Spitz Fellows and 8 graduates, for a total of 15 students who have benefited from the Spitz Fellows award. Several Spitz Fellows have worked to create a student-run Indigenous Business Association as a way for this growing community to Indigenous women can advance their business education. • Ch’nook Scholars Program: provides Indigenous post-secondary business students with financial assistance and support to help them excel in their studies. The program is open to Canadian residents of First Nation (Status or Non-Status), Métis, or Inuit heritage who are attending a full-time business education program at a post-secondary institution in British Columbia or at the University of Calgary in Alberta. Since 2007, 291 Indigenous business students have completed the Ch’nook Scholars program, with 27 students participating in the 2023-2024 cycle.
Ongoing/New	<p>Other programs that support Indigenous learning include:</p> <ul style="list-style-type: none"> • Ch’nook Indigenous Business Education: UBC Sauder is dedicated to enhancing economic capacity-building in BC First Nations communities through expanded on-site programs delivered by the Ch’nook Indigenous Business Education unit. Ch’nook programs are 100% supported by donors. • Aboriginal Management Program: Delivered by the UBC Sauder Ch’nook Business Education since 2002, the Aboriginal Management Program (AMP) offers business education training for Indigenous business professionals, leaders, and economic development staff from across Canada. Programming includes foundational business courses such as accounting, finance, project management, business canvas, operations, marketing and First Nation law. Indigenous guest speakers present on a variety of business topics and a Musqueam Elder is incorporated into program activities. The 2024 program runs from February to June through a hybrid instruction model, with 15 student participants. • Ch’nook Accelerated Business Program: Delivered directly in Indigenous communities by Ch’nook, this customizable and accelerated program in entrepreneurship, business administration and project management has been supported in part by UBC Excellence funding. Each Accelerated Business

<p>Ongoing</p>	<p>Program (ABP) delivery is tailored to reflect the needs and desires of the partnering community or organization. Prior to COVID, the program was offered in-person to participants in Vancouver’s Downtown Eastside, Bella Bella, Port Alberni and Anahim Lake. ABP was run virtually in summer 2020 for a Squamish Nation cohort and a Ch’nook alumni cohort. In summer 2021 we delivered a new ‘proceed-at-your-own pace’ project management course to 6 Tsilhqoti’in communities in the Cariboo. This offering represented a new delivery format with course materials mailed out on USB drives with recorded videos, printed-out worksheets and homework assignments to students who don’t have access to internet or whose busy lives prevent them from committing to a real-time program thus helping to remove longstanding barriers to education in the community. In the summer of 2022, instructors applied learnings from the 2021 virtual, go-at-your-own-pace modality to develop a similar course for Musqueam learners on entrepreneurship. The program is currently being re-envisioned for deployment in partnership with the Musqueam Squamish & Tseil Waututh Training and Employment Working Group.</p> <ul style="list-style-type: none"> • Métis Nation British Columbia Business Management Program: Delivered in partnership with Métis Nation British Columbia (MNBC) since 2021, the certificate Métis Nation British Columbia Business Management Program integrates entrepreneurial business training with rich Métis cultural contexts. Participants learn key business topics taught by top-tier UBC Sauder faculty, receive one-on-one support, and create a business capstone project applicable to their business idea. A Métis Elder in Residence is integrated into all classroom activities, providing support, perspectives and guidance. Additionally, MNBC Cultural Coordinators and Elders enrich the experience with cultural lessons, including traditional beading lessons and cultural teachings, to ensure a well-rounded educational experience for Métis participants. The 2023/24 program ran from October to March and had 15 student participants. • MST Business Introduction to Real Estate Development Program: Ch’nook Indigenous Business Education is looking to partner with the MST Development Corporation (MST: Musqueam Indian Band, Squamish Nation, and Tseil-Waututh Nation) and the MST communities to deliver a MST Business Introduction to Real Estate Development Program. This program would introduce key business concepts as it relates to real estate development. As the three nations embark on significant real estate ventures in the Vancouver, Burnaby, and the North Shore areas, it is important to align educational opportunities with these megaprojects. The strategic alignment aims to enhance capacity and encourage increased involvement of Indigenous partners in the day-to-day operations of these projects. The program’s long-term goal is to increase business knowledge and expertise, leading to a rise in Indigenous employment within the real estate development industry. The pilot MST Business Introduction to Real Estate Development Program, will consist of nine courses (14 classes in total), a field trip to a public hearing at City Hall and internships for those participants that graduate from the program. The program proposal is currently being reviewed by MSTDC. <p>The Dhillon Centre’s Governance Pathways Program is an invitation-based, complementary board training program developed to increase the pool of diverse board-ready candidates for Canadian corporate boards. Its aim is to support business leaders from backgrounds traditionally facing systemic barriers to transition from</p>
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Ongoing	<p>executive roles and nonprofit board experience to paid and corporate board work. Cohorts will be balanced approximately equally between business leaders who are Indigenous, from racialized backgrounds, and contributing other forms of diversity. The program is held virtually and comprised of six 90-minute sessions held over 18 months. The current cohort is made up of 23 participants, eight of whom are indigenous. Since 2017, the Centre has advanced discussion on Indigenous rights, relationships and reconciliation by hosting speakers, panels and workshops including: “Reconciliation: A New Relationship for Investors”, “Indigenous Investment Issues and Governance”, “Aboriginal Law: Compensation Principles and Opportunities for Economics Development”, “The Business of Pipelines: Understanding Crown Duty of Accommodation and Indigenous Rights”, “Community Fostering: Haida Vision, Gwaii Trust and Conservation”, and “The “I” in ESG: Indigenous Approaches to EDG Investing”.</p> <p>In 2022, the School created a new web presence to showcase and profile our Indigenous activities and initiatives across the School: https://www.sauder.ubc.ca/indigenous.</p> <p>The Pathways program will help more Indigenous students successfully apply, attend and graduate from post-secondary business programs by providing critical supports and infrastructure. As a part of this effort, UBC Sauder will seek to understand and remove barriers for students interested in business focused post-secondary education, in particular at UBC Sauder. Through Pathways and collaboration with other strategic partners, UBC Sauder will build relationships with high schools and key groups to increase awareness of post-secondary opportunities and the benefits to individuals and broader communities. The Pathways program will provide support throughout the student journey, from navigating complex application processes and pre-requisites to helping students move through their program including networking, mentorship and tutoring to ensure success. The program is designed with two primary goals:</p> <ul style="list-style-type: none"> • To increase awareness of business as an option for Indigenous learners who want to become economic and community leaders one day, and • To provide resources to support Indigenous elementary and secondary students’ pursuit of post-secondary business programs and careers
New/Ongoing	<p>Sauder facilities with Indigenous design work include:</p> <ul style="list-style-type: none"> • Musqueam Art Installation: as described by the artist, “This piece has been inspired by Ancestral Musqueam weaving and the theme of Coast Salish Commerce and the history of trade, including with new non-Indigenous peoples. Woven into the tapestries are four carved and twenty bronze-cast Salish faces, representing peoples from all four corners of the earth. Each piece is also carved with a series of different animals, symbolizing the land (wolves), the sea (salmon) and the sky (eagles.) The installation is designed to pay tribute to this place and its earliest inhabitants and to signify the coming together of people with a common goal, crossing paths and interweaving cultures.”

	<ul style="list-style-type: none"> The Powerhouse Project: UBC Sauder is undertaking the building of an additional building to accommodate growth in student numbers, programs and initiatives. Included in this project is the new Indigenous Business Centre. The new building will include space dedicated to Indigenous Learners for social, cultural and academic purposes. Consultation with Musqueam is underway to ensure the design and features meet the needs of Indigenous learners and pay respect to and acknowledge the traditional, ancestral, and unceded territory of the Musqueam People. <p>UBC Okanagan</p>
Implemented	<p>In 2022, the Faculty of Management at UBCO hired a full-time Lecturer, Dr. Dustin Gumpinger, who has extensive experience in examining Indigenous rights and title, and the legal and ethical responsibilities that courts, governments, and businesses owe to Canada’s Indigenous Peoples. He brings this lens to the continued development and delivery of <i>MGMT 110 - Introduction to Management Thought and Social Responsibility</i>, which is a first-year required course for all Bachelor of Management students, dual degree Master of Management, and is open to all students across campus. Dustin will also bring this lens to his new role as the Undergraduate Coordinator, taking on responsibilities related to Academic Concession, student progression, academic integrity and academic policy review.</p>
Implemented	<p>The Ministry of Post-Secondary Education and Future Skills’ Co-op and Work Integrated Learning Initiative funding in 2022 piloted two Indigenous Co-op Coordinator roles in the UBC Okanagan Interdisciplinary Co-op Education program. The aim of this pilot was to support Indigenous UBC students to engage in co-op education opportunities while advancing collaboration with both internal and external stakeholders. The pilot informed the Co-op program development.</p>
Ongoing	<p>The Bachelor of Management <i>MGMT 410 - Leadership in Complex Environments</i> is an elective course that is open to all undergraduate students who meet its pre-requisite requirements. The course includes interviews and discussions with private and public sector leaders, including local First Nations leaders.</p>
New	<p>UBC Faculty of Management hired a part-time faculty member with Indigenous background, Candice Loring (Adjunct professor), who started July 1, 2023. In addition to teaching, the new faculty member is involved with a number of school activities, including Indigenous student recruitment, community engagement and curriculum development. In 2023, <i>MGMT 100</i>, a required course for all management students, was co-developed and delivered by Loring.</p>

New	The Faculty launched its first Indigenous Business Speaker Series in March, 2024. The 2-hour event welcomes students and faculty from across campus, and community members to learn from and engage with local Indigenous business leaders shaping the landscape of Indigenous leadership, entrepreneurship and governance. The first part involves a formal keynote presentation, where the speaker shares experiences and insights. The second part is an interactive, facilitated discussion between the speaker, moderator, and participants.
Planned	The Faculty is launching a Community of Practice to support instructors incorporating Indigenous knowledge and ways of knowing in their teaching. The Community of Practice aims to provide education for reconciliation through support for instructors to reflect on and enhance their understanding and knowledge of Indigenous ways of knowing, culture, histories, experiences and worldviews. The first Community of Practice will be led by Indigenous Programs and Services, and the faculty will complete the Indigenous Strategic Plan Self-Assessment in Spring, 2024.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

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

Article 15

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

Article 21

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
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	The Indigenous Strategic Plan (ISP) is UBC’s response to the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission’s Calls to Action, and the Missing and Murdered Indigenous Women and Girls Inquiry’s Calls for Justice. It is an action plan which will meaningfully advance the human rights of all Indigenous people and Peoples connected to the university. The ISP sets out eight goals and forty-three actions the university will collectively take to advance our vision of becoming a leading university globally in the implementation of Indigenous peoples’ human rights. The Indigenous Strategic Plan provides
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thoughtful guidance for action and a framework for reconciliation in a post-secondary context. In post-TRC Canada, UBC is morally and ethically compelled to implement these global human rights standards. Pursuing reconciliation is a collective university responsibility, a thread that runs through all areas of the university.

The ISP includes eight goals designed to guide faculties and others to follow through on the University's commitment to meaningful reconciliation:

- Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.
- Advocating for the truth: Facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.
- Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.
- Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses
- Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.
- Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.
- Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.
- Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities

The Indigenous Strategic Initiatives (ISI) Fund supports implementation of the Indigenous Strategic Plan. Funds are available to support projects that advance UBC's Indigenous Strategic Plan priority actions across both the Vancouver and Okanagan campuses.

In addition to the examples provided in the TRC reporting template above, below are examples from several Faculty's that demonstrate how UBC is working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples,

Ongoing	<p>The “Creating Structures for Meaningful Indigenous Community-UBC Health Partnerships” is an Initiative intended to Improve structures at the community and instructional level for meaningful and sustainable Indigenous Community and UBC partnerships in health and wellness research and learning. This involves creating a blueprint for meaningful and sustainable health research collaborations by learning from existing Indigenous community partnerships, establishing reciprocal and sustained co-learning, and fostering Indigenous undergraduate and graduate learning and work-experience opportunities within Indigenous community organizations, Human Early Learning Partnership and the Centre for Excellence in Indigenous Health.</p>
New/Ongoing	<p>The UBC Remote Community Drone Transport Initiative was established in collaboration with the Stellat’en First Nation, the Village of Fraser Lake, the First Nations Health Authority, Northern Health, LifeLabs, and Rural Coordination Centre of BC for the purpose of investigating the feasibility of using drone technology to address inequities in access to physically necessary health care supplies and services experienced by many rural and remote First Nations communities. Building in-community capacity and creating local employment opportunities in Stellako is one of the primary objectives of the project, and a number of community members have been hired to oversee critical functions relating to the project’s operations. As well, in its first phase, the DTI has held a number of public engagement events intended to generate interest in drone-technology-related and STEM careers in conjunction with the local school board. Community engagement will remain an important aspect of the Project as it moves into its second phase.</p>
Ongoing/ Completed	<p>The UBCO College of Graduate Studies:</p> <ul style="list-style-type: none"> • Offers a credential in Cultural and Social Awareness since 2021, consisting of eight workshops over three themes (Interculturalism, Equity and Inclusion, and Mental Health and Wellbeing). These workshops focus on building awareness around social and cultural difference, diversity, inclusion, and equity, and will be offered in partnership with relevant organizations on campus. • In partnership with Indigenous Programs and Services, offers an Indigenous Graduate Student Orientation – offered at the start of each term, incoming Indigenous students connect with fellow Indigenous graduate students, learn about the on-campus Indigenous Centre, and hear about programs and services that are available to Indigenous students. • In partnership with Indigenous Programs and Services, offers two Indigenous content workshops to all grad students and postdoctoral fellows: • Supports the University’s Relationship with the Host Nation: The Okanagan Nation’s history with UBC dates back to the inception of this campus in 2005. Okanagan Nation member Adrienne Vedan, the Director of Indigenous Programs & Services, guides participants on an interactive journey through the evolving relationship with UBC and the unique programming offered here. • Offers the History of First Nations in British Columbia: This interactive workshop looks at the roles belonging and education play in rebuilding communities which have been damaged by the Sixties Scoop and Residential School system. Shuswap Nation member Dan Odenbach reflects on his journey through

	<p>the Sixties Scoop and how his world view has changed from being a former child in care to a UBC staff member.</p> <ul style="list-style-type: none"> • In collaboration with Indigenous Programs and Services, shares an Indigenous Graduate Student Advisor position. This role manages the Pathways to Graduate Studies Program for Indigenous students, and provides a culturally appropriate single point of contact to assist with the application process, through the student lifecycle and beyond to potential postdoctoral positions. • Completed the Indigenous Strategic Plan Self-Assessment Tool to reflect on and discuss the College's role within UBC and within the context of Indigenous engagement. The College has used this information to develop an Intent to Action Plan that supports the Indigenous Strategic Plan and promotes the principles of UNDRIP and Indigenous peoples' human rights.
Ongoing	<p>In Tri-Agency doctoral scholarship competitions, each institution is permitted to nominate any number of Indigenous candidates, in addition to the institutional quota of nominations. The College of Graduate Studies has made use of that opportunity to support Indigenous scholars. The College of Graduate Studies reserves one \$15,000 British Columbia Graduate Scholarship exclusively for an Indigenous student.</p>
Ongoing	<p>In 2022, the College of Graduate Studies looked to re-envision the Indigenous scholarship program. Following consultation with faculty leadership and Indigenous Programs and Services, several changes to the program have been implemented:</p> <ul style="list-style-type: none"> • UBC Okanagan Indigenous Scholars Award: the UBC Okanagan Indigenous Scholars Award (ISA) is an award to support incoming full-time Indigenous students entering or continuing in a research-based graduate program. The Award is for First Nations, Métis, and Inuit people of Canada, in accordance with section 35(2) of the Constitution Act, 1982. The Award will also consider Indigenous people of a transborder Indigenous nation (American Indian or Alaska Native). The Award provides funding for up to two years for master's students and up to five years for PhD students at \$10,000/year. All Indigenous students entering a research-based graduate program are considered for this award. • UBC Okanagan Indigenous Graduate Fellowship: the UBC Okanagan Indigenous Graduate Fellowship (IGF) is a merit-based fellowship that is awarded to incoming full-time Indigenous students entering or continuing in a research-based graduate program. The Fellowship is for First Nations, Métis, and Inuit people of Canada, in accordance with section 35(2) of the Constitution Act, 1982. The Fellowship will also consider Indigenous people of a transborder Indigenous nation (American Indian or Alaska Native). The Fellowship provides funding for up to two years for master's students and up to five years for PhD students at \$20,000/year plus tuition. The first IGF competition launched in Spring 2024.
Ongoing	<p>To reduce barriers and support the recruitment of Indigenous graduate students, effective April 1, 2022, the College of Graduate Studies introduced application fee waivers for Indigenous applicants. Graduate student</p>

	<p>applicants who self-identify as Indigenous (First Nation, Métis, or Inuit), and whose traditional territory resides primarily within Canada, are eligible for an application fee waiver.</p>
New	<p>The Interdisciplinary Graduate Studies Program launched the Indigenous Knowledges theme which draws on Indigenous pedagogy and research methodologies when working with the Land, Elders and community. The goal of the Indigenous Knowledges Theme is to revitalize traditional Indigenous Knowledge systems, inspire effective actions to meet contemporary challenges, and co-create new Indigenous Knowledge. Students will undertake projects in diverse and inter-related areas such as language recovery/reclamation, redevelopment of Indigenous governance systems, health and wellbeing, ecological restoration, food sovereignty, housing and cultural revitalization.</p>
New	<p>The Faculty of Arts and Social Sciences at UBCO (FASS) has secured a variety of new faculty members to advance the Faculty’s commitments to the TRC Calls to Action and UNDRIP:</p> <ul style="list-style-type: none"> • Dr. Alanise Fergusson, Assoc. Professor of Indigenous Studies, Department of CCGS (hired July 1, 2023), named Canada Research Chair, Tier 2 in Indigenous Wellbeing, effective July 1, 2024. • FASS now has a cohort of dedicated researchers & instructors specializing in indigenous wellbeing – Dr. Fergusson, Dr. Hutchinson (hired July 1, 2023), Dr. Legault (hired July 1, 2019). • A new hire in Indigenous pedagogy, Dr. Ben Ramirez (hired July 1, 2023), (Ojibwe Indg. Person), Educational Leadership tenure-track. • Indigenous Knowledges, Interdisciplinary Graduate Studies Theme – a new program for MA and PhD students. New cohort has been admitted and will start September 2024.
Ongoing	<p>The Faculty of Science (FoS) at UBCO:</p> <ul style="list-style-type: none"> • Engages in end-to-end hiring practices modified to support hiring of Indigenous peoples. • Continues ongoing work continues to further reflect Indigenous perspectives and knowledge in curricula across the Bachelor of Science. • Offers the Bachelor of Sustainability: This new program was developed to advance sustainability across teaching, learning and research. The program also aligns with UBC’s commitment to the Truth and Reconciliation Commission of Canada and the United Nations Declaration on the Rights of Indigenous Peoples. All students in the program are required to take an Indigenous studies course that introduces concepts of Indigenous knowledge, which will contribute to advancing reconciliation with Indigenous Peoples. • Has Dr. Adam Ford (Biology) represent the Faculty on the UBC Okanagan Indigenous Pathways to Graduate Studies Committee • Offers the Wildland Fire Ecology and Management Program (non-credit) – the technical advisory committee for the WFEM includes Indigenous elders, knowledge keepers, scholars and practitioners.
New	<p>Other new Faculty of Science updates include:</p>

<p>New/In Progress</p>	<ul style="list-style-type: none"> • Starting W2024, BSc students entering the program will be required to complete three credits of <i>INDG 100</i>. The Faculty of Science will hire an Indigenous Work Study student this summer to assist Indigenous Studies faculty members in the development of materials for <i>INDG 100</i>. • The 3rd of 4 Indigenous Graduate Cohort in Ecology student has finished their degree (with the end of the grant this year from a private donor). • Dr. Adam Ford, Wildlife Restoration Ecology (WiRE) Lab is hiring an Indigenous Community Research Coordinator. • The search committee is active for two Indigenous hires in the Faculty of Science (Chair Ed Hornibrook; members Kyle Larson, Adrienne Vedan and Shandin Pete [UBCV EOSC]). • The Earth, Environmental and Geographic Sciences (EEGS) department and the IK Barber Faculty of Science were Bronze Sponsors of the Environmental Flow Conference held in Kelowna 13-15 March, 2024. Dr. Craig Nichol (EEGS) and Marni Turek (Watershed Management Research Extension Facilitator, Career and Personal Education Program Coordinator) attended to host the UBCO booth and participate in the meeting. The conference format used the Sylix Okanagan decision-making framework, Enowkinwixw. • The FoS first Indigenous faculty hire, Renelle Dubosq, a nano-geologist, will be starting her position in the EEGS department on July 1, 2024 • Professors and colleagues from the IK Barber Faculty of Science are leading, or are active members of, seven (of 11) proposals for research space in the new ʔəl sic snpaʔnwixʔtn building. They are currently engaged in the Stage II process that will establish collaborative research neighbourhoods. <p>Okanagan School of Education:</p> <ul style="list-style-type: none"> • Now offers an Education Doctorate: First cohort will start summer 2024. Un/Decolonizing curricular emphases with Syilx host providing ongoing guidance • A MOU is in progress between Central Okanagan School District and OSE for access to Indigenous high school students to a restricted section of EDUC 104, Introduction to Academic Pedagogy: An Indigenous Perspective. Using an Indigenous approach to the cycle of learning, this developmental course provides an opportunity for students to learn essential skills needed for academic success at university, in support of recruitment and retention efforts to UBCO.
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In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
Program Name	Accreditation Standard Details <i>(If none exist, N/A)</i>
UBCV Bachelor of Science in Nursing	Canadian Association of Schools of Nursing (CASN) Accreditation Standards: Standard 4.14 – Program Framework & Curriculum. The curriculum implements Action 24 of the Truth and Reconciliation Commission’s calls to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.
UBCV Bachelor of Science in Nursing	Canadian Association of Schools of Nursing (CASN) Accreditation Standards: Standard 4.14 – Program Framework & Curriculum. The curriculum implements Action 24 of the Truth and Reconciliation Commission’s calls to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.
Audiology and Speech-Language Pathology	The inclusion of cultural safety and humility for clinical practice with Indigenous people and of EDI content in accreditation and curriculum standards is one of the future tasks of the newly established Curriculum Standards Committee.
Genetic Counselling	Cultural safety and humility accreditation standards are part of Accreditation Council for Genetic Counseling Diversity, Inclusion and Equity (DEIJ), and Justice requirements for Administration, where it is mandated that “[p]rogram leadership and all instructional faculty and staff complete and document a minimum of at least one hour of training/coursework related to principles of diversity, equity, inclusion, and justice. Clinical supervisors must complete at least 0.5 hour of training in DEIJ” and “[i]nstructional staff is responsible for incorporation of principles of diversity, inclusion, equity, and justice into coursework; fieldwork supervisors are to incorporate principles of diversity, inclusion, equity, and justice into patient care and mentoring”, as well as those for Curriculum, where accreditation requires that “DEIJ topics [must] be incorporated across all content areas in section including: a. Awareness and appreciation of multiple forms of identity including, but not limited to: age, race, ethnicity, sex, gender, sexual orientation, socioeconomic status, country of origin, culture, language, religion, spiritual beliefs, legal status, health history, and disability; b. Personal identity and implicit bias; c. Critical historical events that affect diverse client populations and their interaction with the genetic counseling field, as well as the broader healthcare system; d. Systemic health care

	disparities and social determinants of health; and e. Addressing and preventing instances of prejudice/discrimination.”
MD (Undergraduate)	Aligns with Committee on Accreditation of Canadian Medical Schools (CACMS), Standard 7 – Curricular Content, Element 7.6 - “The faculty of a medical school ensures that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address the unique needs of people of diverse cultures, genders, races and belief systems, in particular the Indigenous peoples of Canada. The medical curriculum prepares medical students to: <ul style="list-style-type: none"> • Recognize and appropriately address the manner in which people of diverse cultures, genders, races and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments; • Recognize and appropriately address personal biases (cultural, gender, racial, belief) and how these biases influence clinical decision-making and the care provided to patients; • Develop the basic skills needed to provide culturally competent health care; • Identify health care disparities and participate in developing solutions to address them.”
MD (Postgraduate)	New standards are nearing the final stages of national approval for Accreditation for all Royal College and Family Practice residency training programs which will incorporate Indigenous cultural safety as part of resident training. These standards will contain items relating to addressing systemic racism and health inequities affecting Indigenous peoples in Canada through alignment with the Truth and Reconciliation Commission’s Calls to Action driven by extensive engagement with Indigenous peoples and the incorporation of an anti-racism lens into medical education, research and clinical care with an emphasis on supporting self-determination. However, many MD postgraduate programs within the Faculty have already made cultural safety training mandatory, and the postgraduate team has also developed training (as well as “train-the-trainer” coaching) for those chairing cultural safety training sessions, available to both faculty and residents.
Midwifery	Comports with BC College of Nurses and Midwives Education, Standards, Indicators & Evidences, which requires alignment with best practices described in documents such as the Canadian Patient Safety Institute’s <i>Safety and Competencies Framework</i> and the <i>In Plain Sight</i> report and the College’s practice standards relating to Indigenous cultural safety, cultural humility, and anti-racism, as well as the 2019 Canadian Association of Midwifery Educators Accreditation Commission criteria, which mandate curricular content pertaining to “knowledge of Aboriginal midwifery, Aboriginal health issues, including the history and legacy of residential schools, Indigenous teachings and practices” and “[a]chieving cultural and interprofessional competence”.
Occupational Therapy	In accordance with Canadian Association of Occupational Therapists’ 2022 Academic Accreditation Standards and Self-study Guide, which mandates the following:

	<ul style="list-style-type: none"> • “2.21 The educational conceptual framework includes an educational philosophy, values and beliefs statement expressed in terms that are inclusive and respectful of diversity”, as demonstrated through “[a] report that documents and critically reflects upon congruence of the educational conceptual framework with the department/school’s vision and mission, [and highlights] the concepts that demonstrate ‘the profession’s concerns with inclusion, diversity, justice, and human rights in daily life.’” • “2.41 A professional conceptual framework includes a professional philosophy, values and beliefs statement that is expressed in terms that are inclusive and respectful of diversity”, expressed through “[a] critical reflection of the congruence of the professional conceptual framework with OT philosophy, values and beliefs on collaborative relationship-focused and occupation- based practice that is inclusive and respectful of diversity.” <p>Additionally, the Program’s Strategic Plan contains the following objectives under its fourth Pillar (Galvanize People & Partnerships)...:</p> <ul style="list-style-type: none"> • “ 4. Attract students, faculty, and staff with diverse lived experience across OSOT (Occupational Science & Occupational Therapy) programs.” • “ 5. Students, staff, and faculty consciously contribute to developing and maintaining learning and work environments that are safe, supported and connected, enriching the wellbeing and success of all.” <p>...and includes the following as indicators:</p> <ul style="list-style-type: none"> • “4. Conduct an annual diversity survey, review recruitment, admissions and hiring processes to monitor and make adjustments to ensure persons with diverse experiences are represented in OSOT.” • “5. Engage students, faculty and staff in cultural safety training and positive space workshops, conduct surveys, and proactively offer accommodations to students.”
Physical Therapy	<p>Aligns with Physiotherapy Education Accreditation Canada’s Accreditation Standards for Canadian Entry-to-Practice Physiotherapy Education Programs Standards, in particular:</p> <ul style="list-style-type: none"> • 2.2—“ The curriculum plan reflects relational accountability to Indigenous Peoples and their communities (e.g., mandatory pre-admissions or curricular content in cultural competency, critical consciousness, cultural safety, cultural humility, history and legacy of residential schools, Indigenous practices, settler-Indigenous health issues, the colonial history of Canada).” • 3.2—“ The program offers and/or supports educational opportunities and educational resources to faculty and instructors to facilitate their own learning on the colonial history of Canada, Treaty rights, Indigenous sovereignty, cultural safety, and anti-racism, and the implications and relevance for physiotherapy education and practice.”

	<ul style="list-style-type: none"> 5.4—" The program demonstrates a commitment to relational accountability to Indigenous Peoples and their Communities."
UBCO Bachelor of Science in Nursing	<p>Follows the Canadian Association of Schools of Nursing (CASN) Accreditation Standards: Standard 4.14 – Program Framework & Curriculum. The curriculum implements Action 24 of the Truth and Reconciliation Commission’s calls to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.</p> <p>Also follows the British Columbia College of Nurses & midwives practice standard: Indigenous cultural safety, cultural humility, and anti-racism. This standard is organized into six core concepts. 1) Self-reflective practice, 2) Building knowledge through education, 3) Anti-racist practice, 4) Creating safe health care experiences, 5) Person-led care (relational care), 6) Strengths-Based and Trauma-Informed Practice (looking below the surface).</p>
UBCO Bachelor of Health and Exercise Sciences	N/A - Not accredited
UBCO/UBCV Master of Social Work	<p>Aligns with the Canadian Association of Social Work Education (CASWE) standards:</p> <ul style="list-style-type: none"> 3.4.3 - The academic unit collaborates with multiple partners to develop curricular content relevant to core learning objectives. The academic unit specifically collaborates with multiple Indigenous partners (including, but not limited to, scholars, professors, students, knowledge keepers, and community members) to develop curricular content relevant to core learning objectives # 4 & # 5 and pertinent to the territories in which the program operates. This includes relational work with diverse Indigenous nations who are not connected to traditional territories. Core learning objective 4: Social work students have opportunities to... <ul style="list-style-type: none"> recognize the multiple expressions and experiences of colonialism that exist within Canada and globally; understand that colonizing narratives, have been, and continue to be embedded in social work practice, policy, research, and education; Core learning objective 5: Social work students have opportunities to... <ul style="list-style-type: none"> incorporate The Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Calls to Action of the Truth and Reconciliation Commission, Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, and the Viens Report from the Commission of inquiry into Aboriginal Relations and certain public services in Quebec: listening, reconciliation and progress in the development of their professional practice;

	New	<p>connection to Indigenous communities who are working with or will work with UBC-Vancouver School of Nursing. The INL-Students will manage recruitment/retention initiatives and clinical placements to ensure the success of Indigenous nursing students across the nursing programs. The INL-Students works to support culturally safe student experiences and to build a community for Indigenous nursing students in the school. The incumbent will develop recruitment and outreach strategies to engage Indigenous communities. The INL will also work closely with faculty across the School working together on pedagogy specific to teaching and mentoring Indigenous students and caring for Indigenous patients.</p> <p>Bringing their vast knowledge of the healthcare system and nursing coupled with their lived experience the INL will be an integral role to help the School achieve its goals of decolonizing nursing education. The INL will also work closely with faculty across the School advising on pedagogy specific to teaching and mentoring Indigenous students and caring for Indigenous patients.</p>
Faculty of Medicine	Ongoing	<p>The Faculty's former Indigenous Student Initiatives Manager, Mr. James Andrew, a member of the Lil'Wat Nation, has played a critically important role for the MD Undergraduate Program, leading the development and management of Indigenous medical student support programs, in addition to working with medical students and residents who have an interest in Indigenous health, and advising Indigenous medical student representatives.</p> <p>Mr. Andrew has travelled to each of the distributed program sites several times a year to ensure that the academic and community needs of Indigenous students in the MD Undergraduate program are being met. Together with the Indigenous Initiatives and Admissions Coordinator, he also attended numerous career fairs and community events, travelling to colleges and post-secondary institutions to connect with potential Indigenous students and provide them with information and support on the MD Admissions process. In his new role as</p>

		<p>Associate Director of Indigenous Initiatives, Mr. Andrew will oversee the implementation of student engagement and support programs across the Faculty, and his work in the MD Undergraduate Program will be continued by Ms. Meghan MacGillivray, Indigenous Student Initiatives Manager.</p> <p>Mr. Derek Thompson, the Faculty of Medicine Director, Indigenous Engagement, created the Indigenous Initiatives Speaker Series, which seeks to provide a platform to continue the conversation about telling the truth and reconciling for the future, and advance individual and collective understanding about Indigenous peoples. The series has thus far hosted luminaries such as Splatsin First Nation Chief Kukpi7 Wayne Christian, Healing Our Spirit Worldwide founding member Rod Jeffries and Parliamentary Poet Laureate Louise Bernice Halfe – Skydancer.</p> <p>Dr. Terri Aldred of the Ti’Azt’En Nation serves as the MD Postgraduate Program’s Director of the Indigenous Family Medicine Residence Program, which is the first of its kind in Canada. It provides unique opportunities for Family Medicine Residents with specific interests in Indigenous health care to train in delivering culturally appropriate holistic care using both modern and traditional healing approaches within Indigenous communities throughout the province</p> <p>In March 2021, the MD Undergraduate Program appointed Dr. Rebecca Howse, who is Cree-Métis and a member of the Métis Nation of Alberta, as Undergraduate Medical Education Curriculum Lead on Indigenous Health. This is a new role and Dr. Howse will work closely with the Undergraduate Medical Education Leadership, Course Directors, Faculty Development and the CEIH to improve the quality and effectiveness of the Indigenous curriculum and its delivery and to ensure that Indigenous peoples and health issues are represented in a culturally appropriate manner across all components of the MD</p>
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		Undergraduate Program curriculum, and that all teaching in the Program occurs in a culturally safe and relevant way.
UBC Health	Ongoing	<p>The Master of Physical Therapy and Master of Occupation Therapy (MOT)—North Program has co-appointed Ms. Abby Lodge to the position of Indigenous Coordinator—Division of Medical Sciences, to support the integration of Indigenous curriculum and community outreach. In addition, the programs are in the process of hiring a Justice, Equity, Diversity and Inclusion Advisor to review curriculum, and to sit on the departmental Justice, Equity, Diversity and Inclusion committee. The Physical Therapy program also benefits from the expertise of Ms. Shannon Field as Indigenous Initiative Manager.</p> <p>The Midwifery Program has appointed Ms. Katia Mordak, who brings her experience as a registered midwife, as the Indigenous Midwifery Student Coordinator. In this position, Ms. Mordak participates in interviews, provides mentorship to students, holds Indigenous student orientations and cultural events, and assists the Midwifery faculty in ensuring the curriculum is culturally safe. The 2020 Framework of Competencies for Indigenous Midwifery Knowledge and Skills, created by the National Aboriginal Council of Midwives and used across Canada, was threaded through the Midwifery undergraduate curriculum in a May 2021 update.</p>
UBCO School of Nursing	New/Ongoing	The School of Nursing is in the process of recruiting one Principal's Research Chair (Tier II) in Indigenous health and wellness that will begin in 2024-25. This position will be at the Assistant or Associate Professor rank.

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
<p>UBCV School of Nursing</p> <p>As above, continuing since 2023, with the support of funding from the Ministry of Post-Secondary Education and Future Skills, UBCV is offering a “bridging program” that welcomes Indigenous RNs from across the province to apply to take online graduate courses. The goal of this project is to support Indigenous nurses interested in pursuing graduate education to gain experience with graduate-level coursework that is transferable to future degrees, while also receiving mentorship to prepare for application to a master's program.</p>	<p>2024 funding for up to 5 participants + Indigenous peer mentor</p>	<p>4 students enrolled, all applied for & transitioning into UBC graduate nursing programs.</p> <p>1 Indigenous PhD student provided mentorship & support to participants via weekly mentorship meetings.</p>
<p>Audiology and Speech-Language Pathology—Numerous; refer to Health Professional Programs section relating to Calls to Action 23 and 24 and the UNDRIP in this document.</p>	<p>N/A</p>	<p>2.8% Indigenous learner enrollment over last 10 years (total 13 individuals, self-reported).</p>
<p>Genetic Counselling—Numerous over several years; refer to Health Professional Programs section relating to Calls to Action 23 and 24 and the UNDRIP in this document.</p>	<p>N/A</p>	<p>The program had received no recent Indigenous applicants prior to 2023, but two applicants were interviewed for the 2024 admissions cycle</p>

		(admissions not yet finalized at time of writing).
MD (Undergraduate)—Numerous; refer to MD Undergraduate recruitment and learner support initiatives described in relevant Calls to Action 23 and 24 and UNDRIP sections of this document.	No specified target per se, but seats have been held for qualified self-identified Indigenous applicants since establishment of Indigenous MD Admissions Program in 2002.	4% Indigenous learner enrollment over last 10 years (total 116 individuals, self-reported).
MD (Postgraduate)—Numerous; refer to MD Postgraduate learner support initiatives in relevant Calls to Action 23 and 24 and UNDRIP sections of this document.	N/A	Of residents entering residency through MD Undergraduate Program at UBC, 4% (of 39-45% of a total of 60 residents, depending on year) have self-identified as Indigenous over the past 10 years, not including the year 2023, for which data is not yet available. For Postgraduate Year 1 respondents to the Resident Profile Survey (representing 71-77% of all 30 residents asked to participate) in 2022 and 2023, 5.3% have self-identified as Indigenous.
Midwifery—Numerous; refer to Health Professional Programs section relating to Calls to Action 23 and 24 and the UNDRIP in this document.	No specified target per se, but a portion of available seats (now 32 total) are held for qualified self-identified Indigenous applicants	9.9% Indigenous learner enrollment (total 21 individuals, self-reported) over last 10 years (with 2014 and 2015 data based on entrance survey, with 80-90% of enrollees responding).
Occupational Therapy—Numerous; refer to Health Professional Programs section relating to Calls to Action 23 and 24 and the UNDRIP in this document.	N/A	3.4% Indigenous learner enrollment over last 10 years (total 19 individuals, self-reported).

<p>Physical Therapy—Numerous; refer to Health Professional Programs section relating to Calls to Action 23 and 24 and the UNDRIP in this document.</p>	<p>No specified target per se, but a portion of seats (120 total) are held for qualified self-identified Indigenous applicants.</p>	<p>4.5% Indigenous learner enrollment over last 10 years (total 41 individuals, self-reported).</p>
<p>UBCO School of Nursing - Works with Indigenous Programs and Services, the Aboriginal Admissions Policy, and the College of Graduate Studies to recruit more Indigenous students into all three programs (BSN, BHES, MSW). The two UG programs (BSN, BHES) also admit Indigenous applicants through the Aboriginal Studies Access Program.</p>	<p>15% of all students identifying as Indigenous</p>	<p>12-15% of students self-identify as Indigenous</p>
<p>UBCO School of Health and Exercise - SHES has a summer Indigenous intern program for senior high school students to have exposure to the school and to increase enrolment of Indigenous students.</p>	<p>15% of all students identifying as Indigenous</p>	<p>15% of students self-identify as Indigenous</p>
<p>UBCO School of Nursing – The School has committed to accepting all Indigenous students who apply to the program and meet the admission criteria. The SON has a supportive admissions program for Indigenous applicants, and this has resulted in a strong number of students admitted to and graduating from our program. The SON remains committed to recruiting and supporting Indigenous students in the program, and also looking at additional ways to further increase the number of Indigenous applicants to the BSN program</p>	<p>N/A</p>	<p>12-15% of our BSN students self-identify as Indigenous and the rate of attrition from our program is similar between Indigenous and non-Indigenous students.</p>

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> <p><i>Example: Completed</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
<p>UBCV School of Nursing – Bachelor of Science in Nursing</p>	<p>Ongoing</p>	<p>As above, since 2018, the UBC Vancouver (UBCV) School of Nursing has a required course in the BSN program - NURS 353: <i>Promoting the Health of Indigenous Peoples</i>. This 2-credit course is taken by all undergraduate nursing students at UBCV during Term 2 of their 5-term program. Since it began in 2018, this course has been taught in partnership with Indigenous Elders, knowledge keepers, and community partners.</p> <p>During Terms 1, 2, and 4, all BSN students are also enrolled in the UBC Health Indigenous Cultural Safety Training, which consists of 4 modules including both asynchronous & synchronous, in-person learning opportunities.</p>

UBCV School of Nursing – Bachelor of Science in Nursing	Ongoing	Since 2022, competencies related to British Columbia College of Nurses, Nurse Practitioners & Midwives (BCCNM) Practice Standard – Indigenous Cultural Safety, Cultural Humility, and Anti-racism are integrated into teaching and assessment in all clinical practice courses from Terms 1 through 5.
UBCV School of Nursing – MN-NP	Ongoing	Since 2022, competencies related to British Columbia College of Nurses, Nurse Practitioners & Midwives (BCCNM) Practice Standard – Indigenous Cultural Safety, Cultural Humility, and Anti-racism are integrated into teaching and assessment in all clinical practice courses & practicum experiences.
Midwifery	Ongoing	UBC 23 24 Indigenous Cultural Safety
Genetic Counselling	Ongoing	UBC 23 24 Indigenous Cultural Safety
MD (Undergraduate)	Ongoing	UBC 23 24 Indigenous Cultural Safety, student visits to traditional territories of enrollment site in second term, and numerous curricular items
MD (Postgraduate)	Ongoing	Several, e.g., <u>Sa</u> n'yas Indigenous Cultural Safety Training Program and Indigenous Cultural Competency Certificate
Audiology and Speech Language Pathology	Ongoing	UBC 23 24 Indigenous Cultural Safety
Occupation Therapy	Ongoing	UBC 23 24 Indigenous Cultural Safety
Physical Therapy	Ongoing	UBC 23 24 Indigenous Cultural Safety
UBCO School of Nursing – Bachelor of Science in Nursing	Ongoing	NRSG 313 Relational Practice: Understanding and respecting the complexities of difference and diversity with clients in nursing practice. HINT 408/508 Cultural Safety in Health: Indigenous Perspectives. All Year 1 (Semester I & II), Year 2 (Semester III & IV), and Year 3 (Semester V) courses have been reviewed using an anti-racism and health equity lens. Every course has a minimum of one learning outcome that explicitly addresses either: Indigenous health, health equity, anti-racism and/or anti-oppression.

<p>UBCO School of Health and Exercise</p>	<p>Ongoing</p>	<p>HES 130 Social Determinants of Health: There is specific attention on colonialism and health. In addition, every week of class draws attention to systems of power and oppression and their intersections with health outcomes.</p> <p>HES 240 Health Research Methods: Has a module on the unethical research conducted on Indigenous populations as well as how that led to the establishment of the control, access, and possession ownership, control, access, and possession (OCAP) principles, which is a required reading.</p> <p>INDG 319 Indigenous Perspectives on Health and Physical Activity: A course that is being delivered to BHES students as an upper-year elective.</p> <p>HINT 408: Cultural Safety in Health: Indigenous Perspectives. The School is continuing to work with Nursing to have more BHES students complete. This course is accepted by University of Calgary and University of Alberta as a pre-req for admission to the MSc in Physical Therapy.</p> <p>The School of Health and Exercise Sciences continues progress on developing an Indigenous Health Certificate that students will be able to obtain by completing 15 credits (5 courses) within Indigenous Studies as part of their 120-credit degree.</p>
<p>UBCO Master of Social Work</p>	<p>Ongoing</p>	<p>SOCW 517 Social Work and Indigenous Peoples in Canada: This is a core/required course for all Foundational Track students in their first year. It provides an overview of historical and current issues confronting social work with First Nations, Métis, and Inuit individuals, families, and communities within Canada including but not limited to child protection; critical assessment of theories for social work practice with Canada's Indigenous peoples.</p>

		<p>SOCW 560 Braiding Indigenous Knowledge into Clinical Practice: this elective course, offered on an annual basis, integrates Western and Indigenous knowledge in clinical social work practice.</p> <p>HINT 508 Cultural Safety in Health: Indigenous Perspectives: This Interprofessional elective course, also offered on an annual basis, provides a critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Indigenous peoples within health care, research, institutions, and community.</p>
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